Main Specific Expectation from the Gr 8 History Curriculum Document (2013):

A2.2: gather and organise information and evidence about perspectives of different groups on some significant events, developments, and/or issues [the planning of, impetus for, construction of, and effects stemming from the Canadian Pacific Railway] that affected Canada and/or Canadians during this period, using a variety of primary sources.

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Day One: Introduction

Introductory Exercise, Map Conversation and Diagnostic Assessment (45-60 mins)

Overview:
This lesson offers a very basic overview of the changing geographic and demographic features of Canada from 1850-1890, the expansion of Canadian power westward, and how these concepts relate to the CPR. These concepts, which evaluate the Euro-Canadian geo-political context, will lead into tomorrow’s more in-depth study of the political impetus (‘cause and consequence’) for the railway. This class entails an active warm-up exercise, a large-group chronological map study, and a diagnostic exit ticket activity.

Learning Goal:
From this lesson, the students should gain a general awareness of the geographic and demographic context of the period 1850-1890, during which the railway was constructed. From this study, the students will learn some of the political, physical and demographic causes for the construction of the CPR, including threat of American influence. The students will also practice the useful skill of interpreting maps as primary sources.

Curricular Expectations and Big Six:
In terms of the curricular expectation regarding perspectives, this lesson only establishes an omniscient perspective on the building of the railway (that of historians with vague reference to the priorities of Canadian and British political interest), but it also incorporates A2.3 in the study of maps, as well as A3.1 in the examination of factors that led to the decision to build the CPR. Since this is the introductory class, its main goal is to serve as a ‘hook’ and does not, therefore, have a main big six concept attached to it. However, it does touch on ‘historical significance,’ since it physically and visually demonstrates the important demographic and political changes made during the period of 1850-1890, in part due to the railroad, which were significant in
creating the Canadian political fabric (provinces, centres of population) we know today. It also covers two secondary concepts: ‘cause and consequence’ and ‘evidence.’ Cause and consequence is touched on in the implication that the need to expand Euro-Canadian influence westwards, and thus prevent annexation, was a cause of the CPR. Evidence is touched on in the use of maps.

Materials:

- “Hello my name is” stickers for each student for opening exercise. Numbers may differ depending on class; these numbers are designed for a class of 30 students.
  - ~ 3 labelled ‘Native’
  - ~ 8 labelled ‘Eastern Provinces’ (Could be 3 x Ontario, 3 x Quebec, 1 x New Brunswick, and 1 x Nova Scotia)
  - ~ 1 labelled ‘Fort Victoria’
  - ~ 9 labelled ‘European settler’
  - ~ 9 labelled ‘American settler/gold-rusher’

- Appendices 1.1-1.5 in projector form (on PowerPoint, SMARTboard file, or transparency)

- Cue cards for each student for exit tickets

Plan of Instruction

Warm-up – Provocation and Thought and Wonder (~20 minutes)

- This is a physical exercise to demonstrate geographic/demographic scenario. The exercise simplifies the possible process of the annexation of Canada by Americans into a basic physicalisation, but it will help students recognise a number of points: they will note the extra speed with which the rail route can bring people and supplies into the west, and will

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1 Does not follow the six-step plan because it is comprised mainly of a hook and basic contextual information.
see how this allowed Canada to become united from east to west in order to protect against annexation.

1. Students will be asked to vacate their seats and stand along one of the walls; the now empty classroom represents Canadian land.

2. Three students (number variable depending on number of students and seats – the numbers estimated in this lesson pack work for a class of approximately 30 students) will be given ‘Native’ stickers and asked to spread themselves out sparsely in seats throughout the room. These students represent the aboriginal population of pre-colonial Canada, who populated the land, sometimes nomadically, and without dense urban areas.²

3. Eight students will then be given the ‘Eastern Provinces’ labels and asked to clump themselves at one end of the classroom. These students represent the populations of the first Canadian provinces (ON, QC, NS, NB). One more student will sit at the opposite end of the room to the clump – s/he will represent the present European population of what will become British Columbia, mostly located in Fort Victoria (give sticker). The teacher must instruct the class that this is where our story today begins, with the clump representing settled Canada and the three students representing aboriginal peoples and the sparse population of European outposts.

4. Half of the students still standing by the wall (approximately 9-10) will be given stickers to represent Euro-Canadian settlers and the other half (9-10) will be given stickers to represent Americans seeking land in Canada (to settle/annex, to participate in gold rushes, etc.).

² The fact that the teacher only has three students representing Natives will be discussed in lesson three, where we question the dominant Euro-centric perspective. At that point, the teacher may also discuss the effects Europeans (and their diseases) had on the Native population.
5. The first time through, there will be no railway and the remaining students will be asked to take a seat in turn (one European, one American, one European, one American, etc.) until everyone is seated. Europeans are only able to take a seat next to another European (beginning in the eastern provinces) and Americans are only able to take a seat next to an American (beginning at the ‘southern’ border of the class). Natives can be forced to move, which will be discussed in lesson three. At the end of this exercise, the Americans in the west will have as strong a presence as the Euro-Canadians because they could not be shut out by the encroaching line of Europeans in time. The teacher should ask the students: “What might happen to Western Canada now?” or “Are there enough loyal Canadian settlers in the West to prevent American influence?” “How does the original British Columbian student feel, surrounded by Americans and isolated from his supposed European counterparts?”

6. The teacher should ask the settler population to stand up again. This time, the Canadians have built a railway from east to west and the European settlers, now with better movement of supplies and access to transport, can sit down in threes while the Americans can still only sit down one person per turn. Once all the Europeans have taken seats, presumably in a direct line from the Eastern provinces, cutting off the route of the Americans, the teacher should stop and ask the class what has happened. Six American students will be left standing in ‘America.’ Good questions might ask the students to consider “What is the balance of power and influence now?” “Could the Americans annex or influence Canada as much as they could the first time around?” or “How did the railway change things?” “Does the original British Columbian feel more supported?”
7. The teacher may this physical workshop briefly, if time allows, into a diagnostic assessment of the students’ critical thinking skills regarding what else a railway might mean. Ask the settler students in the west what they might like to make themselves comfortable and explore how the railway might facilitate their needs – the transport of foods and commodities, etc. The teacher could perhaps even bring up the Klondike gold rush of the 1890s and ask the ‘eastern provinces’ how the railway might help them – allow treasure seekers to head west more easily, facilitate the transport of gold eastwards, etc. All of these questions will lead the students to a greater recognition of the potential consequences, and the lasting historical significance, of the CPR.

Map Study – Teacher-Student Shared Discussion (~25 minutes)

Map study and discussion of Canadian geographical context. The teacher will use maps on the projector/SMARTboard and discuss the changing demographic of Canada. Students will therefore be granted a visual representation of the changing population and political organization of the West, the protection from annexation by America, and the importance of the railway in this process (both to rapid settlement AND to BC’s willingness to join Confederation). Throughout the course of this exercise, the teacher should begin to relinquish more and more time to student inferences and responses. For the first map, for example, this might be limited to a few open-ended questions for the class. As the teacher progresses through the maps, though, s/he should allow the students to guide the interpretation while the teacher merely guides, hones, or corrects responses. This coheres with the gradual release of responsibility model.
Discussion points to accompany map study:

- **[See Appendix 1.1]** In 1849, Britain (through the HBC) held a tentative claim over the whole of Rupert’s Land, the North-Western Territory, and New Caledonia. In 1849, Britain granted all of Vancouver Island to HBC to develop a colony.

- In 1858, following the Fraser River Gold Rush, BC was founded as a separate colony. Before the Gold Rush, this area was populated by between 40,000 and 50,000 people (less than half the population of Kingston) and the vast majority of these were aboriginal, spread sparsely throughout the area. Because of the Gold Rush, as many as 30,000 more people immigrated to the area, many of them non-British and some of them from America. What does this map (and the one of 1849) – especially the population density in the provinces of Canada, New Brunswick and Nova Scotia compared to that of the other areas – reveal about possible threats to Canadian sovereignty in the West?

- **[See Appendix 1.2]** In 1867 – the year of Confederation for Ontario, Quebec, New Brunswick, and Nova Scotia – America buys the right to Alaska from Russia. Does this increase any threats to control over these lands?

- **[See Appendix 1.3]** In 1871, British Columbia – with a number of stipulations, including the linkage of BC with a railway to eastern Canada for trade, transport, etc. – joins confederation. The year before, Canada had officially acquired the Northwest Territories from HBC.
[See Appendix 1.4] This map of 1893 Canada represents the scene thirteen years after the completion of the railway. Students should note that the borders of the major eastern provinces are extending, and that the railway has led to some additional organization of the formerly unstructured areas in the far west. These features are indicative of successful expansion and political organization. The border region, in which British/Canadian was only theoretically assured in the 1849 map, is now secured with defined regions and growing settlements. These settlements were facilitated and in many cases actually endorsed by the CPR itself, which engaged in intensive campaigns to encourage immigration to Canada from Europe [see and examine Appendix 1.5].

Diagnostic Assessment (5 minutes)

☞ Give exit ticket exercise—used as an ‘assessment for/as learning’ tool to check their understanding of today’s lesson and to allow them to make inferences about Confederation or railways. This will prepare for the next day’s lesson, which will discuss the political causes of the CPR in greater depth than today’s intimations.

  o **Why** might it be important, from the perspective of Euro-Canadian politicians, to join the vast western parts of Canada to the more densely populated areas in the east?
  
  o **List two possible reasons** why the construction of the CPR (railway) could help produce such a union.

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Lesson Two: CPR’s Political Causes

British Columbia: Annexation or Confederation (70-80 mins)

Overview:

After the previous day’s basic introduction to the concept of American annexation, this lesson delves more deeply into the perspectives of prominent politicians at the time, such as John A Macdonald and Amor de Cosmos, who supported a union of the Pacific provinces with Canada, and B.C.’s Governor Frederick Seymour, who was anti-Confederation. This lesson, after analysing a number of political cartoons, will discuss British Columbia’s inclusion within Canadian Confederation, which required a rail link to be constructed across the country.

