

## Classroom Activity

**Title: Golden Jubilee Stained Glass Window – Past, Present and Future**

**Audience:**

**8-12 (more likely suitable for Grades 10-12)**

**Students studying:**

- *Art*
- *Civics*
- *Comparative Cultures*
- *Social Justice*
- *Social Studies*

**Overview:**

Using the Video of the Queen's Jubilee Stained Glass Window (unveiled in 2002 and presented as a video on the Legislative Assembly's website: <https://vimeo.com/623507601>), as a teaching tool to discuss Past, Present and Future ideas of Symbolology, Power, Ideologies, Art, Communication. Ideally one (60-70 min) lesson with opportunities to continue into a second lesson at teacher direction.

**Objectives:**

Students will be able to:

- Understand how communication forms change over time
- Interpret and infer various symbols and their meaning over time (Perspective, Evidence, Continuity and Change)
- Make a reasoned judgement and assessment of past symbols as well as how reconciliation can be a tool for future symbols and communication

**Activities and Method:**

**Hook: (PAST)**

Part 1: Display several images (see Handout 1) – have them printed and one-two at each group.

**Gallery Walk:** while you wander... (perhaps have these on a handout where you can make notes under each of these headings)

- 1) *What similarities do you see between the images that are printed?*
- 2) *What do you like about this artwork / what appeals to you?*
- 3) *Where in the world do you think these windows are? What kinds of buildings are they found in, and why might they be in these sorts of buildings?*
- 4) *What can you infer about the kinds of values in a society that produces these?*
- 5) *What information are you learning / what stories are being told / what is being communicated by these images?*

## **Hook Part 2:**

Display this short sentence and unpack together as a starter:

*Stained glass can be considered an ideal medium for visualising complex national, international, and imperial identities.*

### **Guiding Questions:**

- 1) *What are the parts we need to define in this sentence?*
- 2) *How has your understanding of Stained Glass Windows as a medium, shifted because of this new statement?*
- 3) *Do you agree or disagree with the sentence? Why?*

### **Task 1: (PRESENT)**

We are going to examine another Stained Glass Window.

**Introduce Video:** <https://vimeo.com/623507601>

Print out a copy of the window. Get students to label the various symbols of the window. What is this design communicating? (Handout 2)

### **Task 2: (PRESENT)**

Open Discussion:

*Stained glass can be considered an ideal medium for visualising complex national, international, and imperial identities.*

Using the Golden Jubilee Window as your evidence, what is evidence FOR this statement being true? What is AGAINST this statement being true?

### **Task 3: (FUTURE)**

Design a new Stained Glass window to celebrate the anniversary of the completion of the Legislative Assembly (Opened February 10, 1898).

#### **Criteria:**

1. *Think about the symbology and messaging you'd want to communicate, while thinking about the purpose and values of the Legislative Assembly and the work that is completed there.*
2. *Include symbols of National and International identities, as well as our history and legacy of Canada and British Columbia. What would you change? What legacy would you continue?*
3. *How would you include groups who are **not yet** represented in the Stained Glass window? How do we meet our Reconciliation goals through communication and representation? (Indigenous, South Asian, Women, etc.)*
4. *Label each of your choices of symbols. Draw each and justify each symbol with 2-3 sentences for each component.*

Future Lessons:

***Socials / Social Justice / Civics (Socials 10) / English:***

Future implications / judgements: Using the ideas from a [Jstor Article](#) (p1-2 only, excerpt), perhaps lead students through a guided discussion.

***Comp. Cultures / Indigenous Studies***

Compare and contrast usage of carvings and artwork on longhouse buildings. How do these reinforce the usage of symbols to communicate?

**Preparation (by teacher and by students)**

- 1) Print 1 set of the windows (Handout #1) for Hook activity
- 2) Print enough for handouts (Handout #2) for each student to have one.
- 3) You could prepare a sheet of common symbols for different societies (if literacy is needed to be scaffolded)
- 4) Handout #3 is available for your reference – symbols
- 5) Make sure you understand each of the definitions of Nationalism and Imperialism
- 6) Watch the video at least once.

