Stories of People Working Together to Build Alberta
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Acknowledgements

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For the Teacher

The Aspen Foundation for Labour Education presents *Stories of People Working Together to Build Alberta: A Teaching Resource for Social Studies 4*. We believe that Alberta's working people were and continue to be instrumental in shaping our province's culture and economy. The Foundation's goal is to provide lesson inquiries cross-referenced to the Grade 4 Program of Studies and designed to help students appreciate the role of working people in shaping the province. Students will gain a deeper understanding and appreciation of workers' contributions by exploring working conditions and the ways workers improved their working conditions.

*Stories of People Working Together to Build Alberta* focuses primarily on General Outcome 4.2 “The Stories, Histories and Peoples of Alberta;” however, references are made to the other General Learning Outcomes as well. Each topic or story is guided by several related inquiries, all of which are linked to Specific Learner Outcomes in the Alberta's Social Studies Program of Studies for Grade 4. The resource includes primary documents like stories, photos, letters, poems, pictures, newspaper clippings and songs depicting workers’ experiences. Many inquiries also connect with other subjects such as language arts, art, music, drama, science and math.

The Essential Question for *Stories of People Working Together to Build Alberta* is: “How have people working together strengthened quality of life in Alberta?” Learning activities and assessments are designed to help students:

- explore the roles of working people both as individuals and in groups.
- understand the challenges working people faced in establishing themselves in Alberta.
- learn about the ways working people worked together to improve working conditions.
- identify various ways communities celebrate working people's accomplishments.

Using this Resource

*Stories of People Working Together to Build Alberta* can be utilized as an entire unit, or you can select individual inquiries to supplement the course textbooks—*Our Alberta Book 1* and *Our Alberta Book 2*, Nelson Education, (2006) and *Voices of Alberta: People, Places, and Possibilities*, Pearson Education, (2006). Lessons can be adapted to meet the learning needs and context of the classroom. In some cases, topics are suited to grade 4/5 splits.

The philosophy of this resource is that students learn best by engaging in active inquiry, exploring multiple perspectives, constructing their own meanings through interaction with others, having opportunities to talk and think about ideas, and responding to questions. Students will have opportunities to demonstrate their learning in a variety of forms, such as posters, collages, crests, presentations, role-playing, song, and newspaper or poetry writing. Both formative and/or summative assessment ideas are provided for each inquiry.
Format

Essential Question

Stories of People Working Together to Build Alberta is framed by the overarching question—How have people working together strengthened quality of life in Alberta?

Story Question

Each story (or topic) presents an overarching question (i.e. Stories about Co-operatives, People Working Together to Help Everyone—How do co-operatives sustain families and communities?)

Specific Learning Outcomes from the Alberta Social Studies Program of Studies, Grade 4 - Learning Outcomes are cross-referenced for each story.

Textbook Connections


Individual Inquiries

Inquiry Questions

Each story is comprised of several questions for inquiry. Think of these as individual lessons that help students explore various aspects of the story topic.

Differentiate Instruction

Gardner’s Multiple Intelligences Icon(s)# indicates one or more ways to differentiate instruction.

Time

Lists the number of periods (a period is about 30 - 40 minutes).

Materials

Lists learning resources, websites and supplies needed to carry out the lesson.

Learning Activities

Co-operative learning activities designed to engage critical and creative thinking.

Student Learning Guides

Blackline masters designed to be used by students for activities and assignments.

Student Assessment

Ideas for formative and/or summative assessment including supporting rubrics or other assessment criteria are included in lessons.

Teacher Backgrounder

In some instances, additional background information is provided for the teacher, but can also be used with discretion with students.

Activities for Extension

Additional teaching ideas (sometimes applicable for gifted learners) are included in many lessons.

PowerPoint Slides

Stories relating to Homesteaders and Coal Miners require the teacher to download PowerPoint slide shows at http://www.afle.ca. The Presenter View or Notes View provides important script information and some questions to guide viewing.

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# Gardner’s Multiple Intelligences used with permission (Word Smart, Picture Smart, Number Smart, People Smart, Body Smart, Self Smart, Nature Smart)
How do we work together to support our families and sustain our communities?