Learning Goal:

Today the students will attain a grasp of the two opposing forces (confederation and annexation) in the 1860s and 70s in British Columbia, which relates to the impetus for (cause of) the CPR. They will also hone their skills in interpreting primary source evidence in the form of traditional political cartoons (Punch), which will be useful for many subsequent history courses, because they are a history teacher’s favourite resource for nineteenth- and early twentieth-century history.

Curriculum Expectations and ‘Big Six’:

This lesson engages with the specific curriculum expectation by using primary sources to attempt to understand the perspectives of various important political figures at the time. The introduction to these figures, especially John A. Macdonald, also covers A3.5, which regards the discussion of key individuals in Canadian history. The main big six concept today is ‘cause and consequence,’ since it analyses the political impetus (fear of annexation, hopes for Confederation, hopes to improve BC’s economy) for the railway. Today’s secondary concepts are ‘evidence’ in the form of cartoon analysis, and ‘significance’ in the discussion about how the CPR decided BC’s fate as a Canadian province.
Materials:

- Appendices 2.1-2.3 prepared for display (PowerPoint, SMARTboard file, or transparency)
- Appendix 2.4 paper hand-outs. Enough copies should be made for one hand-out between three and the hand-out should be cut, using a paper cutter, into its three constituent sections. This is for a jigsaw exercise.

Plan of Instruction

Warm up and Teacher-led Discussion (~15 mins)

- The teacher will engage the class in an open discussion that questions British Columbia’s role in Canada. S/he could ask whether anyone or their families are from BC, or what they know of British Columbia and its contributions to the economy and culture of Canada.
- The teacher may ask the students whether/why it would matter if BC was in America rather than a part of Canada.
- The teacher will then tell the students some things that might have happened if BC had annexed to the United States in 1869 (speculatively of course) including: Terry Fox would either have run across America, or never have run at all without Canadian Medicare providing him with his prosthetic leg; Canada would not have a warm seaport on the west coast, preventing trade with Asia and crippling the economy; and the Canucks (for any Canucks fans) would be an American team.
- The teacher should introduce the fact that annexation was a very serious option in 1869 and, if it had not been for the railway, it might have actually happened.
- The teacher can then set the scene: “In 1858, the Fraser River Gold Rush increased the non-Native population exponentially. In 1850, the whole province had probably fewer than 1000 white inhabitants and 40-50,000 Native inhabitants, with most of the Europeans living in forts like Fort Victoria, which had fewer than 500 residents. In 1858 alone, the
The population on non-Natives increased to approximately 30,000, and Fort Victoria’s population was multiplied by ten. People came from the United States and from other parts of British North America. Though British culture dominated the west -- Victoria was almost more British than Britain itself -- ties to the United States were strong. Until the gold rush of 1858, fur trading had been the dominant industry, controlled by the HBC. With the rush, mining became the predominant economic activity: at its peak, there were as many as 20,000 prospectors. Coal mining, as well as forestry and fishing, also emerged during this period, but none rivalled gold in importance. The period of prosperity was short-lived: by the mid-1860s the gold rush had collapsed, sinking British Columbia into a painful recession. By 1869, the Annexation movement was alive and prepared to abandon its Anglo-Canadian ties and become a part of America.4

The teacher should then bring up the annexation proposal from 1867 [Appendix 2.1] on a PowerPoint, SMARTboard, or transparency and discuss the two options it proposes, modelling how historians analyse a primary source. It is important to recognise the argument of the piece -- it does not demand annexation, but rather threatens it as an alternative to the economic issues in BC being rectified.

Modelling and Guided Practice: Comic Analysis (~20 mins)

The teacher should bring up the first comic [Appendix 2.2] on a PowerPoint, SMARTboard, or transparency. The teacher should spend roughly five minutes on the first cartoon, analysing the perspective it reveals and any historical details it provides. For example, the first one shows Britain as a parental figure to Canada and America as a predatory suitor. This modelling session could, but does not have to, invoke student participation.

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Then the teacher should put the second comic [Appendix 2.3] and – in keeping with a gradual release model – should encourage the students to work in small groups (4-5 students per group) and analyse the comic together using the skills just modelled. Ask students to note the emotional expressions of the characters, the motivations expressed by each character’s words and body language, and – for today’s big six concept – how this relates to the causes of the CPR. What does Miss Canada suggest are some of the causes of the railway?

**Student-Driven Group Work: Important Person Jigsaw (~25 mins)**

- In preparation for the homework assignment, the students should spend some time analysing different perspectives on the CPR and confederation. A jigsaw activity is perfect for this, since it allows student-driven discussion but does not preclude teacher intervention and expansion as s/he walks around the discussing groups.

- Students will complete a jigsaw activity to analyse three important perspectives from the era – the eastern politicians’ views exemplified in John A Macdonald, the views of confederation supporters in BC exemplified by de Cosmos, and the views of annexation supporters in BC exemplified by Frederick Seymour. In keeping with today’s big six concept, students will be asked to analyse what these characters’ perspectives on confederation have to do with the causes for the construction of the CPR. De Cosmos, for example, threatened to oppose confederation when the railway plans began to lag – what does this tell you about his view of the cause of the CPR? Why does he want it built? Why, completely outside the confederation debate, might Governor Seymour support CPR plans?

- Students will be split into groups of three. Each group member will receive a different section of the hand-out [Appendix 2.4]. Students will join one of three larger group discussions, based on the figure they were given. In this large group, the students will
discuss and note the important details about their figure, becoming experts in preparation for their return to their original groups of three. At this point, the teacher can circulate among the three larger groups and offer assistance.

瘘 Students will return to their small groups and present to one another about their individual and his motivations.

**Sharing/Discussing: Teacher-Led Closedown (~10 mins)**

瘘 At the end of this activity, the teacher will lead a brief closedown discussion in which the student body provides three important points and motivations for each individual, which the teacher writes on the board as a visual aid for the following independent activity.

Important points, in addition to the points about each person, to ensure students understand: In the 1860s, John A Macdonald’s dreams of Confederation were threatened by an annexation movement in BC. One of the main reasons was the economic state in that Colony. John A Macdonald, and BC politicians like de Cosmos, saw the railroad as a potential solution, encouraging economic growth in BC and facilitating immigration to the new colony, bolstering its pro-British population. In light of these demands by BC politicians, and because it would be a unifying symbol for confederation in general, John A Macdonald promised BC a rail link (CPR) if they joined confederation, which they did in 1871.

**Assessment as Learning: Diary Entry (Homework)**

瘘 The teacher will end this lesson by giving the students an ‘assessment as learning’ task in which they are asked to write a brief diary entry from the perspective of either a British Columbian individual at the time. Students could choose to be one of the three people mentioned in the jigsaw, or just an ordinary British Columbian. Taking some of the motivations from the previous assignment, and any they can think of themselves, students
must write five to ten sentences and their answers should (a) imitate the emotional state of a person in BC at this time, and (b) outline two things that they think about the possible construction of the railway. Why might a pro-Confederation individual support it? Why might someone who wanted BC’s economy to improve, but who was indifferent or opposed to Confederation, either oppose or support it? To be handed in at the start of tomorrow’s class.

Teacher will write comments about the format, tone, and content of the diary entry, but will not assign the diary entries a grade; this exercise will prepare students for one of the choices of summative (assessment of learning) task given at the end of lesson eight.

This diary assignment must be marked and handed back by Lesson 4.
Lesson Three: The Native Perspective

Treaty#7, Crowfoot, and the CPR (70-80 mins)

Overview:
Following the discussion of Euro-Canadian and American politics, this lesson will introduce the Native perspective, which will further reveal the depths of complexity in Canadian history. The lesson will hark back to several Euro-centric perspectives that have already been examined (the maps that show a blank Canada until it is filled with Euro-Canadians and the introductory warm-up that only had three Natives) and begin to complicate this by introducing the Natives as an important group at this time. This comprises two lesson exercises: it will begin with a teacher-led conversation about Crowfoot and Treaty #7, which will discuss Native opposition to the railway and how this opposition was quelled through treaties and incentives.

Learning Goal:
From this lesson, students will learn to consider diverse perspectives on an issue that was introduced as fairly simplistic. This will encourage positive thinking habits in students, spurring them to search for ‘voices from the margins’ within any orthodox history. It will also provide students with an important wake-up call regarding the fact that Canada was far from empty before the arrival of Europeans and their gradual expansion westwards.

Curricular Expectation and ‘Big Six’:
This lesson lends itself well the specific expectation, since it involves engaging with primary documents in order to analyse Native and Euro-Canadian perspectives. This lesson also covers A1.2 and A3.2 (legal issues) in its discussion of Treaty #7. The main big six concept in this lesson is ‘historical perspectives,’ since it attempts to analyse the different perspectives of the Euro-Canadians and the Natives on land ownership and the right to build the CPR. The lesson will also touch on ‘evidence,’ since the modelling exercise uses text directly form Treaty #7. This lesson
also tackles the ‘**ethical dimensions**’ of history, since the treatment of the Natives can now be seen as somewhat disrespectful to their original intentions in treaty signing.

**Materials:**

- Appendix 3.1 loaded online (PowerPoint/SMARTboard) – two videos, so ensure both are fully streamed or downloaded before the start of the lesson.
- Appendix 3.2 loaded onto a PowerPoint, SMARTboard file, or transparency
- Appendix 3.3 – enough hand-out copies for whole class.

