The New Nation and Its Peoples: Differences in Legal Status for Canada’s Different Groups

Grade 8 Ontario History Curriculum

Created by Andre DiMambro, Danielle Lapointe, and Brittany Snowden
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**Introduction**

Our set of lessons, entitled *The New Nation and Its Peoples: Differences in Legal Status for Canada’s Different Groups*, include eight lessons which have been prepared for teaching Grade 8 History. These eight lessons are a part of Strand A: Creating Canada, 1850-1890. In particular, these lessons focus on two expectations, A1.2: assess the impact that differences in legal status and in the distribution of rights and privileges had on various groups and individuals in Canada between 1850 and 1890, and A1.3: analyse some of the actions taken by various groups and/or individuals in Canada between 1850 and 1890 to improve their lives. Although the specific expectations A1.2 and A1.3 are the focus of our eight lessons, other expectations in the curriculum are also addressed in these eight lessons. The curriculum connections for each lesson are outlined in the “curriculum expectations” section of each lesson.

Our lessons focus on the experiences of marginalized groups in Canada during the time period of 1850-1890. Our first lesson is an introduction to this topic and an opportunity to assess students’ prior knowledge about the different groups that they will be learning about. Students will also be given their summative assignment at this time to ensure that they are actively thinking about the different groups from each lesson throughout the unit. This summative assignment offers students the choice of various formats so that they can demonstrate their learning to the best of their ability. The following six lessons each focus on a different group or topic and explicitly address one of Seixas’ Big Six Historical Thinking Concepts. The second lesson in the unit explores the discrimination that Afro-Canadians dealt with and the differences in legal status between “white” Canadians and Afro-Canadians during this time period. This lesson looks specifically at the historical thinking concept *ethical dimension*. The third lesson focuses on the rights of women and looks closely at Dr. Emily Stowe and her involvement in advocating for women’s rights. This lesson directly connects to the historical thinking concept *continuity and change*. The fourth lesson looks at factory workers and class with particular emphasis on *historical significance*. The fifth lesson builds off of the fourth lesson in that it addresses unions and how they worked towards improving the lives of workers. This lesson deals with the historical thinking concept *cause and consequence*. The sixth lesson examines the experience of Chinese Workers and addresses the various *perspectives* involved in the building of the Canadian Pacific Railway. The seventh lesson focuses on the experience of Aboriginal Canadians and examines the injustices and violation of human rights that were prevalent during this time. Focusing on *evidence*, this lesson looks closely at the Residential School systems. The eighth lesson concludes this unit and asks students to reflect on their learning and demonstrate their understanding in a summative assessment.

Each lesson is equipped with instructions for teachers, at least two primary sources for students to examine, and any relevant handouts, PowerPoint slides, or information. Each lesson gives students the opportunity to think about and interact with a historical thinking concept. Assessment is built into each lesson so that the teacher can verify students’ understanding, learning, and development. These lessons are ready to use with all resources included in the appendix at the back of this resource pack.
Lesson One: Introduction to the lives of minority groups, 1850-1890s

Overview:
• This lesson is an introduction to a series of lessons that will examine different minority groups and their differences to mainstream Canadian society.
• This collection of lessons will focus on the legal status, rights, and hardships faced by Afro-Canadians, women, workers and the emergent class, unions, Chinese citizens, and Aboriginal citizens.
• This introduction lesson will precede a lesson devoted to the discrimination and hardships faced by Afro-Canadians.
• The main focus of this lesson will be to gather and diagnose students’ prior knowledge to the different topics of the unit. By doing this, the teacher can dispel any incorrect notions, myths, or beliefs the students had/have about the different groups that the unit will focus on. In addition, this lesson will introduce the summative assessment, and give students the opportunity to think, reflect, and work towards its completion throughout the unit.

Learning Goal:
• This lesson will hopefully introduce the unit to the students in a manageable and informative fashion.
• By focusing on the different lesson topics, the students will be exposed to the Big Six historical thinking concepts (one for each lesson and topic), and will have expectations for each lesson moving forward.
• This lesson will help introduce and connect the different minority groups, and their experiences, in Canada between 1850 and 1890.

Curriculum Expectations:
• This lesson (and unit) will focus on specific expectations A1.2 and A1.3 in the “Creating Canada: Grade 8” Ministry of Education Curriculum document.
  o A1.2 focuses on: assessing the impact that differences in legal status and in the distribution of rights and privileges had on various groups and individuals in Canada between 1850 and 1890
  o A1.3 focuses on: analyzing some of the actions taken by various groups and/or individuals in Canada between 1850 and 1890 to improve their lives
• This lesson introduces each topic/minority group which is associated with its own historical thinking concept

Materials:
  i. Primary Source Documents: Collage (Appendix 1.1)
  ii. Instructions for teacher
    • Ensure all materials and pictures can be projected properly onto the screen
    • Make sure to answer any questions the students may have, as this lesson will be the anchor point moving forward
    • Depending on class size, divide the students into groups of mixed abilities, and handout the graphic organizer to each student
  iii. Prompts for students (BLMs)
  • Graphic organizer (Appendix 1.2) to be given to the students
  • Assignment description and rubric sheet (Appendix 1.3)
Plan of Instruction:

**Step 1: Warm up (5 mins max)**
Where is the wonder? How might you provoke awe?
- Put up the collage (Appendix 1.1) of the 6 different minority groups that the unit will cover
- Ask the students if they can identify any of the pictures, and what they think about the different pictures/groups.

**Step 2: Guided Practice (15 mins max)**
Where the class has the opportunity to engage with the work independently/in small groups under your supervision or under guidance
- After briefly discussing the different photos, break the students into 6 different groups, handout the graphic organizer (appendix 1.2), and have them fill in the handout with whatever prior knowledge they have of the subject
- Students should share their ideas within the small groups, and ensure that they have something in each of the six sections

**Step 3: Sharing / Discussing / Teaching (10 mins max)**
Where the students have occasion to demonstrate their learned expertise/share their experience with you, with peers, or with another stakeholder.
- After giving the students 15 minutes to work on the graphic organizers, lead a class discussion on the various responses from the different groups
- Have the students suggest different points that they came up with, and ensure that all points are factual, and correct the students where necessary

**Step 4: Introduction to the Summative Assessment (20 mins max)**
- Hand out the assignment sheet (Appendix 1.3) to the students
- Go over the assignment in detail, and ensure that all students understand the expectations
- Explain why you are handing out the assignment at the beginning of the unit
  - Hand it out at the beginning of the unit to ensure that the students are actively thinking about the different groups presented in each lesson throughout the unit

**Assessment:**
How do you know that the students have learned the knowledge/skills/habits of mind that you identified in the learning goals?
- The graphic organizer assigned during class is an informal assessment that will be used as assessment for learning, to determine what the students know already/prior to the unit
- The summative assessment handed out at the end of class, an assessment of learning, will show what the students have learned by the end of the unit
Lesson Two: The Ethical Dimension – African Canadian Discrimination

Overview:
- This lesson is designed to inform the students about the different types of discrimination that African Canadians dealt with during the late 19th century. The lesson focuses on both physical and environmental racism/discrimination, and will highlight the differences in legal status that existed between “white” Canadians and Afro-Canadians. In addition, this lesson will also explore a specific example of how the Afro-Canadian community chose to voice its concerns.
- This lesson fits into the broader unit theme, which focuses on varying levels of legal status and rights for various groups in Canadian history, and how these differences affected their lives.
- This lesson will follow the introduction lesson, which will introduce the concept of “secondary citizens”, and how each group was affected differently. This lesson will highlight just a small sample of the difficulties Afro-Canadians faced.

Learning Goal:
- This lesson will target the students’ way of thinking about different historical narratives. Using an ethical lens, the students will critically determine why these different narratives are important, and develop a sense of historical consciousness that takes the concept of “right and wrong” into account. This ethical historical consciousness can then be applied to judge the past, and develop an appropriate response in the present.
- This lesson will focus on developing the students’ ethical consciousness through inclusive group discussions, and through analysis of both primary and secondary sources.
- Within this lesson, the students will be developing their thinking, communication, and inference skills.

