



VANCOUVER  
HERITAGE  
FOUNDATION

## HERITAGE STUDY GUIDE

A heritage study guide for educators to engage young learners with Vancouver's diverse history and heritage places.



Vancouver Heritage Foundation  
Suite 402 – 510 West Hastings Street, Vancouver BC V6B 1L8  
[www.vancouverheritagefoundation.org](http://www.vancouverheritagefoundation.org)  
October 21, 2019 Version.

# Heritage Study Guide for Vancouver

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Vancouver Heritage Foundation (VHF)  
 Suite 402 - 510 West Hastings Street, Vancouver BC V6B 1L8      Tel: (604) 264-9642  
[www.vancouverheritagefoundation.org](http://www.vancouverheritagefoundation.org)

## MAKING CONNECTIONS

The Vancouver Heritage Foundation (VHF) Heritage Study Guide (2019) is a living document that provides teachers and students with activities and resources for exploring the heritage places and local history of Vancouver neighbourhoods, connected to place-based learning. VHF has been actively engaging with the general public on heritage conservation, house tours, walking tours and workshops for many years but the recent creation of several online educational resources makes it possible to connect more directly with younger students and educators.

An updated BC Curriculum and First Peoples' Principles of Learning have provided greater opportunity to explore local histories with specific ties to grades 3-5 and 8-10 Social Studies. The content of the study guide is not limited to these grades but can be incorporated into many lessons and subjects for Grades K-12.

The resources and lesson ideas in this study guide will increase awareness and understanding for students, educators and school communities of their roles, connections and potential for engaging with local history and heritage from the places that matter to them. VHF will continue to adapt and add to the 2019 Heritage Study Guide throughout the course of the year and share an updated version in 2020.

*Vancouver Heritage Foundation promotes the appreciation and conservation of Vancouver's historic places for current and future generations. VHF does this by creating opportunities and resources to learn about Vancouver's history and heritage places, and providing practical support for the successful conservation of historic buildings and sites.*

*Vancouver Heritage Foundation recognizes the diverse history and cultural heritage of Vancouver and that the city is located on the traditional, ancestral and unceded territories of the Musqueam, Squamish and Tsleil-Waututh peoples.*

## WHAT VHF CAN OFFER

**Vancouver Heritage Foundation supports teachers in exploring local history and heritage places with students by:**

Creating a Heritage Study Guide that connects local history and heritage places with core competencies of the BC Social Studies Curriculum and provides a range of resources

Visiting a classroom and helping to generate activity ideas

Sharing opportunities to apply for a VHF Heritage Study Guide field trip grant or book grant

Facilitating a workshop/teachers' session about the study guide

Providing guidance on documenting your school's history and heritage elements, and ways to maintain an archive for the school community.

**Contact VHF for a school visit, resources or school archives questions.**

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[www.vancouverheritagefoundation.org](http://www.vancouverheritagefoundation.org)

Tel: (604) 264-9642  
Monday-Friday 9am-5pm  
[mail@vancouverheritagefoundation.org](mailto:mail@vancouverheritagefoundation.org)

Please contact [jessica@vancouverheritagefoundation.org](mailto:jessica@vancouverheritagefoundation.org) to request information, a school visit, or for any heritage or history inquiries.

Visit the Heritage Study Guide webpage for updates:  
<https://www.vancouverheritagefoundation.org/learn-with-us/heritage-study-guide-for-schools/>

## GETTING INVOLVED

VHF visits classrooms to give presentations and lead discussions using archival images and materials for Social Studies classes, making connections with the local school, neighbourhood, and key themes in Vancouver's history. When time allows, a short walking tour to a nearby heritage site is included, to show that heritage places can be found everywhere with the help of VHF's online resources as a starting point.

VHF works with educators, teachers, classes and school communities, and welcomes feedback on further building the components of the study guide. We want to make it easy to find relevant and engaging information, images and tangible examples of heritage in your community that can help explore and connect curricular big ideas and curricular competencies with real life examples.

While the study guide aligns most closely with the Social Studies curriculum, the exploration of heritage places can be relevant for a range of subjects and you may find VHF's online resources useful for studies in Art, Design, Science, Mathematics, English, Humanities, Urban Studies, Social Justice and more.

## ACKNOWLEDGEMENTS

Thank you to the following for their support, input and ideas:

Michael Bodnar, Katie Cummer, Christine Giesbriecht, Derek Grant, Lucas Hung, Maya MacDonald, Britney Quail, Brett Whitelaw.

VSB Archives and Heritage Committee, BC Labour Heritage Society, VSB Social Justice Committee Pro-D at John Oliver High School 2019. A Heritage BC Conference 2019 workshop led by VHF provided valuable feedback from a variety of people working and studying in the heritage field in BC.

Thank you to the schools who invited us into their classrooms and schools: Bayview Elementary School, General Brock Elementary, Ideal Mini School, John Oliver Secondary School, Lord Kitchener Elementary School and Templeton Secondary School.

VHF Volunteer Photographers and Photo Contributors: Rob Atkins, Ian Flock, Thekla Lit.

This study guide is made possible by the generous financial support from the following:

GMR Foundation

Heritage BC's Heritage Legacy Fund



Vancouver Heritage Foundation Donors

**Disclaimer:** Vancouver Heritage Foundation is not responsible for the content of any third party resources shared in this guide.

## 1. CURRICULUM CONNECTIONS with BC SOCIAL STUDIES

“The primary goal of Social Studies education is to give students the knowledge, skills and competencies to be active, informed citizens who are able to think critically, understand and explain the perspectives of others, make judgments, and communicate ideas effectively.”

BC’s new curriculum for Social Studies introduction.

<https://curriculum.gov.bc.ca/curriculum/social-studies/core/introduction>

VHF’s Heritage Study Guide enables exploration of current social studies curricular competencies, in particular from Grade 3/4 teaching about Indigenous perspectives and place-based learning, to Grade 5 and 10’s focus on Canadian society and identity, immigration, discriminatory government practices and the Grade 9 focus on local, regional and global shifts and changes. Here is a small sample of some of the big ideas and questions that discussion of heritage places and local history can address:

- **Indigenous history, heritage places, place names and significance of language:** understanding local communities and First Peoples culture, way of life, languages and connection with the land.
- **Changes and waves of immigration and settlement over time:** Identity, discrimination, diverse perspectives, multicultural society and legacies today.
- **City development and planning:** relationship between all levels of government, to local grass-roots movements, small businesses and organizations. Much of how we view heritage places is through the lens of change and continuity.
- **Significance of local history and experience:** Why is heritage and local history important?

