Progress or Change?
A Journey Into Prince Edward County’s Past

Eight Lessons: A Primary Resource Set for Teachers

Grade Level: Grade 8 History, Ontario Curriculum Strand A: Creating Canada, 1850-1890
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## Table of Contents

**Progress Or Change?**  
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<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Overview</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Lessons 1-8</strong></td>
<td>3</td>
</tr>
<tr>
<td>Lesson 1</td>
<td>3</td>
</tr>
<tr>
<td>Maps and Aerial Views: Introduction to the County's Past</td>
<td>3</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>6</td>
</tr>
<tr>
<td>Spot the Changes: A Comparative Journey</td>
<td>6</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>10</td>
</tr>
<tr>
<td>Growth and Change: Interpreting Historical Census Data</td>
<td>10</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>13</td>
</tr>
<tr>
<td>The Golden Years: Barley Days in Prince Edward County</td>
<td>13</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>17</td>
</tr>
<tr>
<td>Tales of Danger: Ships, Shipwrecks and the Murray Canal</td>
<td>17</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>21</td>
</tr>
<tr>
<td>Symbol of Pride: Picton’s Crystal Palace</td>
<td>21</td>
</tr>
<tr>
<td>Lesson 7</td>
<td>25</td>
</tr>
<tr>
<td>Dark Side of the County’s Past: The Double Hanging, 1886</td>
<td>25</td>
</tr>
<tr>
<td>Lesson 8</td>
<td>28</td>
</tr>
<tr>
<td>Walking in Their Steps: One Last Trip Through the Past</td>
<td>28</td>
</tr>
</tbody>
</table>

**Appendix A:** BLMs for Students

**Appendix B:** Material for Teachers (prompts, sources, rubrics)
General Overview

Unit Title:
Progress or Change? A Journey into Prince Edward County’s Past: 1860-1890

Province/Grade/Curriculum Strand:
Ontario Curriculum Documents, Grade 8 History
Strand A: Creating Canada, 1850-1890

Key Curriculum Expectation: Inquiry: Perspectives in the New Nation, and specifically, A2.4 Interpret and analyze information and evidence relevant to their investigations, using a variety of tools.

Big Historical Thinking Concepts:
Continuity and Change
Historical Perspective

Focus:
Prince Edward County/ Hastings as a microcosm of the larger nation in terms of industrial, economic, social change between 1860 and 1890

Prior Learning/Knowledge Required
(a) Canada, 1800-1850; and (b) Some prior knowledge of Confederation.

Rationale:
Local history can be surprising and even awe-inspiring. The history of Prince Edward County, Ontario is no exception. If presented engagingly, students may be inspired to discover more about their local history on their own. The local focus has relevance for students of Prince Edward/Hastings, allowing for experiential learning – local site work and investigation – while promoting a sense of historical connection with the community and instilling pride of place.

Where’s the Wonder?
PEC has a compelling local history – one marked by intrigue (rum runners, tales of great shipwrecks and a local Bermuda triangle); and great pride (the Barley Days; architectural marvels such as the Crystal Palace; its unique geography/location within Lake Ontario).

Framing Questions:
1. Progress or Change? Looking back through the perspective of our lives in today, do you see progress or change during this period in Prince Edward County? How about in Canada as a whole?

2. How is Prince Edward County’s development during this period similar to Canada’s development? What are the big similarities and differences?
Unit Linking Mechanism/ Common Threads
Lessons within the unit are linked in several ways:

1. The key Ontario curriculum expectation, which focuses on inquiry: A2.4 Interpret and analyze information and evidence relevant to their investigations, using a variety of tools.

2. The focus on Prince Edward County between 1860 and 1890, with a broader focus on Canada as a whole, (and in particular urban areas, for contrast)

3. The key framing question: Progress or Change?

4. The idea of wonder, intrigue and mystery as it relates to local history. While the unit as a whole focuses on social/ economic change, the lessons focus on material that will inspire interest and wonder.

5. A fictional narrative device, which functions as a link for the primary source evidence, and imposes even more tangible lesson-to-lesson connections, as outlined at right.

Unit Fictional Narrative Device:
Evidence is introduced through the fictional person of Ophelia, a 13 year-old girl who, not long ago, moved from Toronto to Prince Edward County. Her parents, restoration and architectural history buffs, have been drawn to the area by a ‘diamond-in-the-rough’ – an historic but decaying home in Demorestville, just north of Picton. Bit by bit, they have begun to restore it, taking time to research its origins and to preserve key elements of the architecture as they go.

One day, as they are tearing apart rotting lath-and-plaster walls, they make an incredible discovery.

Hidden within the wallboards is a cache of documents, old photographs, atlases, books, newspaper articles and even a journal. Musty and tattered, the documents are still legible – and amazingly, tell of a County full of intrigue, mystery and great pride.

The series of 8 lessons unfolds as Ophelia investigates the mysterious items one by one, and the class assists in this investigation. In the process, students look to a variety of primary sources – sketches, articles, poems, paintings, photographs – to understand what was occurring at the time.
Lesson 1: Maps and Aerial Views: Introduction to the County’s Past

Time: 60 minutes (but may be extended to two classes with the extra material provided)

a. Overview
Students begin their investigation into Prince Edward County’s past by examining maps and aerial views, both current and historic. As they compare and investigate, students make inferences about the changes that have occurred; about the perspectives of the cartographers and map-makers; and about the values of the people who inhabited the County at the time the maps were created. Students also consider the framing question of the unit: Progress or change?

The lesson begins as students view the NASA animation Earth at Night. They then reflect on how this same animation of the earth might have looked 150 years ago – both globally and in Prince Edward County. (Activation and assessment of prior knowledge/ learning).

The notion of a map or visual representation from space is then extended and carried through the lesson, as students examine various historic and current maps for evidence of change and differing perspectives.

b. Learning Goal
Students will examine maps of Prince Edward County – both current and historic – and make inferences about continuity and change and perspective based on this data.

Students will also begin to think critically about Progress and Change: What the difference is, and where the two may overlap, both in their lives so far, and in a broader historical context.

c. Specific Curriculum Expectation: A2.4 Interpret and analyze information and evidence relevant to their investigations, using a variety of tools.

Historical Thinking Concept: Historical Perspective (and, to a lesser extent, Continuity and Change)

d. Materials
i Primary Source Documents:
(a) Tremaine’s map of the County of Prince Edward, Upper Canada -- 5 sections
(b) Chromolithograph of the City of Toronto, 1883 (optional)

Other sources:
(c) Quinte and Prince Edward County from Space, Library and Archives Canada, 1988
(d) Bay of Quinte Tourist Map, 2012
(e) Toronto harbour: fisheye image 1800 ft above Toronto, 2012, Don Komarechka (optional)
(f) World at night (global animation of Earth’s city lights, a composite assembled from data acquired by the Suomi NPP satellite) at www.nasa.gov

ii) Instructions for Teachers:
As shown/ provided in plan of instruction

iii) Prompts for Students:
Outline map of Prince Edward County (As provided in appendices/ plan of instruction.) BLM-1
e. Plan of Instruction

Step 1: Warm up (5): Where's the wonder?
Students view NASA website animation, the World at Night. The website is compelling, featuring a revolving globe in darkness, showing the Earth’s city lights. Students note that various areas of the world are more or less heavily illuminated at night, corresponding roughly to population, technologi- cal advancement and GDP.
Key idea: Even from afar, the world looks very different today than it did 50, 100 or 150 years ago, due to population growth and the availability of electricity.

Step 2: Discussion (10)
Activate Background Knowledge
Encourage the class to speculate on the ‘earth at night’ image from a historical perspective:
Would the earth have looked this way at night 150 years ago? If satellites had existed, what would they have recorded? Why? Based on what you know of Canada around or before 1850, what might some of the big changes have been that the satellites may or may not have captured? (Preliminary assessment of prior knowledge).

Use the significance of ‘the World at Night’ as a springboard to discuss the concepts of Change and Progress:
What is the difference? How is it that an event or change can be viewed as progress by one person and not by another?
Ask the class to consider:
What if we were to zero in on Prince Edward County from space. What would we see? Let’s look at three different maps, moving back in time, to investigate.

Step 3: Modelling (5)
Introduce the three maps of Prince Edward County in succession, beginning with the view of PEC from space:
Let’s look at some maps of PEC, dating back through time to see what each tells us.
Let’s look at the first map together: What do you observe? What is the first thing you notice? What words do you see? How was this made, and when? Why do you think this image was made? What might it tell me about the County today?
Encourage students to observe, reflect, question.

Step 4: Guided Practice (10):
Have students examine the second map (Bay of Quinte Tourist Map, 2012). Encourage students to analyse and discuss with a partner:
Discuss your observations, as with the first view.
Write down everything you notice about this one. What items are shown? When do you think it was created? What was the map-maker’s purpose? (etc.)
Circulate as the class discusses the second map.

Step 5: Independent Activity (20):
Have students examine the third map (Tremain’s map of the County of Prince Edward, Upper Canada -- 5 sections):
Discuss with a partner or work on your own. What do you notice about this? When do you think it was created? Write down everything you notice. What makes it different from the last map? What does it say about the values, interests and necessities of life of the people who lived there?
Ask class to consider the question: Why were maps particularly important 150 years ago?
Step 5: Independent Activity (continued)
Extension activity: Distribute BLM-1, an outline map of Prince Edward County. Ask students to show, on the maps, key points of interest based on what they think is most important.
Modelling: For example, I enjoy bird-watching, so I might plot Little Bluff Conservation Area on the map, along with a symbol of binoculars. Highlight the most important things to you. Share it with a partner.
Discuss: How might your map have looked 25 years ago? 150 years ago? 500 years ago?

Step 6: Sharing/Discussion (10):
Discuss as a class:
What were some of the key items shown on each map? What does this tell you about what is/ was important in each case? Did you see progress, or just change? What further questions do you have after looking at the maps?

Have students share their pictorial maps, histories and conventions (if time permits)

TIP:
1. This lesson may be extended into 2 lessons by examining the historical and current representations of Toronto, (provided in appendices) and comparing these against each of the maps of Prince Edward.
2. These lessons have been created with students of Prince Edward/Hastings in mind, but may be adapted by using local material. H. Belden & Co created atlases for many counties of Ontario.

Step 6: Sharing/Discussion (continued):
Introduce narrative device
Finally, as a lead-in to the next lesson, introduce students to the unit’s fictional device – a narrative about a girl named Ophelia who is investigating a mysterious cache of old photos and documents discovered in the walls of her historic Prince Edward County house. (Refer to narrative in Overview, p.2.) Explain that, in the next 7 lessons, they’ll be discovering more about the County’s past by helping Ophelia to piece together her findings.

The unit’s fictional narrator, Ophelia, needs help interpreting the primary sources she discovers...

f. Assessment:
Have students submit their personal maps, along with their observations re: Tremaine’s map of 1863. Formative assessment only.
Lesson 2
Spot the Changes: A Comparative Journey

Time: 60 minutes (but given quantity of material, may be extended to two classes depending on the desired pace of instruction).

From Narrative Device (to class):
Ophelia sifts through her cache of materials and discovers the Belden Atlas of 1878. She finds the detailed images – which look like tiny scale models – riveting, and sets out to discover how the pastoral society in the images was different from today.

Having lived in Toronto, she’s also curious to determine whether life in Prince Edward at the time that atlas was made was different from life in Toronto. She asks herself: what were some of the differences between rural and urban, then and now?

a. Overview
Students will examine various images of life in the County as illustrated in the Belden Historical Atlas of 1878, discovering key differences between life in the County of the 1870s and life in the County today. Additionally, they will examine images of 1870s Toronto, looking for differences and similarities between the two locations. Using the evidence at hand, they will begin to contemplate change and continuity of several aspects of life at this time: layout of towns and villages, society/social norms, the economy, technology and the environment. They will also evaluate the validity, reliability, and viewpoint of Ophelia’s sources.

b. Learning Goal
Students will observe, reflect and question in order to make inferences about several aspects of life in late 19th century PEC and Toronto. Using the historical thinking concepts of continuity and change and historical perspective, they will interpret images and text from various sources. Students will also evaluate the validity and perspective of the Belden atlas as a primary resource.