Curriculum Expectations:
- This lesson (and unit) will focus on specific expectations A1.2 and A1.3 in the “Creating Canada: Grade 8” Ministry of Education Curriculum document.
  - A1.2 focuses on: assessing the impact that differences in legal status and in the distribution of rights and privileges had on various groups and individuals in Canada between 1850 and 1890
  - A1.3 focuses on: analyzing some of the actions taken by various groups and/or individuals in Canada between 1850 and 1890 to improve their lives
- This lesson will explore the ethical dimensions relevant to studying the effects of discrimination on Afro-Canadians in the late 19th century.

Materials:
- Primary Source Documents (Appendices 2.1, 2.2, 2.3)
  - Appendix 2.1 - Picture of slaves and masters. Designed to initiate the ethical dimension
  - Appendix 2.2 - Secondary source that the class will read, to get a sense of the types of discrimination (a very specific case study) that Afro-Canadians faced
  - Appendix 2.3 - Picture of Mary Ann Shadd’s newspaper: The Provincial Freeman. Will highlight one way in which Afro-Canadians sought to show their voice against discrimination.
- Instructions for teacher
  - Have all materials prepared on the computer
  - Ensure that the students understand that they will be talking about ethical issues
    - Maybe even prepare the students in the introduction lecture. Aware them of the subject area they are getting into.
  - Allow adequate time for students to think about the ethical issues
Plan of Instruction:

**Step 1: Warm up/Discussion (Max 10 mins)**
- For the warm up, put up the picture of the slave being confronted by his “masters” (Appendix 2.1), and get the students discussing *what* is wrong with the picture, *why* it is wrong, and its connection to Canadian history.
  - **Discussion questions can include:**
    - How do you feel about this picture?
    - What is wrong with this picture?
    - What exactly is this picture, and why is it being shown?
    - What does this picture have to do with Canadian history?
    - How does this image connect with the time period (1850-90) we are looking at?
    - Is this picture/its depiction ethical?

**Step 2: Modeling (Max 5 mins)**
- Reinforce the importance of ethics when studying history.
- Explain how ethics should be used when looking over any primary sources, and that the students should be aware of sources that DO depict unethical behavior.
- Model how to approach a topic like discrimination

**Step 3: Guided Practice (Max 20 mins)**
- As a group, the students will read the short article on Africville from “Library and Archives Canada” (Appendix 2.2) which outlines the environmental discrimination of the Afro-Canadians in that particular area.
- This article will contrast the opening primary resource, as it depicts discrimination towards Afro-Canadians, rather than blatant physical harm.

**Step 4: Sharing / Discussing / Teaching (Up to 15 mins)**
- Ask the students what questions they have about Africville, and the discrimination the residents there faced.
- Did the municipal government act ethically towards the residents of Africville?
- What are some ways in which this discrimination could be exposed and eliminated in Canadian society at the time?
- Put up the picture of Mary Ann Shadd’s newspaper (Appendix 2.3), the *Provincial Freeman*, and discuss how this kind of response challenged the discrimination that Afro-Canadians faced.

**Assessment:**
- For this assessment, the students will have to fill out the BLM assigned to this lesson (Appendix 2.4).
- This BLM tests the students’ ability to understand the ethical dimensions of the article on Africville, and to build upon their historical inquiry skills.
- This assessment should also indicate whether or not the students understand the impact/differences Afro-Canadians faced in Canada during the 1850s-1890s.
- This assessment will also serve as a tool for determining how well the students work individually when tackling a complex issues such as ethics and discrimination.
Lesson Three: Continuity and Change, 1850-1890
The Story of Dr. Emily Stowe

Overview:
In brief, what does this lesson entail, and how does it relate to the broader aim of the unit that you are developing?

- This lesson will focus on the story of Dr. Emily Stowe, and her inspiring path towards women’s rights
- This lesson ties into the overall concept of looking at groups and peoples who do not have the same rights and privileges as “white” Canada
- Through reading, discussion, and small class assessment, the students will have a greater understanding of the obstacles that Dr. Emily Stowe had to overcome, and how she became the face of the Canadian women’s suffrage movement
- This lesson connects with the prior lesson which discusses discrimination, and is a continuation of that line of thought which seeks to elaborate on other historical thinking concepts
- This lesson also connects with the next lesson, which will look at the discrimination and struggle of First Nations people throughout this time period

Learning Goal:
What knowledge/skills/habits of mind do you want students to learn/practice/understand?

- This lesson will continue to develop the students’ ability to analyze and explain new information
- In addition, the students will learn about the struggles women had to endure in order to gain legal status
- A greater understanding of “Continuity and Change”, the central historical thinking concept of this lesson
- Make connections to the other lessons and their corresponding historical thinking concepts

Curriculum Expectations:

- This lesson (and unit) will focus on specific expectations A1.2 and A1.3 in the “Creating Canada: Grade 8” Ministry of Education Curriculum document.
  - A1.2 focuses on: assessing the impact that differences in legal status and in the distribution of rights and privileges had on various groups and individuals in Canada between 1850 and 1890
  - A1.3 focuses on: analyzing some of the actions taken by various groups and/or individuals in Canada between 1850 and 1890 to improve their lives

1. Identify the historical thinking concept that you will explicitly engage in each lesson.
- This lesson will focus on the “continuity and change” historical thinking concept, which will try to correct the use of dates as a means to historical thinking, rather than the ends of historical thinking
- Continuity and change is an important concept for the students to understand, since it forms the basis of almost everything we know
Materials:

i. Primary Source/Secondary Source Documents (Appendices)
   • Picture of Emily Stowe’s medical ad in the newspaper (Appendix 3.1)
   • Painting of Emily Stowe’s first school that she was principal at (Central School, Brantford Ontario) (Appendix 3.2)
   • Background of Emily Stowe’s struggles and life achievements (Appendix 3.3)

ii. Instructions for teacher
   • Ensure all the class materials, photos, and instructions are ready for the class
   • Make sure the primary sources are visible on the board
   • Ensure that enough handouts are ready for the students

iii. Prompts for students (BLMs)
   • Appendix 3.3 Handout

Plan of Instruction:

Step 1: Warm up (5 mins max)
Where is the wonder? How might you provoke awe?

• Begin the class with a small exercise that will get the students thinking about women, women’s rights (both current and past), and continuity and change
• Begin the exercise by asking leading questions:
  o How many of the women in this class want to go into medicine?
  o How many women in this class know a female principal?
  o Whose mom votes?
  o Who here has a female doctor?
• After asking these questions, explain how all of these things were not possible in the late 19th century

Step 2: Modeling & Discussion (15 mins max)
Where you demonstrate the kinds of actions/skills/thinking patterns for the class

• After completing the warm up exercise, show the students Appendix 3.1, the picture of Emily Stowe’s newspaper ad, and ask the students about what they see

• In addition, try to get the students to think about continuity and change:
  o Ask the students why this primary source is significant, why it is a continuing piece of history (the medical profession has existed for centuries), but also what is historically changed with this ad? (The inclusion of ‘MRS.’ Emily Stowe, and her appeal to women patients)

Step 3: Guided Practice (10 mins max)
Where the class has the opportunity to engage with the work independently/in small groups under your supervision or under guidance

• After having the students analyze Emily Stowe’s newspaper ad, hand out Appendix 3.3, and read it to the students
• This secondary source is a brief overview of Dr. Emily Stowe’s life and her difficulties in overcoming prejudice to become the first female principal in Canada, and the second practicing female doctor in Canada
• Be sure to answer any questions the students may have about the material
Step 4: Independent Activity (20 mins max)
Where the students work independently to practice the actions/skills/habits of mind on their own.

- On the overhead, put up the two primary sources for this lesson: the newspaper and the students have already analyzed, and the old painting of Central School in Brantford
- For the rest of the period, and for homework, the students will be tasked with choosing one of the primary resources (each one symbolizes Emily Stowe’s difficulties in gaining equality in that respective field), and have the students write a letter as Emily Stowe
  - The letter will be from Emily Stowe as either a prospective doctor or school principal, and will be sent to the Prime Minister of Canada
  - The letter must state why Emily should be allowed to either practice medicine or act as principal, and why it is unfair for her to be treated this way
- The students will have the remainder of the period and time at home to work on this small formative assignment

Assessment:
How do you know that the students have learned the knowledge/skills/habits of mind that you identified in the learning goals?