The two inquiries in this opener introduce students to the concept of co-operation and what it means to work together to accomplish a job. Inquiry 1 explores the foundational principles of co-operation, and Inquiry 2 examines a case study relating to rural electrification in Alberta. Students will begin to understand the role of co-operatives, credit unions and unions in shaping Alberta’s industries and economy.

Learning Outcomes

4.3.1 appreciate the factors contributing to quality of life in Alberta:
  ◦ value and respect their own and other cultural identities
  ◦ demonstrate respect for the rights, opinions and perspectives of others

4.3.3 examine, critically, Alberta’s changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:
  ◦ How does living in a particular community, region or province help shape individual and collective identity?

4.5. demonstrate skills of cooperation, conflict resolution and consensus building:
  ◦ work collaboratively with others to complete a group task
  ◦ share information collected from electronic sources to add to a group task
  ◦ consider the needs and points of view of others

4.5.8 demonstrate skills of oral, written and visual literacy:
  ◦ organize and present information, taking particular audiences and purposes into consideration
  ◦ respond appropriately to comments and questions, using language respectful of human diversity
What does it mean to work together?

Purpose

This opening activity draws on the key principles of co-operation—listening, sharing, taking turns, contributing, encouraging and including. The activity reinforces the importance of working together by examining both the product and the process of co-operation. After learning about these principles, students will co-operate—work together to make a puzzle that reflects these principles. Afterwards, they will step back and consider to what extent they utilized these principles during the process of making their icons, pictures or symbols for the puzzle.
Learning Activity

1. Arrange students into six (6) small groups (three (3) students per group is best) to design an icon, picture or symbol. Designate a different principle of cooperation — listening, sharing, taking turns, contributing, encouraging and including — to each group. Their task will be to create an icon, symbol or picture that illustrates the principle they have been assigned.

2. Students will need to decide on the best representation through discussing the principle, drafting and drawing it, and being prepared to explain it to the class. Give a 15 - 20 minute time limit and visit each group to ensure that they understand the directions.

3. When all the icons, pictures or symbols are finished, piece the puzzle together, post it on the wall, and ask each group to explain their puzzle piece to the class.

4. Once the assessments have been completed, engage in a whole group discussion about the concept of co-operation.

Potential Questions

- Why is it important to co-operate? Make a list of all the benefits.
- What are the main differences between working together and going along with the group?
- What are the benefits of co-operation?

5. Most important, analyze this activity by asking students to think about their own behaviours using the peer assessment of co-operative group work, Student Learning Guide 0.1.1 – Working Together – How Did Our Group Do?

Assessment

Ask students to complete Student Learning Guide 0.1.2 – How I Co-operate – Think of the Ways. This could be a good assignment for them to do at home with their families.

Follow-up the next day with these questions for critical thinking:

- Why is working together important to our families, or to our communities?
- What benefits do workers gain from working together in their jobs or occupations?
- Do you think that workers should have rights protecting them and how they work together?
Activities for Extension

1. More Co-operative Information and Activities

The websites below provide basic information about co-operative concepts and great ideas for activities that engage students in co-operative games and tasks. Remember, the more students practice these principles, the more likely they are to internalize and use them in their daily lives.

- The Canadian Co-operative Association has a huge storehouse of information and some videos.
  http://www.coopscanada.coop/
- Co-operatives and Rural Communities (9:09 minutes)
  http://youtube.googleapis.com/v/GDOiFnuac-Q&hl=en_US&fs=1&
- Alternative Team Building ideas can be found on the Teachers’ Network at
  http://teachersnetwork.org/NTOL/howto/start/teambuild.htm
- GoodCharacter.com “Teaching Guide: Cooperation for Grades K-5”
  http://www.goodcharacter.com/YCC/Cooperation.html
- University of Missouri, Team Building Activities for Elementary Students

2. The Janitor—A Documentary http://www.unionbook.org/video/the-janitor-a-short. This 7 minute video highlights the work world of a school custodian. A good lesson in what is work, and how we can support and respect people who work, no matter what their job is.


Explore the song, helping students understand the central message and the ways in which the pictures and the power of the music complement the lyrics. Push students to think critically by asking them to consider the work of other men (not just fathers, but grandfathers, uncles, etc.). Repeat this activity, focusing on the work women do.
Think about how your group worked together developing your icon, symbol or picture. How would you rate your group actions in the following categories?