Right: Samples of the types of images that students will examine for information. Above: Lake on the Mountain/ Glenora Mills as depicted in the Belden Atlas of 1878;
Below: the same image in 2012.
**Lesson 2**

**c. Specific Curriculum Expectation:**
A2.4 Interpret and analyze information and evidence relevant to their investigations, using a variety of tools.

**Historical Thinking Concept: Continuity and Change** (and, to a lesser extent, Historical Perspective)

**d. Materials**

**i. Primary Source Documents:**
(a) Illustrated Historical Atlas of the Counties of Hastings and Prince Edward, Ontario. H. Belden & Co., 1878, Various plates
(b) Sketch of Main Street Picton, circa 1860, courtesy of Prince Edward County Archives (unknown artist)
(c) Various photographs and sketches of Toronto, circa 1880, including views of U of T, St. Lawrence Market, Yonge Street and Toronto Harbour

*Note: Refer to Appendix B for images required*

**Other Sources:**
(d) Current photos of the same (or similar) views of Prince Edward County and Toronto (credited as shown on items in appendices.)

**ii) Instructions for Teachers:**
As shown/ provided in plan of instruction

**iii) Prompts for Students:**
Visual organizer BLM 2 (As provided in appendices)

**e. Plan of Instruction**

**Step 1: Warm up (5):**
*Where's the wonder?*
The fictional narrative of Ophelia's discovery begins the lesson. *(Read or explain narrative provided at beginning of this lesson plan.)* Students are drawn into the narrative via the idea of active discovery; they will be helping Ophelia to learn about the storied past of PEC by examining images from the Belden Atlas of 1878 and comparing these to scenes in the County today. The images in the Belden atlas are exquisite – miniature models of life in 1878 PEC – and inspire curiosity and wonder.

Explain that the Belden atlas is still in print today: published in 1878, it was one of a series of Atlases created by the H Belden Company. Explain that Ophelia has already selected several images that she wants to investigate, and that their task will be to study these images carefully to decide what has changed and what has stayed the same, and also to describe the type of change.

**Step 2: Discussion (10)**

**Activate Background Knowledge**
Ask the class what they discovered about PEC and its inhabitants from the maps they viewed in the previous lesson (activate background knowledge).

*What can we discover from sketches and photos that we might not learn from maps? Is a sketch an accurate representation of life as it existed in 1878? Would a photograph be more accurate? Why or why not? In your own experience, what would an atlas normally contain? Does it usually contain sketches of people? Why might the Belden Atlas have contained sketches of people in 1878?*

**Step 3: Modelling (5-10):**
Explain to students that they will need to assist Ophelia in examining the images she has found, and that they will be comparing these sketches to photos of the County today to look for clues about similarities and differences. Note that they will also be comparing these sketches to images of Toronto to spot differences between the two locations at the time.

Distribute the visual organizer provided as a BLM. Show the first historic image from the Belden Atlas (Glenera and Lake on the Mountain) and model the habits of thinking/questions that students should consider:

*What's the first thing you notice about this image? What are some of the things you see? Is there any text on the photo? What does it tell you? How do you think the artist felt about this place? Does it convey a positive feeling?*

Now show both the historic image and the corresponding image of Glenora today (split screen), again, modelling for the class the thinking required to analyze the image:

*What are some of the differences you notice? What are some of the similarities? Are the changes dramatic, or not so obvious? Based on this, what changes seemed to have occurred in the area? Is the photograph a more accurate piece of evidence than a sketch? If so, why?*
Lesson 2

Step 4: Guided Practice (10):
(Pairs or small groups)
Have students complete their visual organizers.
(Show slides provided in this appendix, such that the first image in each case is the 1878 image; the second is a split-screen comparison of the 1878 image and a scene today.

(Circulate and observe/assess as students work, guiding and assisting as required). Accommodations may allow some students to provide verbal observations rather than filling out the chart with written observations.

Step 5: Independent Activity (20):
Explain to students that since Ophelia has moved from Toronto, she is curious to know how it compared to Prince Edward County in 1878.

Have students work independently to complete a second visual organizer, this time comparing:
(a) Some of the historic images of PEC they have viewed to images of Toronto in the same era. Prompting questions: What are the biggest differences you observe? The biggest similarities?
(b) Images of PEC today with images of Toronto today. Prompting questions: How would you describe the change in each area? Which city has changed more dramatically? Why might this be?

Step 6: Discussion (5-10)
Students share their discoveries as a class. The framing question of Progress or Change is re-stated and considered: Do the changes you spotted between the PEC of today and the PEC of 1878 seem like positive ones? Would you describe the change as progress?

Students also consider the Change and Continuity they discovered: which aspects of life stayed the same amidst overall change.

Assessment: Students submit visual organizers for review. (Formative assessment only.)
Lesson 2

Extension/ Enrichment Activities

This lesson may be extended into 2 lessons, depending on pace of classroom instruction. To allow for flexibility and further student understanding/engagement, extension activities are provided below.

**Extension or Enrichment Activity #1 (or possible Day 2 Activity, if lesson is extended):**

Students work in pairs or independently on one of the following 2 activities:

1. Bodily-kinesthetic: Create a short skit to illustrate an encounter between a) one of the people in the Belden atlas and a person in Toronto at the time, or b) one of the people in the Belden atlas and a person in Prince Edward County today. What would they talk about?

2. Visual/spatial: Create a cartoon that describes an encounter between a) one of the people in the Belden atlas and a person in Toronto at the time, or b) one of the people in the Belden atlas and a person in Prince Edward County today.

**Extension or Enrichment Activity #2 (or possible Day 2 Activity, if lesson is extended):**

Students consider the reliability, bias and validity of the Belden Atlas as a source, examining questions such as: How can we know that a sketch actually depicts what existed? How is an historic sketch different from an historic photograph? Which (if either) would hold up as evidence in a court of law?

Students then review the following excerpt from the Belden atlas, critically examining the text for bias, perspective and viewpoint: What is your general impression of the description here? Do you think this is completely accurate? Why or why not?

To be brief, a drive through the County, in any or all directions, is to be delighted with it; not simply the excellent carriage roads and pleasantly shaded avenues, but the comfortable homes, beautiful groves, romantic lakes, well kept farms, fine schools, handsome churches, and general air of thrift and prosperity, and of a refined and highly moral sentiment of the people which pleases the infidel and fills with joy the Christian traveller. In short, we doubt -- notwithstanding the comparative absence of manufacturers and the entire want of such public works as generally go hand in hand with a community’s wealth and greatness -- whether a section can be pointed to within this broad Dominion, bounded by three oceans, embracing half a continent, and stretching across two zones -- where an area containing equal population, or a population contained within an equal area, can be found possessing in a greater degree the elements of **MATERIAL PROSPERITY** and genuine rural felicity than can here be seen.

xii. Illustrated Historical Atlas of the Counties of Hastings and Prince Edward, Ontario
H. Belden & Co, 1878
Lesson 3: Growth and Change: Interpreting Historical Census Data

Time: 60 minutes  (may be extended to two classes depending on the desired pace of instruction).

From Narrative Device (to class): Ophelia’s journey through the Belden Atlas left her even more curious than before. Amazingly, as she sorts through the pile of musty documents and books, she notices a old copy of the Census of Canada, 1871, and Census of Canada, 1881. She’s not yet sure what a census measures or includes, and therefore she needs some assistance. Explain to students that census data can tell them many things about a region or country, and that therefore, they will be helping her to interpret it.

a. Overview
Students will review, draw inferences from and attempt to interpret the census data that is provided. Specifically, they will examine and compare historical census data for both Prince Edward County and Toronto for the 1871 and current census years, recording key findings re: total population, religion and ethnicity, numbers of children versus adults, etc. They will then compare census data for both PEC and Toronto for the most recent census. Finally, they will compare PEC’s total population in 1871 to the total population in Canada in that year, and look at PEC’s total population as a percentage of Canada’s population now. Using these findings, they will draw inferences about change and continuity over the time periods in question, and will look for significance in the findings.

b. Learning Goal
Students will make inferences about continuity and change based on the historical census data they review. Additionally, they will look for significance in their findings, and create hypotheses. Finally, they will formulate questions that will guide them in their investigations during the next few lessons.

c. Specific Curriculum Expectation: A2.4 Interpret and analyze information and evidence relevant to their investigations, using a variety of tools.

Historical Thinking Concept:
Continuity and Change

d. Materials
i) Primary Source Documents:
(a) Census of Canada, 1871
(b) Census of Canada, 1881
(c) Statistics Canada 2011 Census

Note: 2011 census is available at: http://www12.statcan.gc.ca/census-recensement/index-eng.cfm

NOTE: 1871 Census information is provided in Appendix B

ii) Instructions for Teachers:
As shown/provided in plan of instruction

iii) Prompts for Students:
BLM-3: Interpreting Census Data
e. Plan of Instruction

Step 1: Warm Up: Where's the wonder? (5)
Ask students to recall the NASA animation ‘The World at Night’. What does it show, aside from the lights of the world? What can be inferred from the patterns of the light? Overlay an image of the world’s population (from NASA website) – why does the overlay of population almost match the light patterns?

Now ask students to think about the idea of population. Ask them to guess the current population of Prince Edward county, and to write it on a card. Then have them guess the population of Prince Edward county in 1871, and write that number on the card next. Have students do the same thing for Toronto, and then ask students to place their cards out of sight.

Step 2 Discussion (5-10)
Explain to students that the first national census of the country of Canada was taken in 1871. Why would this have been the first national census? (Activate background knowledge.)

Note that the constitution of the new Canada required that a census be taken in 1871 and every 10 years after that. Ask the students which provinces of Canada would have been included in the census. (Activate background knowledge: Only 4 provinces were part of Canada at the time: Ontario, Quebec, New Brunswick and Nova Scotia).

Explain to the class that in Canada today, a census is conducted every 5 years by Statistics Canada. What types of things might a census tell us? Why is it important? (Activate background knowledge). Confirm/ explain that the census asks questions about all sorts of things – language spoken, country of birth, housing, etc. It provides data that the government uses to plan for many types of services.

Step 3 Modeling (10)
Examine the 1871 census data with the class as a whole, modeling the types of thinking that students will need to use as they analyze the census data for today. (Project data as individual slides). Locate the County of Prince Edward. Can you find the total population for PEC for that year? Now let’s look at some of the other categories, for example, the religions of those who lived here at the time. What do you notice?

Continue modeling by looking at one or two other dimensions of the census data. Explain how they might interpret it. (E.g. what might I conclude from the fact that there are more unmarried people than married people? Why might this be?)

Step 4. Guided Practice (10)
Distribute BLM 3. Have students work in small groups of 3-4 to review the data for the 1871 census data for Toronto based on the investigative thinking you have modeled. Have them record their observations. Circulate, guide and assist with interpretation and understanding as required. (Note: For the 1871 census, Toronto should be considered as: York West, York East, Toronto West and Toronto East, and in the 2011 census, as Toronto City rather than Toronto CMA)

While students work, have them offer thoughts/ discuss briefly as a class: Did you see big changes? What things stayed very much the same?

