

Classroom Mapping Activity

Lesson Plan

Rationale:

What influences the building of a community, and what can you learn about its population from the layout of town?

During this activity, students will create a map of the layout of Paldi while listening to a description of Paldi. Afterwards they will have the chance to compare how close their maps match the Mayo Lumber company map included below.

Curriculum Connections:

Grade 4 Social Studies

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

Curricular Competencies: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

Grade 6 Social Studies

Big Ideas: Media sources can both positively and negatively affect our understanding of important events and issues.

Curricular Competencies: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

Grade 9 Social Studies

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

Curricular Competencies: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

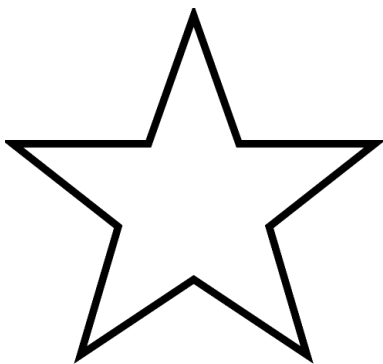
Materials/Resources

- Description and map of Paldi (below)
- Pencils/paper
- Paper or digital version of map to be shown to class

Estimated time required: 45 minutes – 1 hour

Lesson Activities

1. Kickoff and Connect
 - Introduce the topic
 - Generate interest
 - Identify the problem
 - Connect to and/or access prior knowledge
2. During this activity, students listen to a description of Paldi being read to them. While they listen, or afterwards, students draw what they believe Paldi looked like.
3. Ask students to take out a pencil and piece of blank paper.
4. Warm-up Practice with the description of a star.



Star Description

Draw a 10-sided shape that has 10 points and no curves.

- Start by drawing a capital letter A without the horizontal line.
- Draw a horizontal line, in the upper third of the “A” letter.
- Draw a straight line from the top left corner of the horizontal line to the bottom right end of the letter “A”.
- Do the same from the other side.

5. Ask students to take out a new blank piece of paper. Teacher reads out the description of Paldi. While they listen, or afterwards, students draw what they believe Paldi looked like.

Paldi Description

This description includes excerpts from *Paldi Remembered: 50 Years in the Life of a Vancouver Island Logging Town* by Joan Mayo. Similar parts of Mayo's book are included on the website [Paldi: Town Soaked in Sikh History](#).

We acknowledge that the Cowichan Valley, where village of Paldi was built, is part of the traditional, unceded territories of the Coast Salish peoples, specifically the lands of the Ts'uubaa-asatx, Penelakut, Halalt, Lyackson, Stz'uminus, Malahat and Quw'utsun peoples.

"Carved in the bush in the middle of nowhere there was once a bustling community of 1500 hardworking pioneers of the logging and lumber industry."

"The sawmill is situated at the foot of a steep hill."

"The site of the new mill was chosen because of its proximity to the railway and to Sahtlam Creek. The creek could be dammed to form a mill pond into which the logs could be dumped.

"The bunkhouse and cookhouse for [the mill's shareholders, who were South Asian] would have been a top priority."

"Quoting Dharam Singh Parmar, a relative of Mayo Singh's who came to work in the office, 'Coming to Paldi was like coming to a city. It was so bright. The electric light in India seemed dimmer in comparison. I was amazed at how bright it was in Paldi and was excited to be in this fascinating place.'"

"Wherever there are five or more Sikhs there will be Sikh Temple, even just a spare room in someone's house. . . . Therefore, it was only natural that once the mill and bunkhouses were erected the next building should be a Temple. Mayo built the first official Temple [or Gurdwara] in Paldi in 1919, on the same spot where the present Temple is located."

“Jean [Kitagawa, nee Urabe] recalled, ‘The Japanese settlement was on the far side of the Sikh Temple. The children played close to home, playing games such as kick the can, softball, hide and seek, and cops and robbers.’”

“The community soon took on the atmosphere of a village in Punjab with the Sikh Temple in the centre. It became a home away from home in a foreign country; this was particularly comforting to [those who] spoke little English.”

The Japanese men helped with the construction of three large two-story houses built side by side. One for Mayo, one for his brother Ganea and one for Kapoor, a shareholder in the mill.

“As the community grew it became necessary to build walkways, and in some cases roadways, of lumber, building them just high enough above ground to keep pedestrians and cars up out of the mud. Little family homes were hastily built. They were little more than wooden shacks built in a haphazard manner with little order, but all connected by a maze of wooden walkways.”

“Almost everyone had their own garden and some had cows and chickens.”