**Plan of Instruction**

**Warm-up (~10 mins)**

- This humorous video clip [Appendix 3.1] will introduce today’s class and its themes through use of Brecht’s *verfremdungseffekt*. By showing an analogous event in completely unfamiliar surroundings, the students might gain a better appreciation for the feelings of Natives about the unexpected and inexcusable damage wrought upon their way of life by western expansion, epitomised in the physical symbol of the CPR. The video shows the earth being blown up by a Vogon construction fleet to make way for a hyperspace bypass. It serves as a symbolic (albeit hyperbolic) example of how natives might have felt towards the construction of the railway. A note of especial interest: the Vogons believe that their previous bureaucratic preparations are enough to sanction the building of the bypass, but these preparations were carried out in terms that only the Vogons used and understood (a fifty year notice in Alpha Centari). This is analogous to the use of numbered treaties, which were textual documents that were not a traditional part of Native diplomacy.
The teacher should play this video and, without yet bringing in the CPR, speak about how the residents of earth feel. Were they prepared? Why do the Vogons think that they should have been? Are the Vogons being empathetic? What is the effect on life on Earth?

**Note of caution** – this exercise should not be used by the teacher to discuss the supposed technological superiority of Europeans as likened to the technological superiority of the Vogons. It is merely analogous in that it shows the clash of unfamiliar cultures with (as is typical in ‘contact zones,’ as discussed by M.L. Pratt) asymmetrical power relations.

**Teacher-Led Discussion (~15 mins)**

This session – which serves as an introduction of ideas and modelling exercise – will introduce a common Native sentiment towards the railways, which will prepare students to work more effectively in today’s second activity.

The teacher should open with an open ended thinking session for the class, in order to promote thinking and wonder. The teacher should mention the previous exclusively Euro-centric sources and ask students to question whether or not anything was missing from this narrative. Was Canada as empty as the map exercise in lesson one suggested? S/he should put the image of Crowfoot [*Appendix 3.2*] up on the board/screen and ask the students to complete this diagnostic task: “Spend two minutes thinking and writing some points about what the Natives might have thought about westward expansion, growing settlements, and the railway.” This will serve as a diagnostic tool, to assess what students might already know about aboriginal cultures and worldviews more generally, but will also assure a greater depth of response during this discussion. Students will be encouraged to think about this with the image of Crowfoot on the screen in order to assist their responses; some might use his stern expression as evidence of his disapproval and some may even note his lifetime rail pass.
Once students have finished thinking and documenting their thoughts, the teacher will ask students to share their responses and enter into a teacher-led discussion based on the answers. The teacher will discuss how Treaty #7 (1877) signed away rights to Blackfoot (and other tribes’) lands to the Crown, despite the fact that – in the eyes of the Blackfoot – the treaty was predominantly a peace negotiation and an agreement to share land with compensation to the Natives; it was not a relinquishing of Native rights to any land.

**Modelling and Guided Practice (~30 mins)**

The teacher can now hand out the Treaty #7 factsheet [Appendix 3.3] and explore its analysis of different perspectives with the class. This will model an analysis of perspectives for the next exercise. This analysis should also include hints toward Euro-Canadian indifference to Native beliefs, and general infantilisation of their practices, since these hints will prepare the students further for the next lesson’s exercise, which will have them work with stereotypical views of Natives. This section will be entirely a discussion of Treaty #7, because the later episodes of the 1880s (particularly the Crowfoot/Lacombe negotiations at the bottom of the handout) will be part of the subsequent guided practice.

Students will be split up into small groups (4-5 people) and asked to discuss the perspectives that followed the signing of Treaty #7, specifically the conflict negotiations between Crowfoot and Father Lacombe. The teacher should provide a brief overview of this negotiation before the activity begins. Some information on the post Treaty #7 perspectives and conflicts is given at the bottom of the hand-out, but certainly not all. Students are therefore encouraged to use the information about Treaty #7, and their own inferences, to anticipate arguments from either perspective. Two people from each group will be asked to consider and argue for Crowfoot’s perspective. The other two will be asked to consider and argue for the Lacombe’s perspective. Based on the conflicting
perspectives analysed in the modelled session regarding rights to the land, discussions should attempt to debate whether or not the CPR has the right to build through Blackfoot land. Before discussion, the teams within each group should be given five minutes to discuss and prepare their arguments. Discussions will then commence. Half way through this exercise (after 5-7 minutes of discussion), the sides will be asked to switch. After another 5-7 minutes, the groups will be asked to stop their group work.

❖ The teacher should then field responses from the class and discuss the negotiations, arguments and outcomes in greater depth.

**Independent Activity: Letter Writing (~10 mins)**

❖ Students, having now considered both perspectives in both a modelled session and a small group session, will be asked to write a brief letter – 3 to 4 sentences – either from Crowfoot to Lacombe or vice versa. This activity is not to be handed in yet, but will guide the closedown discussion and give students the opportunity to hone their historical creative-writing skills in preparation for the culminating.

**Discussion: Teacher-Led Closedown (~10 mins)**

❖ The teacher will ask people to share their views and write two important points from each perspective (Crowfoot and Lacombe) on the board.

❖ The teacher will ensure that the students understand Lacombe’s perspective – that the railway was inevitable, that the treaty that the Blackfoot signed granted the Crown the right to expand through their land, that the railway might not necessarily be a bad thing for the Blackfoot and that they can use it too, evidenced in Crowfoot’s lifelong pass – and Crowfoot’s perspective – that the treaty was not a surrender of Blackfoot lands, and that the railway and settlement will affect the native way of life.

❖ Teacher can collect letters and comment upon, but not grade, them.
Lesson Four: The Native Perspective

Analysing Evidence: The Piapot Narrative (80 mins)

Overview:
This class will continue with the previous lesson’s discussion of the Native opposition to the CPR. It will begin with a brief review of yesterday’s points, including treaties like Treaty #7, which paved the way for railroad construction through traditionally Native land. The class will engage in a long mini-debate activity that will force them to evaluate the trustworthiness of primary sources, as well as evaluate the kinds of biases that pervaded nineteenth-century Canadian society regarding the Native population.

Learning Goal:
From this class, the students should learn about how historical documents often contain various embedded stereotypes regarding the role of minority/maligned groups. This example is Canadian and the stereotypes are the primitive, weak, infantile nature of the Natives. From this recognition, students will learn that it is important to challenge such stereotypes and use evidence to debunk various national myths that portray certain groups unfavourably, increasing the students’ critical awareness of popular and even scholarly media forms.

Curricular Expectation and ‘Big Six’:
This lesson focuses mainly on the major curriculum expectation, since it centres on an activity by which students analyse primary sources to explore perspectives. However, the lesson also covers A3.4 (conflict in Canadian history) in its analysis of a myth of a confrontation between the RCMP and a Native group. This lessons main big six concept is ‘evidence’ since it involves a comparison of two different narrative perspectives on an event. Students must use this evidence, as well as evidence provided by the teacher during the activity, to ascertain the ‘truth’ of the matter.
Materials

❖ Copy of Rudy Wiebe’s “Where is the Voice Coming From?”
❖ Enough hand-out copies of Appendix 4.1 for one half of the class
❖ Enough hand-out copies of Appendix 4.2 for the other half of the class

Plan of Instruction<sup>5</sup>

Teacher-Led Introduction and Modelling (~20 mins)

❖ The teacher will lead a general opening activity to introduce the difficulty of ascertaining the past through a study of different documents of an event. To both inspire wonder and model this “being a detective” challenge, the teacher will engage in a somewhat unorthodox – but deeply profound – demonstration of assessing the verity of a story that for which there are several conflicting narratives. For this, the teacher will read the (extremely) short story “Where is the Voice Coming From?” by Rudy Wiebe.<sup>6</sup> This story works for this particular lesson in three ways. First, it relates to the notion of piecing together facts when the details of a story do not add up. Second, it narrates the story (like the Piapot myth) of a conflict between a Native individual and the Euro-Canadian police; indeed, it actually takes place in 1895, fewer than fifteen years after the Piapot story. Third, it questions the reliability of textual evidence in general, with especial reference to alternative modes of history such as Native oral culture, which is an important commentary to make: students in Western culture readily rely on information in written sources as factual, but today’s exercise will reveal to them that a healthy mistrust of written history is a good attribute when thinking historically.

<sup>5</sup> Deviates from the usual six-step format because of the length of the guided group activity. For example, it forgoes warm-up and independent work, and conflates the warm-up, discussion, and teacher modeling session into one introductory storytelling session.
<sup>6</sup> Wiebe, “Where is the Voice Coming From?” 734-40.
Student-Driven Guided Practice: Primary Source Debates (~40 mins)

Students will split up into groups of four. Two people in each group (the A’s) will be given one hand-out [Appendix 4.1], and the other two (the B’s) will be given the other [Appendix 4.2]. For teacher information – the second hand-out is shorter and easier if you wanted to ensure that certain students (perhaps those less adept at reading tasks) were able to participate fully in a task that involves just as much thinking for both sources.

After having been given some time to analyse the documents in these small two-person groups, the A’s will be asked to group at one end of the classroom and the B’s at the other. The large groups will then be asked to go over the particular points of their story to make sure they understand the events of their narrative. The teacher will spend some time with each large group, discussing the important details from the narratives. This should take approximately 15 minutes.

Students will then be asked to re-form their initial groups of four and try and ascertain what happened at “the end of the track.” This will involve detective work and students will be asked to analyse and note on worksheets to be handed out [Appendix 4.3] ‘where do the narratives agree,’ ‘where do they diverge,’ ‘what details sound plausible,’ ‘what details are harder to believe,’ and ‘what details seem to express a biased perspective.’ While this is going on, the teacher will intermittently reveal these four facts to inform the students’ discussions about what happened.

1 The story recounted by MacBeth was first told in 1899 by W.A. Fraser. The Winnipeg Free Press version was published in 1883, the same year as the events of the story.

2 This piece was the only nonfiction piece Fraser wrote about the RCMP, being mostly a sensationalist novelist.
3  Cree tipis have no centre pole that can be knocked down.

4  The Regina Leader – a paper closer to the events – mentioned neither story.

☞ After the last fact has been revealed, students will be given a few minutes to decide on whether they believe either of the two stories and note why.