NOTE re: differentiated instruction for students who have difficulty with mathematical/ logical reasoning tasks: Allow these students to work with peers who can guide them, and encourage students to think aloud about the numbers they see.
Step 5: Independent Activity (10-15)
Students now continue to complete BLM-3, working independently to organize their thoughts re:
(a) Census data for Toronto, for the two years in question
(b) Current census data for Prince Edward County

Step 6: Sharing/ Discussing/ Teaching: (5-10)
(a) Students discuss the guesses they wrote at the beginning of the class. Were they close? What surprised them most?
(b) Students share their observations of the data. (Observations include the fact that PEC grew somewhat between 1871 and 1881, but not a great deal thereafter. Since 1881, Canada’s population has grown almost 10-fold, but PEC’s has barely changed. Similarly, Toronto’s population has exploded.)
(c) What does this tell us about change in Prince Edward County over the past 150 years? Has the population grown much? Why might the population of Toronto have grown so much more?

Extension/ Enrichment Activity (or Homework):
Have those students/ groups who complete Step 5 early do one of two activities:

1. Imagine that you are a Canadian living in 2113, 100 years in the future. Working on your own or with a partner, create your own census prediction for both Prince Edward County and Toronto, and explain your prediction. Think about the patterns you observed when you looked at the census data for Prince Edward County. Use the same categories you find in the 1871 census, and organize your predictions in chart form. (Continuity and change; drawing inferences).

2. Create a census for our class, based on what you observe right now. Use the same categories you find in the 1871 census, and organize your predictions in chart form. Explain: Are these useful categories? Why or why not?

Assessment:
Students complete their assignments for homework and submit for formative assessment only. If class time permits, allow students to present their predictions in small groups of 3-4 students.

Note re: differentiated instruction: students who require accommodations may express their predictions orally (to a small group) or in another suitable format.
Lesson 4: The Golden Years: Barley Days in Prince Edward County

Time: 60 minutes

From Narrative Device (to class): Ophelia has discovered many things by reviewing census data, but she is still left with many questions. How is it that Prince Edward County grew very little between 1871 and the present, while Toronto became a mega city? As she ponders these questions, she moves to another cache of documents – old photos, a diary, some newspaper ads – which she thinks may shed some light on her question. She wants to know what the main industries in the County were: What did people do for a living? Was it different from today, and if so, how?

a. Overview
The years between 1860 and 1890 were a golden age for Prince Edward County, as agriculture – and particularly the barley and hop trade – flourished, creating an era of prosperity for inhabitants of the area. At the same time, industry was growing across Canada.

This lesson uses primary and secondary documents, both visual and text-based, to explore how the barley and agriculture industries developed, what effects it had on the County, what brought it to its end, and what replaced it. Based on evidence from these sources, students piece together the County’s proud past, looking at the political changes that brought the barley days to their end.

This lesson builds on the previous lesson in that it provides perspectives on the population growth and subsequent plateau in the County.

b. Learning Goal
Students will use primary sources (photos and traces) and secondary sources to begin to formulate questions and construct an understanding of the Barley days and agricultural trade during the 1860-1890 time period. Using this evidence, they will begin to think about the effect of the Barley days’ demise, and how it might have contributed, in part, to slowing growth, both in terms of economics and population, in PEC.

c. Specific Curriculum Expectation: A2.4 Interpret and analyze information and evidence relevant to their investigations, using a variety of tools.

Historical Thinking Concept: Historical Perspective (and secondarily, Continuity and Change)

d. Materials
i Primary Source Documents:
(a) Images (photos, ads) from Prince Edward County Archives (provided in Appendix B)
(b) Excerpt: McKinley Tariff Act, 1890 (BLM4)

Other sources:
(c) Video from History Moments: The Barley Days in Prince Edward County
(d) The County: The first 100 years in Loyalist Prince Edward, by Richard and Janet Lunn.

ii) Instructions for Teachers:
As shown/ provided in plan of instruction

iii) Prompts for Students: BLM-4
e. Plan of Instruction

Step 1: Warm Up: Where is the wonder? (10)
Begin with a visual mystery: On projector, show an image of the stone granary at Little Bluff Conservation area. Ask students what they observe in the photos, and have them speculate about what this might be: Is it an odd cache of stones? A gravesite? A marker or guidepost of some sort? A relic from a much earlier prehistoric era?

Ask students to write a short paragraph imagining what this might be, and share it with a partner. Next, ask students to share their thoughts with the class – why did they come to the conclusion they did? Could we ever know for certain what this is without records, written down at the time? ( Importance of evidence.) Explain that the question will be investigated and re-visited later in the lesson.

Step 2: Discussion: (10)
Explain that Ophelia’s task is to piece together the information she has to explain the mysterious stone walls, and to understand why the county grew and prospered the late nineteenth century, but eventually ‘plateaued’, as evidenced by census data.

Activate and gauge prior knowledge from lessons 2 and 3: Remind students of the descriptions in the Belden Atlas re: the prosperity of the County and the population growth, which is relatively strong at the time: The writer of the Belden Atlas notes that the inhabitants of the County are very prosperous – can you think of any reasons why this might be?

Discussion (continued)
Introduce some background information and essential questions, as follows:

By the mid-1800s, the pine and hemlock forests of Prince Edward County had been cleared for farmland. The big crop was barley shipped across Lake Ontario to Oswego, New York for the American brewing industry. It was so lucrative, some farmers paid off their farm mortgages in a single season. But it was also dangerous. Hundreds of sailors died when winter gales drove their ships onto the area’s notorious shoals.

-from www.historyliveshere.ca

(Play short video: The Barley Days from www.historyliveshere.ca -- about 2 minutes)
**Step 3 Modeling (5-10)**

*The video tells us that Barley, and agriculture in general, was a very big industry in the County. Let’s look at several pieces of Ophelia’s evidence to see if we can find further information and clues about what happened.*

Introduce the first ‘item of evidence’: On projector, show the archival photograph 'Bert Cooper and his hop pickers in Bloomfield’, Prince Edward County, circa 1885. *What’s the first thing you notice about this photo? What are the people in the photo doing? What might the poles be for?*

Allow the class to draw inferences, then facilitate connections by explaining that both hops and barley are used in the brewing process to make beer, and that the poles were used to stabilize the vines. Provide background information: *As a natural companion to barley, hops was a major crop: Hops had been introduced to the county in 1841, and had been a lucrative crop ever since. (From the County: The first 100 years in Loyalist Prince Edward, by Richard and Janet Lunn).*

**Step 4 Guided Practice (10-15)**

On projector, show additional images, as indicated below. Have students work in small groups to discuss each and draw inferences (1-2 minutes per image). During this time, introduce each image, guiding the discussion to encourage/ facilitate critical thinking:

On projector, show the Abner Nash advertisement for 'beer of a superior quality', 1830. *What is the first thing we notice about this ad? What is Hillier known for today?*

On projector, show image from 1865 advertisement from *The North American* (published in Toronto) re: Grape Wine. *What is one of the key industries in PEC today? (Wine industry). What surprises you about the date of this ad, and what do you notice about it? Is wine consumed at dinner, or with friends? What is it for?*

6. Show images of farming wheat/ barley crops

7. Introduce an advertisement for today’s Barley Days brewery. *Why might there be historic images on the label? (Activate knowledge from video.)*
Step 5: Independent Activity (10)
Precede independent activity with a brief summative discussion: *What do these traces of evidence suggest to you? Was it easy to draw any connections?*

Ask students if they’ve come to any new conclusions about the image shown at the beginning of the class (stone enclosure). Assess thinking/connections.

Now explain that image that was shown at the beginning of the class was once a grainary (for grain storage, including barley) at Little Bluff Conservation area. Grain and later, in the 1920s, contraband rum was stored in these rocks. *How do we know this? Is there any way we could determine this for certain without other evidence?*

Independent Activity: Introduce independent activity by discussing the idea of a tariff (activate prior knowledge). *Why are tariffs enacted? What do they do?* Provide students with excerpt of text of McKinley tariff and ask them to review it. (BLM-4).

Step 6: Sharing/Discussion (5-10)
Ask students to volunteer their thoughts on what impact the tariff had. (Increased prices of barley and other County crops so that American farmers would not buy from Canadians). Discuss why, without a market, the County barley growers had no incentive to produce such large crops, which eventually led the industry to decline, and others to take its place.

Ask the class to speculate on what the decline of a major industry might mean to the County.

Sum up by reading a short paragraph by County historian Janet Lunn:

*Old money made from the Barley Days can still be seen throughout architecture in the County. But the Barley Days could not last forever. In 1890, the McKinley Tariff was introduced to the U.S.A. It was proposed by Congressman William McKinley in order to protect American industry from the competition of foreign imports. New York breweries could not afford to pay the 48.4% tax on Prince Edward County grain entering the U.S., and many were forced to close down. The closure of a number of New York breweries and relocation of others to the American Midwest lessened the demand for Prince Edward County grains, eventually ending Barley Days prosperity.*

Assessment:
Exit slip: Have students write a short paragraph (exit slip), as follows:

*Imagine that you are an established barley farmer in Prince Edward County in 1875. What are your two biggest worries? What are two of the best things about your occupation?*
Lesson 5: Tales of Danger:
Ships, Shipwrecks and the Murray Canal

Time: 60 minutes (but given quantity of material, may be extended to two classes depending on the desired pace of instruction).

From Narrative Device (to class):
Ophelia’s investigation has just revealed much about the prosperity of the Barley Days – but she wants to know more: Did the industry come with risk and hardship as well as good fortune? How did the barley get to market?

Ophelia comes across some tattered items of interest: an ominous poem about the death of a PEC sailor, Moses Dulmage; images of ships and shipwrecks; a captain’s firsthand account. Many questions form in her mind: Where were the ships going, and why? Why was shipping so important?

a. Overview
This lesson builds upon this unit’s previous lesson on the Barley Days: In order to prosper, PEC farmers needed to find markets for their barley and grain. These markets were often in the US – and therefore, shipping across Lake Ontario was needed to get the barley to market.

In this lesson, students explore the hazards and rewards of shipping, using a variety of primary sources – text-based, audio and visual – to understand what was at stake. They learn about attempts to mitigate this problem via the building of the Murray Canal, and draw inferences about the importance of waterways to PEC. Intrigue is presented via the stories of ‘Canada’s Bermuda Triangle’, the Marysburg Vortex (enrichment).

b. Learning Goal
Students will explore various primary sources and then make inferences about the dangers of working in PEC’s shipping industry in the late 19th century, and the reasons behind the creation of the Murray canal. Additionally, they will examine perspective: Why were sailors and marine merchants willing to risk their lives even knowing of the dangers that awaited them?

c. Specific Curriculum Expectation: A2.4 Interpret and analyze information and evidence relevant to their investigations, using a variety of tools.

Historical Thinking Concept:
Historical Perspective (and to a lesser extent, Continuity and Change)

d. Materials
i Primary Source Documents:
Poem: Moses Dulmage (account of the death of Moses Dulmage, a sailor from South Bay, Picton, as written by his sister-in-law), BLM-5a
Article/ Headline, Picton Gazette, 1878: The Fate of Moses Dulmage, BLM-5b
Firsthand account of Captain Nelson Paltmier’s ‘first season afloat’ in 1878, BLM-5c
Archival images: harbours/ schooners

Other Sources:
Canada’s Bermuda Triangle, from County and Quinte Living, Summer 2009
Song: Wreck of the Edmund Fitzgerald, by Gordon Lightfoot
The County: The first 100 years in Loyalist Prince Edward, by Richard and Janet Lunn.

ii) Instructions for Teachers:
As shown/ provided in plan of instruction

iii) Prompts for Students: BLM-5a, BLM-5b, BLM-5c

Above: the schooner W.R. Taylor, built in Milford, Prince Edward County in 1877 for Paltmier, Wilson and Collier. (Captain Paltmier’s firsthand account is examined by students in this lesson.)
Lesson 5

e. Plan of Instruction

Step 1: Warm up: Where’s the Wonder? (10)
The fictional narrative of Ophelia’s discovery begins the lesson. (Read or explain narrative provided at beginning of this lesson plan.)