- By giving the students class time to work on their letters, the teacher can circulate around the class and ensure that the students understand the task, and that they are answering the question appropriately
- In addition, this small assessment should identify the students’ ability to analyze a historical perspective and relate it to the present day. The students should also develop key writing and critical thinking skills.
Lesson Four: Factory Workers and Class: 
A significant aspect of Canadian Society 1850-1890

Overview:
This lesson will focus on the emergence of consumer society and how this affected the labour force during the time period of 1850-1890. The focus will be on how consumerism, industrialization, urbanization, and the continuation of class divide had a significant impact on Canadian society.

Students will be introduced to these concepts and their significance in relation to the lives of workers. Students will be introduced to workers’ lives and begin to think about why workers are an important disadvantaged group from the time period 1850-1890 and why their lives warrant historical attention.

This lesson fits within the broader context of legal status, rights, and privileges of various groups in Canada in the time period of 1850-1890. This is the first lesson on workers and the next lesson will focus on the emergence of unions as the workers response to their working conditions and desire for more rights and better privileges.

Learning Goals:
Students will gain an understanding of
• why this time period is significant
• the changes and developments which occurred in society during this time period which affected the everyday worker
• the discrepancy in privileges between the upper class and lower, working class

Curriculum Expectations:
This lesson meets the specific curriculum expectation A 1.2: assess the impact that differences in legal status and in the distribution of rights and privileges had on various groups and individuals in Canada between 1850 and 1890. Although expectation A 1.2 is the focus of the lesson, this lesson also briefly meets some secondary expectations. These secondary expectations include: A3.1: identify factors leading to some key events or developments that occurred in and/or affected Canada between 1850 and 1890; A3.3: identify key social and economic changes that occurred in and/or affected Canada during this period; and A3.5: identify a variety of significant individuals and groups in Canada during this period.

This lesson focuses on the historical thinking concept of significance, but in thinking about significance, students will also think about change and continuity and cause and consequence. This period is significant because of the changes in lifestyle which resulted in the emergence of familiar aspects of today’s society, such as consumerism and urbanization. The emergence of the factory society and inventions in manufacture also caused urbanization and mass production.

Materials:
• Slide Show for Instruction (Appendix 4.1)
• Pamphlet (Appendix 4.2)
• Photograph (Appendix 4.3)

Plan of Instruction: This lesson will take approximately one and a half classes to complete.
Step 1: Warm Up (approx. 7 minutes)
- Introduce the critical thinking surrounding the concept of significance by asking students to think about events in their own lives.
- Tell each student to brainstorm events they have seen, experienced, or participated in throughout their lives. This can be local events, national events, or world events they have heard about, read about, or watched a video about.

Step 2: Discussion (approx.. 7 minutes)
- Ask students to share some of the events they brainstormed in a group of 3 or 4. Each group should select the 2 most important or significant events.
- Ask each group to discuss to share the 2 most important events they chose and explain why they are significant. As a class, discuss what makes something significant. Why are some events more important than others?

Step 3: Modeling (20 minutes)
- Deliver short lesson on the workers, class, industrialization, and capital in the late 1800s. See slideshow in appendix (4.1). While presenting the material in the slideshow, model the historical thinking concept of significance by explaining why the emergence of consumer society was significant (break from traditional Christian values, slides 2 and 3). The primary documents for this lesson (4.2 and 4.3) are also part of the slideshow and have appropriate background information and prompting questions to ask students built into the slideshow. The teacher should ask these questions and respond to student responses.

Step 4: Guided Practice (20 minutes)
- Ask students in groups of 3 or 4 discuss the significance of some of the changes presented in the slideshow. In what way was life changed? How did this change affect worker lives? How did this change affect your life?

Step 5: Independent Activity (15 minutes)
- Ask student to choose, in their opinion, the most significant change in the period of 1850-1890. Ask the students to write a response answering the following prompts: Explain why this change was important for people in the late 1800s. How your life would be different if this change had not occurred? What makes it the most important change?

Step 6: Sharing/Discussing/Teaching (10 minutes)
- Next, instruct students to discuss their idea with a partner. Give them the following prompts: Now that you have heard their example of a significant change and rationale for its significance, do you still think your example is the most significant? In a new paragraph, indicate who your partner was and whether you still think that your idea is the most significant or why you think their change is more significant than the one you chose.

Assessment
- The student’s written response will indicate whether the student understands the concept of significance and the time period being discussed. This will be an assessment for learning and will indicate which historical information and which historical thinking concepts need to be reviewed prior to the summative for this topic.
Lesson Five: Workers’ Unions: Cause and Consequence

Overview:
After their previous lesson on workers’ lives and privileges, students will now examine ways in which workers advocated for their rights and bettered their lives. Students will gain a greater understanding of cause and consequence by examining some of the working conditions that resulted in the formation of unions. Students will think about the purpose of unions and what caused them to be formed and what the consequence of unions was on workers’ rights and conditions.

Learning Goals:
Students will learn:
• what caused the formation of unions
• the formation of unions was a consequence of poor working conditions
• better working conditions were the consequence of the formation of unions

Curriculum Expectations:
This lesson focuses on the curriculum expectation A 1.3: analyse some of the actions taken by various groups and/or individuals in Canada between 1850 and 1890. Although A 1.3 is the primary expectation, there are a few secondary expectations that are met in this lesson as well. These include A3.1: identify factors leading to some key events or developments that occurred in and/or affected Canada between 1850 and 1890; A3.2: identify key political and legal changes that occurred in and/or affected Canada during this period; and A 3.5: identify a variety of significant individuals and groups in Canada during this period.

This lesson is focusing on the historical thinking concept cause and consequence, however, students will also think about the change and continuity, which occurred because of these events.

Materials:
• Slideshow for instruction (Appendix 5.1)
• Postcard (Appendix 5.2)
• Published Lecture (Appendix 5.3)
• Personal Letter (Appendix 5.4)

Plan of Instruction:

Step 1: Warm Up (5 minutes)
• Ask students: What does the word union mean? Ask students to also think of examples of unions or synonyms for the word union.
• Have students jot down their definition of union and any synonyms or examples which come to mind.

Step 2: Discussion (5 minutes)
• Ask students to share some of their definitions and synonyms. Teacher prompts: What are workers “unions?” Which synonyms and definitions can be applied to workers unions?

Step 3: Modeling (15 minutes)
• See slideshow in appendix (5.1). The primary documents and information about these documents are included as part of the slideshow, as well as guiding questions for the teacher to pose to students throughout the lesson.
Step 4: Guided Practice (5 minutes)
• Have students discuss in partners: What were people striking for? What were some of the concerns people had about their working conditions? (long hours, unfair pay, unsafe conditions)

Step 5: Independent Activity (10 minutes)
• Have students draw pictures of what working conditions would look like before unions and draw a picture of working conditions after the formation of unions. Give students the following prompts: First, draw a picture of what you think working conditions were like before workers’ unions. Next, draw a picture of what they would look like after unions. You may need to explain your pictures. You can also choose to write a descriptive paragraph of working conditions before and after unions as opposed to drawing pictures if you would like. You may want to consider some of the following occupations for your activity: loggers, miners, factory workers, etc.

Step 6: Sharing/Discussing/Teaching (5 minutes)
• Ask students to use one of the examples they drew or wrote about and tell a partner (from a worker’s perspective) why they want workers’ rights and what the consequence would be without better rights.

Assessment
• Have students hand in their drawings or descriptive writing pieces. This will give an indication of their understanding of the purpose of unions and the cause for unions and consequence of unions with regards to improving workers’ rights. This will be an assessment for learning task.
Lesson Six: Multiple Perspectives:  
The Canadian Pacific Railway and Chinese workers

Overview:
The previous two lessons focused on workers in Canada. However, it is important to acknowledge non-European workers who also had a strong impact on Canada’s history. The creation of the Canadian Pacific Railway (CPR) is an important feature of Canadian history and is often considered to be a key factor in Canada’s unification. However, the dangerous and often lethal work that Chinese immigrants put into the railway is often overlooked. This lesson will offer an alternative perspective to what is commonly revealed in Canadian history.