<table>
<thead>
<tr>
<th>Co-operation Skill</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking turns</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraging</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Including</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What could we do in the future to improve our co-operative behaviours?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
How I Co-operate — Think of the Ways

Provide 2 or 3 ways that you co-operate with the following groups.

<table>
<thead>
<tr>
<th>Your Family</th>
<th>Your Friends</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your School</th>
<th>Your Community</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A Case Study: How did farmers co-operate in bringing power to rural Alberta?

Purpose

This case study provides a good real-life example of how the principles of co-operation played out in bringing electricity to Alberta’s farmers. In it we continue to explore the concept of co-operation by focusing on one Alberta farm co-operative—the Battle River Rural Electrification Association (BRREA). This co-operative has provided electrical service for rural Alberta for over sixty years. It will be critical to review the Teacher Backgrounder for more information.
Learning Activities

1. **Visualization (about 10 minutes)**

   Students will individually and quietly create a picture in their minds while being prompted by the bulleted list of suggestions below. After each suggestion, provide a few moments for them to think about what you are saying. Don’t go too fast.

   Start by asking students to shut their eyes and put a picture of their home in their minds (pause).

   Prompt them with the following suggestions:
   - Think about your kitchen and consider the appliances. Picture as many as you can. (pause) Focus on one kitchen appliance (your favorite) and consider how it operates. (pause) What would you do if it didn’t work because of a power shortage? (pause) Now go to your family or living room. Picture an entertainment machine (i.e. TV, radio, computer, etc.) in that room. (pause) Imagine life without that machine. What would you do for entertainment? (pause) Now go to your bedroom. Do you have anything in your bedroom that requires power? Picture that. (pause) Again, how would life be different if you didn’t have that electronic device? (pause) Continue with your own ideas in a similar vein.

2. **Share your thoughts - Ask students to open their eyes, and share their first thoughts with a partner about what they “saw.” Engage the class in a discussion about the importance of power in our daily lives and how we often take it for granted.**

3. **Video pre-viewing - Ask students to think about life on farms and consider the power needs of farmers and their families.**
   - What things would be powered by electricity on a farm? List these.
   - What questions might you ask to find out about life on the farm before electricity?

4. **View - Battle River REA - 60 Years in the Making**

   http://www.stories.coop/stories/video/60-years-making. This video features the Battle River Rural Electrification Association (REA). This co-op is located in the city of Camrose and serves its surrounding area. Stop and start the video at various intervals to guide a discussion that focuses on photos from the past and present, stories that talk about life on farms before electricity and song lyrics that provide even more context. The main point is to help students consider how and why farmers got together to create power companies to serve rural needs.
   - How and why did they come together to meet individual and group needs?

5. **Use Student Learning Guide 0.2.1 – Battle River Rural Electrification Association — 60 Years in the Making**

   to reinforce some of the key principles of a rural cooperative. You may want to discuss each of the underlying values in the chart to ensure students understand and connect the terms with the principles as explored in Student Learning Guide 0.1.1 of the Opening Activity.
Here is a guide to use with Grade 4 students.

<table>
<thead>
<tr>
<th>Principles</th>
<th>Underlying Value</th>
<th>Grade 4 Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Voluntary and Open Membership</td>
<td>INCLUSION</td>
<td>People chose freely to be a member.</td>
</tr>
<tr>
<td></td>
<td>(Contributing)</td>
<td></td>
</tr>
<tr>
<td>2. Democratic Member Control</td>
<td>PARTICIPATION</td>
<td>Everyone has a say in decisions.</td>
</tr>
<tr>
<td></td>
<td>(Taking turns, listening)</td>
<td></td>
</tr>
<tr>
<td>3. Member Economic Participation</td>
<td>EQUALITY</td>
<td>Everyone contributes money and profits are shared.</td>
</tr>
<tr>
<td></td>
<td>(Sharing)</td>
<td></td>
</tr>
<tr>
<td>4. Concern for Community</td>
<td>SOLIDARITY</td>
<td>Concern for Community</td>
</tr>
<tr>
<td></td>
<td>(Encouraging, caring)</td>
<td></td>
</tr>
</tbody>
</table>

**Values and Beliefs** — Co-operatives are dedicated to the values of openness, social responsibility and caring for others. They are distinguished from other businesses in that profit or economic well-being are balanced with the interests of the community.