The Study Guide connects to the Social Studies Curricular Competencies (July 2019)

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/continuous-views/en\\_social\\_studies\\_k-10\\_curricular\\_competencies.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/continuous-views/en_social_studies_k-10_curricular_competencies.pdf)

- **Inquiry** Ask questions, gather information, analyze and draw conclusions about the content and features of different types of sources, communicate findings and decisions.
- **Significance** Explain the significance of personal or local events, objects, people or places. Construct arguments, explain why people, events, or places are significant to various individuals and groups.
- **Evidence** Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media.
- **Continuity and change** Sequence objects, images, or events, and explain why some aspects change and others stay the same. Recognize the positive and negative aspects of continuities and changes in the past and present.
- **Cause and consequence** Recognize causes and consequences of events, decisions or developments. Differentiate between intended and unintended consequences of events, decisions or developments.
- **Perspective** Acknowledge, explore, explain why people’s beliefs, values and worldviews, experiences and roles give them different perspectives on people, places, issues or events.
- **Ethical judgement** Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place.

## CORE CONCEPTS AND THEMES (2019) Grades 3,4,5 and 8,9,10

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/continuous-views/en\\_social\\_studies\\_k-10\\_content.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/continuous-views/en_social_studies_k-10_content.pdf)

### GRADE 3

#### BIG IDEAS

Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.

People from diverse cultures and societies share some common experiences and aspects of life.

Indigenous knowledge is passed down through oral history, traditions, and collective memory.

Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.

#### CONTENT

- Cultural characteristics and ways of life of local First Peoples and global indigenous peoples
- Aspects of life shared by and common to peoples and cultures
- Interconnections of cultural and technological innovations of global and local indigenous peoples
- Governance and social organization in local and global indigenous societies
- Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures
- Relationship between humans and their environment

### GRADE 4

#### BIG IDEAS

The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.

Interactions between First Peoples and Europeans led to conflict and co-operation, which continue to shape Canada's identity.

Demographic changes in North America created shifts in economic and political power.

British Columbia followed a unique path in becoming a part of Canada.

#### CONTENT

- Early contact, trade, co-operation, and conflict between First Peoples and European peoples.
- The fur trade in pre-Confederation Canada and British Columbia
- Demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities
- Economic and political factors that influenced the colonization of British Columbia and its entry into Confederation
- The impact of colonization on First Peoples societies in British Columbia and Canada
- The history of the local community and of local First Peoples communities
- Physiographic features and natural resources of Canada

## GRADE 5

### BIG IDEAS

Canada's policies for and treatment of minority peoples have negative and positive legacies.

Natural resources continue to shape the economy and identity of different regions of Canada.

Immigration and multiculturalism continue to shape Canadian society and identity.

Canadian institutions and government reflect the challenge of our regional diversity.

### CONTENT

- The development and evolution of Canadian identity over time
- The changing nature of Canadian immigration over time
- Past discriminatory government policies and actions, such as the Chinese Head Tax, the *Komagata Maru* incident, residential schools, and internments
- Human rights and responses to discrimination in Canadian society
- Levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding
- Participation and representation in Canada's system of government
- Resources and economic development in different regions of Canada First Peoples land ownership and use

## GRADE 8

### BIG IDEAS

Contact and conflict between peoples stimulated significant cultural, social, and political change.

Human and environmental factors shape changes in population and living standards.

Exploration, expansion, and colonization had varying consequences for different groups.

Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.

### CONTENT

- Social, political, and economic systems and structures, including those of at least one indigenous civilization
- Scientific and technological innovations
- Philosophical and cultural shifts
- Interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations
- Exploration, expansion, and colonization changes in population and living standards

## GRADE 9

### BIG IDEAS

Collective identity is constructed and can change over time.

The physical environment influences the nature of political, social, and economic change.

Emerging ideas and ideologies profoundly influence societies and events.

Disparities in power alter the balance of relationships between individuals and societies.

### CONTENT

- Political, social, economic, and technological revolutions
- Imperialism and colonialism, and their continuing effects on indigenous peoples in Canada and around the world
- Global demographic shifts, including patterns of migration and population growth
- Nationalism and the development of modern nation-states, including Canada
- Local, regional, and global conflicts
- Discriminatory policies and injustices in Canada and the world, such as the Head Tax, the *Komagata Maru* incident, residential schools, and World War I internment

## GRADE 10

### BIG IDEAS

Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.

Worldviews lead to different perspectives and ideas about developments in Canadian society.

The development of political institutions is influenced by economic, social, ideological, and geographic factors.

### CONTENT

- Government, First Peoples governance, political institutions, and ideologies
- Environmental, political, and economic policies
- Canadian autonomy
- Canadian identities
- Discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the *Komagata Maru* incident, and internments
- Advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission
- Domestic conflicts and co-operation, international conflicts and co-operation

**You may find this resource useful:**

Critical Thinking Consortium has a two-page document with tips to create questions that directly connect to the Curricular Competencies. The example relates to Heritage Fairs and allows students to think critically about history and pose their own questions and create inquiry-based projects.

<https://tc2.ca/uploads/PDFs/TipsForTeachers/TipsforTeachers-HeritageFairs.pdf>

## 2. WHAT IS HERITAGE?



When we ask students “what is heritage?” vs “what is history?” there is a clearer understanding that history is something old and in the past. For VHF, heritage and history intersect and the idea of heritage is multilayered. Heritage places offer interaction with the past as the tangible legacies of history. They offer spaces we can visit, to share stories and learn about aspects of shared or distinct cultural heritage.

Heritage is rooted in place; the history, evolution, changes and effects people and events have had on that place. What can we see of that history? What is missing or hidden from view?

Heritage is current. How has the history shaped this place today? What are the layers and perspectives to understand? The knowledge, memories and impact places have on people are often not obvious to someone who has yet to experience them, learn about them or discover them. Recognizing significance over time is part of the heritage value.

### HERITAGE VALUE AND HERITAGE SIGNIFICANCE

*The Standards and Guidelines for the Conservation of Historic Places in Canada* offers the following definitions:

**Historic Place:** a structure, building, group of buildings, district, landscape, archaeological site or other place in Canada that has been formally recognized for its heritage value.