**Discussion: Teacher-Led Closedown (~20 mins)**

☞ A wrap-up conversation will then take place where that asks for the students’ views. Was either story plausible? Particular attention should be given to the last section on bias. If students did not reach this last section, or did not come up with all the possible answers, the teacher might want to take this up on the board. The teacher should then reveal that, in all probability, neither of the two events took place. There a memorandum in the RCMP archives that notes that Robert Wilson, a constable at the time, revealed in an interview that two constables had “received a wire to go down the line and get Piapot to move” in 1883. There is no mention of any altercation in this record or any other official archived document. So, although Piapot perhaps opposed the building of the CPR – and according to the archived memorandum may even have attempted to hinder its progress – this mythical story likely never happened in the way either narrative suggests. The teacher will then collect students’ worksheets, which will be reviewed for ‘assessment as learning’ but not assigned a grade.
Lesson Five: Ethics and “The Chinese Question”

Chinese Labour Conditions (90 mins)

Overview:
From one maligned group to another, this class will then move on to discuss how the building of the CPR intersected with the ‘Chinese Question.’ This class will introduce the concept of Coolie labour and discuss working conditions, with immigration policies after the completion of the CPR being covered in the two subsequent classes. The class will begin with a thought-provoking wage activity, followed up with a teacher-modelled primary source analysis and a subsequent student-driven ‘centres’ activity. This class will also set the scene for the next lesson, which involves the changes in immigration policies for the Chinese following the completion of the CPR. The racial prejudices introduced in this lesson will be important in understanding these changes.

Learning Goal:
Today students will develop a knowledge of how to deal with history from a perspective that both analyses the ethical dimensions of historical event, but also reserves presentist judgment. The students will also be encouraged to empathise with the Coolie labourers, which will help them visualise the experiences of the migrant workers and understand the hardships endured.

Curricular Expectations and Big Six:
Today’s class mainly covers the specific curricular expectation for the unit, since it involves a primary source based analysis of the perspectives of a certain group: the Chinese migrant workers. The big six concept is ‘ethical dimensions,’ since the class will be focused on the poor treatment of the Chinese when compared to the treatment and status of white railway workers, and also how institutionalised this racial prejudice and inequality was.
Materials:

- Appendix 5.1 prepared on PowerPoint, SMARTboard file, or transparency
- One copy of Appendix 5.2 and 5.3, cut up and prepared to place on desks around the room
- Enough copies of Appendix 5.4 for the whole class

Plan of Instruction

**Warm-up: Thought Provoking Wage Activity (~ 15 mins)**

- This, like the Vogon clip, used a defamiliarised setting to force students to recognise the inequality of determining difficulty of task and wage based on an arbitrary characteristic (in this case, surname stands in for race as an arbitrary identifier).
- The teacher will write four activities on the board and tell students that there are rewards for carrying out each task, with different rewards being given for different tasks.
  1. Students with surnames A-G: write out the two-times-tables up to five
  2. Students with surnames H-P: write out the twelve-times-tables up to five
  3. Students with Surnames Q-Z: Write out the twenty-three-times-tables up to five
- The teacher should say that s/he has chocolate bars/candies to be given out in different amounts based on how much the students deserve them.
- Once students have finished (give them five or ten minutes), students who completed the first (easiest task) receive two mini-chocolate bars, students who completed the second (medium-difficulty task) receive one mini-chocolate bar, and students who completed the final task (the most challenging) receive a short thank-you from the teacher.
Discussion (~ 10 mins)

☞ The teacher should contextualise the warm-up activity by introducing the concept of Chinese labourers, who completed the most dangerous tasks and received the smallest wages in the construction of the CPR.

☞ The teacher should mention that the arbitrary signifier (which for this class was surname) was race in the nineteenth century, and racism against immigrant Chinese – known variously as ‘Coolies,’ ‘Chinks,’ and even ‘The Yellow Peril’ – was legitimised in Canadian society. It was not thought unjust, for example, that Chinese labourers (although being contracted to do dangerous and manually taxing jobs) could be paid $1 per day, while unskilled white labourers were paid between $1.50 and $1.75. Skilled white labourers were paid between $2.00 and $2.50 per day. In addition to this injustice, Chinese labourers had to buy their own equipment at inflated prices from the company store, while white labourers were provided such equipment free of charge. If the Chinese were found attempting to buy their equipment anywhere other than the company stores, their pay could be docked to 80c per day.

☞ The teacher should introduce today’s activity, which will be analysing primary and secondary sources to create a picture of life for a ‘Coolie’ labourer.

☞ The discussion session should end with all students receiving the same number (2) of mini-chocolate bars, to ensure that their happiness and self-esteem were not damaged by the warm-up.

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7 Berton, *The Last Spike*, 197.
8 Ibid.
**Modelling (~ 7-10 mins)**

- The teacher will bring up the first primary document [*Appendix 5.1*] on the board (projector/ SMARTboard) and model an analysis of this source for what it reveals about the nature of Chinese labour.

- The teacher could ask students what they see in the picture, asking specific guiding questions: ‘Does this job look dangerous?’ ‘Are these men wearing safety equipment?’ ‘Do they look well nourished?’ ‘Could a workman be asked to do similar work today?’ ‘What is the only white person in the picture doing?’

- The teacher will model responses that they might write down as notes:
  - The white man is an onlooker – he stands slouched without a tool in his hand, overseeing the work of the labourers.
  - The labourers’ task is very dangerous.
  - The labourers themselves – presumably all non-white based on the caption – are not wearing protective gear and look relatively thin.

**Guided Practice: ‘Centres’ Exercise (~ 30 mins)**

- The teacher will spread the sources [*Pre-cut versions of Appendices 5.2 and 5.3*] on the desks throughout the room and hand out the worksheet [*Appendix 5.4*].

- Students will be asked to wander around the room – in groups if they would prefer – making notes on 4-5 of the many resources (secondary sources, newspapers, telegrams, photographs, etc.).

- The teacher should allow time for this exercise to work, wandering around but not interfering in the students’ learning unless asked for help.
Individual Work / “Assessment As Learning” Task: Short Paragraph (~20 mins)

Students will be asked, based on their ‘centres notes’ to write a short paragraph explaining the injustices that faced the Chinese labourers. This paragraph will be handed in for comments, but not grades. These comments will, like several prior assignments, be helpful in the completion of some of the options for the upcoming culminating activity. The paragraph should have an opening sentence (modelled as “Chinese labourers on the CPR were the victims of a number of unjust and racist practices” on their worksheets), three points, and a closing statement (modelled as “Based on this evidence, it can be seen that the Chinese workers faced many unfair hardships, and the difference between their work and the work of white workers was unethical, but allowed under the moral standpoint at the time” on their worksheets).

Sharing / Discussion (~ 10 mins)

Students will be given the opportunity to share their points in a large group setting. The teacher will model the paragraph writing on the board using three accurate (or expanded/corrected in the large group) suggestions by students.

In this final closedown, the teacher will explain the final sentence of this modelled paragraph in greater detail: the practices were unethical because they were unfair; the companies obviously had the resources to pay more because of the amount they paid white workers. However, the unethical racism displayed in these practices was legitimised at the time by a culture that (wrongly by modern standards) understood Chinese people to be worth less than whites.
Lesson Six: The Chinese Question

Chinese Immigration Policies (70-80 mins)

Overview:

This lesson will continue with the class’s thoughts on institutionalised racism against the Chinese by questioning what happened once the CPR was finished and their labour was no longer required. Students will be encouraged to use what they learned about the ethical dimension of this story yesterday to predict what will happen, which will be followed by a study on the changes in immigration policy after 1885. This class will ask students to analyse this change in policy in small groups. Following this, the class will engage students in historical and contemporary literary study – in particular the analysis of songs and poetry – in order to recognise the changes in attitudes towards the Chinese Head Tax.

Learning Goal:

The class should pick up a number of important skills and habits from this lesson. First, they will learn to evaluate a change in perspective and stance (in this case the policy change toward exclusion) in order to examine its potential causes. For example, this shift in policy did not stem purely from racism, which had been present all along, but rather from institutionalised racism coupled with the completion of the CPR and the fear that the Chinese were a growing threat to the development of an “Anglo-Saxon”\(^9\) society. Today’s class will also introduce the students to the concept of using literature to analyse the continuity and change of epistemai in a society, since comparing historical and contemporary artistic expressions can highlight shifts in values.

Curricular Expectations and Big Six:

The curricular expectation of this lesson is mainly the specific expectation for the whole unit, since it analyses changing Euro-Canadian perspectives towards the Chinese (from desiring their cheap labour, to attempting to exclude them, to – in the later twentieth century – recognizing the inherent racism in these previous perspectives) based on literary and primary evidence. This lesson also covers A1.2 and A3.2 (legal issues), since it covers legislation that isolated a particular group. The big six concept is, therefore, ‘continuity and change’ since the lesson evaluates shifting notions regarding the Chinese immigrants in Canada, as well as the shifting policies that accompanied such changes.

Materials:

☞ Appendix 6.1 and 6.7 prepared and pre-streamed/downloaded on projector / SMARTboard
☞ Appendix 6.2-6.6 in PowerPoint or SMARTboard
☞ Copies of appendix 6.4, enough for 1 per group of 4

Plan of Instruction

Warm-Up / Provocation of Thought (~5 mins)

☞ Students will be asked to consider, based on the racism during the construction of the railway, what Canada might do to the new Chinese immigrants once the CPR was finished (i.e. once their usefulness to Canadians has expired).

☞ Once the teacher has fielded some responses, s/he should play the 1997 CBC Television clip on the Head Tax [Appendix 6.1] on the projector or SMARTboard. The clip should be played from 0.00 to 2.24, which limits its scope to our period of history.

☞ This clip is informative and also reviews yesterday’s information very.
**Discussion: Teacher-Led Conversation (~ 10 mins)**

- The teacher should now discuss the video, clearing up any questions students might have about any of the vocabulary or key details.