**Assessment**

Teachers can ask students to turn in *Student Learning Guide 0.2.1 - 60 Years in the Making* for formative assessment.

**Questions for Deeper Thinking and Follow-up**

- What are examples of other types of co-operatives? For example, worker co-ops (Canadian Worker Co-op Federation), retail co-ops (Federated Co-operatives’ groceries and gas bars, Best Western Hotels), credit unions, farmer co-ops, housing co-ops, consumer co-ops (Mountain Equipment Co-op).
- Speculate on how someone might start a co-operative once a need has been identified?
- What are other examples of people expressing values of inclusion, equality, and caring for others as individuals? As an organized group?
Activities for Extension

The following web sites provide ideas for engaging students in exploring co-operative stories and initiatives:

*Stories.coop: [www.stories.coop/](http://www.stories.coop/) This web site offers stories of co-operatives from Canada and around the world through videos, slide shows and written works.

*Servus Credit Union: [https://www.servus.ca/my-community/community-involvement/initiatives/pages/feel-good-ripple.aspx](https://www.servus.ca/my-community/community-involvement/initiatives/pages/feel-good-ripple.aspx) “Creating harmonious communities is the credit union way. That’s why we were inspired to start The Feel Good Ripple. This concept of sharing reinforces our strong cooperative beliefs; it’s also the reason we share profits with our members. This demonstrates just how different we are from the banks. Isn’t it nice to know you can bank with people who share the same values as you?”

Also the story, “The Wizard’s Way” [https://www.servus.ca/my-community/community-involvement/initiatives/winphall-the-wizard/pages/default.aspx](https://www.servus.ca/my-community/community-involvement/initiatives/winphall-the-wizard/pages/default.aspx) This a magical tale that features a young dragon, named Roary who is struggling to manage his allowance, and a financial wizard named Winphall. The Wizard helps Roary protect his treasure by getting his spending under control.


“In the 1950s, the dairy industry faced a period of change and challenges. Many dairy farms specialized in producing one product, such as cheese or butter. Some people believed that dairy farms could benefit by combining the small community dairies into one large dairy processing company. Other people were loyal to their community dairies. However, dairy cooperatives were formed so that farmers could combine their resources, work together, and send their milk to one central place.”
Write evidence from the video of each characteristic of a co-op in the empty box.

What are beliefs and values shared by the farmers who built the Rural Electrification Associations?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Teacher Backgrounder

Co-operatives

Co-operatives are based on the co-operative values of “self-help, self-responsibility, democracy and equality, equity and solidarity” and the seven co-operative principles. This list has been condensed and reworded for Grade 4 (√).

- Voluntary and Open Membership ✓
- Democratic Member Control ✓
- Member Economic Participation ✓
- Autonomy and Independence
- Education, Training and Information
- Co-operation among Co-operatives
- Concern for Community ✓

Co-operatives are dedicated to the values of openness, social responsibility and caring for others. They are distinguished from other forms of incorporation in that profit or economic stability are balanced by the interests of the community.

From Rochdale Principles

Rural Electrification Association (REA) History

Since the 1920s, Alberta farmers had petitioned the provincial government for rural electrification. However, the Great Depression hit and infrastructure development to rural areas was delayed another 20 years. In 1946, the Social Credit government under Premier Ernest Manning, called for a plebiscite which asked the people of Alberta to decide whether or not power should be provided by private companies or publically through the government. Private ownership won by a narrow margin.

The Social Credit government advised farmers to unite together to form rural electrification associations to combine their own monies and work together to develop the needed infrastructure. Farmers formed limited liability organizations under the Co-operatives Associations Act called Rural Electrifications Associations (REA). REAs are farmer-owned, not-for-profit co-operatives. They distribute and provide service to their members. Over time, three hundred and eighty one co-ops were formed to bring power to rural Albertans.

There are many types of co-operatives: worker co-ops (Canadian Worker Co-op Federation), retail co-ops (Co-op Groceries, Best Western Hotels) farmer co-ops, housing co-ops, consumer co-ops (Mountain Equipment Coop). They all operate on similar principles in that they are owned and operated by the members and profits are shared among them.