**Heritage Value:** the aesthetic, historic, scientific, cultural, social or spiritual importance or significance for past, present and future generations. The heritage value of a historic place is embodied in its character-defining materials, forms, location, spatial configurations, uses and cultural associations or meanings.

**Character-Defining Element:** the materials, forms, location, spatial configurations, uses and cultural associations or meanings that contribute to the heritage value of a historic place, which must be retained to preserve its heritage value.

For more, visit Canada’s Historic Places website, a federal, provincial and territorial collaboration administered by Parks Canada. <https://www.historicplaces.ca/en/pages/standards-normes>

### **Historic Areas, Heritage Buildings and Sites:**

Many places in Vancouver and BC have formal recognition as heritage places. These include:

- National Historic Sites
- Historic Areas and Heritage Conservation Areas
- Buildings, monuments and sites on the Vancouver Heritage Register or other municipalities' heritage registers.

In Vancouver, various areas in the city have municipal or national heritage or historic designation. Heritage areas have guidelines around redevelopment with zoning regulations that aim to encourage retention, restoration and/or rehabilitation of heritage buildings, estates or amenities.

**Chinatown** National Historic Site and Historic Area (national and municipal recognition)

<https://www.historicplaces.ca/en/rep-reg/place-lieu.aspx?id=18742&pid=0>

<https://vancouver.ca/files/cov/chinatown-national-designation-application-2009-02.pdf>

**Gastown:** National Historic Site and Historic Area (national and municipal recognition)

<https://www.historicplaces.ca/en/rep-reg/place-lieu.aspx?id=16124&pid=0>

**Yaletown:** Historic Area (municipal recognition)

<https://bylaws.vancouver.ca/zoning/zoning-by-law-district-schedule-ha-3.pdf>

**Shaughnessy** Heritage Conservation Area (municipal recognition)

<https://bylaws.vancouver.ca/odp/FSD.PDF>

Many other places in the city do not have formal heritage recognition but are valued by communities and individuals as heritage places.

## **HERITAGE PLACES AND CULTURAL HERITAGE**

Earlier ideas of heritage often focused on the physical form of a site; in particular, its architecture or a specific historical event. However, the significance of a place determines its heritage value and can be complex and layered, relating to social, historical, political, architectural or other significance and can include intangible cultural heritage (living heritage). Here are various organizations and their definitions around heritage.

**First Peoples Council of Canada** Heritage Toolkit: <http://www.fpcc.ca/culture/heritage-toolkit/>

**Historic Places Canada**

[https://www.historicplaces.ca/media/21054/sos\\_guide\\_final\\_e\\_new\\_design.pdf](https://www.historicplaces.ca/media/21054/sos_guide_final_e_new_design.pdf)

"...ideas, experiences, objects, artistic expressions, practices, knowledge and places that are valued because they are culturally meaningful, connected to shared memory, or linked to collective identity. All parts of daily life, i.e. family and community, food and health, art, songs and dance, language, spirituality and values, history and the land interact with one another to make up a culture."

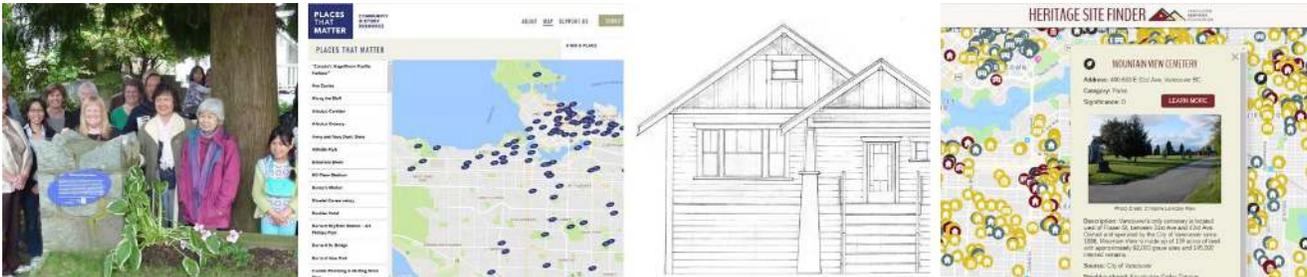
**Parks Canada** <https://www.pc.gc.ca/en/index>

**UNESCO's Intangible Cultural Heritage definition**

<https://ich.unesco.org/en/what-is-intangible-heritage-00003>

"traditions or living expressions inherited from our ancestors and passed on to our descendants, such as oral traditions, performing arts, social practices, rituals, festive events, knowledge and practices concerning nature and the universe or the knowledge and skills to produce traditional crafts."

### 3. RESOURCES FOR HERITAGE PLACES



#### 3.1 VANCOUVER HERITAGE FOUNDATION (VHF) RESOURCES

VHF has created a number of online resources including websites, reference documents, case studies, films and public art projects that highlight and provide information on the history behind heritage places, their heritage values and ways people connect to them. In this first version of the guide, we provide activities for some of these resources in section 4 and will add more as they are completed throughout 2020. Here are seven resources to start exploring.

##### Heritage Site Finder Interactive Map

A website with an interactive map of over 2200 sites included in the City of Vancouver's Heritage Register. Search by address or name and see current and archival photos, read brief descriptions and links to documents about the history and heritage value of each site. Filters allow searching by protected sites, National Historic Sites and losses/removed. We continue to add personal stories, images and memories from the public.

<https://www.vancouverheritagefoundation.org/map/>

##### Places That Matter Community History Resource

The Places That Matter Community History Resource is an information-rich website that expands on the original Places That Matter (PTM) plaque program – a project created in 2011 to celebrate Vancouver's 125th anniversary as an incorporated city. Over 100 community-nominated sites highlight the people, places and events to tell diverse stories of Vancouver's history.

Each of the over 100 sites is profiled with their own webpage with the plaque text, historic research, oral histories, contemporary and historic photos, as well as opportunities for ongoing community contribution and a "submit your story" form. A map of Vancouver shows all sites geographically, lists them alphabetically and brings you to each individual site page. New information and updates are ongoing.