Learning Goal:
Students will learn that it is important to understand multiple perspectives in history. Simply looking at only one group’s perspective is not reliable. Students will practice skills where they must critically view different perspectives while learning about the lack of rights that Chinese immigrants held.

Curriculum Expectations:
A1.2: assess the impact that differences in legal status and in the distribution of rights and privileges had on various groups and individuals in Canada between 1850 and 1890
A1.3: analyse some of the actions taken by various groups and/or individuals in Canada between 1850 and 1890 to improve their lives

• Historical Thinking Concept: Perspective

Materials:
  v. Primary Source Documents
  • Map of Canadian Pacific Railway - Appendix 6.1
  • Image of “The Last Spike”- Appendix 6.2
  • Image of Chinese Railway workers- Appendix 6.3
  vi. Instructions for teacher
  • Have YouTube video of Gordon Lightfoot’s song “Canadian Railroad Trilogy” prepared to play at the beginning of class (Appendix 6.4). Have enough BLM and homework sheets printed for class use.
  vii. Prompts for Students (BLMs)
  • Print one BLM for each student- Appendix 6.5
  • Print one homework sheet for each student- Appendix 6.6

Plan of Instruction:
Step 1: Warm up (7 minutes)
The class will start by playing a YouTube video of Gordon Lightfoot’s song “Canadian Railroad Trilogy” (Appendix 6.4). The lyrics of this song, along with the images from the video, will provoke an interest in the students. Introducing the lesson using the medium of song with visual images is also a unique way to engage different types of learners.

Step 2: Discussion (10 minutes)
Look at map of Canada Pacific Railway’s path (Appendix 6.1). Ask students leading questions such as “Why do you think the CPR is located here?” “Which cities does it connect?” “Why do you think the government would want to connect these cities?” “Who do you think built the CPR?”
Step 3: Modeling (10 minutes)
As a class, look at image of the last spike being hammered into the CPR (Appendix 6.2). Then, look at image of Chinese railway workers (Appendix 6.3). Discuss what the students see in the images. The first image is the perspective that most people were familiar with during the period that the picture was taken. However, Chinese railway workers built a large portion of the railway. Chinese workers were paid significantly less than other workers and were also put in very dangerous situations (this will be explored further in the BLM). Ask the students: “Why do you think there aren’t any Chinese workers shown in the first image?”

Step 4: Guided Practice (8 minutes)
Give BLM to students (Appendix 6.5). Class will be divided in half. Preferably, table groups will be divided so that there are members in both groups. The groups will meet on opposite sides of the classroom or in different rooms, if possible. Each group will be given a perspective to read and develop an argument for. The BLM gives two perspectives from the creation of the CPR. Students will read their section and determine which points they can use present their perspective in a convincing fashion.

Alternative: If the class is too large for two groups to function properly, divide the class into smaller groups that can work together.

Step 5 Sharing / Discussing / Teaching (15 minutes)
The groups will divide into pairs and will sit with a pair from the other perspective. The pairs will begin a respectful discussion where they will try to present their perspectives to the other group in a convincing fashion. Students will be told that they cannot make any personal or racist remarks. Students must be respectful and should only use information that they have gotten from the BLM. Both sets of partners must be given an opportunity to speak and should not be disrespected. This portion should take approximately 7-10 minutes. After each group has presented their information, tell the students that they must switch sides and argue the opposite perspective to the other pair. (5 minutes max).

After this activity, ask students questions such as: “Why is it important to understand different perspectives?” “Why do you think certain perspectives are not well known?” “Who writes our history?” “How do we decide which perspectives we should know?”

Step 6: Independent Activity (Homework)
Homework assignment: students will be given homework sheet (Appendix 6.6). This sheet has an image of a Chinese Head Tax certificate. The sheet will include information about the head tax. Students will complete a short writing piece where they will explore the Chinese perspective. This will allow them to demonstrate that they understand that minority opinions are very important and will also allow them to understand that Canada does not have a perfectly innocent history.

Assessment:
Students will hand in homework in next class. Read homework to see if students grasped the big six concept of perspective.
Lesson Seven: Viewing Aboriginal Residential Schools Through Historical Evidence

Overview:
The construction of the Canadian Pacific Railway led to a rapid European settlement of land that was once Aboriginal territory. This lesson looks at the Residential School system, and its negative consequences on society and Aboriginal people by examining primary resources through the context of evidence. This connects to the theme of the unit through the injustices and violations of human rights that were prevalent for this group of people through the Residential School systems.

Learning Goal:
Students will learn to critically analyze primary documents by assessing evidence that is given to them. Students will also learn to form opinions based on evidence.

Curriculum Expectations:
A1.2: assess the impact that differences in legal status and in the distribution of rights and privileges had on various groups and individuals in Canada between 1850 and 1890
A1.3: analyze some of the actions taken by various groups and/or individuals in Canada between 1850 and 1890 to improve their lives

Historical Thinking Concept: Evidence

Materials:
i. Primary Source Documents
   • Video Clip - Appendix 7.1 (set to 06:56 and watch until 12:20)
   • Before and After Images of Thomas Moore – Appendix 7.2

ii. Instructions for Instructor
   • Set up classroom so that desks are individual rows and so that males and females are sitting on opposite sides of the classroom. See Appendix 7.3

iii. Prompts for Students
   • Print one BLM for each student- Appendix 7.4

Plan of Instruction:

Step 1: Warm up (5 minutes)
Students will enter the classroom and will immediately see that their desks have been rearranged (see Appendix 7.3). The teacher will be treating the students very differently, which will make them confused. Teachers should speak in a different language (either real or made up) than what is typically spoken in the classroom and should be very strict. Get angry when students speak in English and get them to write with their left hands.

Step 2: Discussion (5 minutes)
Ask students about how they feel about the way they were treated and be sure to ask “why” they felt the way they do so that they will have to begin pulling evidence from their experience. Introduce students to the topic of Residential Schools. Be sure to include how Aboriginal students were taken out of their homes and placed in Residential Schools that they were not allowed to leave. Aboriginal children were forced to live in a different culture where they did not understand the language and where they would be punished if they did anything from their old culture. Connect this to the warm-up activity by comparing this to how you were speaking in a different language, made them write with their left hands, and got angry when they spoke in the language that they were comfortable with
(English). However, it is also important to mention something that your students did not experience: physical and sexual abuse. This had a huge impact on the lives of Aboriginal children in the Residential school system.

**Step 3: Modeling (15 minutes)**

Watch video clip (Appendix 7.1) from 6:56-12:20

After gaining some general opinions about the clip, ask students probing questions such as “What happened in the Residential schools?” “Why was this video created?” “Who was the intended audience?” “What point of view does the author represent?” “What proof did the author provide to show that Aboriginals were mistreated?” “Was their treatment at Residential Schools wrong?” “Based on the evidence that we’ve seen in this clip, what do you think should be done?” These questions will help students analyze the clip’s evidence of Residential School mistreatment.

**Step 4: Independent Activity (10 minutes)**

This will be the “Think” portion of a Think-Pair-Share activity. Students will analyze image (Appendix 7.2) and will then begin to fill out the Evidence BLM sheet (Appendix 7.4) independently.

**Step 5: Guided Practice (5 minutes)**

Students will pair up with one other student to discuss their opinions and share what they wrote in the BLM sheet. This is an opportunity for students to make adjustments and add on to what they already have written.

**Step 6: Sharing / Discussing / Teaching (10 minutes)**

Discuss image (Appendix 7.2) as a class. Be sure to ask students the questions on the BLM sheet. Teach: tell students about how the Canadian government apologized for the Residential schools in 2008. Ask students if they think this is enough, and if not, what else should be done?

**Assessment:**

Students will be given an exit card question that they must complete before the class is over. The questions will be: “Were the Residential Schools bad? Explain your answer using evidence.” The students will be given the exit card after the warm up activity so that they can think about their answer throughout the class. This will assess what the students understood from the lesson and will help determine if they are able to connect evidence to their answer.
Lesson Eight: Why do the differences matter? What has changed?