From Wikipedia, Cooperative
http://en.wikipedia.org/wiki/Cooperative

More Background Resources

The Canadian Encyclopedia
http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1AR TA0001903

Dame Pauline Green, President of the International Co-operative Alliance, International Women's Day
How have Chinese workers contributed to building Alberta (and Canada)?

This exploration focuses on the role of Chinese workers’ in building Alberta’s (and Canada’s) society. It provides an opportunity for students to explore the motivations and contributions made by Chinese people since they arrived in Canada in the mid to late 1800s. The exploration will trace the various occupations held by Chinese now and in the past as well as examine the unique challenges faced by workers and the Canadian government’s responses to their unequal treatment.

NOTE: This series of inquires is ideal for a grade 4/5 split. Mix and match the inquiries to suit your class.
Specific Learning Outcomes

4.2.1 appreciate how an understanding of Alberta’s history, peoples and stories contributes to their own sense of belonging and identity:

- recognize how stories of people and events provide multiple perspectives on past and present events
- recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history
- recognize how the diversity of immigrants from Europe and other continents has enriched Alberta’s rural and urban communities
- demonstrate respect for places and objects of historical significance

4.2.2 assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:

- What movement or migration within Canada contributed to the populating of Alberta?
- How did the arrival of diverse groups of people determine the establishment and continued growth of rural and urban communities?

4.3.1 appreciate the factors contributing to quality of life in Alberta:

- value and respect their own and other cultural identities
- demonstrate respect for the rights, opinions and perspectives of others
- demonstrate respect for the cultural and linguistic diversity in Alberta

4.3.3 examine, critically, Alberta’s changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:

- How do buildings, historic sites and institutions reflect the establishment and cultural diversity of communities in Alberta?
- In what ways have music, art, narratives and literature contributed to the vitality of the culture, language and identity of diverse Alberta communities over time?
- How does living in a particular community, region or province help shape individual and collective identity?

Textbook Connections

These inquiries will feature and expand information on the Chinese workers in Alberta. Textbook references Our Alberta Book 1, page 72, Our Alberta Book 2 page 244-245, 274, 284 and Voices of Alberta: People, Places and Possibilities, pages 170 - 171, 228.
INQUIRY 1:  Stories of Chinese Workers Who Built Alberta

How has a modern-day Chinese family celebrated their lives in Canada?

Familial connections have always been crucial to the survival of Chinese in Canada. To stimulate interest and create a sense of relevance, this opener features a present-day Chinese family—the Wongs. Today this extended family, whose first member arrived in Canada in 1858, celebrated their time in Canada with a reunion in August 2011. During the event, the Wongs revealed Canada's first official heraldic crest designed for a Chinese family.

Students will explore web-based resources that will help them examine the crest and begin to consider the family's history in Alberta and in Canada.
1. Engage in a class discussion that stimulates students to think about the purpose of family reunions. Ask if anyone wants to share their experiences of being at family reunions.

   - What activities happen at a reunion?
   - Who comes?
   - Why do you suppose a family might hold a reunion periodically?
   - What might families be celebrating?


   - Students can explore the various websites to find out why the Wongs made national news with their reunion in August 2011. This was the first time a Chinese family has applied for and been granted a crest or coat of arms. (from Governor General of Canada, Heraldry Today at http://www.gg.ca/document.aspx?id=81)

3. Conclude your lesson by asking students to think about their own family’s background or that of others. Ask them to design a crest that represents key aspects of their family’s life in Canada. The teacher may want to show sample family crests as a way to motivate students. Ensure that the crests you show reflect the heterogeneous nature of your class. Go to Family Crests https://www.google.ca/search?q=family+crest&hl=en&rlz=1W1GGLL_en&tbm=isch&tbo=u&source=univ&sa=X&ei=kqiNT8_5IsaniALp0rHOC&rctype=image&can=W1GGLL_en&safe=active&tbm=isch&oe=UTF-8. This site has blanks and outlines of crests to download and use.
Assessment

Conclude by asking students to think about the reason for family reunions and how they help us to focus on the value of the traditions and labours of our ancestors. These events allow us to reconnect with our family members.

Consider providing formative assessment on the students’ crests.