<https://www.vancouverheritagefoundation.org/places-that-matter/>

## Vancouver House Styles Web Tool

This website defines, details and illustrates Vancouver house styles and their architectural elements from pre-contact Traditional Coast Salish Plank Houses to the Millenium Builders of 2000-present. Vancouver's house styles are a mix of many elements from different eras and origins. Choose to search a house by shape, name or chronological period. On each page you will find detailed descriptions, definitions and photographs of local examples.

<https://www.vancouverheritagefoundation.org/learn-with-us/discover-vancouvers-heritage/vancouver-house-styles/about-house-styles/>

## The WALL (Public Art)

The WALL is located at the CBC Vancouver Broadcast Centre Plaza at 700 Hamilton Street. It is a Vancouver Heritage Foundation public art initiative in partnership with CBC Radio-Canada, with support from JJ Bean Coffee Roasters, and produced in partnership with the City of Vancouver Public Art Program. A new artist and artwork are featured every year with a focus on topics around history and the built environment using the CBC Archives.

<https://www.vancouverheritagefoundation.org/projects/the-wall/>

## *Restoring Community* Documentary

A short documentary created to highlight 3 different ways heritage in a city restores community, connects us to cultural heritage and history, and can be adapted for today's needs. It features Cedar Cottage Row Houses and Commercial Street, a Vancouver Special in the Sunset neighbourhood and a Laneway Home in Grandview-Woodlands.

<https://www.vancouverheritagefoundation.org/learn-with-us/case-studies/restoring-community/>

## VHF's Historic Vancouver Map Guides

Eight heritage guides for historic areas of Vancouver are available online as PDFs. Please contact VHF for paper copies. Current and archival images illustrate some key heritage places in each neighbourhood with stops or sites of interest in a self-guided map format.

<https://www.vancouverheritagefoundation.org/learn-with-us/discover-vancouvers-heritage/map-guides/>

- Historic Chinatown
- Historic Japanese Canadian District (Paueru-Gai) Powell Street
- Historic West Hastings
- Historic Kitsilano Northeast
- Carrall Street Greenway
- Mid-century Modern Downtown
- Strathcona Markets (East End)
- Mole Hill (West End)

## VHF Heritage Conservation Resources: Heritage and Sustainability

“Heritage buildings contribute to our sense of place and community identity which ensures Vancouver remains unique. Older buildings provide some of the city’s most affordable housing and the majority of the city’s rental housing. Rehabilitated heritage buildings are popular places to live, work and visit making them an important part of the local economy. Fifty percent of the buildings in Canada were constructed before 1970. Demolishing a 2,500 sq ft house sends 60 tons of debris to the landfill, whereas retrofits can often significantly improve energy efficiency. It is unsustainable to demolish all these older buildings to build new energy efficient buildings.”

Vancouver Heritage Foundation.

VHF Conservation Grants <https://www.vancouverheritagefoundation.org/get-a-grant/>

True Colours: Heritage Professionals scraped over 100 homes around Vancouver and helped rediscover original paint colours which can now be used to restore buildings using a palette of 35 historical Vancouver colours.

See the palette:

<https://www.vancouverheritagefoundation.org/wp-content/uploads/2012/09/TrueColoursPalette.pdf>

Learn more about grant recipients:

<https://www.vancouverheritagefoundation.org/get-a-grant/true-colours/>

Case Studies:

Learn from visual reports about places in Vancouver that show how heritage is sustainable and energy-efficient.

<https://www.vancouverheritagefoundation.org/learn-with-us/case-studies/heritage-sustainability/>

<https://www.vancouverheritagefoundation.org/wp-content/uploads/2017/02/VHF-Energy-Efficiency-Case-Study-2017.pdf>

## 3.2 LOCAL INDIGENOUS COMMUNITIES RESOURCES



### xʷməθkʷəy̓əm Musqueam, Skwxwú7mesh Squamish and Tsleil-Waututh Peoples

The city of Vancouver is located on the unceded, ancestral and traditional territory of the Musqueam, Squamish and Tsleil-Waututh peoples. Many of the following resources have been recommended directly from the local nations based on many materials, videos and maps created within these communities. Most include full lesson plans and supporting materials. Please use them as a starting point and connect with each community directly when possible. Please share any additional resources or contacts with us you think should be included in this study guide.

**Terminology** First Nations/Indigenous/Aboriginal/First Peoples

#### UBC Indigenous Peoples Language Guidelines

[https://assets.brand.ubc.ca/downloads/ubc\\_indigenous\\_peoples\\_language\\_guide.pdf](https://assets.brand.ubc.ca/downloads/ubc_indigenous_peoples_language_guide.pdf)

#### xʷməθkʷəy̓əm (MUSQUEAM)

Musqueam website: <https://www.musqueam.bc.ca/>

Musqueam Place Names Map website with audio files to hear place names in *hən̓q̓əmin̓əm̓*.

<https://www.musqueam.bc.ca/our-story/musqueam-territory/place-names-map/>

Musqueam Teaching Kit: Grades K -12 curriculum lessons with videos, interactive language stories and timeline video.

<http://www2.moa.ubc.ca/musqueamteachingkit/>

Musqueam film: <https://www.musqueam.bc.ca/our-story/multimedia/>

Museum of Vancouver exhibition: <https://museumofvancouver.ca/csnam-the-city-before-the-city>

Film guide, *city before the city*: <https://guides.library.ubc.ca/c.php?g=307473&p=2800565>

#### TSLEIL-WAUTUTH People of the Inlet

Tsleil-Waututh Nation website <https://twnation.ca/>

Special Projects Manager and Educator, Carleen Thomas [cathomas@twnation.ca](mailto:cathomas@twnation.ca)

Burnaby Village Museum, School Guide component: <http://www.burnabyvillagemuseum.ca>

## Skwxwú7mesh (SQUAMISH)

Squamish Nation website <https://www.squamish.net/about-us/our-history/>

Squamish Atlas Map with place names and language, lesson plans for Grade 3 and 10

<http://squamishatlas.com/#>

## ADDITIONAL ONLINE RESOURCES

First Peoples Cultural Council of BC Heritage Toolkit <http://www.fpcc.ca/culture/heritage-toolkit/>

First Nations Education Steering Committee (FNESC) & First Nations School Association (FNSA)  
Residential Schools and Reconciliation Teacher's Guide

<http://www.fnesc.ca/wp/wp-content/uploads/2015/07/PUB-LFP-IRSR-10-2015-07-WEB.pdf>