**Suggested Duration of activities**

**Hook Part 1:** 5 – 10 minutes

**Hook Part 2:** 10 minutes

**Task 1:** 15 minutes

**Task 2:** 10 min

**Task 3:** 15 – 20 min

**Suggested Learning Outcomes:**

**First Peoples Principles:**

Learning is embedded in memory, history and story.

Learning requires exploration of one's identity.

**Core Competencies**

Critical and Reflective Thinking

Personal and Social – Positive Personal and Social Identity

**Social Studies Curricular Competencies**

*Assess the significance of people, places, events, phenomena, ideas, or developments (significance) – Gr. 11*

*Assess the credibility and justifiability of evidence, data, and interpretations (evidence) – Gr. 11*

*Compare and contrast continuities and changes, trends and patterns, or similarities and differences for different people, places, events, phenomena, ideas, or developments (continuity and change) – Gr. 11*

*Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective)*

*Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond (ethical judgment)*

**Materials & Resources:**

- 1) Handout #1: Stained Glass around the world
- 2) Handout #2: Label the Golden Jubilee Window's Symbols
- 3) Handout #3: Symbols of the Province
- 4) Video: <https://vimeo.com/623507601>
- 5) Extension: [Jstor Article on Imperialism and Stained Glass as Propaganda](#)

**Evaluation of activity:**

Student and teacher co-created rubric depending on WHAT you want to assess within this final task piece. Is it reflective? Summative? Formative?

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**NOTE:** *The ideas and opinions expressed in this classroom activity belong to their authors and do not necessarily reflect those of the Legislative Assembly of British Columbia. The Parliamentary Education Office only edits for clarity.*

Example #1:



Example #2:



Example #3:



## Answer Key + Background:

### **Aachen Cathedral (Aachen, Germany)**

Construction of the UNESCO World Heritage Site began in 796 under Emperor Charlemagne and was expanded during the Middle Ages. The gothic sanctuary is lined with nearly 84-foot-tall stained glass windows, designed by Walther Benner and Anton Wendling after the original glazing was destroyed during World War II.

### **Sainte-Chapelle (Paris, France)**

Commissioned in the 13th century by King Louis IX, this Gothic chapel is nestled on the Ile de la Cité and boasts 15 stained glass panels in its nave and apse that depict more than a thousand biblical figures. The panels recently underwent a seven-year, \$10 million restoration, during which the windows were removed and cleaned with lasers.

### **Thanks-Giving Square (Dallas, Texas)**

In 1977 Philip Johnson designed a delicately spiraling white chapel to anchor a tranquil three-acre oasis in the heart of downtown Dallas. The ornate structure is crowned by the Glory Window, which comprises 73 stained glass panels crafted by French artist Gabriel Loire.

### **Metropolitan Cathedral of St. Sebastian (Rio de Janeiro, Brazil)**

Adding warmth to an otherwise austere religious site, four rectilinear stained glass windows stretch some 200 feet to the ceiling of this beehive-shaped cathedral, which was completed in 1976. As many as 20,000 people can fill the Edgar Fonseca–designed church, which holds the Museu de Arte Sacra in its subterranean space.