Students are then introduced to the dangers of shipping on the Great Lakes via two pieces of media:

1. Students listen to the song Wreck of the Edmund Fitzgerald, by Gordon Lightfoot. Explain that the sinking of the Edmund Fitzgerald, an ore carrier, took place on November 10, 1975, in Lake Superior during a November storm.

2. Students read the POEM The Death of Moses Dulmage (BLM-5a) (They will later read a short newspaper article.) Explain that this poem is about a young Prince Edward County sailor who died tragically in November, 1878, and that the poem was written by Dulmage’s sister-in-law.

Step 2: Discussion (10)
Ask students what they notice about the two accounts: When did these tragedies take place? Where? Do shipwrecks still occur today, despite advances in technology?

Note that the first tragedy (Edmund Fitzgerald) took place nearly 100 years after the first, but that both occurred during November, a month known for violent storms. What does this tell us about the dangers of shipping, even in more recent times?

Ask students to recall what they learned in the previous lesson about the Barley Days. What is the connection between the Barley Days and shipping? (Assess and activate background knowledge.)

Confirm/explain that in order to prosper, PEC farmers and businesses needed to find markets for the enormous quantities of grain being produced. These markets were often in the US or at various ports on Lake Ontario, so getting the barley to market meant moving it by ship. Because grain production peaked in the fall, just when Lake Ontario is at its worst, shipping often led to loss of lives.

Explain also that PEC, surrounded as it was by water, was well-positioned to take advantage of marine trade routes – but that these could often be hazardous.

Step 3: (Modelling) (10-15)
Have students examine:
1. Images of Picton Harbour and Toronto Harbour of the time. Model examples of critical thinking for students: What types of vessels do you see? What does the number and type of ships tell us? Would we see this many ships today? How are many of the ships powered? (Steam versus sail). What does this say about the importance of waterways for the economy of early Canada and PEC?

Have students read the newspaper account of Moses Dulmage’s death, as given in the Picton Gazette in 1878 (BLM-5b). How closely does the article match the poem’s account? What does this say about the perspectives of the writers?
Step 4: Guided Practice (10)
Ask students to read the firsthand account of Captain Nelson Palmatier (BLM-5c). Once students have finished (5 minutes), have them work in small groups to think aloud as they consider these questions:

*If shipping barley was so dangerous, what does this say about the people who took on this job? Were they motivated by greed or survival?*

*Would we take on a job this dangerous today? What views do we (and our government) have today about safety on the job?*

*Did sailors at that time (late 1800s) have a different perspective on taking risks to earn a living? (perspective). Why or why not? Do you think there were alternatives?*

Circulate as students discuss what they have read, guiding them in their investigative questioning.

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Step 5: Independent Activity (10)
Working in groups of 4, choose one of the following scenarios, creating a short (2-3 minute) script to be performed:

1. Imagine that you are the crew of a ship destined for Oswego, New York, but gale-force winds have arisen and your ship is being tossed violently.

2. Imagine that you are Moses’ Dulmage’s sister-in-law, speaking to sailors who are about to head for Oswego on a stormy fall morning.

Note: Depending on timing (ie. if teachers opt to extend the material over two class periods), teachers may offer students the option of another type of activity based around the same scenarios:

1. Describe in writing one of the two scenes above in as much detail as possible
2. Create an annotated sketch (or cartoon) to explain the scene.

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Step 6: Discussion (10)
Have students perform their skits for the class, interjecting with observations/questions. Assess understanding of the dangers of shipping and the motivation involved.

As the lesson ends, discuss the notion of progress and change:

*Many could see that something needed to be done to lessen the danger of shipping in the area. As a result, the Murray Canal was constructed between 1882 and 1889. It was built as an alternative shipping route to the dangerous waters surrounding Prince Edward County, and, since it cut through the narrow bit of land that joined the County to the mainland, it turned the County from a peninsula into a man-made island.*

Assessment: Formative assessment of student engagement/learning via observation of skits. Assess whether students understand the motivations behind shipping and its importance to the economy.

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Right: The 2-masted schooner Annie Falconer, built in 1867; sunk off False Duck Island, not far from the south shore of Prince Edward County.  Far right: Aerial view of the Murray Canal today.
Extension/ Enrichment Activities

This lesson may be extended into 2 lessons, depending on pace of classroom instruction. To allow for flexibility and further student understanding/engagement, an extension activity is provided below.

**Extension or Enrichment Activity (or possible Day 2 Activity, if lesson is extended):**

Students read the article: *Canada’s Bermuda Triangle: The Marysburg Vortex*, from *County and Quinte Living*

In small groups, consider: Are the 450 shipwrecks that, according to divers, lie at the bottom of Lake Ontario off the shores of the county there due to strange, magnetic fields, as the author suggests? Or, given the evidence you have seen above, might it have been due to other factors? What might these be? (Eg. Boats that were not sturdily constructed; inclement shipping conditions in the fall; lack of 20th century technology and safety measures, etc.)

Based on the historical accounts you have read, as well as the article on Canada’s Bermuda Triangle, prepare a 1-page report on the reasons you think so many ships sank. State your opinion (whether you think the ships sank due to sinister forces deep in the Marysburg Vortex, or whether other reasons were at play), and then give several reasons explaining your view. Use information from the articles you’ve read to back up your points.
Lesson 6
Symbol of Pride: Picton’s Crystal Palace

Time: 60 minutes (may be extended to two classes depending on desired pace of instruction).

From Narrative Device (to class):
Ophelia’s investigation so far has revealed some interesting discoveries. She believes that her evidence shows that the County was a place of prosperity and pride in the late 19th century – even though for many, life at that time was fraught with danger, hardship and risk.

Sifting through some of the items she has found, she unearthed a photograph of a beautiful public building that appears oddly familiar. Her parents, architecture and restoration history buffs, explain that the image is of a building that still stands today – the Crystal Palace at the Picton fairgrounds. Curious, she and her friend, Emily, set out to find out more about it – why such a building was constructed in the first place, and what it says about the inhabitants of the County at the time.

a. Overview
In this lesson, students examine the county’s history through the lens of architecture and culture, focusing on the Crystal Palace and the way in which it symbolized prosperity and agricultural advancement. The topic is introduced via the Barley Days – and the notion that prosperity from grain production and the agricultural industry is evident in some of the landmarks and even in its culture. Students examine photos of the Crystal Palace, and draw inferences about the forces behind its creation, and architectural precedents. Using the observational thinking skills they have learned, they then explore, on their own, some of the most architecturally significant homes of the Barley Days magnates.

b. Learning Goal
Students will examine images – architectural and cultural – of the period between 1870 and 1890 in PEC, making inferences about what the form of the architecture says about the people who lived in the area – their perspective on life, material wealth, and values.
c. Specific Curriculum Expectation:
A2.4 Interpret and analyze information and evidence relevant to their investigations, using a variety of tools.

Historical Thinking Concept: Continuity and Change (and, to a lesser extent, Historical Perspective)

d. Materials
i) Primary Source Documents:
(a) Photographs of the Crystal Palace in Picton, both current, historical
(b) Paintings/photographs of other late 19th century Crystal Palaces (in various cities)
(c) Public Fairs Act, February, 1871
Note: Required images provided in Appendix B

Other Sources:
(d) Short video: The Picton Fair (history), from http://historyliveshere.ca/projects/history-moments-2010/

ii) Instructions for Teachers:
As shown/provided in plan of instruction

iii) Prompts for Students:
BLM-6: Exploring a County Landmark (As provided in appendices)

e. Plan of Instruction
Step 1: Warm up (10):
Where’s the wonder?
Begin with a spectacular image of the Crystal Palace in England, explaining that it was built in 1851 for the first world’s exposition. Have students comment on their impressions re: opulence, awe, ornament, etc.

Now show image of Crystal Palace in Picton, built in 1887. Discuss impressions. What do you notice about the two buildings? Are there similarities/differences?

Step 2: Discussion (10)
Activate Background Knowledge
Ask students to recall the Barley Days: What do they recall? Key idea: These were times of great prosperity in the County. (Activate background knowledge; facilitate connections). What is the link between prosperity and the events and expositions we organize? The buildings we create? What do they signify? Key idea: that as a society, we display our prosperity, wealth, and culture in our buildings.

Explain the idea of an exposition:
An exposition is a large-scale exhibition – it’s a chance for countries (or cities) to showcase their greatest achievements and finest products (for example agricultural products, new inventions, etc). Crystal palaces were created for just these types of expositions. Why do you think that these structures were so ornate and grand in that day?

Discussion (Step 2, continued)
Discuss examples of expositions today: Expo 67 and Expo 86 were some of Canada’s recent international Expositions. Toronto hosts the Canadian National Exposition every year at the Toronto exhibition grounds. There are also local expositions – town fairs. Can you think of other examples?

Show video clip, the Picton Fair (about 2 minutes). Explain that the Picton Fair began in 1836 as a show of agricultural products, but quickly developed into one of the leading fairs in the province. It attracted so many visitors that the town felt justified in investing in a spectacular exhibition hall, complete with grandstand, ticket booth, and fruit building. In 1887, the Picton crystal palace was built to meet this need.
Lesson 6

Step 3: Modeling (5-10)
Focus on the Crystal Palace of London, 1851. Explain that it was the site of the first world exposition. Model habits of questioning/thinking: What do you notice about this building? Can you guess what its purpose was? What did it say about the people of the time?

Do we seek to say something about ourselves in our architecture? What are our buildings about, rather than just shelter or necessity? For example, what does the Crystal Palace of 1851 say about Great Britain? (think aloud to model possible thoughts for students).

Step 4: Guided Activity (15-20)
Now move from the image of the Crystal Palace in England to photos of other crystal palaces of the time. (Toronto, New York, Madrid, etc.)

Ask students to work in small groups, and to think about what they see. Ask them to consider: What are some of the buildings’ features? Similarities? (E.g. They all are very ornate and appear a bit like greenhouses – made of steel framing and large amounts of glass.) What types of buildings were these? Why do these buildings look similar?

Have students record their thoughts on chart paper, under the following headings: location; date built; features (e.g., arched and slim columns); materials (e.g., glass); size; overall observations (e.g., very grand and stately and very bright inside)

Step 5: Independent Activity (homework)
Explain that students will now have a chance to explore a County architectural landmark on their own. (Distribute BLM 6 provided in appendix).

Instructions: Let’s apply this same thinking to some of the other buildings and homes of Prince Edward County at the time.

1. Decide on a building in the Barley Days neighbourhood that interests you. (Refer to map in appendix). Visit it personally if possible.

2. Record your images, sketches and observations in a report (BLM 6) that you will present to several others in your class.

3. Find out something about the building’s history or first owner. You may wish to interview people in the community for their comments.

4. Mention at least one thing you find wonderful about the building.

5. Describe what you think the building says about the person who first owned/created it.
Lesson 6

Step 6: Discussion (10-15)
Have each group of students share their observations of the comparisons they made between crystal palaces (recorded on chart paper).

Discuss the concept: Progress or Change? Was the Crystal Palace a symbol of progress for inhabitants of the County?

How is it viewed differently now by the local community than it was then? (Perspective). Ask students whether the local fair is still an important event to them. Would people in 1887 in Picton have viewed the new building as more spectacular than we do today?

Assessment:
Assess student reports on their chosen County architectural landmark. Look for use of the observational thinking skills modeled in class discussions re: the Crystal Palace.

NOTE: Rubric provided in Appendix

Extension or Enrichment Activity
If time permits, have students read/discuss the Public Fairs Act of 1871 (text below).