Kamala Todd: filmmaker, cultural heritage planner <https://indigenoucity.com/about/>

Vancouver Dialogues Project: <https://indigenoucity.com/2015/01/30/the-vancouver-dialogues-project/>

Indigenous Plant Diva, NFB, video: [https://www.nfb.ca/film/indigenous\\_plant\\_diva/](https://www.nfb.ca/film/indigenous_plant_diva/)

Undivided: <https://vancouver.ca/files/cov/undivided-by-kamala-todd.pdf>

## Indigenous and Chinese Canadian Heritage and History

*Cedar and Bamboo* film and study guide online: <http://www.cchsbc.ca/cedar--bamboo.html>

Ronnie Dean Harris/Ostweve media artist, hip hop performer, educator (Stō:lo territory)  
<https://www.ronniedeanharris.com>

Reframing Relations (School brochure and workshops) <http://www.cacv.ca/programs/reframing-relations/?>

Stó:lō Library & Archives/Repository <http://www.srrmcentre.com/archiverepository>

Conversations with Khahtsahlano (by Major J.S. Matthews) Digital readable version of the book from 1932-1954, by non-indigenous City Archivist, Major J.S. Matthews.

[https://archive.org/details/ConversationsWithKhahtsahlano1932-1954\\_346/page/n65](https://archive.org/details/ConversationsWithKhahtsahlano1932-1954_346/page/n65)

## First Nations Connections with VHF's Places That Matter project

VHF and Musqueam have offered a variety of public programs related to the Places That Matter project. A pilot Musqueam Bus Tour of Vancouver offered three tours with stops around the city at the Musqueam Reserve, UBC, Stanley Park and Spanish Banks. VHF continues to collaborate with the Musqueam Archives and Musqueam Department of Language and Culture.

Over the process of five years, VHF collaborated with Musqueam to have the community select five Places That Matter (PTM) sites (out of over thirty) that would be marked with PTM plaques. Currently, the webpages for the five selected Musqueam sites have plaque text and a location

marker. We continue to collaborate on images, stories, more information and plaque presentations for each of the sites. Please contact VHF for more information and updates on the project.

### **Five Musqueam Places That Matter Sites**

**c̓əsnaʔəm** (Marpole along the Fraser River)

<https://www.vancouverheritagefoundation.org/place-that-matters/musqueam-c̓əsnaʔəm/>

**səniʔqʷ** (Vanier Park, Kitsilano)

<https://www.vancouverheritagefoundation.org/place-that-matters/musqueam-səniʔqʷ/>

**st̓xiləx** (Siwash Rock, Stanley Park)

<https://www.vancouverheritagefoundation.org/place-that-matters/musqueam-st̓xiləx/>

**χʷayχʷəy** (Lumberman's Arch, Stanley Park)

<https://www.vancouverheritagefoundation.org/place-that-matters/musqueam-χʷayχʷəy/>

**spapəyəq** (Brockton Point, Stanley Park)

<https://www.vancouverheritagefoundation.org/place-that-matters/musqueam-spapəyəq/>

### **Other PTM Sites that connect with Indigenous history**

**CRAB Park (site of the Great Fire and Squamish history)**

<https://www.vancouverheritagefoundation.org/place-that-matters/crab-park-the-great-fire/>

**Vancouver Aboriginal Friendship Centre** <https://www.vancouverheritagefoundation.org/place-that-matters/vancouver-aboriginal-friendship-centre-society/>

Additional Places That Matter sites for Squamish and Tsleil-Waututh history in Vancouver is an ongoing long-term aspect of the project.

### 3.3 A SELECTION OF OTHER RESOURCES

The following selection of organizations and online resources reflects many of those VHF has worked with and highlights some of the websites, resources and archives that exist. Many include detailed lesson plans and units directly tied to the Social Studies BC Curriculum, and provide useful teacher resources. Others are websites with useful information, projects or books that provide reference materials for teachers.

Many lessons and activities focus on secondary students, but can also be adapted for younger learners. Additional details on these resources are available. Please contact VHF if you would like specific information and recommendations.

**A Kid's Guide to Building Great Communities: Canadian Institute of Planners** Full lesson plans.  
<https://www.cip-icu.ca/Files/Resources/kidsguide.aspx>

#### **BC Gay and Lesbian Archives**

A recent donation to the City of Vancouver Archives includes the collection of Ron Dutton, BCGLA archivist's collection documenting the community throughout the 20<sup>th</sup> century, now digitized.  
<https://searcharchives.vancouver.ca/bc-gay-and-lesbian-archives>

#### **BC Heritage Fairs (K-12)**

Website with many resources on inquiry-based research projects and activities around heritage. Connect to participate in a heritage fair in Vancouver, at your school, through regional and provincial fairs.  
<http://bcheritagefairs.ca>

#### **BC Labour History**

Website, walking tour (app), BC Labour History book and many lesson plans on Teach BC  
<https://teachbc.bctf.ca/>

Historic information related to Indigenous, diverse cultures, women, industry, economy, politics and diverse perspectives.  
<http://www.labourheritagecentre.ca>

#### **Black History in Vancouver and BC**

Black Strathcona: Ten short films that profile the black community that lived in the Strathcona neighbourhood of Vancouver from the late 1800s to the 1960s. An accompanying website and teacher's lessons and resources are included.  
<http://blackstrathcona.com>

History of Black BC Awareness Society  
<https://bcblackhistory.ca/learning-centre/places-of-interest-guide/>

**Changing Vancouver blog:** then and now images of building sites in Vancouver with researched history <https://changingvancouver.wordpress.com>

## Chinese Canadian History in Vancouver and BC

Bamboo Shoots Chinese Canadian Legacies in BC: website with resources for teaching Chinese Canadian history, along with lessons, games, resources, and more.

<https://www.openschool.bc.ca/bambooshoots/>

Chinese Canadian Historical Society of BC

<http://www.cchsbcc.ca/>

Chinese Military Museum (located in Chinatown). Website with history and photos.

<https://www.ccmms.ca/>

Vancouver's Chinatown: 3-part docu-series of the people and places of Vancouver's Chinatown

<http://www.jeremywcox.com/in-chinatown>

**False Creek Watershed Society:** Maps of old streams, history and programming.

<http://www.falsecreekwatershed.org/>

## Francophone History in Vancouver and BC

Societe historique Francophone de la Colombie-Britannique website, archives, school resources and interactive history.