- The teacher should then give a broad overview of events to the class, with a picture of the head tax legislation **[Appendix 6.2]** on the projector. The overview should include basic facts about the head tax, such as the following:
  
  - In the early 1800s, 15,000 Chinese labourers were brought to Canada to work on the CPR.
  - In 1885, when the railway was finished, there were between 15,000 and 18,000 Chinese individuals in British Columbia, which at the time only had a population of 69,000.
  - This was seen as a problem by the BC legislature, who in 1885 engaged in a policy of levies in order to attempt to deter Chinese immigration. This came in the form of a $50 (more than $1000 in today’s money) fee per head for every immigrant from China. This tax rose to $100, and finally to $500 by 1903.

- The teacher should state that today the class is all about continuity and change. First of all, the change in policy notes a shift in desires: from supporting Chinese immigration to attempting to quell it. This lesson will also focus more on changing attitudes, from condemning Chinese immigration to condemning the racism of such a policy.

**Modelling: Change in Policy (~10 mins)**

- Having yesterday discussed how the Euro-Canadians were prepared to use Chinese labourers to their advantage, the teacher will now analyse a source on the projector.

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SMARTboard that reveals the concerns in British Columbia as the Chinese population increases.

The teacher will analyse Appendix 6.3, which is an 1884 document containing evidence of a change in values based on (at this point) the near-completion of the CPR. Students will assist in this process by volunteering things they notice about the document.

Guided Practice: Small Group Discussions and Poetry Analysis (~20 mins)⁴³

Students will then spend approximately ten minutes in small groups discussing this change in policy. After about 5 minutes of discussion based on the modelled activity, each small group will be given a copy of the poem “John Chinaman” [Appendix 6.4] and will be asked to pick lines that reveal the change in perspective on the Chinese population after the completion of the railway. Guiding questions for this poetry exercise might include: “Where in the poem is there a shift in perspective on the Chinese?” “What does the poem say that ‘John’ was useful for before this change?” and “What bothers the speaker about the Chinese now?”

Continuity and Change Closedown: Modelled Close-Reading of Poems (~20-30 mins)

The teacher will (depending on the time remaining) perform a modelled and class-assisted close reading of one or two contemporary poems that are a little more challenging, but which reveal the change in perspective regarding the Chinese and the Head Tax policy.

The poem that should be prioritised is “Half Past” by Clara Ho [Appendix 6.5], since it is simpler but analyses the basic perspective change of contemporary society, which now condemns the Head Tax policy.

⁴³ For this lesson, the poetry analysis will be completed in small groups in the guided practice section before any poetic close-reading is modelled. This is simply because the historical poem is far simpler in its message than either of the two contemporary poems chosen. The teacher-modelled close reading of the two contemporary poems will follow the guided practice session, and will take the place of independent work and closedown.
If time allows, the more condemning poem “Illegalese” by Wayde Compton [Appendix 6.6] should also be read, although this poem requires greater contextualization (Komagata Maru, 1999 Chinese Refugee Ships, the underground railroad, etc.). However, even if there is only time for a cursory close-read, the teacher should attempt to get through this one, since it questions whether or not the Canadian government really has become more accepting of individuals of all races seeking a better life in Canada. This poem, therefore, questions the continuity and change model so far outlined in the lesson and encourages students to question the policies of the Canadian government in the recent past through the eyes of newly-inaugurated experts on Chinese immigration in Canada.

Wrap-Up Video: Stephen Harper’s Apology (~5 mins)


Students can be asked what they think of the apology and the language it employs.

Furthermore, as an exercise in questioning the ‘ethical dimension,’ students could be asked whether Stephen Harper or his government are actually responsible for the Head Tax and other exclusionary acts – what does his apology mean if he himself is not responsible? On whose behalf is Harper apologising? Is it a symbolic apology? Is it important to apologise anyway? If the Prime Minister in 2006 had been of Chinese descent, would this complicate the apology? The latter question provokes students to consider whether or not Harper is apologising on behalf of Canada, the Canadian government, or for Canadians of European descent.
Lesson Seven: Long Term Consequences

The Historical Significance of the CPR in Canadian History (80-90 mins)

Overview:
This lesson will cover the lasting significance of the CPR by evaluating its role in a number of subsequent events in Canadian history. The lesson will begin with a warm-up and discussion period that bring the class back, after four lessons of Native and Chinese issues, to the perspectives of the Euro-Canadians from lesson two. The lesson will then feature a teacher-modelled presentation of the effect of the railway on the Red River Rebellion, which will be followed by the students preparing small group presentations on the effect of the railway on another event, for which resources will be provided. The students will then share what they have learned in these five-minute presentations.

Learning Goal:
In this lesson, students will learn to evaluate historical significance based on the long-lasting effects of an entity (in this case, the CPR) on subsequent contexts, issues and events. Students will therefore learn the skill of thinking beyond the immediate scope of a study to recognise the indirect consequences of their subject of inquiry, since such far-reaching effects increase the subject’s historical significance in the minds of historians. This lesson will also reinforce the unit’s earlier activities on media literacy and critical analysis skills when handling documents, since students will be asked to produce presentations based on secondary documents with pronounced political and corporate biases.

Curricular Expectations and Big Six:
The curricular expectations dealt with in this lesson are, in addition to the specific expectation of the unit, could be A1.1, which evaluating the importance of events to Canada as a whole, although this lesson reaches beyond the scope of the time period specified in the curriculum document. The
big six concept studied in this lesson is ‘**historical significance**,’ since it will analyse the CPR’s long-term effects on Canadian domestic and foreign affairs. Another big six concept for today, however, is ‘**evidence**,’ since the resources being given to students have a definite slant – they are euro-centric and deeply pro-CPR, since they are company documents. Extracting information from them, therefore, is a delicate but necessary process in order to hone the students’ critical awareness skills and ability to recognise and handle different ‘**historical perspectives**’ delicately.

**Materials:**

- Appendix 7.1 – Photograph loaded on to PowerPoint / SMARTboard file.
- Appendix 7.2 – Printed and separated so that each small group has one section. There are four sections, so group sizes with be one quarter of the class (approximately 7-8 students).
  (Sections: Boer War – Pages 4-5, WWI – Pages 5-6, WWII – Pages 7-8, Modern Wars and Modern Ceremonial Significance – Pages 9-11. Teachers should note the page overlap and produce group packages accordingly.)

The first section – the one on the Red River Rebellion (Pages 3-4) – will be modelled by the teacher and so should be loaded on to PowerPoint / SMARTboard file.

**Plan of Instruction14**

**Warm-Up and Re-cap (~5 mins)**

- Teacher will show the picture of the first journey of the CPR [Appendix 7.1] and bring the students back to the political and Euro-Canadian perspective of the railway.

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14 Today’s student assignment is to produce group presentations to present at the end of class. Since this is the main activity of the day, independent work is foregone and substituted with augmented “guided practice” and “sharing/discussion” sessions.
The teacher should go over some important basic facts about the railroad’s completion, and also rekindle knowledge from lessons one and two: “Why did John A Macdonald believe that the railway was essential?” “What kinds of things was the CPR supposed to achieve?” “What was it supposed to prevent?”

**Discussion and Modelling (~15 mins)**

The teacher will bring up the Red River Rebellion section of the “CPR and War” document [Appendix 7.2] in order to model an examination of this secondary source with a view to picking out critical information in preparation for a presentation.

A key aspect of this modelling will be to navigate the source’s bias and still pick out key historical data. The teacher must avoid, for example, discussing the document’s notion of “civilization” or its almost inexplicable characterization of Louis Riel (who will likely have already been studied in the broad 1850-1890 unit).

The teacher will write key facts that would be useful in a presentation on the CPR’s significance to the Red River Rebellion and the Louis Riel story on the board based on the information in the CPR document.

**Guided Practice (~ 30 minutes)**

The teacher will divide the class into groups of 7-8 and hand each group one of the printed sections of [Appendix 7.2]. Each group will then be responsible for picking out key data from the document in order to prepare a 5-8 minute presentation on their significant event at the end of class.

The teacher will walk around and assist students as necessary, but having already modelled this skill must resist the urge to interrupt the groups unless requested to do so.
Sharing/Discussion (~30 mins)

Students will present their findings to the class. Listeners will take notes on the key details. After the presentations are completed, the teacher will lead a guided closedown session in which each presentation is summed up on the board in one sentence. Suggestions for this summary must come from members of groups that did not present that particular topic.

Assessment

This lesson’s presentations can serve as an informal “assessment for” and “assessment as” learning; the former as an assessment of the students’ presentation skills to dictate the future use of (or coaching in) presentations for the class, and the latter as an assessment of the students’ acquired knowledge of the CPR’s historical significance from the small-group analyses of secondary sources.
Lesson Eight: Wrap-Up

The Last Spike, AV Resource, and Introduction of Culminating (75 mins)

Overview:
This class will serve as a wind-down lesson, bringing together a number of concepts already established and introducing the culminating activity. The opening picture analysis will synthesise some of the knowledge already acquired, asking students to question the verity of the aged Donald Smith’s role in the physical construction of the CPR. Then the teacher will engage in a large review activity, comprised of the large-group creation of a tertiary concept mindmap. Following this, the students will watch an AV resource that will recap that basic factual narrative of the CPR’s construction, something that may need rehashing in preparation for the culminating activity or future exam after this unit’s focus on historical concepts rather than facts. Following this, the culminating will be handed out and questions fielded on its specifics.

Learning Goal:
Students will learn the importance of synthesizing knowledge through such tools as mindmaps, since this activity will reveal the extent of their knowledge acquisition thus far in a way that they might not otherwise realise. The students will also learn to apply the conceptual and higher-order thinking, which they have completed on various aspects of the CPR’s construction, to an AV resource designed to inform the public about basic concepts. This latter process will further increase their media literacy and aptitude for analysing sources, since they will be conscious of aspects and ‘voices from the margins’ left out by this resource.

Curricular Expectations and Big Six:
This lesson is more a synthesizing lesson and so does not necessarily touch on any one particular curricular expectation. The same is true of the big six concepts, other than that watching the
resource will engage the students on prior learning they have accomplished in this unit on ‘evidence’ and ‘historical perspectives.’