Does it surprise you that an Act of Parliament, requiring Royal Assent, would have been about fairs? What does this tell you about their importance?

Public Fairs Act
[Assented to 15th February, 1871]
CAP. XXI

An Act to Facilitate the establishment of Public Fairs, and provide for the regulation thereof.
[Assented to 125th February, 1871]

Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

Certain municipalities may hold public fairs.
1. The council of each county in the Province of Ontario shall, on petition of at least fifty qualified electors of the municipality, have power to authorize by by-law the holding of public fairs at one or more of the most public and convenient places in any township, village, or town not separated from the county; and the council of each town separate from a county shall have the same power with respect to itself.

Purposes for which the fairs may be held.
2. The purpose for which such fairs may be held shall be restricted to the sale, barter and exchange of cattle, horses, sheep, pigs, and articles of agricultural production or requirements.

Fairs to be regulated by by-law
3. The by-law to authorize the establishment of any such fair shall establish rules and regulations for the government of the same, and appoint a person whose duty it shall be to have them carried out.

Notice of by-law to be given.
4. The council authorizing the establishment of a public fair shall, immediately after the passing of a by-law for that purpose, give public notice of the same.
Lesson 7: Dark Side of the County’s Past: Picton’s Double Hanging of 1884

Time: 60 minutes

From Narrative Device (to class):

Ophelia’s investigations so far point to the fact that by the 1870s, the County was a place of pride and prosperity. The wealth of the Barley days made for fine architecture and landmarks like the Crystal Palace, as we saw in the last lesson.

But Ophelia wonders whether the wealth of the Barley days might have had a downside. Did greed and envy ever plague County inhabitants? What about crime? As she ponders these questions, she finds some intriguing documents: photographs, diagrams, even a very sad letter. They seem to tell of a robbery and hanging, but it’s all very difficult to piece together. She needs some help to figure it all out.

a. Overview

This lesson adds still another dimension to the notion of Barley Days prosperity. Rather than examining the era’s favourable consequences (expanding architecture and culture; trade and commerce), it looks at the darker side of wealth: greed and robbery.

Students look at one particular case: A controversial 1883 robbery and double-hanging, the supposed result of an attempt to steal money made from hop-growing. Initially, they’re introduced to the story and controversy as it exists in County lore today. They then examine a variety of sources: letters, documents -- even an old pair of boots -- to draw their own inferences.

b. Learning Goal

Students will evaluate the accounts of the crime provided in local literature, and think critically about the ways in which sometimes accounts can simplify or distort fact. They will then use primary sources (photos, letters and traces) to draw inferences and formulate hypotheses about what might have happened. Finally, they will consider the ethical dimension of punishment of the convicted men.

c. Specific Curriculum Expectation: A2.4 Interpret and analyze information and evidence relevant to their investigations, using a variety of tools.

Historical Thinking Concept: Historical Perspective (and secondarily, Continuity and Change)

Gallows at the Picton Courthouse and Gaol: Site of the double hanging of Joseph Tomsett and George Lowder in 1884
d. Materials

i) Primary Source Documents:
(a) Edward Merrill’s letter to Sir John A. MacDonald (see Appendices)
(b) Sir John A. MacDonald’s letter to Campbell re: the Tompsett/ Loudre case (see Appendices)
(c) Grave marker of George Louder
(d) Joseph Tompsett’s last letter to his mother (see Appendices)
(e) Last statement by George Louder (see Appendices)

Other sources:
(f) Excerpt from author Janet Kellough’s book *The Legendary Guide to Prince Edward County.*

ii) Instructions for Teachers:
As shown/ provided in plan of instruction

iii) Prompts for Students: Primary sources for student analysis are provided in Appendix B

e. Plan of Instruction

Step 1: Warm up: Where’s the Wonder? (5)
The lesson is introduced via Ophelia’s musings (provided at the beginning of the lesson). Her narrative acts as a link with the notion of Barley Days prosperity.

Students are then introduced to the image of the gallows at the Picton courthouse and Gaol. The image is a provocative one, and sets the stage for a crucial piece of information: that the hanging of the men students will hear about in this lesson was the last ever to take place in the Picton Gaol, and remains very controversial even to this day. They’re about to investigate why this is.

Step 2: Discussion (15)
Ask students to recall the Barley Days: What were some of the results? Key idea: These were times of great prosperity and growth in the County. (Activate background knowledge; facilitate connections). We’ve seen some of the positive effects of prosperity, but might there have been negative ones? Would wealth sometimes lead to greed, envy, crime and even murder?

Have students think about the gallows they have just seen, and about the idea of capital punishment. Note that the two convicted men described in this lesson were hanged for murder. Could this happen today? What views do you have about capital punishment today? Imagine that you live in 1883, a time when life for some was harsher and shorter. Is it possible that you might have had a different view on capital punishment than you have now?

Now, distribute a local writer’s account of Picton’s 1883 double hanging of two men, George Louder and Joseph Tompsett, who were accused and convicted of a botched robbery and murder over hop money. (Account is an excerpt from author Janet Kellough’s book *The Legendary Guide to Prince Edward County*. See Appendices.)

Ask them to think not only about the information presented, but also the author’s viewpoint: What is the tone or style of this account? Who is the intended audience? What does the author feel about the hanging? How does the author feel about the hanging? Is she completely impartial, or possibly biased?

Step 3: Modeling (5-10)
Provide students with copy of original (and final) letter of Joseph Tompsett to his mother, along with transcribed excerpt below:

Picton May 24th/ 84
Dear kind and Loving mother these my Last and dying words. I never knew that fatal shot was fired nor that man was killed nor nothing of that murder nor my boots never made them tracks but the Jury says I must die to pay some man’s Penalty. I am ready to die but I die for something I never done. You want me to confess but I never will to a crime I am not guilty of.

Model thinking: What does the tone and language of the letter tell you about Tompsett? What do you notice about his writing? Does his letter seem sincere? What does the date of the letter tell you? (Is it close to the time of the hanging?)
Lesson 7

Step 4: Guided Discussion (15)
Next, distribute the letter of prominent Picton lawyer Edward Merrill to Sir John A. MacDonald. (Transcribed text in Appendix B) Note that Merrill was defense attorney on the case. Where have we heard of Merrill before? (Activate background knowledge: Merrill’s residence was one of the ornate houses featured in the Belden Atlas.)

What does this tell us about him?

Have students work in small groups to discuss the letter from Edward Merrill to Sir John A. MacDonald. Ask students to organize their observations in a chart, under the following headings: 1. Tone and style; 2. Point of view 3. Recommendations.

Ask students to also consider: Why might Merrill make this plea? Is it convincing, or not? Why might he direct his plea to Sir John A. MacDonald, then the Prime Minister of Canada?

Guided Discussion (continued)
Once students have finished reviewing the letter from Merrill to Sir John A. MacDonald, distribute the letter by Sir John A. MacDonald regarding the case. Students work independently, using the same headings as they did during guided practice, to analyze the letter.

Step 5: Independent Activity (15)
Have students work independently to examine two further primary sources: the last statement of George Louder, and his gravesite at Glenwood Cemetery, shown below.

What does the last statement tell you about George Louder, and how he views his conviction? What is the date of the letter? The tone?

Does the grave marker below tell you anything about George Louder? If so, what?

Independent Activity (continued)
Now, work with a group of 4-5. Imagine that the trial of Tomsett and Louder will take place today, instead of in 1884. Re-enact the trial, taking the roles of the Defense and Crown Attorneys, the Judge, and the two accused men.

Do you find the two accused guilty of murder beyond a reasonable doubt? Or are there too many unanswered questions and doubts to convict them?

If you find them guilty, what will the Crown recommend as the sentence, and what decision will the Judge come to in the end?

Step 6: Discussion (5-10)
Ask students what perspectives they saw in their role-playing exercise. How did the trial unfold differently in 2013 than it would have in 1884? Were the men treated more humanely, in your eyes? (Ethical/ Historical perspectives)

Assessment:
Formative assessment only; circulate to observe groups using idea of perspective as they role-play.
Lesson 8: Walking in Their Steps:
One Last Trip Through the Past

Time: 3.5 hours (Refer to overview for details)

From Narrative Device (to class):
It's been an eye-opening journey for Ophelia so far. The cache of musty documents and photos she found just weeks ago has held amazing secrets: Tales of great shipwrecks, an awe-inspiring crystal palace and a controversial double hanging, to name a few. She even discovered a letter penned by the first Prime Minister of Canada, Sir John A. Macdonald. Who knew?

Her discoveries have been so intriguing that she has decided to visit some of the historic sites she's read about. She wants to experience them firsthand; to see through the eyes of someone living there 150 years ago; to feel what they felt; to do what they did. Today, this class will get a chance to do just that.

But her amazing discoveries about the County don't end there. Why? With the help of her friend Emily, Ophelia has started the Historical Imagination Project. (It sounds suspiciously like a website for history teachers, but it's not.) It's a quest to discover local history and imagine it through the eyes of those who actually lived through it. It's a project she'd really like you to be involved in too -- you'll find out how in this last lesson.

a. Overview
In this last lesson of the series, students get a chance to explore for themselves what life was like for inhabitants of the County in the period from 1860-1890. The lesson unfolds in the form of a three-part field trip, as outlined below. (A three-and-a-half hour time-frame is suggested, so prior logistical planning is required.)

PART I (1.5 hours)
The experience begins at MacCauley Heritage Park, once the residence of influential Picton citizen Reverend William MacCauley. The residence has been restored to the 1860s, and now offers a variety of tours and community activities.

Through hands-on experiences and activities at McCauley house, students learn about day-to-day life, even attempting some of the tasks that County inhabitants of that time would have performed.

It's noteworthy that the experience does not just offer insights into how prominent citizens lived, but also the ordinary members of society -- cooks, stable-hands, and others.

Activities:
(a) Guided Tour of MacCauley House, Q&A
(b) Lesson: Rank the Implements (Provided under Plan of Instruction in this Lesson)
(c) Experiential tasks:
-making butter using traditional tools
-building a dry stone wall (a traditional County fence and wall-building method

PART II (1.0 hours)
After their experiential visit to MacCauley House, students set out on a walking tour of many of the sites they've heard about during the last 7 lessons: the storied Picton Courthouse and Gaol, the Picton Harbour, the Crystal Palace, and the Barley Days neighbourhood. (Most of these sites are within a 5-minute walking radius.) At each site, a designated group of class 'experts' gives a short presentation (5-minutes) on what happened at their site in 19th century Picton, and what the area is used for now. Creativity is encouraged.

Students then have time to reflect, observe, take photos, sketch, and explore each site.

PART III (0.5 hours)
As they complete their tour, students are introduced to their final summative task. They will be contributing to Ophelia’s Historical Imagination Project, and what they produce will be part of a book she is compiling. The key question behind the assignment is the theme of this series: Progress or Change? Further details on the assignment are provided under the heading 'Assessment'.
b. Learning Goal
Students will begin to put themselves into the minds and lives of the County inhabitants they’ve read about. By experiencing their life and surroundings firsthand, they will begin to understand their hardships and joys; priorities and motivations; values and beliefs. Additionally, they will examine perspective: How did life actually feel to people of the time? What did they do, and how?

c. Specific Curriculum Expectation:
A2.4 Interpret and analyze information and evidence relevant to their investigations, using a variety of tools.

Historical Thinking Concept:
Historical Perspective (and to a lesser extent, Continuity and Change)

d. Materials
i. Primary Sources:
In this lesson, primary sources take the form of physical objects -- actual tools, implements, buildings and structures -- which are explored during the site visit described in this lesson’s overview.