<http://www.shfcb.ca>

Heritage BC: Francophone Historic Places Map

<https://heritagebc.ca/cultural-maps/francophone-historic-places-map/>

**Heritage BC** A charitable not-for-profit supporting heritage conservation in BC

<https://heritagebc.ca/>

## Japanese Canadian History in Vancouver and BC

Nikkei National Museum and Archives in Burnaby. Museum exhibition, school guides, education kits, field trips and full resources on Japanese Canadian (Nikkei) history. Contact directly for more info.

<https://centre.nikkeiplace.org/education/>

Nikkei Stories of Powell Street, Vancouver and Steveston, Richmond: Ten short films for each place that profile the Japanese Canadian communities that lived in the area from the late 1800s until displacement during the Second World War. Website with teacher's lessons and resources.

[www.nikkeistories.com](http://www.nikkeistories.com)

NFB Sleeping Tigers: the Asahi Baseball Story (50 minutes running time)

[https://www.nfb.ca/film/sleeping\\_tigers\\_the\\_asahi\\_baseball\\_story/](https://www.nfb.ca/film/sleeping_tigers_the_asahi_baseball_story/)

Hastings Park 1942, Japanese Canadian Internment at Hastings Park, PNE

<http://hastingspark1942.ca/>

Vancouver Japanese Language School, Alexander Street (walking tours, field trip)

<https://vjls-jh.com/about-us/history/> Contact: Laura Saimoto: email [crc@vjls-jh.com](mailto:crc@vjls-jh.com)

## Jewish History in Vancouver and BC

Jewish Museum and Archives of BC website with resources, online exhibitions, programs in Vancouver <https://jewishmuseum.ca/>

East End Stories: six short films that profile the Jewish community who lived in the Strathcona neighbourhood of Vancouver from the late 1800s to the 1930s. Website and lesson plans. <https://jewishmuseum.ca/educational-resources/>

Landscape Architecture in BC webatlas map project with images and information. <http://www.sitelines.org/webatlas/vancity.html>

## South Asian Canadian History

Komagata Maru Journey website, Simon Fraser University <http://komagatamarujourney.ca/>

South Asian Stories: Ten short films profile the South Asian communities in the Punjabi Market and Kitsilano neighbourhoods. Website and teacher's lessons and resources. [www.southasianstories.com/intro](http://www.southasianstories.com/intro)

Street Names of Vancouver by Elizabeth Walker, online book. [https://bccd.vpl.ca/pdf/Street\\_Names\\_of\\_Vancouver.pdf](https://bccd.vpl.ca/pdf/Street_Names_of_Vancouver.pdf)

University of British Columbia History (UBC and the Endowment Lands are not part of the City of Vancouver, UBC is Musqueam traditional territory) <https://archives.library.ubc.ca/general-history/a-brief-history-of-ubc/>

Vancouver Historical Society Website, lectures, resources and publications <http://www.vancouver-historical-society.ca/blog/>

*City Reflections 1907-2007 Vancouver*. Archival footage from a Vancouver streetcar in 1907 <https://www.youtube.com/watch?v=tsHMJma13bU>

## NEIGHBOURHOOD HERITAGE RESOURCES

Fraser Street Stories website and plaques: <https://fraserstreetstories.ca/about/>

Grandview Heritage Group: database, blog, centenary houses project, archives <http://grandviewheritagegroup.org/>

Mount Pleasant Heritage Group: maps, projects, advocacy and heritage sites <https://mountpleasanthheritagegroup.wordpress.com/>

*The Story of Dunbar: Voices of a Vancouver Neighbourhood*. Dunbar History project, digital photographs: <https://www.flickr.com/photos/vancouver-archives/sets/72157628129538154/>

*History of South Vancouver and John Oliver High School* by Ken McLeod, online book. <https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:4f68c9ec-0251-45bc-aac2-02fc0cfb72fc>

## TEACHER RESOURCES: Archival documents, maps and digital records

City of Vancouver Archives: online search of the holdings and thousands of digitized archival images available for use <https://vancouver.ca/your-government/holdings-descriptions.aspx>

Library Archives Canada <http://www.bac-lac.gc.ca/eng/Pages/home.aspx>

SFU Special Collections: digital collections includes immigrant experience, protests and activism, Indigenous, oral histories. <https://digital.lib.sfu.ca>

UBC Special Collections, Wallace Chung Collection: Chinese Canadian history and Canadian Pacific Railway. <https://open.library.ubc.ca/collections/chung>

Vancouver Public Library Digital Images:  
<https://www.flickr.com/photos/99915476@N04/with/32601352442/>

BC City Directories digitized at VPL: <https://bccd.vpl.ca>

What heritage or history related books are in your school library? Could your classroom or school benefit from VHF's Book Grant? Apply for a book grant to add some of these recommended books to your library.

TO APPLY <https://www.vancouverheritagefoundation.org/school-grants/>

### A selection of books

Davis, Chuck. *History of Metropolitan Vancouver*. Harbour Publishing. 2011.

Note: An online version of this book is available, searchable by decades and key terms:  
<https://www.vancouverhistory.ca/>

Hayes, Derek. *Historical Atlas of Vancouver and the Lower Fraser Valley*. Harbour Publishing. 2005.

Kalman, Harold. *Exploring Vancouver: the Architectural Guide*. Douglas & MacIntyre. 2012.

Luxton, Donald. *Building the West: A history of Early Architects*. Talon Books. 2007.

MacDonald, Bruce. *Vancouver: A Visual History*. Talon Books. 1992.

## 4. CONNECTING WITH HERITAGE IN THE CLASSROOM: ACTIVITY IDEAS



### 4.1 EXPLORE YOUR SCHOOL'S HERITAGE, HISTORY AND ARCHIVES

#### ARCHIVING

The VSB Archives website has useful information on how to build an archive, start a Memory Box, update school displays with historical memorabilia, and connect about school anniversaries and celebrations. Read the step by step article for how to start and maintain archives in your school:

<https://blogs.vsb.bc.ca/heritage/information-for-schools-2/maintain-your-archive-or-heritage-centre/>

Vancouver School Board's Archives and Heritage Committee has a website with archival and current images and historical information about schools in Vancouver and education in Vancouver by decades. Check to see what's on the website about your school. If you would like additional help, please contact VHF or the VSB Archives and Heritage Committee directly.