Materials:

- Appendix 5.1 and 8.1 loaded on PowerPoint or SMARTboard file
- Appendix 8.2 (or similar AV resource) located and prepared to play on TV, SMARTboard, or projector
- Enough copies of culminating activity and rubric [Appendix 8.3] for all students

Plan of Instruction

Warm-up / Provocation of Thought (~5 mins)

- The teacher will put up the two images of railway work [Appendix 5.1 and 8.1] and ask the students to consider the orthodox and publicised perspective of the CPR’s construction with the reality. The teacher may ask: “Which narrative is the officially recognised one?” “How does a comparison of these images show you that this official narrative is misleading?” “Consider the socio-economic classes portrayed,” and “Consider the races portrayed.”

Creation of Tertiary Mindmap (~15 mins)

- This unit has spent two lessons on each of the following topics: the Euro-Canadian perspective, the Native perspective, and the Chinese perspective. The teacher will make these the primary level of a tertiary mindmap.
- The teacher will then lead the class through a production of a complex and interweaving mindmap, which will use student ideas at each level.

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15 Today’s class is mainly a wind-down and chance to review main concepts and introduce the culminating activity. For this reason, the plan of instruction does not follow the standard steps that shape the six body lessons.
The teacher may add connecting ideas if students are struggling to relate concepts, although by the third tier students will likely be able to spot connections.

**AV Resource (~45 mins)**

- Students will watch the AV resource and take notes. Students should pay attention to key facts about the CPR and its relation to confederation that we might not have covered, but should also take note of instances where unorthodox/unofficial/marginalised perspectives are neglected or downplayed.

**Introduction of Culminating (~10 mins)**

- The teacher will hand out the culminating activity [Appendix 8.3] and take questions.
- The teacher will then congratulate the class on completing the class portion of the unit and hand out mini-chocolate bars.
Appendices

1.1 – Map of Canada 1849
1.2 – Map of Canada 1867
1.3 – Map of Canada 1871
1.4 – Map of Canada 1898
1.5 – CPR immigration advertisement 1883
2.1 – Circulating notice from Victoria BC threatening annexation policies 1867
2.2 – Political cartoon revealing concerns of annexation
2.3 – Political cartoon intimating the CPR as a defence mechanism
2.4 – Important Figures Jigsaw Handout
3.1 – Youtube clip from Hitchhiker’s Guide TV show 1981
3.2 – Image of Crowfoot sporting CPR rail pass
3.3 – Treaty #7 Handout
4.1 – MacBeth Piapot Narrative 1924
4.2 – Winnipeg Times Piapot Narrative 1883
4.3 – End of the Track Hand-out
5.1 – 1884 image of Chinese labourers on Planks
5.2 – Primary Source Clips
5.3 – Secondary Source Clips
5.4 – Worksheet on Chinese Labour
6.1 – Youtube video introducing Head Tax
6.2 – Transcript of Head Tax legislation 1885
6.4 – “John Chinaman” 1886
6.5 – Clara Ho’s “Half-Past”

6.6 – Wayde Compton’s “Illegalese: Floodgate Dub”

6.7 – Youtube video of Stephen Harper’s Apology 2006

7.1 – Image of the First CPR Journey

7.2 – The CPR and War Document

8.1 – Image for unpacking: “The Last Spike” (Compare to 5.1)

8.2 – AV resource: “CBC Greatest Canadians: John A Macdonald”
1.1 – Map of Canada 1849

Source: The Library and Archives of Canada (www.collectionscanada.gc.ca)
1.2 – Map of Canada 1867

Source: The Library and Archives of Canada (www.collectionscanada.gc.ca)
1.3 – Map of Canada 1871

Source: The Library and Archives of Canada (www.collectionscanada.gc.ca)
1.4 – Map of Canada 1898

Source: The Library and Archives of Canada (www.collectionscanada.gc.ca)
Appendix 1.5 – 1883 CPR immigration advertisement

Source: The Library and Archives of Canada (www.collectionscanada.gc.ca)
In July, 1867, a petition to the Queen circulated in Victoria, which sought:---

_Either, That Your Majesty’s Government may be pleased to relieve us immediately of the expense of our excessive staff of officials, assist in the establishment of a British steam-line with Panama, so that immigration from England may reach us, and also assume the debts of the Colony._

_Or, That Your Majesty will graciously permit the Colony to become a portion of the United States._

In all probability the petition was never transmitted to the Queen, certainly not through regular channels. Its existence, however, was not unknown to the Colonial Office.

Appendix 2.2 – Political Cartoon revealing concerns of annexation

Appendix 2.3 – Political cartoon intimating the CPR as a defence mechanism

Appendix 2.4 – Important Figures Jigsaw Handout

Amor De Cosmos (1825 - 1897)

- Amor De Cosmos – a BC politician – played a major role in bringing British Columbia into Confederation.
- De Cosmos was a founding member of the Confederation League in 1868.
- During the Great Confederation Debate in the provincial legislature in 1870, De Cosmos famously hinted at rebellion over Clause 15, which said that British Columbia might have to continue without responsible government after Confederation. Because of actions like this, Clause 15 was removed from the Confederation terms.
- The issue of the railway became a major problem in relations between British Columbia and the federal government. Although Canada had promised to begin the railway within two years and finish it within ten, the project had barely even begun by 1878. Ironically, De Cosmos – who had fought so hard for Confederation – rose in the House of Commons in May 1878 and announced that if the railway project did not move along more quickly, British Columbia would seek annexation to the United States.

De Cosmos, therefore, wanted confederation, but only wanted it on terms that satisfied British Columbia’s interests – he wanted the province to have its own government, and demanded that the railway be built to strengthen BC’s economy through trade and increased settlement.

Sir John A. Macdonald (1815 - 1891)

- First Prime Minister of Canada and father of Confederation
- John A Macdonald’s policy was nation building – he had become the first Prime Minister because of his efforts towards Confederation
- He did not support annexation because he wanted to maintain Britain’s interests in Canada – maintaining access to British Columbia’s resources and preventing the spread of America’s influence was very important to him.
- America, although peaceful at present, had been an enemy of Canada and Britain only fifty years before in the War of 1812. Their annexation of British Columbia would have been a major threat and weakness if a second war were to begin.
- He wanted Canada to have access to both coasts, in order to have Atlantic and Pacific trade; to make sure he kept this, BC would have to be part of his confederation plans.

John A Macdonald, therefore, wanted British Columbia to be a part of Canadian Confederation. This would make sure that American influence and threat was minimized, that Canada would keep the resources of BC, and that they would gain access to the Pacific for trade with Asia.

Frederick Seymour (1820-1869)

- Frederick Seymour was governor of BC from 1864-69.
- His interest was the economic wellbeing of British Columbia and did not care about Confederation if it did not solve this problem.
- Following the bust of the Fraser River Gold Rush, the colony had increasing debt (over 1,300,000 dollars) and he did not see Confederation as the solution to the problem.
- He was aware, although not officially part, of the annexation movement, and his indifference to Confederation did not lead him to try and prevent its momentum, claiming that annexation was “not a moot point.” This means that he viewed it as a potentially viable option to BC’s problem.
- Actions against confederation: when De Cosmos asked him to inquire as to BC’s possible entry into the British North America Act, he delayed any action. Also, in 1869, another BC politician sent John A Macdonald a letter seeking Seymour’s removal, since he opposed union more openly by this point.

Seymour, therefore, was lukewarm or even opposed to Confederation. He was willing to entertain other alternatives, possibly even annexation, to alleviate his Colony’s economic depression.

Source: Adapted from The Library and Archives of Canada (www.collectionscanada.gc.ca)
Appendix 3.1

Youtube clip from Episode One of BBC TV version of *Hitchhiker’s Guide* (1981)

http://www.youtube.com/watch?v=c2GqlziXJjA (7:00-8:48)

http://www.youtube.com/watch?v=D71DC7yxq6M (0:00 – 1:00)

Appendix 3.2 – Image of Crowfoot

Photograph taken by Alexander J. Ross, Calgary AB, 1887.
Appendix 3.3 – Treaty #7 Worksheet

Treaty #7 – Analysis of Perspectives

Native Perspective

Before discussions began, a sacred smudge was performed in which sweetgrass was burned and prayers and sacred songs asking for guidance from the Creator were performed. Following the smudge, a pipe was shared between the parties who were to discuss the terms together. The reason for this was that the pipe was a gift from the Creator, and those who smoked the pipe together were bound to speak truthfully to one another and to honour whatever was agreed to. However, there is no mention of these ceremonies in the official 1877 records of the event. The absence of the sacred ceremonies in the Treaty 7 records illustrates the deep lack of understanding held by those government officials who entered the negotiations.

The major understanding of Treaty 7 was that what they were discussing involved the sharing of First Nations land with the European newcomers. If settlers were going to live on First Nations lands, then the First Nations had to be compensated for its use. This did not mean that the First Nations were ceding or surrendering their land to anyone, as the Treaty 7 documentation describes. Rather this was the perspective of a people who knew their relationship with the land and wished to talk terms about its use. Land was not a commodity to be given away in the eyes of the Treaty 7 First Nations. In the words of Kainai Chief Medicine Calf (also known as Button Chief) during a speech he made at the 1877 talks, “the Great Spirit, and not the Great Mother, gave us this land.”

The Text of the Treaty

And whereas the said Commissioners have proceeded to negotiate a Treaty with the said Indians; and the same has been finally agreed upon and concluded as follows, that is to say: the Blackfeet, Blood, Piegan, Sarcee, Stony and other Indians inhabiting the district hereinafter more fully described and defined, do hereby cede, release, surrender, and yield up to the Government of Canada for Her Majesty the Queen and her successors for ever, all their rights, titles, and privileges whatsoever to the lands included within the following limits...

From the text of Treaty Number 7 between Her Majesty the Queen and the Blackfeet and Other Indian Tribes at the Blackfoot Crossing of Bow River and Fort Macleod, 22 September, 1877

1880s

By 1880, the Treaty 7 First Nations fully realized the restrictions inherent in reserve lands. For years afterwards, the First Nations struggled with government representatives over the borders of the reserve lands they had been given.