Overview:
• This concluding lesson will be split across two periods, and will allow the students to work on their summative assignment, and also reflect on the information they have learned throughout the unit
• The summative assignment aims to evaluate their understanding of the unit as a whole through the lens of one particular group/persons. This lesson will give them time to work on their assignments, and therefore help them to reflect on the unit as a whole
• The second period of this lesson will focus on re-evaluating their position/understanding of the different groups and peoples by revisiting an activity from the introductory lesson

Learning Goal:
• The goal of this lesson is to help build the students knowledge of the different groups that were affected by differing legal rights, and to help build their reflection skills
• By reflecting on their previous classes, and by giving them time to work on their assignments, the students will hopefully have a greater understanding of the Big Six historical thinking concepts (one for each lesson and topic), and will be able to apply those concepts to future lessons and topics.

Curriculum Expectations:
• This lesson (and unit) will focus on specific expectations A1.2 and A1.3 in the “Creating Canada: Grade 8” Ministry of Education Curriculum document.
  b. A1.2 focuses on: assessing the impact that differences in legal status and in the distribution of rights and privileges had on various groups and individuals in Canada between 1850 and 1890
  c. A1.3 focuses on: analyzing some of the actions taken by various groups and/or individuals in Canada between 1850 and 1890 to improve their lives
• This lesson will include all six historical thinking concepts, and will be a chance for the students to address any concerns they may have with the material
• In addition, this lesson will give the students time to work on their assessment (of learning), which will help evaluate their progression through the unit
  ▪ Primary Source Documents: Collage (Appendix 1.1)

Materials:
 i. Primary Source Documents: Collage (Appendix 1.1)
 ii. Collage of the 6 different groups/peoples
 iii. Instructions for teacher
• Have the students come into class (the first of two periods) and immediately get them prepared to have a work period
  o This could entail letting them know the day prior
  o Be prepared to answer questions, and work individually with students
• For the second of two periods, have the collage up on the screen, and re-distribute the graphic organizer from the introduction lesson (Appendix 1.2)
 iv. Prompts for students (BLMs)
• Graphic organizer from the introduction lesson (Appendix 1.2)
Plan of Instruction: Period 1 of 2

Guided Practice/Independent Activity (50 mins max.)
- Have the students come into class and get them ready to have a working period for their summative assessment
- Answer any questions the students may have, and be sure to circulate around the class
- If a good question comes up, ensure that you present the question to the whole class, and make sure the students all understand what is being said
- Remind the students that the next day will conclude the unit, and will be a lesson dedicated to reflection and discussion

Plan of Instruction: Period 2 of 2

Step 1: Warm up (5 minutes)
Ask students to take another look at the collage (Appendix 1.1), which was introduced in the first class.

Step 2: Independent Activity (10 minutes)
Give students a blank copy of graphic organizer (Appendix 1.2). Have them fill in each category independently using the knowledge they have gained over the course of the past 7 lessons.

Step 3: Discussion (15 minutes)
Have a class discussion answering the following questions: What have you learned this unit? In what ways were groups marginalized? What restrictions were there on their rights and freedoms? In what ways were their privileges unequitable? How did these groups advocate for their rights and try to improve their lives?

Step 4: Sharing / Discussing / Teaching (20 minutes)
Have students get into groups of 3 or 4. They can share their assignments with each other. Students should explain to their fellow group members which historical thinking concepts they used and how they incorporated those concepts into their assignment.

Assessment:
Students will hand in their Newspaper Assignment at the end of period 2. The Newspaper Assignment is an assessment of learning as it evaluates their understanding of a topic of their choosing and their ability to apply historical thinking skills.
Appendix 1.1

Collage

Sources:

- Library and Archives Canada. "Dr. Emily Howard Stowe." http://www.collectionscanada.gc.ca/physicians/030002-2500-e.html?PHPSESSID=evbj86j8g8m73dlrvn3k66sld0.
Name: ________________________ Date: _____________

**Minority Groups in Canada, 1850-1890**

What do you know about these groups or concepts during this time period?

<table>
<thead>
<tr>
<th>African Canadians</th>
<th>Women</th>
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<th>Factory Workers</th>
<th>Unions</th>
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<table>
<thead>
<tr>
<th>Chinese Canadian Workers</th>
<th>Aboriginal Canadians</th>
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</table>
1850’s-1890’s NEWSPAPER ASSIGNMENT

Extra! Extra! Read all about it! Your task is to create a newspaper article, interview, or comic on one of the minority groups/concepts that we are focusing on in this unit. Throughout the next week we will be learning about these groups in more detail. Pick the topic that interests you the most! You will be given one period to work in class, but you may have to do some research and work at home.

- Pick one topic: Women, African-Canadians, Workers/Unions, Chinese-Canadians, or Aboriginals
- Write an article, interview, or comic that is at least one page in length (single-spaced)
- Write about an issue or person that existed during the 1850’s to 1890’s
- You must incorporate at least two of the Big Six Historical Thinking Concepts: ethical dimension, change and continuity, evidence, significance, cause and consequence, or perspective
- Use proper spelling, grammar, and organization
- On the back of your assignment write a short answer to this question: “Why are the Big Six Historical Thinking Concepts you chose important to your topic?” Provide examples.

Please refer to the rubric below to see how you will be marked

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Did not attempt</th>
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</thead>
<tbody>
<tr>
<td>Knowledge and Understanding:</td>
<td>Strong description of an issue/person from one of the Unit’s topics with a great deal of accuracy</td>
<td>Description of an issue/person from one of the Unit’s topics with accuracy</td>
<td>Description of an issue/person from one of the Unit’s topics with some accuracy</td>
<td>Description of an issue/person from one of the Unit’s topics little accuracy</td>
<td>Did not select an issue/person from one of the Unit’s topics</td>
</tr>
<tr>
<td>• Describing an Issue/Person from one of the Unit’s topics</td>
<td>Answer was accurate, very insightful, and detailed; uses multiple examples</td>
<td>Answer was accurate; uses one example</td>
<td>Answer was not clear; examples do not apply to answer</td>
<td>Answer did not answer question; does not provide examples</td>
<td>Did not complete short answer question.</td>
</tr>
<tr>
<td>Thinking and Inquiry:</td>
<td>Uses at least 2 of the Big Six; Makes explicit connections to the topic of the writing piece</td>
<td>Uses at least 2 of the Big Six; Makes connections to the topic of the writing piece</td>
<td>Uses at least 1 of the Big Six; Makes unclear connections to the topic of the writing piece</td>
<td>Uses at least 1 of the Big Six; Does not provide clear connections to the topic of the writing piece</td>
<td>Did not incorporate any of the Big Six Historical Thinking Concepts</td>
</tr>
<tr>
<td>• Short Answer on back of assignment</td>
<td>Assignment is organized like a newspaper and content is easy to read; one or less grammar and spelling mistakes; assignment is at least one page in length; Detail and multiple examples are used</td>
<td>Assignment is well organized and content is easy to read; few grammar and spelling mistakes; assignment is at least one page in length; Detail and examples are used</td>
<td>Assignment is moderately organized and content is unclear at times; some grammar and spelling mistakes throughout the assignment; Minimal detail and examples are used</td>
<td>Assignment has limited organization and content is unclear; multiple grammar and spelling mistakes throughout the assignment; No detail or examples are used</td>
<td>Did not provide a written component in the assignment</td>
</tr>
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</table>

Please refer to the rubric below to see how you will be marked.
Picture of Slaves and Masters

Source:
Africville: A Community Displaced

History

The History of Africville As Told by the People of Africville

Taken from: http://www.collectionscanada.gc.ca/northern-star/033005-2601-e.html

By Irvine Carvery

Most references to the founding of the community of Africville say it was started by refugees of the War of 1812. These new Black immigrants, who were former slaves in the Chesapeake area of the United States, had fought for the British Crown, with the promise of freedom for their participation. When the war ended they were relocated to Nova Scotia. The story goes that upon arrival, many of the refugees were settled in Preston, outside of Halifax, while a few found their way to the land that became known as Africville.

The oral history of the community as told by my great-grandfather to me while we sat on my grandmother's sun porch differed greatly. At the time (around 1960), my great-grandfather was in his nineties, meaning that he was born around 1870. His own grandparents, from whom he learned the oral history, would have been born around 1800. My great-grandfather told us stories about "them thar' people," and would point to an area of the community and talk about how these people were different from the other people of Africville, how they kept to themselves, and how the men were in the military because they had uniforms with bright shiny buttons.