VSB Archives & Heritage website: <https://blogs.vsb.bc.ca/heritage/>

#### HISTORY: Connecting with Staff, Alumni and Community

Thank you to those within a school community who take care of the physical archives of the school as well as the memories and stories the place holds. Most school websites can include a brief history and digital records (photos) from that school, and the physical materials can be kept in storage to be shared at special occasions such as school anniversaries or history/heritage fairs, and alumni events.

Have you engaged with the alumni or community partners of your school? They can often provide a wealth of information on what life was like in the past and may have their own school collections of old jerseys, photos and memorabilia. Celebrate milestones and recognize changes and continuity over time in your school's history.

For Students: Adding to the school's history and heritage records

Does your school have a history or heritage club or society? Have you noticed the artwork, plaques, trophies or murals in your school? What's the history behind it? Make a list and find out when items were added to the school, by whom and what stories it tells about your school's past? Don't forget to look inside and out!

While not all heritage can be preserved, the historical memory and life of the site can be documented and maintained for the future. The school you are in may or may not be the original

school building on a site, and many schools are being seismically upgraded or demolished. You can assist in documenting and collecting the history before the physical site is lost. Photographs, sketches, art projects and notes and observations of your school, during your time there are all part of its history and heritage legacy.

Encourage your students to recognize that they are part of the school's history and that they can assist in recording and adding to the knowledge and stories; by sharing experiences through school projects, writing, drawing or design, and video/audio recordings. Documenting each class' time at the school is part of the school's history and heritage for future generations.

*Oral History:* Conversations, interviews, memories and stories can all form an important part of the living heritage of a place.

What do you know about your School/Site's Heritage and History?

- Resources at your school (where are they?)
- Is it on the City of Vancouver Heritage Register?  
<https://www.vancouverheritagefoundation.org/map/>
- If so, why/why not?

VHF's Heritage Site Finder Interactive Map includes over 40 schools in Vancouver. Many schools are some of the oldest buildings in our neighbourhoods and landmarks in a community. Their form, function, the materials they were constructed of, and the schools' records can answer questions of who, what, when, why and how students learned - the changes in teaching philosophy, education and social demographics and patterns of immigration in Vancouver neighbourhoods.

VHF welcomes any research, first-hand quotes, oral history, images and art (digitized) that a school community would like to share on the HSF or with VHF in general. Help us by sharing a scanned version of an anniversary booklet, materials and photos from your school. It can be added directly to VHF's Heritage Site Finder or if your school is not on the register we would still be happy to receive historical information!

#### **4.2 LOOKING AT PHOTOGRAPHS: critical thinking and inquiry**

Almost all resources listed in section 3 (Resources to Explore) include photographs, mostly archival but many current and from a variety of sources. Photos and visual depictions of people, places, and events are an integral part of understanding heritage.

When sharing historical photographs on any subject, include a mini lesson on "how to look at a photograph". Much of the traditional narrative of Vancouver's history has not reflected the diversity of peoples who have existed together since before the creation of the city, nor has it been told from diverse communities' perspectives. Representation is an important learning tool when talking about the past.

Whose stories have been told?

Whose are missing?

How can we better understand all perspectives and stories through photographs?

What do photographs leave out?

How can we interpret them without any context?

Who took the photo and why?

What does the photo convey or portray?

Your school's annual or class photos tell the story of changing demographics in neighbourhoods and classes throughout the city. What does that tell us about our schools? Our communities?

For discussion: A 2019 exhibition of Yucho Chow photographs ignited interest in early Vancouver studio photographers, and their significance in an era when personal cameras were not as ubiquitous as today's abundance of digital imagery. It also speaks to the communities he served and the importance of capturing family occasions or portraits during 1906-1949.

Yucho Chow website: <http://www.yuchochow.ca/yucho-chow/>

#### **4.3 VHF RESTORING COMMUNITY DOCUMENTARY STUDY GUIDE**

A short documentary, created to highlight different ways heritage in a city restores community, connects us to cultural heritage and history, and can be adapted for today's needs. The goal of the documentary is to share first-hand stories of house types in Vancouver that connect with heritage in different ways. They may be energy efficient, adapted for modern uses and needs or have cultural significance. The video documentary includes 3 case studies which you can view separately or in full.

*Running time: full version 30 min, approx. 10 min each.*

Here are some questions to consider:

- Why is this place heritage? How do the case study examples help maintain built heritage in Vancouver?
- How do people value their homes? What connections and memories are evoked from these spaces? How do you see the place you live in? Is it just a building?
- Can you think of other examples you've seen or been in around the city? What do you think of when you see these different kinds of homes? Does the video change your point of view?

#### **VHF's *Restoring Community* Film Documentary Full Version (30min)**

<https://www.vancouverheritagefoundation.org/learn-with-us/case-studies/restoring-community/>

#### **Gow Block, Cedar Cottage Row Houses and Commercial Street**

Watch the video: <https://www.youtube.com/watch?v=dBZjH4tcfPc> (9 min)

Read the case study: <https://www.vancouverheritagefoundation.org/wp-content/uploads/2013/02/Final-Copy-Gow-Block.pdf>

#### **Vancouver Special, Sunset**

Watch the video: [https://www.youtube.com/watch?v=Ta\\_HKGzWGLk](https://www.youtube.com/watch?v=Ta_HKGzWGLk) (9min 52 sec)

Read the case study: <https://www.vancouverheritagefoundation.org/wp-content/uploads/2014/04/Final-Copy-Vancouver-Special.pdf>

#### **Laneway Addition, Grandview-Woodlands**

Watch the video: <https://www.youtube.com/watch?v=KhdqCFVtHNM> (8min 52sec)

Read the case study: <https://www.vancouverheritagefoundation.org/wp-content/uploads/2014/04/Final-Copy-Laneway.pdf>

## Activity Ideas

Before showing the film (in full or in parts), ask the students about the house or building form highlighted in the film. Do they know what it is? Have they seen it? You don't have to tell them the answer, brainstorm and see what they come up with first.

Show the film(s) and afterwards discuss again what the style or form is, and if they have a different or same opinion and understanding of it after watching the film

Have they seen these sites or similar ones in the city? Go for a short walk around the neighbourhood. How would they tell the story of a "house" or "site"?