Using BLM 8a (right), students rank order the importance of various 19th century household items. Far right: butter and candle molds at MacCauley House.

e. Plan of Instruction
Step 1: Warm up: Where’s the Wonder?
The lesson begins at MacCauley House, as students enter via the expansive kitchen at the back. Unfamiliar objects, implements and items line hooks on the wall; bread rises in the stone oven; faded vestments hang from pegs.
Allow students a few minutes to take in the atmosphere before introducing the lesson via Ophelia’s musings (provided at the beginning of this lesson). Why might it be important to experience a place, situation or task for ourselves, and not just read about it? How does it change (or add to) our understanding of something?

Step 2: Discussion
Ask students to recall the buildings they chose to examine on their own in Lesson 6. What architectural features did you notice? (Activate background knowledge). Did this tell you anything about the interior of the home? What does the inside of a home -- its tools, personal items, etc. -- tell us about the lives of its inhabitants?

Now ask students what they notice about the interior of this room and the items on the walls. Do they know what any of these items are used for? Can they guess, based on the room that they’re in right now?

Distribute BLM 8a. Explain that, as students take the tour, they may see many unfamiliar tools, objects and implements. Their task will be to determine what these items are, what they’re used for, and what they’ve been replaced by today. Finally, they will rank these objects based on importance to a household. Question for discussion: How does your position or role within a household affect which items you pick? How about your social status?
Lesson 8

Step 3: Modelling
Point out some of the implements in the kitchen; an antique butter press or a mortar and pestle, for example. Think aloud to model the thinking that they will need to fill in their organizers. *Is the butter press obsolete today? Has anything replaced it? How might I rank it in order of importance beside, say, a cauldron? What reasons might I give for one being more important than another?*

Step 4: Guided Practice
Allow students to begin the tour on their own. They may work on their own or in small groups, listening to the tour guides as they complete their organizers. Guide and circulate among students as they contemplate the relative importance of items.

Step 5: Independent Work
Students continue their investigation into the objects and rooms of the house, making observations/taking photos as they go. The tour concludes as students have a chance to try some typical 19th century activities on their own.

Step 6: Discussion
Students re-convene to discuss and debate the results of their findings: *Which items did they rank most highly? Why? Would they rank the items differently if the goal were survival only? How would they rank the items if their status allowed them to hire others to do much of the work of the house?*

---

Note:
Following their experiential tour of MacCauley House, students set out on a walking tour of Picton, experiencing many of the sites they have heard about over the previous 7 lessons. A map is provided in the Appendices of this lesson, showing the tour's sequence and location of each site.

As described in the overview to this lesson, at each site, a designated group of class 'experts' gives a short presentation (5-minutes) on what happened at their site in the 19th century, and what the area is used for now. (To facilitate, divide the class into 4 groups of 6-8 in the preceding class period, such that each group focuses on one site on which to become 'experts'). Creativity is encouraged.

(Tip: Though this tour has been created with students of Prince Edward/Hastings in mind, it could be easily adapted for many towns and cities in Ontario. Historic sites in many Ontario towns are clustered within a short walk of one another.)

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Assessment:
Following their tour, students are introduced to their final summative task (BLM 8b). They will be contributing to Ophelia's *Historical Imagination Project*, and their submissions will be part of a book that she is compiling. The key question behind the assignment is the theme of this series: *Progress or Change?*

The assignment asks students to select a person from late 19th century Prince Edward County. (For example, it could be the lawyer, Edward Merrill, or the young sailor, Moses Dulmage, or a young woman attending the Picton fair at the Crystal Palace). Ask students to imagine that they are that person, and -- for a brief period of time -- that they have the ability to see life in Prince Edward County in 2013.

Their task is twofold:
1. As your chosen historical 'character', write a short (1/2 page) journal entry about your daily life, including the date, time, place of your writing:

2. As your chosen character, describe what changes you see in the Prince Edward County of 2013, and what things have stayed the same. Explain whether you see the changes as progress or not.

This assignment provides a summative assessment of learning and also gauges student understanding of the concepts of historical perspective and continuity and change. Further, it addresses the unit's framing question: *Progress or Change?* (see BLM 8b). A rubric is provided in Appendices.
Appendix A:
Materials for Students
BLMs and Readings
Lesson 1

Maps and Aerial Views: Introduction to the County’s Past

Name:

What key points of interest should I show? Tremaine showed sawmills and Blacksmith shops...

LEGEND

PRINCE EDWARD COUNTY
Lesson 2
Spot the Changes: A Comparative Journey

Name:

Examine the images and photographs to identify what has changed and what has stayed the same.

<table>
<thead>
<tr>
<th>What do you observe in the images from Belden’s Atlas of 1878? What can you infer from the sketches?</th>
<th>What can you observe and infer from the photos of the Picton of 2013?</th>
<th>What has changed over the years? Is the change significant or small?</th>
<th>What has stayed the same? How do you know?</th>
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<td>Environment</td>
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<td>Business and Industry</td>
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Which is more evident during the time between 1878 and today: change or continuity?
Lesson 2
Spot the Changes: A Comparative Journey

Name:

Examine the historical images of Toronto and Prince Edward County to find the similarities and differences.

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<thead>
<tr>
<th>Environment</th>
<th>What do you observe in the images from Belden’s Atlas of 1878? What can you infer from the sketches?</th>
<th>What can you observe and infer from the photos of Toronto during the same period?</th>
<th>What are the biggest differences?</th>
<th>What are the biggest similarities?</th>
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WOW... I think I can see CONTINUITY AND CHANGE when I compare these images....
Lesson 3
Growth and Change: Interpreting Historical Census Data

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<th>Census of Canada, 1871</th>
<th>Canada 2011 Census</th>
<th>What's the difference?</th>
<th>Prince Edward County</th>
<th>Toronto</th>
<th>What do I notice?</th>
<th>What's the change?</th>
<th>My conclusions</th>
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<td>Largest Age Group, by number of people</td>
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Note: For the 1871 census, Toronto's population should be considered as the total of: York West, York East, Toronto West and Toronto East, and in the 2011 census, as Toronto City rather than Toronto CMA.
McKinley Tariff Act (1890)

From: United States Statutes at Large, 51st Cong. Sess I, Chp. 1244, p. 567-625
October 1, 1890

AN ACT
To reduce the revenue and equalize duties on imports, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That on and after the sixth day of October, eighteen hundred and ninety, unless otherwise specially provided for in this act, there shall be levied, collected, and paid upon all articles imported from foreign countries, and mentioned in the schedules herein contained, the rates of duty which are, by the schedules and paragraphs, respectively prescribed, namely:

[Schedules A through F have been omitted for the purpose of this exercise, but can be found at: http://www.jofweb.com/History/HistRefMain.asp]


Animals, Live--

247. Horses and mules, thirty dollars per head: Provided, That horses valued at one hundred and fifty dollars and over shall pay a duty of thirty per centum ad valorem.

248. Cattle, more than one year old, ten dollars per head; one year old or less, two dollars per head.

249. Hogs, one dollar and fifty cents per head.

250. Sheep, one year old or more, one dollar and fifty cents per head; less than one year old, seventy-five cents per head.

251. All other live animals, not specially provided for in this act, twenty per centum ad valorem.

Breadstuffs and Farinaceous Substances--

252. Barley, thirty cents per bushel of forty-eight pounds.

253. Barley-malt, forty-five cents per bushel of thirty-four pounds.

254. Barley, pearled, patent, or hulled, two cents per pound.

255. Buckwheat, fifteen cents per bushel of forty-eight pounds.

256. Corn or maize, fifteen cents per bushel of fifty-six pounds.

257. Corn-meal, twenty cents per bushel of forty-eight pounds.

258. Macaroni, vermicelli, and all similar preparations, two cents per pound.

259. Oats, fifteen cents per bushel.

260. Oatmeal, one cent per pound.

261. Rice, cleaned, two cents per pound; uncleaned rice, one and one-quarter cents per pound; paddy, three-quarters of one cent per pound; rice-flour, rice-meal, and rice, broken, which will pass through a sieve known commercially as number twelve wire sieve, one-fourth of one cent per pound.

262. Rye, ten cents per bushel.

263. Rye-flour, one-half of one cent per pound.

264. Wheat, twenty-five cents per bushel.

265. Wheat-flour, twenty-five per centum ad valorem.
The Death of Moses Dulmage, who perished Oct. 31st, 1879

Come friends and relations and neighbors, I pray
You will give your attention to the words I shall say,
0 poor Moses Dulmage I wish to relate,
How afloat on the waters he met his sad fate.

He shipped in the Julia [1], on the waters to sail,
At the end of Point Traverse they lay to, in a gale,
A number of vessels were anchored quite near,
He embarked in the yawl-boat, he thought not of fear.

He reached the Olivia [2], for an hour or two
He remained in friendly discourse with the crew,
At eleven that night he thought to return;
The danger before him he could not discern.

At home on those waters, no comrade had he,
The wind became louder, and high ran the sea,
To his friends on the vessel this appeal he did make,
"Oh, save me! I'm going out into the lake."

But the efforts were fruitless, of such as did try,
It seems as if Heaven had willed he should die;
All night and next day in the small open boat,
No doubt he toiled bravely to keep his afloat.

Near Stony Point lighthouse he steered her ashore,
His strength had quite failed, and he could not do more,
The spot was secluded, and no one passed by
Alone he had labored and alone he must die.

When two days had passed and the body was found,
On his face he was lying, to the seat he was bound.
He had thought of his friends, he had thought of his home,
Where to life and in strength he might never more come.

The oar he had wielded was lying near by,
But the ropes which secured him he could not untie
For his limbs were so weak, and his hands were so numb,
Oh that some friendly aid to him then might have come.

A grave they prepared him on that foreign shore,
And buried him kindly, they could not do more
But his friends could not suffer their loved one to stay
In the land of the stranger, from his kindred away.

So Captain John Walters, a true hearted friend,
Unto his removal did kindly attend;
And after long waiting his friends did behold
Their loved one who'd suffered such anguish untold.

Oh 'twas sad thus to see him and yet it was well,
One glance at the body such a story did tell;
It was sad thus to see him, and yet it was best,
For that smile on his features spoke surely of rest.

The dear hands so wounded with wielding the oar
Are folded, and never shall toil anymore;
No more shall he suffer affliction or pain,
He is gone to the rest we are striving to gain.

Other friends, loved as fondly have passed on before,
He is only another to wait at the door,
At the portal of mercy to welcome us in,
When we shall have triumphed o'er death and o'er sin.

May this be our portion, when life shall be o'er,
To meet all our loved ones on Heaven's fair shore,
To dwell with them ever and worship always,
The Father who giveth and taketh away.

-Attributed to Mrs Anna Dulmage,
Moses Dulmage's sister-in-law.
Firsthand account of Captain Nelson Palmatier’s ‘first season afloat’ in 1878:

“In 1874 I was helping my father fish at the False Duck Island and on the farm at Point Traverse. Fishing was poor and a drought that season made crops very poor and I made up my mind I would go sailing that Fall...

“I remember it was the fifth of September that I shipped on the schooner [Nellie P.] Davey and the fourth of September there came a big storm of wind so the schooner had to lay at anchor at Prinney’s Cove, windbound. The fifth day of September the wind went around to the west and calmed down some and they heaved up anchor and made sail for Point Traverse and took me aboard the vessel bound for Oswego. We had a good run across the lake.

“The Nellie P. Davey would carry 7,000 bushels of barley and this was the first cargo of new barley going to Oswego and the captain who reached the dock with the first load of new barley was presented with a new hat... The tug came for us outside in the lake five or six miles and took us up to the North Western elevator and we unloaded that night, the 5th of September 1874, and Capt. N. Allen got the new hat.

“That Fall we carried sixteen loads of barley to Oswego and made some quick trips from Belleville and Napanee and other bay ports or docks along the bay and South Bay.