As a young child, these stories fascinated me. But when I became older and started to research the history of our community, I came across the journals and writings of Governor John Wentworth who was governor from 1792 to 1808, the period when the Jamaican Maroons came to Nova Scotia. Wentworth housed the majority of the Maroons in the Preston area, but did move several of the Maroon families to two other areas, Maroon Hill and, in 1798 (well before the War of 1812), the shores of Bedford Basin. The Bedford Basin settlement became known as Africville.

In fact, the people of Africville themselves have their own belief about the community's origins: the community was started at the founding of Halifax in 1749 by those Black slaves that the British brought over to clear and farm the land. If this is true, then Blacks began living in Africville a full 50 years earlier than historians claim Africville began. This makes sense in the light of Wentworth's settling Maroons there. He moved them to where there was an existing Black community.

From the very beginning, the people of Africville lived in a society that was overtly racist toward people of African descent. While it was within Halifax's city boundaries, Africville was nevertheless separated from its mainstream—first by being a Black community in a white society, and second by its physical location: it was distant from the core of the city. As a result, the development of Africville was ignored by city planners, as historical accounts by Black and white writers, and by the residents themselves, reveal. From the start, Africville was always on its own.

Industrial Expansion and Expropriation

From the middle of the 19th century, the city of Halifax experienced an industrial boom and its population more than doubled between 1851 and 1915. Africville felt the negative brunt of this development. The city permitted industrial growth along the shores of Bedford Basin to encroach on the residential area of Africville. A bone-meal plant that manufactured fertilizer was constructed just a few hundred metres from the settlement. A cotton factory, a rolling mill/nail factory, a slaughterhouse and a port facility for handling coal completed the first ring of encirclement.
In the 1850s, railroad tracks were laid straight through the community, and land was expropriated from Africville residents for this purpose. They learned to live with this intrusion, even though the railroad failed to put up crossing signals where the residents had to cross the tracks to get from one side of the community to the other. The Halifax Civic Planning Commission recognized that these developments produced "blight and decay spreading over large areas, thereby resulting in serious reduction of residential values," yet they took no steps to prevent this deterioration of the community.

Moreover, racism and the Africville residents' lack of economic or political influence made the area a choice location for city service facilities not wanted elsewhere. The city closed its sewage disposal pits in the south end of Halifax and relocated them to the edge of Africville in 1858. An Infectious Diseases Hospital was built on a hill overlooking the community in the 1870s, followed by a Trachoma Hospital in 1905. Such developments continued into the 20th century, with a stone-crushing plant and an abattoir built on the edges of the settlement. Finally, the city moved the large open city dump, labelled a health menace by the city council and resisted by residents in other areas, to a site just 100 metres from the westernmost group of Africville homes.

Halifax city council minutes clearly indicate that, in addition to using the area for facilities not tolerated in other (white) neighbourhoods, the eventual industrial use of Africville lands was planned. As Halifax was experiencing industrial expansion, the city council adopted several resolutions to expropriate the Africville lands. While for one reason or another these resolutions were not acted upon, the city's policy was spelled out in the following response to an interested business in 1915:

The Africville portion of Campbell Road will always be an industrial district and it is desirable that industrial operations should be assisted in any way that is not prejudiced to the interest of the public; in fact, we may be obliged in the future to consider the interests of industry first.

Thus the records show that the city fathers saw Africville as a place to be expropriated for the city's use—something that could be done because the Africvilleans were Black and poor. These residents had no social, political or economic power to stop the city from using their community as a dump, in every sense, and from taking their land.

Africville families had, over the years, petitioned the city of Halifax for such modern amenities as running water, sewage disposal, paved roads, garbage removal, electricity, street lights, police services and even a cemetery, but they were refused. The residents sent numerous petitions to city council asking for assistance to bring their community up to standard, including the issuance of building permits to meet the city's building codes and bylaws—all to no avail. Therefore, it did not come as a surprise that in the 1950s the city began to discuss bulldozing Africville and relocating its residents. City council claimed that Africville was a "slum" and an "eyesore." The council spent little time discussing its plans with the people of Africville, and simply informed the residents that their community would be demolished. The people of Africville pleaded with the city to help them upgrade their community instead of destroying it, but it was not to be.

Africville Bulldozed

Between 1965 and 1970, the community of Africville was bulldozed. The first building to be destroyed was the community church—and this happened at three o'clock in the morning. Some residents had their homes demolished while they were ill in the hospital. Others were given only a few hours to pack their belongings before the bulldozers roared in. Africville disappeared and its people
scattered—some into public housing in Halifax, and others to different areas of the province. Our lives would never be the same again.

Ironically, the city fathers never used Africville land for industrial purposes. Today, the site is now an under-used park called Seaview Gardens Memorial Park. Seaview used to be the name of the Africville Baptist Church. Many Africvilleans now believe that the city council had no plans to turn Africville into an industrial site, and that racism was at the heart and soul of the destruction of Africville. Their belief is that the city fathers simply wanted to remove from the urban community of Halifax a concentrated mass of Black people for whom they had no regard. Because of the city's continued negative response to the people of Africville, the community failed to develop, and this failure was used as a rationale to destroy it.

The attitude of white Haligonians to Africville is reflected in the following newspaper announcement as the community was being bulldozed: "Soon Africville will be but a name. And in the not too distant future that too, mercifully, will be forgotten."

**The Memory is Still Alive**

Like other aspects of our Black history, the idea was to erase Africville from memory. But that has not happened. Africvilleans and their descendants have kept the name and history of Africville alive and today there is a thriving Africville Genealogical Society working toward that end.

I have provided this background so that readers can have a better understanding of the conditions of life in Africville. Most of the pictures show homes that have since been torn down or abandoned. A close look at the architectural style will reveal that they were similar or identical to styles used for homes in most rural areas of the province. One picture shows a young girl beside a cement foundation, which was left there by the City of Halifax when they tore down the old Africville school and created this obvious safety hazard. This illustrates, once again, the total disregard for the residents of the community.

We believe that a great wrong occurred when Africville was destroyed. Members of the Africville Genealogical Society attended the United Nations World Conference against Racism in South Africa in 2001 and presented to the Plenary. Coming out of this conference was a Special Rapporteur appointed to audit member states in their fight against racism. This rapporteur, Mr. Doudou Diene, came to Canada at the invitation of our government and met with various non-governmental organizations and with the Africville Genealogical Society. In his report he recommended that the people of Africville be compensated for past injustices. We will continue the struggle.
Appendix 2.3

Picture of Mary Ann Shadd’s newspaper:

*The Provincial Freeman.*

Source:
## The Ethical Question: The Story of Africville

<table>
<thead>
<tr>
<th>What is the story of Africville?</th>
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<table>
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<tr>
<th>What type of source is this? Who created it?</th>
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<tr>
<th>What events and developments occurred in Africville? How might the time period influence the story of Africville?</th>
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<tr>
<th>What do you notice that’s important about this source? Why are the events that happened in Africville important?</th>
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<tr>
<th>What did you learn from examining this source? Did this source confirm, extend, or contradict what you already knew/thought about racism in Canada’s past?</th>
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Appendix 3.1

Picture of Emily Stowe’s medical ad in the newspaper

Source:
Painting of Emily Stowe’s first school that she was principal at (Central School, Brantford Ontario)

Source:
Library And Archives Canada. "Public School, Brantford, Ontario, where Emily was Canada’s first female school principal." Archives of Ontario (S14366).
Dr. Emily Howard Stowe

Dr. Emily Howard Stowe was a pioneering Canadian physician and suffragette. She was not only the first Canadian woman to practise medicine in Canada, but she was also a lifelong champion of women's rights. Her tireless campaign to provide women with access to medical schools led to the organization of the women's movement in Canada and to the foundation of a medical college for women.

Emily Howard Jennings was born in 1831 on a farm in Norwich Township in Upper Canada (now Ontario), the first of six daughters of a Methodist father and a Quaker mother. Emily's mother had been well-educated at an American Quaker seminary and believed in a good education for her daughters. She was so dissatisfied with the local schools that she chose to instruct all her children herself.