Students could create their own project (book, report, research, video, photo, art, design, science/environment) that asks them to study one housing type or building form, or a place that has been adapted for new use such as residential to commercial or institutional to residential, etc.

## 4.4 CLASS DISCUSSION: The future of heritage

Heritage is a broad and complex topic for class discussions. Presenting questions and learning through inquiry-based projects is a good way to engage students in topics that interest them.

### EXPLORING HERITAGE CONNECTIONS

How do you connect with the past today? What do you think will be important in the future? (change, continuity, things that shape people, places and events)

How do we tell the stories of the past when the physical sites no longer remain or are not visible?

What would you want to know about Vancouver's local history and heritage places if you were in the future, 50 years from now looking back at Vancouver today?

Do you see the cultures/cultural history of yourself and your classmates reflected in the story/history/heritage of Vancouver? Why or Why not?

Intangible: What makes up Vancouver's "intangible cultural heritage"? (find your own examples)

### Understand VHF's role

Why is it important to know/learn about local history and heritage places?

Do you think differently about heritage after learning a bit about what it is?

What does VHF do to tell the stories of Vancouver's heritage and history?

What is heritage preservation and conservation? What is education and awareness?

## PLACES AND PLACE NAMES

Place names reveal a culture, its values and history. Understanding these differences are part of understanding heritage places and the many names that exist, including formal names vs informal names. What are the differences? How are places named and by whom?

Indigenous names for places may relate to a description or historic significance for the community, in contrast with settler communities' names.

Squamish Atlas <http://squamishatlas.com/>

Musqueam Place Names Map <https://www.musqueam.bc.ca/our-story/musqueam-territory/place-names-map/>

Many places reflect those who established the city, and its land holdings: Britain's desire to name after familiar places or people, by city surveyors and planners who chose names based on friends or interests, and the CPR's real estate holdings after themselves. Some places and sites were named as a result of contests.

What's in a name? New lanes and streets in Vancouver are named with input from a Naming Committee <https://vancouver.ca/your-government/civic-asset-naming-committee.aspx>

Elizabeth Walker's book on historic *Street Names of Vancouver*  
[https://bccd.vpl.ca/pdf/Street\\_Names\\_of\\_Vancouver.pdf](https://bccd.vpl.ca/pdf/Street_Names_of_Vancouver.pdf)

Discuss how students could show or create layers of place names and meaning on a particular site, or on a street sign? (Look for examples of historic neighbourhoods or other countries)

- What are some of the oldest sites in Vancouver? Are they protected, marked or recognized? Why, why not?
- Do you think plaques, markers, signs are important? Why, Why not?
- Are there examples in Vancouver of multiple names and histories?

See: Musqueam street names at UBC: <https://planning.ubc.ca/musqueam-street-signs>

## 5. HERITAGE OPPORTUNITIES FOR TEACHERS AND STUDENTS WITH VHF

### 5.1 VHF Field Trip Grant and Book Grant: \$100-150 value each per year

Apply to VHF for a grant to help with the costs of a class field trip or guest speaker, e.g. walking tour travel costs, museum entry fees, materials, guest speaker expenses. Or apply to VHF for a selection of books for your school for use in the classroom or for the school library. Details online. <https://www.vancouverheritagefoundation.org/school-grants/>

*VHF is happy to make a classroom visit or assist in connecting your school/class at no cost.*

### Spots for Teachers: VHF Programming (year-round)

If you are an educator interested in attending a VHF program or event we will have a limited number of spots available. Please email [mail@vancouverheritagefoundation.org](mailto:mail@vancouverheritagefoundation.org)

### Professional Development Field Trips 2020 TBA

We aim to offer a half-day downtown field trip for Professional Development Days. If you are interested in participating, please email [jessica@vancouverheritagefoundation.org](mailto:jessica@vancouverheritagefoundation.org)

### VHF Student Access program: 16-30 years

Discounted and sponsored opportunities to attend VHF programs are offered for students, 16-30 years of age. Students can contact us to be notified if spots are available for the following: Heritage House Tour, Evening Lectures, Old School Workshops, and Neighbourhood Heritage Tours.

<https://www.vancouverheritagefoundation.org/attend-an-event/student-access-program/>

### Volunteer with VHF: 16+ years

There are many opportunities to volunteer with VHF throughout the year including research and house tours. If you or your students are interested, we welcome secondary students (age 16+).

**Join us!** The City of Vancouver's Heritage Week takes place the third week in February. VHF will be celebrating with programming and free events. VHF will also reach out to schools with activity ideas and opportunities to connect around local history and heritage in Vancouver. Stay tuned!

**Share with us!** If you've used any aspects of the Heritage Study Guide in your classroom, or gone on a neighbourhood history or heritage walk, please share documentation with us. Photos with or without students, or of students' work is welcome. We hope to be able to post some photos of projects and lessons taking place in Vancouver schools, and if teachers are willing to share basic lesson plans or ideas, we will be posting them to the VHF Heritage Study Guide webpage as collective resources and as a place to highlight students' projects and work to inspire others.

## 6. FEEDBACK

Please let us know what you think of VHF's Heritage Study Guide. We'd love to hear from you with suggestions, comments and ideas on how to improve this pilot project. Help us out by answering the following, send your response by email or phone.

Did you use the Online Resources or a project idea? Please describe.

Was the lesson/unit/project successful in its learning outcomes and curricular competencies?

What else would be most useful? Please be specific.

What types of support would assist your school in terms of heritage and history?

What aspects of heritage and history are important to your school community?

We will be reviewing the guide in 2019/2020 and incorporating updates after the school year.

VHF sends out an e-newsletter bi-monthly. If you wish to be added to the list, contact us, or sign up directly on our website.

If you have any other questions, don't hesitate to ask!

### Contact info

Email: [jessica@vancouverheritagefoundation.org](mailto:jessica@vancouverheritagefoundation.org) or [mail@vancouverheritagefoundation.org](mailto:mail@vancouverheritagefoundation.org)

Phone: VHF office (604) 264-9642

Visit the office: Suite 402 - 510 West Hastings Street, Vancouver, BC

We are open 9am-5pm, Monday-Friday (closed all holidays)

VHF website: [www.vancouverheritagefoundation.org](http://www.vancouverheritagefoundation.org)