### **Nasir al-Mulk Mosque (Shiraz, Iran)**

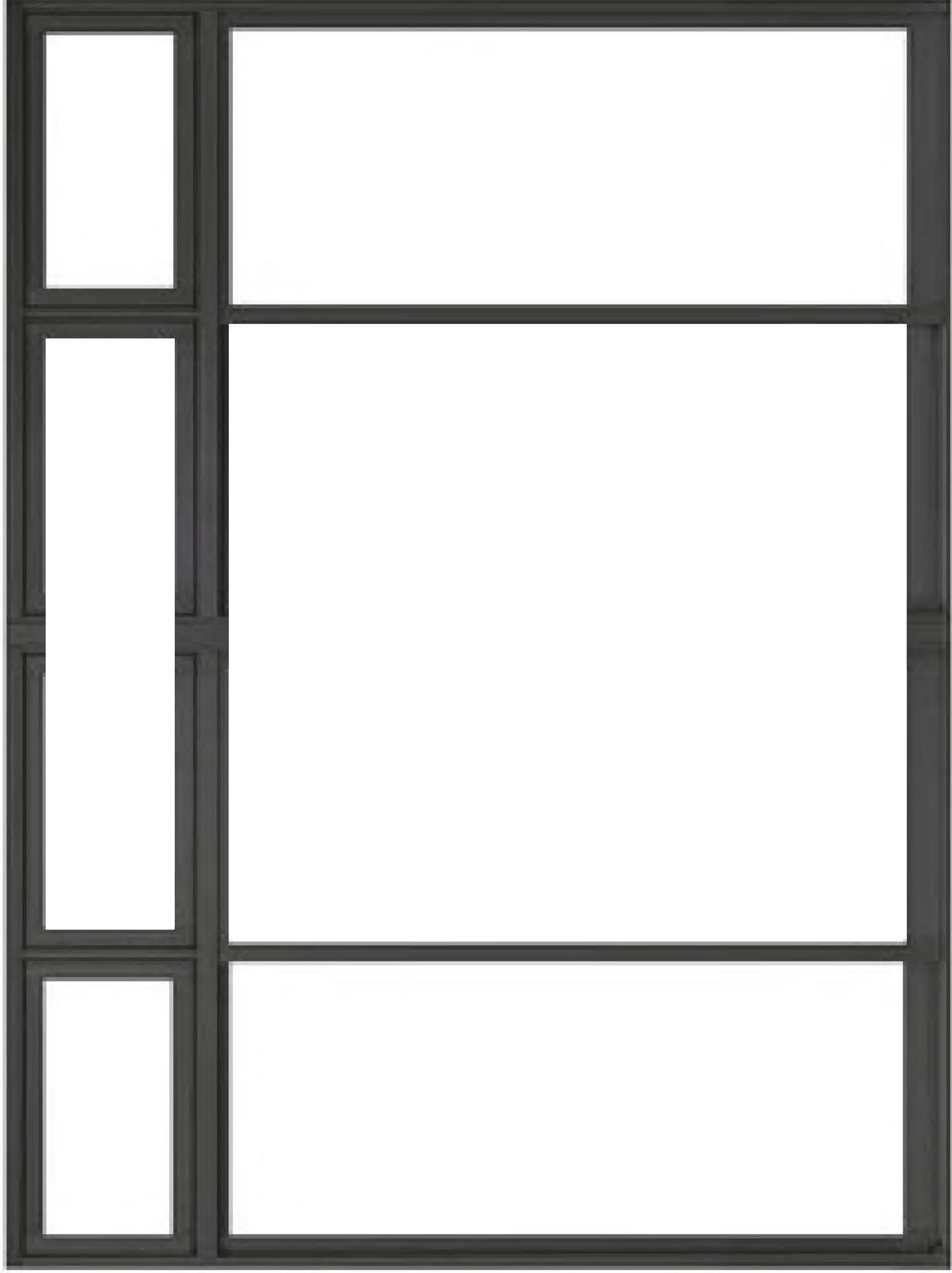
Finished at the end of the 19th century, this Technicolor mosque in southern Iran dazzles with intricate stained glass windows, richly colored tiles, carved pillars, and woven rugs. Due to its strategic positioning, early-morning light produces a kaleidoscopic effect within the structure, which has survived numerous earthquakes thanks to the flexible wood struts within its walls.