Criteria

Uses appropriate symbols that reflect family accomplishments
- Shows connections to places
- Clear and neat
- Presents the above in an interesting way

Activity for Extension

1. Lantern making (Art)

Lanterns are an important part of Chinese celebrations, especially the Lantern Festival that takes place during the Chinese New Year, celebrated in late January or early February. Lanterns are often red, because people believe this colour brings happiness and good luck.

This site provides the directions for making Chinese lanterns. The Kid’s Site of Canadian Settlement http://www.collectionscanada.gc.ca/settlement/kids/021013-1813-e.html
The Wong family, whose members live across Canada, celebrated their family’s history in Canada in Toronto on August 13, 2011. Find out what was so special about this family’s reunion and think of questions you might want to ask them about their stories.

After viewing the following CBC and Star articles, answer the questions below:

1. What interesting facts can you find about the family name, its meaning and where the Wong family came from?

2. Before coming to Alberta, the Wongs came to British Columbia, why?
3. The Wong crest features a panda bear and a polar bear holding up a shield with a dragon on it. Find each of these in the crest below.

4. Can you guess the meaning of each of these three symbolic animals?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5. How does this crest reflect the Wong family’s history in Canada?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
STUDENT LEARNING GUIDE 1.1.2:
My Family’s Crest—What Could It Look Like?

1. What are my family’s accomplishments and work?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. Where has my family lived?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. What animals or objects might represent the places and accomplishments of my family?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
4. Draw these objects onto your family crest or find images on the Internet to make your crest. Be ready to share these ideas with your classmates in small groups.

Family Name(s)
How far would you go to make sure your family was safe and cared for?

Students will learn that many of the earliest Chinese immigrants to Alberta initially came to work in Canada in search of gold or to help build the Canadian Pacific Railroad. This inquiry asks students to think about the motivations that young Chinese men had for coming to Canada even though they were paid half the salary of their white counterparts. They endured personal sacrifices, difficulties with learning a new language, and hardships so that they could help their families in China, most of whom were suffering from wars and famines.
Learning Activities

**Think/Pair/Share** Take 10 - 15 minutes to ask —if you were 15 years old, how far would you go to help and support your family if they were in need and you were the only person in the family who could help?

Think - Slowly pose these questions and ask students to consider their answers silently:

- Would you quit school and go to work?
- Would you go to a foreign country and work for minimum wages in a crowded factory?
- Would you send half your pay back to your family?
- Would you learn a new language?

Pair – Turn to a partner and discuss your ideas.

Share – Have a class discussion around these ideas. Explain that we will be learning about the Chinese workers who first came to Canada to work on the Railroad and we will try to understand why they came.

5. **Show students the interactive map** of the railroad construction by clicking on railways and Immigration in Canada http://www.learnalberta.ca/content/ssric/index.html. Focus on 1881 to 1885, the period during which the transcontinental was constructed.

**Teacher Backgrounder**

Prime Minister Sir John A MacDonald believed that a trans-continental railroad needed to be built in order to provide a unifying symbol for the new country of Canada and provide a way to bring settlers to the West. He also feared losing the territory to Americans. From 1881 until 1885, the Canadian Pacific Railroad was built. The task was monumental. It was expensive and daunting, however, ways were proposed to make it work. Approximately 17,000 young men from China were willing to come and work for low wages if it meant they could send some money home. At the time, China had fought wars against foreign powers, faced rebellions within, and suffered famine. Wages for Chinese railroad workers in Canada were low (half that of white workers), but they still saved money and sent much of it back to China to help their families survive. When the railroad was completed, many wanted to stay in Canada and bring their families from China. We will learn about the obstacles they faced in the next lesson.
6. **Show the video** *Nitro A Part of Our Heritage - Railroads (Nitroglycerine)*
https://www.youtube.com/watch?v=o87MgkGAcEU
- How do you feel when you see this video?
- Does anything surprise you?
- If you had been a Chinese worker, how might you have felt if you had to carry nitroglycerin into a mountain?
- What was the main reason the young man carried the explosive?
- What do you think and feel about the ending?

7. **Web Site Exploration**
Ask students to explore the website *The Ties That Bind: Building the CPR, Building a Place in Canada (2010)*
An alternative web site for students to explore is: *Working Lives, Transportation: The Railway*
http://www.workinglives.ca/railway/index.html

8. **Conclude** the lesson by playing *The Canadian Railroad Trilogy* by Gordon Lightfoot
http://www.youtube.com/watch?v=Yzo6Otpgj-E. Hint: click on “Show More” to access the lyrics. Ask for their impressions of the song and accompanying pictures. Are Chinese workers featured? Where and how?