At age 15, Emily became a teacher in a one-room schoolhouse in neighbouring Summerville, where she taught for seven years. Her struggle to achieve equal opportunities for women began in 1852 when she applied for admission to Victoria College, in Cobourg, but was refused because she was female. She was, however, accepted by Toronto’s Normal School for Upper Canada, the only advanced school open to women in British North America. She graduated with first-class honors in 1854.

When she was offered a position with the Brantford School Board, she quickly became the first woman principal of a public school in Upper Canada. She remained in the job until her marriage to John Stowe, a native of Yorkshire, England, in 1856. The couple moved to his family's village of Pleasantville, near Brantford, where, over the next seven years, Emily Stowe gave birth to three children.

Career switch

Soon after the birth of John and Emily Stowe's third child, John contracted tuberculosis. His illness inspired Emily to explore the field of herbal healing and homeopathic medicine, an area her mother had studied. This, together with what she saw as a serious need for women doctors, led to her decision to become a physician.
In 1865, Emily Stowe applied to the Toronto School of Medicine, but once again, she was denied admission. "The doors of the University are not open to women and I trust they never will be," the University's vice-president told her. Stowe was outraged. She promised herself that she would do everything possible to enable women to have the same opportunities as men.

Unable to study in Canada, she moved to the United States and enrolled at the New York Medical College for Women, a homeopathic institution in the city of New York. She obtained her degree in 1867 and returned to Canada and set up a practice in homeopathic medicine on Richmond Street in Toronto, even before obtaining her licence. She thus became the first practising female physician in Canada.

More obstacles
In the mid-1860s, a reorganization in the medical profession made it obligatory for homeopathic physicians and doctors trained in the United States to take further medical courses in order to obtain their licences. But even with Dr. Stowe's degree, the University of Toronto would not allow her entry. It was not until 1871 that Dr. Stowe and Jenny Trout, another aspiring doctor, were finally admitted to the school, and even then only by special arrangement. They were thus the first two women to attend lectures at the Toronto School of Medicine.

It was a difficult period for both of these women, since students and faculty went out of their way to humiliate them. Dr. Stowe either failed her exams or defiantly refused to sit them and returned to her practice, still without a licence. Jenny Trout passed her exams and became the first licensed female physician in Canada.

Leading feminist
Dr. Stowe's experience fighting for acceptance in the medical community turned her into an ardent feminist. In 1877, she helped found the influential Toronto Women's Literary Guild, Canada's first suffragette group set up to fight for women's rights and improved working conditions. Thanks to pressure from club members, some higher education in Toronto was soon made available to women. In 1883, the club was renamed the Canadian Women's Suffrage Association.

Lengthy trial
Meanwhile, Dr. Stowe continued her medical practice, specializing in women and children and giving lectures on women's health. In 1879, she was charged with performing an abortion on one of her patients. She faced a long and intimidating trial during which her qualifications were scrutinized and members of Toronto's medical establishment were called to bear witness to her character, skill and professional conduct. In the end, she was acquitted.

The next year, she was finally granted her medical licence by the College of Physicians and Surgeons of Ontario, making her the second licensed female physician in Canada.

First medical college for women
Dr. Stowe continued to break down important barriers for the next generation of women doctors. Determined to help make medical education more readily available for women, she put relentless pressure on the University of Toronto to reverse its policy. No one was prouder than Emily Stowe when the first woman doctor to graduate from a Canadian medical school, in 1883, was her own daughter, Augusta Stowe-Gullen.

The same year that Dr. Stowe's daughter graduated from medical school, a public meeting of the Toronto Women's Suffrage Association, with Dr. Stowe at the forefront, led to the creation of the Ontario Medical College for Women.
In 1888, Dr. Stowe attended an international conference of suffragettes in Washington, D.C. She returned home to revitalize the women's movement in Canada and continued the fight to win the vote for women. Her vehicle was the Dominion Women's Enfranchisement Association, which she founded in 1889. She became its first president and held the position until her death.

Mock parliament

Emily Stowe was attending an international women's convention in Chicago in 1893 when she suddenly fell from the platform and broke her hip. She was reluctantly forced to stop practising medicine, but not her fight for women's rights. In this role, she, along with her daughter Augusta, participated in a highly-publicized "mock parliament" designed to publicize the inequalities faced by women. It was a parliament where the all-women participants, using the same arguments men had used against them, refused to give men the vote. It did not go unnoticed.

John Stowe died in 1891 and Emily Stowe 12 years later, in 1903. It would be another 14 years before women got the vote in Canada and much of the credit goes to Dr. Emily Stowe, teacher, physician and passionate suffragist.
Significant Changes for Workers
1860-1890

Changing Values: The Emergence of a Consumer Society

• The emergence of a consumer society resulted in a working class that no longer aimed to just make enough money for sustenance but who aimed to make a profit

• **Consumer**: A person who buys goods or products for personal use.

• **Sustenance**: what is required to live (food, water, shelter, clothing, heat)
Christian Values

- Christians believe in hard work and charity and so they were opposed to the idea of making more money than you needed to survive (profit)

Consumer Society

- Move from agriculture to machine manufacture
- Resulted in mass production, factories produced large amounts of goods for consumers
- The demand for a product dictated the workers’ pace (if many people wanted to buy a certain product more of that product would be produced by workers)
- The “factory” became an important influence in workers’ social and political lives
Class Divides

- Organized labour led to a larger class divide
- The **upper class** was made up of wealthy business owners who were the consumers of products
- The **lower class** was made up of poor workers who were the producers of products
- The **middle class** emerged: bankers, shopkeepers, lawyers

Urban Workforce

- **Industrialization**, or the emergence of factories, created an urban workforce
- People moved to cities, inventions make it more efficient for workers to come together to work
- In the city, work and family/home life were separate
- Cities lacked the community of small villages (people lived separate lives and did not work together)
- Where people lived in the city depended on their class
- The poor workers lived in **urban slums** where there was poor sanitation
Workers

- Some worked in “sweated trades” which paid a set amount for each “piece” produced, not an hourly rate
- The labour force included women and children (children ages 4 and up could work for 10 hours or more)

Working Conditions

- What were the conditions like for workers?
- Does it look safe? Clean?
- Were factories safe?

Source:
Janet Miron, “Industrialization” (lecture, Trent University, Peterborough, ON, February 28, 2011).
Pamphlet

Source:
George Hague, *Some Practical Considerations on the Subject of Capital and Labour with the Bearing of Christianity on the Subject Being an Address (Revised and Enlarged) Before the Young Men’s Christian Association of Montreal* (Montreal: Witness Printing House, 1894).
Appendix 4.3

Photograph

Source:
The Emergence of Unions: Workers Fighting for Rights

1860-1890

Early Unions

• Unions were illegal until 1872
• In 1872, printers went on strike for a nine-hour-day but many leaders of the strike were arrested because union activity was illegal
• People protested the arrests, resulting in the dropping of charges against the leaders and the **legalization of union activity**
• People fighting for their rights caused change which bettered their lives
First National Labour Organization

- The Trades and Labour Congress of Canada was formed in 1873 which continues to fight for workers rights in Canada

The Allied Trades Council published a postcard for the 1898 Historical Labor Day

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Unions: Cause and Consequence

- Poor working conditions were the cause of the formation of unions
- Better working conditions and workers’ rights were the consequence of the emergence of strikes and legalization of unions
- What was the problem Thomas Ritchie lectured about?
- Why was this topic important in the time period?
- Is this still an important topic today?

Published in 1899, this letter was written by Francis Stephen Spence to discuss some important concerns he has about society, particularly those affecting the working, lower class.

The Unemployed

Hours and Wages

The Standard of Living

Source:
Appendix 5.2

Postcard

Source:
Published Letter

Source:
Appendix 5.4

Personal Letter

An Important Public Question

DEAR SIR,—

Your attention is respectfully called to a resolution of which notice has been given, and which will soon be discussed in the City Council. Though simple in form, this resolution involves an important principle that to some extent affects every citizen. It is in the following terms:

"That the City Engineer and the City Solicitor be instructed to have inserted in every contract for the construction of public works, a clause providing that no person employed in such construction shall be compelled or permitted to work more than nine hours per day, except in case of emergency, and then only by permission of the City Engineer, given in writing, every such case of permission to be reported by the City Engineer to the City Council."