In 1883, Crowfoot (of the Blackfoot Indians) opposed the expansion through traditional Blackfoot lands of the CPR, since it seemed a symbol of westward expansion and a threat to the already threatened Native way of life. Father Lacombe – a Christian missionary – was sent to negotiate with him. He convinced Crowfoot that construction of the CPR was inevitable. Crowfoot was given a lifetime CPR railpass for his agreement, which he wore for the rest of his life. Lacombe was also given a lifetime pass for his role in this process.

Coming to railway construction time we have the cases in which the contractors and engineers were terrorized by the Indians in the early stages of their work. One chief, Pie-a-Pot, who had always been a source of trouble on account of his ugly disposition and his evident determination not to acquiesce in the incoming of civilized life, took it into his head one day to camp on the railroad right-of-way on the prairie. The surveyors and engineers worked up to that point and found Pie-a-Pot's tent squarely in the way. Around him were many other tents and all supported by a big band of braves who, mounted on their ponies, circled around, discharging firearms into the air and indulging in war-whoops and other hostile demonstrations. The surveyors and engineers asked the hostile chief to move, but he only laughed at them and urged his braves to more violent exhibitions of their prowess. The men of peaceful occupations discreetly withdrew to a safe distance and halted their work, but at the same time managed to send back word to the Mounted Police headquarters as to the situation. Headquarters sent a message to the detachment of police nearest the scene of disturbance, though it was many miles away. That detachment of police consisted of only two men, a sergeant and a constable. Numbers have never counted either way with the Mounted Police, and so these two in the scarlet and gold uniform rode miles to Pie-a-Pot's camp on the railroad right-of-way. They told Pie-a-Pot that they were instructed to ask him to move out of the way, but the defiant chief sat in front of his tent and encouraged his braves to rush the two police horses with their ponies. The sergeant and constable, however, sat their horses unmoved and again warned the chief, who laughed in their faces. Then the sergeant, pulling out his watch, indicated the minute hand and gave the chief ten minutes to move. The Indians became more violent, but the police sat tight and at the end of the ten minutes the sergeant, throwing his reins to the constable so that the horses would not be stampeded, leaped over Pie-a-Pot's head and, entering the chief's tent, kicked out the centre pole and brought it down in a hurry. He did the same with the four tents of the chief's head-men and then told them to get out at once. The Indians saw the kind of men they had to deal with and so they moved swiftly, and the Canadian Pacific surveyors and engineers went on with their work.

On 28 April 1883, the Winnipeg Times published the text of an interview which its correspondent had had with J.J. Egan, superintendent of the Western Division of the CPR, upon his return from the end of the track:

The report as to the troublesome disposition of the Indians, due to their objection to the railway passing through their reservation is wholly unfounded. I saw some fifteen Tepees at the end of the track, and about the same number at Swift Current, and they [sic] were conducting themselves in a most ludicrous manner. The engines and cars appeared to be an endless source of delight to them, and it is with greatest difficulty the train men can keep them off the cars. They are expecting the buffalo to cross at these points in about a week and this has led to their congregating there.¹⁰

The “End of the Track” Narrative

On what points do the narratives agree?

____________________________________________________________________

____________________________________________________________________

On what points do they disagree?

____________________________________________________________________

____________________________________________________________________

What details sound plausible from each account?

<table>
<thead>
<tr>
<th>MacBeth Account</th>
<th>Winnipeg Times Account</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What details are harder to believe from each account?

<table>
<thead>
<tr>
<th>MacBeth Account</th>
<th>Winnipeg Times Account</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What details seem to express a biased perspective from each account?

<table>
<thead>
<tr>
<th>MacBeth Account</th>
<th>Winnipeg Times Account</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.1 – 1884 Image of Chinese labourers on planks
Appendix 5.2 - Primary Source Clips

American Union Telegraph
No 120
June 11, 1883

...Advise government allow no more Chinamen emigrate (to) British Columbia as two thousand died (this) past year from exposure[,] accidents[,] and other causes. (If) (this is) inaccurate or misleading (it) should be corrected, considering (the) effect (on) other emigrants.

(Signed)
Galt

Library and Archives Canada, MG126-A, Volume 120,
Page 9790. From London to Sir John A. Macdonald,
"Correspondence, June 11, 1883."

(Continues on Next Page)
Yale Sentinel
1883

Here in British Columbia along the line of the railway, the Chinese workmen are fast disappearing under the ground. No Medical attention is furnished nor apparently much interest felt for these poor creatures. We understand that Mr. Onderdonk declines interfering, while the Lee Chuck Co. (labour contractors), that brought the Chinamen from their native land, refused, through their agent Lee Soon, who is running the Chinese gang at Emory, to become responsible for doctors and medicine.

Appendix 5.3 – Secondary Source Clips

*September 4* – A Chinese killed by a rock slide.

*September 7* – A boat upsets in the Fraser and a Chinese is drowned.

*September 11* – A Chinese is smothered to death in an earth cave-in.

Yet, in that last week – on September 9 – the *Sentinel* proudly announced that “there have been no deaths since the 15th of June.” Clearly, it did not count Chinese.

From Berton, *The Last Spike*, 2010

Such incidents were not uncommon. The coolies were divided by the company that provided them into gangs of thirty labourers plus a cook, an assistant cook, and a bookman, whose task it was to keep count of the payments to be made to each individual. In charge of each work gang was a white boss or “herder,” who dealt directly with the bookman. Any foreman who did not get along well with his Oriental labourers could expect trouble. Once when a white boss refused to allow his coolies to build a fire along the grade to heat their big teapots, they quit en masse and headed for Yale. On several occasions, white foremen were physically assaulted. One foreman who tried to fire two Chinese over the head of the gang’s bookkeeper precipitated a riot near Lytton. He and the white bridge superintendent, the timekeeper, and a teamster were attacked by the entire gang, which seriously mangled one man with a shovel. The following night a party of armed whites attacked the Chinese camp, burned their bunkhouses, and beat several coolies so severely that one died.

From Berton, *The Last Spike*, 2010

(Continues on Next Page)
Many inflammatory incidents occurred because of accidents along this line, for which the Chinese blamed the white foremen. On one such occasion, about ten miles below Hope, a foreman named Miller failed to give his gang warning of a coming explosion; a piece of rock thrown up by the subsequent blast blew one coolie’s head right off. His comrades took off after Miller, who plunged into the river to save himself .... Deaths appeared to happen oftener [sic] among the Chinese labourers than in the white group.


Although Chinese played a key role in building the western stretch of the railway, they earned between $1 and $2.50 per day. Unlike their fellow white railroad workers, the Chinese had to pay for their own food, clothing, transportation to the job site, mail, and medical care, leaving barely enough money to send home. Chinese workers were delegated the most dangerous construction jobs, such as working with explosives. Not only did families of those killed workers not receive any compensation, they were not even notified of the deaths ....

The Chinese railway workers lived in poor conditions, often in camps, sleeping in tents or boxcars. Often doing their own cooking over open outdoor fires, these Chinese men primarily ate a diet of rice, dried salmon and tea. Because most could not afford fresh fruit and vegetables, many of the men suffered from scurvy, an agonizing disease caused by a diet lacking in vitamin C. Because there was no proper medical care, many Chinese workers depended on herbal cures to help them.

Due to these poor living conditions, many Chinese workers became ill. In the frosty winters of British Columbia, open fires were the only way of keeping warm. Whenever the workers put down more tracks, the camps had to be moved further down the line. When it was time to move camp, the Chinese workers would take down their tents, pack their belongings and move everything to the next camp, often hiking over 40 kilometres.”

Appendix 5.4 – Worksheet on Chinese Labour

Chinese Labour Worksheet

Part A – Identify the source and explain it what it reveals about the conditions of Chinese labour on the CPR

Source One
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Source Two
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Source Three
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Source Four
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Part B – Paragraph

Chinese labourers on the CPR were the victims of the following unjust and racist practices. 
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Based on this evidence, it can be seen that the Chinese workers faced many unfair hardships. The difference between their work and the work of white workers was unethical, but was allowed under the moral standpoint at the time.
Appendix 6.1 - Youtube video introducing Head Tax

Youtube clip from CBC’s *The National Magazine*

http://www.youtube.com/watch?v=LfmWmGJtP0w

Appendix 6.2 – Transcript of Head Tax legislation 1885

An Act to Restrict and Regulate Chinese Immigration Into Canada
(Assented to (agreed upon) 20th July, 1855.)

Section 4:
...every person of Chinese origin shall pay...the sum of fifty dollars, except the following persons who shall be exempt from such payment ... the members of the Diplomatic Corps, or other Government representatives and their suite and their servants, consuls and consular agents; and second: tourists, merchants, men of science and students, who are bearers of certificates of identity, specifying their occupation and their object in coming into Canada ....

Section 6:
Every master (captain) of any vessel bringing Chinese immigrants to any port in Canada, shall be personally liable to Her Majesty for the payment of the fee imposed by section four of this Act in respect of any immigrant carried by such vessel, and shall deliver, together with the total amount of such fee, to the controller, immediately on his arrival in port and before any of his passengers or crew shall have disembarked, a complete and accurate list of his crew and passengers, showing their names in full, the country and place of their birth, and the occupation and last place of domicile (residence) of each passenger.

The "Chinese question"
Legislature of British Columbia
February 1884

The number of Chinese in this Province is variously estimated from 15,000 to 18,000, the large majority of whom were imported here by contractors as labourers, and arrived here in a condition of comparative destitution (poverty); and now, owing to the limited amount of employment that can be obtained during the winter months ... a large number of these men are scattered throughout the Province without any visible means of support .... They systematically evade (avoid paying) taxation ... and there are no means available of compelling (forcing) them to contribute their fair share to the Provincial Revenue .... By their (the Chinese immigrants') presence here they most materially affect the immigration of a white population, through whom alone we can hope to build up our country and render it fit for the Anglo-Saxon race .... We earnestly request that an Act may be introduced by the Dominion Government restricting and regulating the immigration of Chinese.
Appendix 6.4 – John Chinaman 1886

Nanaimo Free Press
January 1886

“John Chinaman”

John Chinaman, my Joe, John
[HI][ejre we were first acquaint [met]
This was a land of plenty, John
And we were well content.