“The whole village and plant are electrically lit and some establishments have running water as well. In the centre of the long stretch which flanks the E & N railway is a building which houses the company’s office and a store and post office. ... On the opposite side of the track is the school house.”¹

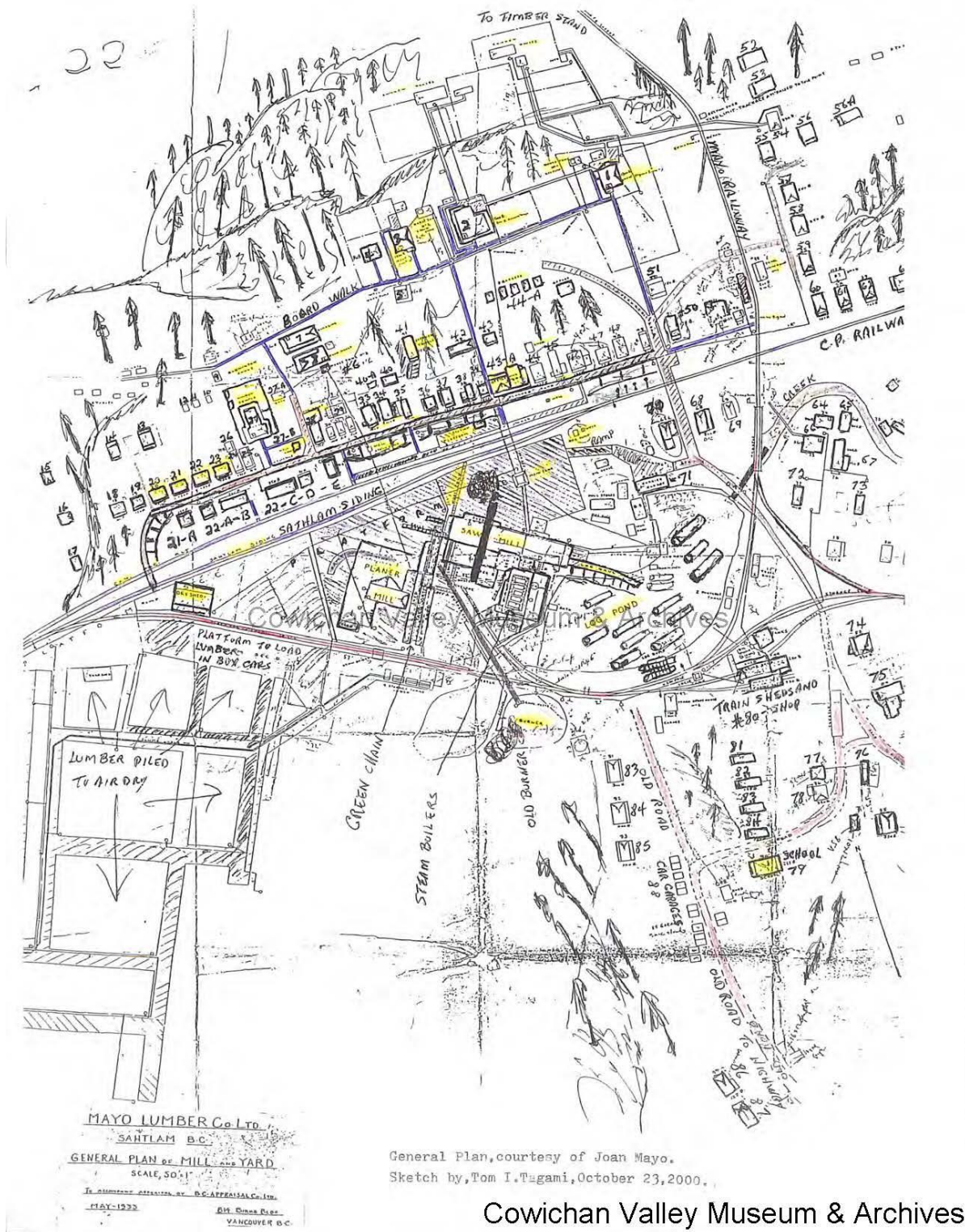
“The first school was built among the huge stumps and debris left from the initial logging operation.”

6. Compare and contrast student maps. Have students swap their map with a neighbour and see what their interpretation looks like. Share the map of Paldi included on the next page or on the Learning Portal in the Look section of this pathway. Ask the students:
 - Do you think your neighbour’s map looks more like yours or like the map provided of Paldi? What did you see in your mind while hearing the description?
 - Discuss what stood out about the town from the description provided. Did the students include the forest setting? The temple?
 - In the description Joan Mayo writes, “Out of necessity separate bunkhouses and separate cook houses were built for each nationality.” Why do you think this was?
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LEARNING PORTAL



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Map of Mayo Lumber Company Ltd., 1944. Courtesy of CVMA, 2001.12.11.1; SACDA, 2020_06_02_001