“We got no pay for trimming these sixteen loads of barley and sometimes were worked all night. Then we would have to make sail and stand a watch and would not get much sleep and be tired but we were glad to have a job...

“Our wages were in the month of September $20 and the month of October we received $25 and in the month of November one dollar a day. We sailed up until the tenth of December and we got one dollar and a quarter for ten days in December...

“I remember we left Oswego one night near the last of November and the wind was blowing hard from the south. We were bound for Bay of Quinte to load barley. Capt. Allen said, ‘we will only make the foresail as we have lots of time to get across the lake.’ It was my brother’s watch on deck and my wheel so the Capt. and his man went below. Just as they got below it commenced to snow and we could not see. My brother came back to the wheel where I was steering and said I must keep a good course and mind my wheel for there were no fog whistles then and we would never get into the gap when it is snowing so hard. He wanted to see if we could feel our way up in South Bay. It is 36 miles from Oswego to False Duck Island and i think we were going about ten miles an hour. He said he would call the Captain and the other man before we reached the False Duck and reef the mainsail. I remember he called the Capt. and when he came on deck he said the weather was awful as we couldn’t see anything. The Capt. and my brother talked a while and made up their mind to try for South Bay.

“They reefed the mainsail and set sail and when they thought they were far enough to clear Timber Island they gave me a westerly course to steer. Capt. Allen was afraid we would go ashore on Timber Island or Gull Bar Shoal, but we soon smoothed the water and my brother said we were north of Timber Island and we would soon get the sea coming through the passage between Timber Island and Point Traverse.

“We ran in and we got the sea coming through the passage and soon we were in smooth waters again. They made up their minds we were going up South Bay.

“I was at the wheel all this time and at last I heard them call to me ‘Hard up! Hard up!’ I put the wheel hard up and kept the vessel off and what they saw was snow on Jacob Duett’s Bluff. I steered another course for a short time more north and got the call again ‘Hard down! Hard down!’ as they had seen the snow on Black Creek Bluff. They then gave me a course westerly again and we felt our way up South Bay and let go the anchor off Cooper’s Dock. It was two o’clock in the morning. Mr. Cooper had a light in his house and that was the first light we had seen since leaving Oswego...

“Captain Palmatier’s first season on the lake was a relatively mild one. A list of schooners sailing out of bay ports is a list of wrecks and drownings: Ariane, driven ashore on Stony Point, crew drowned or frozen to death. November, 1888; Agnes Hope, abandoned in sinking condition on Ford Shoals, off Oswego; Acorn, wrecked on...
Lesson 6
Symbol of Pride: Picton’s Crystal Palace

Name:

Exploring a County Architectural Landmark, page 1

My sketch or photo:

Step 1: Visit your chosen architectural landmark. Either take a photo (attach 4X6 in the space at left) or sketch your landmark (in space at left).

Step 3: Record three things that interest you about the architecture of your building. For example, you might notice that the roof is extremely steep.

3 things that interested me:

---

Step 2a: Provide a fitting title for your landmark on the line above.

Step 2b: Below, describe where the house is (street or intersection):
Lesson 6
Symbol of Pride: Picton’s Crystal Palace

Name:

Exploring a County Architectural Landmark, page 2

**Step 4:** Record one interesting thing that you found out about the history of the building. For example, that it used to be a rooming house, or that it was the home of a prominent lawyer.

**One interesting thing about the history of the house:**

**How do I know this?**

**Step 5:** Describe what you think the architecture (or style) of the house says about the person who created it. Be imaginative!

**Step 6:** Describe something you find WONDERFUL about the house. You may write it or draw it.

**Where’s the wonder?**
Lesson 8
Walking in Their Steps: One Last Trip Through the Past

Name:

**Rank the Implements at MacCauley House, Picton**

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<th>What is it?</th>
<th>What has replaced it today?</th>
<th>Relative Rank:</th>
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### Rank the Implements at MacCauley House, Picton

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<td>ice box</td>
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<td>chamber pot</td>
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<td>bath tub</td>
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<td>candle molds</td>
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<td>harpoon hayfork</td>
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Lesson 8
Walking in Their Steps: One Last Trip Through the Past

Name:

My Historical Imagination Project

Instructions: Select a person from late 19th century Prince Edward County. (For example, it could be the lawyer, Edward Merrill, or the young sailor, Moses Dulmage, or a young woman attending the Picton fair at the Crystal Palace). Now, imagine that you are that person, and -- for a brief period of time -- that you have the ability to see life in Prince Edward County in 2013.

Your task is twofold:

Step 1. As your chosen historical 'character', write a short (1/2 page) journal entry about your daily life, including the date, time, place of your writing.

Step 2. As your chosen 'historical' character, describe what changes you see in the Prince Edward County of 2013, and what things have stayed the same. Make sure you touch on at least 2 aspects of county life (example: architecture and industry, or safety of shipping and population growth.) Explain whether you see the changes as progress or not.

TIP: Be creative! Use sketches, images and photographs where it helps to illustrate your point.

Use this space for your journal entry. (Use separate pages to create your description for Step 2.)
Appendix B:
Materials for Teachers
Sources and Rubrics
Appendix B: Rubrics
Lesson 6
Symbol of Pride: Picton’s Crystal Palace

RUBRIC for: Exploring a County Architectural Landmark

<table>
<thead>
<tr>
<th></th>
<th>Exceptional (Exceeding Acceptable Standards)</th>
<th>Accomplished (At Acceptable Standards)</th>
<th>Developing (Barely Above Acceptable Standards)</th>
<th>Beginning (Below Acceptable Standards)</th>
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<tr>
<td>Communication of Information/ Ideas</td>
<td>Ideas and information are communicated in an exceptionally clear, effective manner</td>
<td>Ideas and information are communicated in a clear, effective manner</td>
<td>Ideas and information are communicated adequately, but not always effectively</td>
<td>Ideas and information are not always clearly communicated</td>
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<tr>
<td>Depth/ thoroughness of research</td>
<td>The research performed is exceptionally thorough, and always explored in depth</td>
<td>The research performed is generally quite thorough, and explored in acceptable depth</td>
<td>The research performed is somewhat thorough, but not always explored in depth</td>
<td>The research performed is not explored in sufficient depth</td>
</tr>
<tr>
<td>Images are well-executed; show attention to detail</td>
<td>Images are exceptionally effective, thoughtful and well-executed</td>
<td>Images are effective, thoughtful and generally well-executed</td>
<td>Images are only somewhat effective and are not carefully considered</td>
<td>Images, if provided, do not provide representative information about the building</td>
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<tr>
<td>Creativity/ imagination shown in describing the wonder/ interest of the building chosen</td>
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<td>An above-average level of creativity, thought and imagination is evident in the submission as a whole</td>
<td>Some creativity, thought and imagination is evident in the submission as a whole</td>
<td>Thought and imagination is rarely evident in the submission as a whole</td>
</tr>
<tr>
<td>Ability to use critical thinking modeled in class to observe/ reflect on architecture</td>
<td>Critical thinking is always evident and observations are exceptionally detailed and carefully explored</td>
<td>Critical thinking is usually evident and observations are well detailed and carefully explored</td>
<td>Critical thinking is sometimes evident and observations are somewhat detailed/explored</td>
<td>Critical thinking is rarely evident and observations are not well detailed or explored in depth</td>
</tr>
<tr>
<td>Effort on assignment</td>
<td>Exceptional effort is evident</td>
<td>Well above average effort is evident</td>
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<td>Effort is not very evident in submission as a whole</td>
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Lesson 8
Walking in Their Steps: One Last Trip Through the Past

RUBRIC for: My Historical Imagination Project

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<th>Accomplished (At Acceptable Standards)</th>
<th>Developing ( Barely Above Acceptable Standards)</th>
<th>Beginning (Below Acceptable Standards)</th>
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</thead>
<tbody>
<tr>
<td>Creativity/ imagination shown in describing the daily life and viewpoints of the chosen character</td>
<td>An exceptional level of creativity, thought and imagination is evident in the submission as a whole</td>
<td>An above-average level of creativity, thought and imagination is evident in the submission as a whole</td>
<td>Some creativity, thought and imagination is evident in the submission as a whole</td>
<td>Thought and imagination is rarely evident in the submission as a whole</td>
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<tr>
<td>Understanding of the historical thinking concepts of Historical Perspective; Continuity and Change</td>
<td>A clear understanding of historical thinking concepts is always evident and observations are exceptionally detailed and carefully explored</td>
<td>An understanding of historical thinking concepts is usually evident and observations are well detailed</td>
<td>An understanding of historical thinking concepts is sometimes evident and observations are somewhat detailed</td>
<td>A clear understanding of historical thinking concepts is rarely evident and observations are not well detailed or explored in depth</td>
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<td>Ideas and information are not always clearly communicated</td>
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<td>The research performed is exceptionally thorough, and always explored in depth</td>
<td>The research performed is generally quite thorough, and explored in acceptable depth</td>
<td>The research performed is somewhat thorough, but not always explored in depth</td>
<td>The research performed is not explored in sufficient depth</td>
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<td>Good to very good effort is evident</td>
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Appendix B: Images/ Sources
Tremaine’s map of the County of Prince Edward, Upper Canada [cartographic material]

Note: More detailed sections/ full map can be found at:

www.collectionscanada.gc.ca

Online MIKAN no. 3987941 (5 items)
Item: Prince Edward County From Space

This item may also be found at:

www.collectionscanada.gc.ca
Item: Chromolithograph of the City of Toronto, 1883
Lesson 1, image 5
Item: Toronto Harbour fisheye image, 1800 feet above Toronto, 2012
by Dan Komarechka
Lesson 2, image plate

Glenora: Lake on the Mountain
Picton, 1860s
Sketch, Unknown artist, courtesy Prince Edward County archives:
Lesson 3, item 1

Census Data, Prince Edward, 1871

Due to the large page format of the 1871 census, downloading the census is advised. For convenience, several pages are provided, but a more legible format is available online.

Note: census data is available online by downloading Beyond 20/20 software.

Queen's students can download it at:
http://library.queensu.ca/webdoc/ssdc/census-1665-1871-uc
### TABLE 1.—Areas, Dwellings, Families, Population, Sexes, Conjugal Condition.

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### TABLEAU 1.—Superficies, Demeures, Ménages, Population, Sexes, Etat de Mariage.

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<td>TABLE III.—Origin of the People.</td>
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<td>Males.</td>
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<td>a. Moscow, South-Sud.</td>
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<tr>
<td>d. Smith</td>
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<tr>
<td>e. Erinmore</td>
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<td>c. Dryden</td>
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<td>d. Asphodel</td>
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<td>f. Midland</td>
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<td>g. Stanhope, Stirling</td>
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<td>h. Marymore, Harewood</td>
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| TABLEAU III.—Population par Nationalités. |
| PROVINCE D'ONTARIO.                     |
| DISTRICTS.                              |
| SUB-DISTRICTS.                          |
| Hall.                                   |
| Irish.                                  |
| Italian.                                |
| Russian.                                |
| Scandinavian.                           |
| Scotch.                                 |
| Spanish.                                |
| Portuguese.                             |
| Swiss.                                  |
| Welsh.                                  |
| Other.                                  |
| TOTAL                                   |
| Males.                                  |
| Females.                                |
| TOTAL                                   |
| 55. Peterborough.                      |
| (West.—Central.)                       |
| a. Moscow, South-Sud.                  |
| b. Moscow, North-Sud.                  |
| c. Peterborough, Town—Ville           |
| d. Smith                                |
| e. Erinmore                             |
| TOTAL                                   |
| 57. Peterborough.                      |
| (East.—East.)                          |
| a. Acton                                |
| b. Ashbridley, Village                  |
| c. Dryden                               |
| d. Asphodel                             |
| e. Dunmore                              |
| f. Belmont, Motham                      |
| TOTAL                                   |
| 59. Peterborough.                      |
| (North.—North.)                        |
| a. Harvey                               |
| b. Galway, Clarendon,                   |
| c. Ashbridley, Amherst,                 |
| d. Massey, Chalwood, Cardiff           |
| e. Snowdon, Glamorgan                   |
| f. Midland                              |
| g. Stanhope, Stirling,                  |
| h. Marymore, Harewood,                 |
| i. Guiford, Harburn,                   |
| TOTAL                                   |
| 60. Hastings.                          |
| (West.—West.)                          |
| a. Sidney                               |
| b. Trenton, Village                     |
| c. Belleville, Tipton—Ville            |
| TOTAL                                   |
| 61. Hastings.                          |
| (East.—East.)                          |
| a. Rawdon                              |
| b. Suring, Village                     |
| c. Huntington                          |
| TOTAL                                   |
Lesson 4 image plates

Bert Cooper and his hop pickers in Bloomfield, Prince Edward County, circa 1885.