The poor man worked for wages,
The rich were well supplied,
Our wives no comfort wanted,
For bread no children cried.

But times have sadly changed, John
Since first we saw your face,
No good you’ve wrought [brought] but ill,
John,
In this once happy place.

You’ve came like hordes of locusts, John
And spread o-er the land,
You fill our streets and houses, John
And leave no room to stand.

You work for little wages, John
And live like pigs in sty [pig enclosure],
In filth and stench you revel [take pleasure],
John
Your crimes for vengeance cry.

And vengeance sure is coming, John,
If here you longer stay,
Be warned and pack your baskets, John
And quickly get away.

The land is far too small John,
For us to live together,
So up and get you gone, John,
But here you shall not stay.

Our girls are coming West, John,
To cook, and wash, and sew,
They will not live with pig tails [reference to
the Chinese hairstyle of the time], John
So pig-tails you must go.

We know you prize your tails, John,
For we have heard it said,
That minus that appendage, John,
You dare not show your head.

Take warning then on time, John,
To leave us be not slow,
For by our father’s god we’ve sworn,
Tails or not tails you go.

“John Chinamen,” in the Nanaimo Free Press (1866) in Patricia Rey,
A white man’s province: British Columbia politicians and Chinese and
Japanese immigrants, 1858–1914 (Vancouver, BC: University Of Brit-
Appendix 6.5 – Clara Ho’s “Half-Past”

Half-Past

the corners tattered;
the paper rests weightless on
my hands.
the photograph of this man
faltering
fading before my very eyes.
the date is indecipherable
the time is not mine
not my time
half-past an hour
when your resistance might have
been silent
but my outrage
rings out even now.

so you paid your way into
countries;
bought and sold status and
identification.
a piece of paper
fraying in your hands -
these 80 year-old hands.
these long buried
fingertips that draw forth
a final defiance from me:
“and I don't need this
to tell me who I am.”

I am not over you;
I am not over this
insult
and it has not changed much.
this border,
this country
I can never make mine.
your bones built the
foundations of nations
making me wonder if
I belong here
at all.

I wish I could
imagine that
this border

these boundaries mean nothing,
half-past enlightenment,
we decided to turn
back and
go the opposite direction.
I wish it could matter
wish I could
feel
how it is to fear
losing myself
if I lose this frailty in the palm
of my hands,
misplace this piece
of history
that you made sure
you kept safe
tucked in wallets,
displayed in frames,
safely stowed in deposit boxes.
confirmation of existence
and identity.
and in your caution
in your safety
we have all lost
ourselves.

Appendix 6.6 – Wayde Compton’s “Illegalese: Floodgate Dub”

Illegalese: Floodgate Dub
(for the Chinese maroons, British Columbia, 1999–2001)

if you arrive in the belly of a rusting imagination, there are grounds to outlaw you, but Canada is a remix e-side chorus in the globalization loop: a sampled track of “back home”-desiring, “old days”-admiring, democracy-dreaming, racism-reaping homesickness that even medicare can’t cure. there is no “fresh off the boat” or the plane or the hope of consistency in foreign and foreigner policy or obduracy of floodgate metaphors and death sentence deportations. the backbeat back-bone of the chorus that screeches “back home!” is the drum and bass treble track alliteration of Koma-Koma-Komagatamaru. and the stowaway that the border refused will be the head stone of the corner. when the destination is a nation that prizes itself as peace-keeping but is still sleeping on the justice and compassion lacking in that

back home
back home
back home,

when jurisdiction cuts the earth to the bone,
the proper diction is the unspoken issue, and the flesh
of the people’s colour in the boats in the hull in the belly of a dream
without papers or definition, in quotations, “refugee,” a penstroke
from relief, languishing in the languaged exile of illegalese.

and if it was heroic for runaway slaves to seep into Canada,
why is it villifiable for Chinese migrants to hide in the belly of a dream
now? and when you want to draw the line or put your foot down

or formulate “enough is enough is enough is enough,”
what colour is enough? what language does it speak?
and isn’t that the real issue written between the bordered lines,
the bartered lives in this semantic peanut and shell game?

in barricaded comfort, behind armchair palisades,
wielding remote control diplomacy like a wand,
we cultivate our cathode curtain without detente.
with children lullibrated by Filipino nannies, industry is carving
up the melon of our lotused coast. and “floodgates”

they say
have said
and ever shall say

but people are not a flood, borders are not God-given,
lives are not dollars, and Canada is not the sum of its exclusions.

Appendix 6.7 – Youtube video of Stephen Harper’s Apology 2006

Youtube clip of Stephen Harper’s Apology in House of Commons

http://www.youtube.com/watch?v=IJJ0VnRtFaQ

Appendix 7.1 – Image of the First CPR Journey

Source: The Library and Archives of Canada (www.collectionscanada.gc.ca)
Appendix 7.2 – The CPR and War Document

The CPR and War Document


Source: Canadian Pacific Railway “Our History: Documents” (http://www.cpr.ca/)
Appendix 8.1 – The Last Spike

Source: The Library and Archives of Canada (www.collectionscanada.gc.ca)
8.2 – AV resource: “CBC Greatest Canadians: John A Macdonald”

Not available online: See local video rental store (Classic Video in Kingston) or school library collection

Appendix 8.3 – Culminating Activity and Rubric

CPR – CULMINATING ASSESSMENT

Throughout the course of this eight-lesson unit, you have completed a number of formative tasks to prepare you for this activity: a diary entry, a personal letter, and a short persuasive paragraph. We have also looked at a number of different media forms, including political comics and poems.

For this assignment, since the unit has focused on the use of evidence in analysing the perspective of an individual or group, you must complete a polished version of one of the following media forms:

- A letter
- A diary entry
- A persuasive paragraph
- A poem
- A cartoon

Your piece should detail the relationship one of the following groups has with the railroad:

- John A Macdonald (or another politician)
- Crowfoot (or another Native individual)
- A Chinese Labourer

Tips

- You should first pick and think about a perspective on the CPR, and then choose the media form you are most comfortable with.
- The final product must fit onto a single page.

Guiding Questions

- From your chosen perspective, do you think the railway is a good thing? Why or why not?
- From your chosen perspective, what kind of experiences has the construction of the CPR led you to have?
<table>
<thead>
<tr>
<th>Use of Evidence</th>
<th>Overall Presentation</th>
<th>Mastery of Chosen Style</th>
<th>Emotional/Mental Perspective of Chosen Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level One</strong></td>
<td>The finished product seems unedited in terms of spelling and grammar and shows in presentation limited attention to spelling and grammar. The finished product is written in terms setting such that difficult spelling and grammar errors are evident for spelling and grammar. Student shows little understanding of and empathy with the subject’s views and experiences of the railroad. Student shows little knowledge of the feelings of the chosen subject to the CPR. Student's tone reveals little knowledge of the feelings of the chosen subject to the CPR.</td>
<td>Student shows little attention to the format of the chosen media form and has made little attempt to recreate any of the specified media form in style or format.</td>
<td>Student shows little understanding of and empathy with the subject’s views and experiences of the railroad. Student shows little knowledge of the feelings of the chosen subject to the CPR. Student’s tone reveals little knowledge of the feelings of the chosen subject to the CPR.</td>
</tr>
<tr>
<td><strong>Level Two</strong></td>
<td>The finished product seems edited in terms setting such that spelling and grammar errors are evident for spelling and grammar. The finished product contains some spelling and grammatical errors, but is complete and shows moderate attention to visual/stylistic quality. Student shows some attention to the format of the chosen media form.</td>
<td>Student shows some attention to the format of the chosen media form. Student’s work shows some knowledge of the subject’s views and understanding of and empathy with the subject.</td>
<td>Student shows some understanding of and empathy with the subject’s views and experiences of the railroad. Student shows some knowledge of the feelings of the chosen subject to the CPR. Student's tone reveals some knowledge of the feelings of the chosen subject to the CPR.</td>
</tr>
<tr>
<td><strong>Level Three</strong></td>
<td>The finished product is edited for spelling and grammar and appears reasonably polished, revealing considerable attention to spelling and grammar and in a reasonably polished form, revealing considerable attention to spelling and grammar and in a reasonably polished form, revealing high attention to visual/stylistic quality. Student shows considerable attention to the format of the chosen media form.</td>
<td>Student shows considerable attention to the format of the chosen media form. Student’s work uses tone to express the emotional or psychological connection of the subject with the railroad.</td>
<td>Student shows considerable understanding of and empathy with the subject’s views and experiences of the railroad. Student’s work uses tone to express the emotional or psychological connection of the subject with the railroad.</td>
</tr>
<tr>
<td><strong>Level Four</strong></td>
<td>The finished product is extremely edited for spelling and grammar and appears extremely polished and professional, revealing high attention to visual/stylistic quality. Student shows high attention to the format of the chosen media form and executes this knowledge flawlessly.</td>
<td>Student shows high attention to the format of the chosen media form and executes this knowledge flawlessly. Student’s work uses tone to express the emotional or psychological connection of the subject with the railroad.</td>
<td>Student shows high understanding of and empathy with the subject’s views and experiences of the railroad. Student’s work uses tone to express the emotional or psychological connection of the subject with the railroad.</td>
</tr>
</tbody>
</table>
Additional Bibliography

All source information for appendices and the information found within them is attached directly to the respective appendix entry for convenience. For these sources, the citation format varies slightly, since some primary documents were compiled – mostly by the Critical Thinking Consortium – with citation material already attached and did not warrant unnecessary repetition. As a standard, however, source material inputted by Matthew Roby is, where source information was available, in MLA format. Moreover, some information mentioned within the lesson plan overviews themselves is cited with footnotes. The bibliographic information for these footnotes is given below.