The arguments herein submitted in favor of this resolution are not new. They are, however, very strong. They have led to a movement—now general throughout the civilized world—to secure a shortening of the hours of labor. This movement commends itself to the judgment and conscience of all thoughtful and right purposed people who give it careful consideration. It is daily growing in strength and public favor. It would be aided by the adoption of the resolution above set out. Its success would be advantageous to every section of the community. You are requested to kindly consider the following statement of some of the benefits that it would confer.

The Unemployed.

If the hours of labor in a day are shortened there will, of course, be more days’ work to do. There will be more steady employment and more spare time for the employed, both of which conditions will be exceedingly beneficial. Men who work only part of the year will work during more days, or else more men will be employed. In either case there will be a lessening of the number of the unemployed.

Hours and Wages.

If the unemployed are fewer, wages will be better. One reason for low wages is keen competition. The competitor of the man who has a job is the man who is out of a job. If there be 9,000 hours’ work to be done to-day, and 1,000 men to do it, there is work for all at nine hours each. But if the employers say every man must work ten hours, there is only work for 900 men, and the other 100 are idling round wanting a job, some of them, perhaps, willing to take anything they can get rather than starve or have their families starve. The men who are working are obliged to take less pay, because the idle men are ready to work for less. Thus the long working day means fewer men working and more men idle, and the presence of unemployed men always tends to keep down the wages of the men that are employed. This is one reason why some unprincipled employers fight against shorter hours.

The Standard of Living.

Shortening the hours of labor further tends, indirectly but effectively, to increase wages by raising the general standard of living for those who work. This fact is deserving of special consideration. One reason why the wages of laborers are higher here than in, say China, is.

Source:
F.S. Francis, *Shorter Hours, An Important Public Question* (Toronto, 1899).
Map of the Canadian Pacific Railway

Source:
Image of the last spike being hammered into
The Canadian Pacific Railway - 1885

Source:
Collections Canada. "Donald Smith drives the last spike at Craigellachie: 1885."
http://www.collectionscanada.gc.ca/05/0529/052920/05292086_e.html.
Chinese workers on the Canadian Pacific Railway

Source:
YouTube Video of Gordon Lightfoot’s “Canadian Railroad Trilogy”

Go to http://www.youtube.com/watch?v=Yzo6Otpgj-E
Video Time: 6:25
Differing Perspectives from the Canadian Pacific Railway

Read the description of your perspective carefully. Then, with your team members, determine which points you can use to present your perspective to the other group in a convincing fashion. Remember to explain why you see things as you do, to be careful about stereotypes and to express yourselves in ways that are respectful of the “other” perspective.

### The Government Official’s Perspective

You are a Canadian government official and your family has been living in Canada for several generations. You believe that the construction of the Canadian Pacific Railway will be a great thing for everyone living here. It will truly unify Canada from coast to coast! It will also create more trading opportunities, which will be great for the Canadian economy because the railway will connect to many towns and cities. The railway will also allow for more development in the Prairies, which is really important because the Americans are rapidly expanding westward across the continent. We need to make sure that this area remains with us!

The railway builders in Canada almost went bankrupt, so they had to hire men from China on contract because they could be paid less money, worked longer, and they would do dangerous work that White men refused to do. Without the Chinese workers the construction of the Canadian Pacific Railway would have been delayed for a very long time…or perhaps even stopped completely if the railway builders went bankrupt.

The construction of the Canadian Pacific Railway is important.

### The Chinese Worker’s Perspective

You moved from China to Canada so that you could work on the Canadian Pacific Railway and earn money to send back home to your family. There weren’t a lot of Canadian workers who would work on the railway, so you are one of 17,000 Chinese men that came to British Columbia to work. The wages that you are paid are not very fair. You are paid only $1 a day! With this money you have to buy food, cooking tools, and camping gear, so you do not have much money left over to send home. White men are paid 1-2 dollars more than you and they don’t even have to pay for their food, cooking tools, or camping gear!

The work that you and the other Chinese workers do is also the most difficult and dangerous. You cleared the railway’s roadbed, which was very tiring because of Canada’s rough terrain. Also, you and the other Chinese workers were responsible for blasting tunnels through thick rocks and mountainsides. This was very dangerous and many Chinese workers died from landslides and dynamite blasts! Despite the disasters, fires, and accidents that Chinese workers were exposed to, you do not have access to medical care. If you get hurt you will have to rely on herbal cures.

This is extremely unfair.

Modified from http://www.edu.gov.mb.ca/k12/socstud/foundation_gr5/blms
Homework: The Chinese Head Tax and the Chinese Immigration Act of 1885

After the Canadian Pacific Railroad was completed, Canada’s parliament decided that it wanted to discourage Chinese people from immigrating to Canada. To do this they decided to charge a “head tax” on Chinese people who came into Canada. The head tax was very expensive (the government collected a total of $23 million while the tax existed, which is about $300 million in today’s dollars) and had very negative effects on the Chinese community. Families were separated because they could not afford to send everyone over to Canada. Often only the men would leave so that they could work and send money home to their families. How do you think the Chinese community would have perceived this head tax? Was it fair/unfair? Remember their work on the Canadian Pacific Railroad when answering this question.
Video clip- Against the Grain: The Legacy of the Indian Residential School System


Set to 6:56 and watch until 12:20

Source:
Classroom Layout for Lesson Six

Board

Teacher’s Desk

Male  Male  Female  Female

Male  Male  Female  Female

Male  Male  Female  Female

Male  Male  Female  Female

Male  Male  Female  Female

Male  Male  Female  Female

Male  Male  Female  Female
Before and After Images of Thomas Moore

Thomas Moore before and after his entrance into the Regina Indian Residential School in Saskatchewan in 1874.
Library and Archives Canada / NL-022474
# Primary Source Evidence

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<th>1. What type of source is it?</th>
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4. What do you see in these images?

5. Why was it created? Who was the intended audience?

6. What point of view/position does the author/creator represent?

7. How does the point of view/position shape the source?

8. What is your opinion on the Residential School systems, based on the evidence that you have seen today?

Modified from: newsinreview.cbclearning.ca
About The Authors

Andre DiMambro
I graduated from Trent University in 2013 with a major in History, and a minor in Geography. While at Trent University, I took a wide array of history courses that ranged from “The Making of Canada”, to the analysis of the Holocaust, and focused on gaining a wide understanding of history throughout different eras. I have always been interested in military history, and many of my courses reflect that interest. Through learning about the various battles, strategies, and logistics of each major time period, it is intriguing to see how societies, technologies, and nations have changed over time. As a result of my interest in history, I am currently attending Queen’s University, and expect to graduate from the Bachelor of Education Program in the spring of 2014, with the ability to teach history. I hope that as an educator, I can instill the same passion and significance I have developed for history in my future students.

Danielle Lapointe
I am a recent graduate of Trent University, where I majored in History and had a minor in Human Geography. I am currently enrolled in Queen’s University’s Bachelor of Education program and Seneca College’s Adult Education/Staff Training Certificate program. While at Trent I studied a large variety of historical events, including the Vietnam War, events from both of the World Wars, conflicts in the Middle East, and a vast variety of Soviet History. My studies have had a strong focus in both political and social history. I enjoy the process of researching and discovering how events from the past have directly impacted how the world is today. I hope to instill this passion in students so that they will understand the importance of history and also the potential future impacts of their actions.

Brittany Snowden
I graduated from Trent University in 2013 with a joint-major in English and History. While at Trent, I took a variety of courses and studied Canadian, American, European, and Middle Eastern history, specifically these regions’ developments during the nineteenth and twentieth centuries. I have always been interested in social history and I believe that social changes and why they occurred is an important aspect of historical inquiry because looking at the past helps us better understand our present. I believe it is important to know why we live the way we do and I also believe that the past can teach us both humanity’s successes and failures, helping to educate us to be socially-conscious, critically-minded citizens. I am currently attending Queen’s University and expect to graduate from the Bachelor of Education Program in the spring of 2014.