### **Blue Mosque (Istanbul, Turkey)**

There's no shortage of stunning details to look at inside the [Blue Mosque](#)—officially named the Sultan Ahmed Mosque—in Istanbul. The interiors are covered in more than 20,000 handmade ceramic tiles, while over 200 stained glass windows feature an intricate tapestry of dispersed light.

<https://www.architecturaldigest.com/gallery/beautiful-stained-glass-windows>

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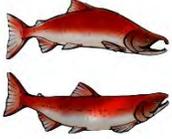
### Handout #3: (Teacher Answer Sheet)

#### Provincial and Parliamentary Symbols (Found at: <https://www.leg.bc.ca/learn/discover-your-legislature/provincial-and-parliamentary-symbols> )

To represent some of the unique aspects of British Columbia, various animals, plants, objects, and designs have been adopted by the Legislative Assembly to function as official symbols of the province. Each of these symbols have been chosen because they have a special meaning to British Columbians and help to build a provincial cultural identity. In recognition of their importance, many of these symbols have been incorporated into the design of the Parliament Buildings, both inside and outside.

Most visible throughout the Legislative Precinct are the provincial [Coat of Arms](#) and [flag](#). Inside the [Legislative Chamber](#), parliamentary symbols include the [Black Rod](#) and the [mace](#). Other symbols include the:

<p><b>Flower</b> - The flower of the Pacific dogwood tree (<i>Cornus nuttalli</i>) was adopted as B.C.'s floral emblem on February 23, 1956. The Pacific dogwood flower blooms in April on trees that grow between 8 to 15 metres (26 to 49 feet) high. In the fall, the Pacific dogwood is striking with dark red berries and brilliant foliage. It can be found in the design of the ceiling decorations on the first floor of the Parliament Buildings.</p>	
<p><b>Bird</b> - The Steller's Jay (<i>Cyanocitta stelleri</i>) was adopted as B.C.'s official bird on December 17, 1987. Coloured a vibrant blue and black, it is a lively, smart, and cheeky bird found throughout the province.</p>	
<p><b>Tree</b> - The Western Red Cedar (<i>Thuja plicata</i>) was adopted as the official tree of B.C. on February 18, 1988. The Western Red Cedar is traditionally harvested by many coastal and interior Indigenous peoples for making canoes, clothing, housing, and innumerable other essential objects.</p>	
<p><b>Mammal</b> - The Kermode or spirit bear (<i>Ursus americanus kermodei</i>) is a black bear that has white fur due to a rare genetic trait. It was named B.C.'s mammal emblem on May 18, 2006.</p>	
<p><b>Gemstone</b> - Jade was adopted as B.C.'s official gemstone on April 6, 1968. Jade is known as an extremely tough material and was used in knives and axe heads. It later became prized by carvers of fine jewelry and sculptures.</p>	

<p><b>Tartan</b> - The official tartan was first designed in 1967 and officially adopted on January 1, 1974. Most commonly associated with Scotland, a tartan is a pattern of vertical and horizontal colours often displayed on cloth. The colours of B.C.'s tartan are blue for the ocean, white for the dogwood, green for the forests, red for the maple leaf, and gold for the Crown and sun.</p>	
<p><b>Fish</b> - The Pacific salmon (<i>Oncorhynchus</i>) was added to B.C.'s official symbols in February of 2013. Pacific salmon includes the following species: Chinook, Chum, Coho, Cutthroat trout, Pink, Sockeye, and Steelhead. The Pacific salmon has immense economic and cultural significance to many Indigenous communities along B.C.'s coasts and rivers.</p>	
<p><b>Fossil</b> - The elasmosaur or elasmosaurid marine reptile was adopted as B.C.'s official fossil on October 26, 2023. The elasmosaur was a large predatory marine reptile that roamed the seas covering B.C. roughly 80 million years ago, during the Cretaceous Period. Fossils of the elasmosaur have been found across B.C. but the most complete was found near Courtenay on Vancouver Island.</p>	