**BEER!!! BEER!!**

The subscriber has on hand and continues to manufacture BEER of a superior quality, which he would like to exchange for cash.

All orders in his line will be thankfully received and promptly attended to.

ABNER NASH.

N. B. All persons indebted to the subscriber, whose notes or accounts are now due, are notified that they must be settled immediately.

A. NASH.

Hillier, April 23, 1830.

**GRAPE WINE**

The Subscribers are manufacturing a PURE GRAPE WINE, from Grapes grown on their own premises, and they desire to call the attention of the Public thereto, as it is in every way SUPERIOR for Medicinal Purposes to the adulterated and drugged mixtures daily exposed for sale.

It is highly recommended by the best judges in CANADA, and the manufacturers feel a pride in presenting a GENUINE ARTICLE to the Public.

All the materials used are of the best possible description, and all who use it, especially INVALIDS may rely on its purity.

They would particularly call the attention of CHURCH AUTHORITIES to it as being very suitable for SACRAMENTAL PURPOSES, much more so than the Wines ordinarily used.

The price, quality considered, is very low. SEND ORDERS to the Manufacturers.

J.R. MORRIS & SON
Redraville P.O.
Co. Prince Edward

December 8th, 1854
R.S. ROBIN Agent
THE WATERS OFF PRINCE EDWARD COUNTY WERE ONCE -- AND PRESUMABLY STILL ARE -- DANGEROUS.

Historians and divers believe there are more than 450 shipwrecks located at the bottom of Lake Ontario along shores here. These wrecks are believed to be from the 18th, 19th and early 20th centuries. And the area where the wrecks are located is within a triangle that extends from South Marysburgh to Amherst Island and to Kingston, where Lake Ontario funnels into the St. Lawrence River.
The high concentration of wrecks, in such a relatively small area, has fascinated many over the years. "It is a strange place where ships, planes and people vanish into thin air, where trends and cycles of light abound, where ominous waters shroud sinister events," wrote Hugh Cochrane in his 1980 book, "Gateway to Oblivion", a document of mysterious events in the region.

The book proposed that the area was subject to some kind of paranormal activity - in other words, it was Canada's Bermuda Triangle. This area is now known as the Marysburgh Vortex.

A vortex is, by definition, a spinning, often turbulent, flow of water. Those who coined the term "honestly believed ships were being sucked to the bottom of the lake, like a speck of dirt amid a draining bathtub. Of course, anyone who sailed through the area in modern times can see that is not true; but there is a fascinating story behind the so-called vortex with many unanswered questions for which there can be theories.

"They are very dangerous and treacherous waters, there's no doubt about that," said Ken Feigelman, Director of Operations for DeepQuest 2 Expeditions, a Kingston-based underwater research and exploration company which specializes in underwater filming. Feigelman and a team plan to dive into those treacherous waters later this summer to film shipwrecks for a documentary intended to air on CBC TV network. (One episode of the 1.3-hour series will be devoted to the Marysburgh Vortex, he said.)

Through research and prior filming, he already has theories on why there are such a high number of shipwrecks. "You have a very strange situation there," he said. "You have a geographic phenomenon where the lake starts to narrow and you have all of this water from the Great Lakes area, suddenly being compressed into a funnel."

That, he said, creates rough sailing conditions - often rougher than what a sailor would normally experience in an ocean, where high waves can dissipate amongst the vast space.

Also, the area is known for human-made fog banks that suddenly roll in from nowhere, and, at times, heavy winds, often coming from the southwest.

Imagine experiencing these conditions centuries ago when sailing was the main mode of transporting goods and sailors didn't have the technology taken for granted today - radar, sonar, or GPS. Most of these shipwrecks, Feigelman said, are believed to be from an era when many...
were forced by economic conditions to go to sea, with little knowledge of what they were doing. "Picture a schooner about 200 years ago, whose navigation skills aren't the best anyway -- a lot of these guys were in other professions, barnacle farmers or whatever -- they don't have any way of knowing how deep they are and the only thing they have is an old-fashioned compass."

That brings up a whole new subject. "You have an anomaly off the Marysburgh Vortex. You have a lot of magnetic deviations in the area. You have a lot of instances where your compass goes wonky on you -- it starts spinning and doing funny things," Feigelman said.

He points to the Holleford Cairn, north of Kingston. The mini-courtyard attraction is a site that scientists believe was hit by a meteor millions of years ago. A heritage sign at the spot says it blasted a hole 244 metres deep and 2.5 kilometres wide. This could explain the high concentration of iron in the area that affects compasses, Feigelman said. Even published charts of the water, he noted, tell sailors to expect "magnetic deviations" in the area.

Another thing to consider is that most of the vessels existed before electricity and thus were lit by lanterns, making them prone to set on fire, especially during rough seas. Lake Ontario in that era was what Highway 401 is today -- a heavily used transportation route where accidents were bound to happen. It was also used late in the year with prevalent storms emanating from the southwest, commonly called the Gales of November, and thus during months when it was really unsafe to be on the water. All of these factors, Feigelman said, "were a recipe for disaster."

Others have some more interesting -- though fast-fetched -- viewpoints on the Marysburgh Vortex. A group called Pen Researchers, which encourages people to write to tell them their alien abduction stories, mentions on its website that Lake Ontario generally "has been the scene of numerous UFO sightings over the years." However, it acknowledges, "whether or not the sheer volume of planes and ships that have gone missing in or on this area of the lake is anybody's guess."

But Cochrane seems to be the leading researcher on Vortex's mysteries. His book, Gateways to Oblivion, documents in detail the story of the Bavaria, a vessel that went missing in Lake Ontario in Mar. of 1889. Several tall ships set sail from Kingston that spring to look for the vessel after it failed to port. Eventually, it was spotted south of Main Duck Island by the captain of a ship called the Amity. Oddly, the Bavaria was found completely seaworthy, but the entire crew was gone.

"In the galley oven they found a bunch of freshly baked bread," Cochrane wrote. "But the strangest of all was a repair job lying on the deck. It was only a mirror repair job and it appeared to have been set aside momentarily when the seaman had been interrupted in his work, intending to return. But for some reason he never came back to finish the task. He, along with the captain and the rest of the crew had vanished from the Bavaria and none were ever seen again. The only living thing on the ship was a cat that still chirped in its cage in one of the cabins."

His book tells another more modern story, about a 1,000-tonne Greek freighter named Proteostasis, which took off from Detroit in September of 1985, but never made it to its destination. By the time she had reached her final destination with the vortex, the cat was being battered by monstrous waves that rose with a fury and slammed the ship from end to end. "Cochrane wrote. Despite an experienced captain and crew, the freighters slammed into a shoal off Prince Edward County and later crashed into Wolfe Island. Later, it lost power and the captain discovered that two crew members had gone missing. "With the Proteostasis powered, the captain had no means of escaping whatever it was that was wrecking his ship. Forced into a decision that no captain cares to make, he, along with what was left of his crew, abandoned the ship and left the country."

Despite such tales, Feigelman has no second thoughts about venturing into the Vortex to film this summer. "Are you going to be sucked in by some mysterious phenomenon? Of course not," he said. "Nevertheless, he hopes to discover more ships week this summer that will perhaps unlock more mysteries of the Vortex."

"Whether we'll learn more, it's hard to say," he said. "We want to let the audience decide for themselves what the Marysburgh Vortex is all about. It's a very mysterious and enigmatic area. We're not there to debunk any theories. We're there to document," he said, explaining the mandate of his Deep Quest Expedition to explore, educate, enlighten, and entertain.

Feigelman acknowledges that the lake may be rough and he recommends that any sailor passing through the area be careful. Check the weather forecasts beforehand, he suggests, and make use of our modern technology. "Previous generations didn't have. 'Common sense should prevail at all times,' he said."

By Steven Ferrick
Used with permission, the photos are archival shots that are at least thirty years old. Copyright Deep Quest Expedition. www.deepquestexpedition.com
Picton May 24th/ 84
Dear kind and Loving mother these my Last and dying words. I never knew that fatal shot was fired nor of that man was killed nor nothing of that murder nor my boots never made them tracks but the Jury says I must die to pay some man’s Penalty. I am ready to die but I die for something I never done. You want me to confess but I never will to a crime I am not guilty of. I never was in Gilbert Jones house in fifteen years...
Edward Merrill's letter to Sir John A. MacDonald (transcription on next page)
Merrill's plea to Macdonald

Right Hon Sir John A Macdonald KCB Ottawa

Dear Sir.

I beg to call your attention to the case of Tompsett & Louder, prisoners in our jail who were convicted at the last assizes here of murder and sentenced to be hanged on the 10th past: a recommendation to mercy by the Jury, accompanied their verdict. I understand application has been made through the Minister of Justice for a commutation of the sentence. If the result should prove unfavorable, I think it a matter to be deplored. This letter is not written at the instance of the prisoners or of any of their friends. I have no further interest in the matter than all citizens might be supposed to have, a desire that no injustice should be done. I write this wholly unsolicited; but I cannot refrain from asking your attention hereto and your intercession if it may be, when I think the death penalty likely to be carried into execution under the circumstances.

I attended the trial and paid close attention to the evidence and all that was said pro & con by the respective counsel and if I had been on the jury would not have felt justified, on the evidence presented, in finding a verdict of guilty.

It is now pretty well ascertained or considered as established by a careful consideration of the evidence that the theory of the Crown that Tompsett fired the Pistol is erroneous and it is almost as certainly established that Tompsett had left the house before the fatal shot was fired. It is also not generally understood that there were 3 persons engaged in the attempt at robbery instead of two, and very doubtful to say the least, whether the Louder that is convicted is the one who was in the house. The verdict of the jury seemed to be an echo, as it were, of the excited public opinion. The whole County was very much agitated over the murder and the general feeling seemed to be decidedly against the prisoners, and it was on all hands apparently assumed from the first, that they were guilty.

This feeling was especially noticeable at the trial. Every point made, or thought to be made against the prisoners was greeted with hearty applause by the large audience, until it became necessary for the Judge to order the Court Room cleared.

Now I am confident that under the Evidence presented at the trial when carefully analyzed, it will be found that there is not only doubt, but grave doubt as to the guilt, or the exact measure of guilt of the prisoners, and that they should not have been convicted of murder. And I now write in the hope that if may not yet be too late for you, if you will, to give the matter your consideration and if not compatible with your own views in their behalf, to use your influence in having the sentence commuted.

I have the honor to be Sir
Yours faithfully E. Merrill
Sir John A. Macdonald’s denial of Merrill’s plea for clemency ...

My Dear Campbell

I have written Merrill, that if these men were of the party going to commit a Burglary with deadly weapons to be used in case of resistance, they deserve to be hanged no matter which of the party fired the deadly shot.

JAMD