---

**Assessment**

Collect *Student Learning Guide 1.2.1 — Working Conditions for Chinese Railway Workers*
Provide feedback or ask them to share their findings with each other.

**Special Acknowledgment for this Inquiry**

Why did young men from China come to build the CPR?  
What were conditions like?


http://www.mhso.ca/tiesthatbind/RonLee.php

1. Click on the faces at the top of the page and either read or listen to the stories about the experiences of their forefathers and mothers.
   - Find a story that talks about why a Chinese relative came to work on the railroad.
   - What was his or her name? What reasons do they give for coming to Canada?
   - In your own words, retell one story about a Chinese family’s origins in Canada. You can use point form.
2. From the railroad building period, cut and paste the picture you find to be the most interesting here. Why did you pick it?
3. What can you say about the young men who came from China to work on the CPR? View the photos and read the stories about the working conditions for Chinese workers—Go to The Kids’ Site of Canadian Settlement, Chinese, Building The Canadian Pacific Railroad at: http://www.collectionscanada.gc.ca/settlement/kids/021013-2031.3-e.html

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of jobs</td>
<td>What do you see?</td>
</tr>
<tr>
<td>How they lived</td>
<td></td>
</tr>
<tr>
<td>Pay differences</td>
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<tr>
<td>Casualties</td>
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The Chinese were heavily discriminated against even though they were providing essential services in the building of the railroad. They did not fit the supposed “desirable” conception of what it meant to be Canadian. Many considered them to be a threat to white workers, but, at the same time, they were being abused as a source of cheap labour. This lesson will explore discriminatory legislation against the Chinese workers and their families. It will ask students to think about these practices and laws and consider the resiliency of the people in persevering even in a hostile environment. This topic lends itself to a discussion of the importance of protecting workers rights.
Learning Activities

1. **Head Tax Simulation** - Opener

   Use this activity to introduce the concept of justice/injustice in regard to the Chinese Head Tax.

   Provide the class with tokens or pennies and say that each one represents $50. Distribute the tokens unequally (some will receive 2 or 3 while others might receive up to 20).

2. Have an auction whereby students can bid to take their friends on a trip to favoured destinations (brainstorm with the class for these). Keep a chart on the board to document the “Winners” during the auction.

<table>
<thead>
<tr>
<th>Destination</th>
<th>Bid winner</th>
<th># of friends</th>
<th>Amount paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disneyland</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Calgary Stampede</td>
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<td></td>
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<tr>
<td>K-Days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paris, France</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insert your own favorite destinations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   **Auction off the destinations**

   For example,
   - It will cost $200 (4 pennies) to bring one friend to Disneyland, do I have any takers?
   - It will cost $50 to bring two friends to the rodeo in Calgary, do I have any takers?
   - And so on.

3. Debrief the activity by asking students to think about:
   - Who got the best destinations?
   - Who took the most friends along?
   - Was this fair (why or why not)?

4. **Discussion**

   Lead a class discussion that focuses on the question—If you were a Chinese railroad worker and the work finished, as it did in 1885, would you have wanted to bring your family from China to live in Canada? Why or why not?

   There were challenges for those who wanted to start a new life in Canada by bringing their families from China.

5. Show students the You Tube video *From Sojourner to Settler Life* - After the Railway – *The Ties that Bind* - http://youtu.be/D4bQGBOHQLk (2:15 minutes)

   - What were the challenges according to this video?
   - What questions do you have about this situation?

**Activities for Extension**

The Chinese Immigration Act required that Chinese immigrants pay a Head Tax. In 1923 this law was replaced by the Chinese Exclusion Act, which disallowed Chinese from coming to Canada for about a quarter of a decade. How has the government reacted to these discriminatory laws since they have been eliminated?

Use *Student Learning Guide 1.3.1 — Laws ONLY for Chinese People Wanting to Immigrate*. Ask students to work in pairs to complete this examination of one Head Tax Certificate.
Review the challenges Chinese people encountered when they tried to settle in Canada after the railroad was built.

You may want to watch this video to outline the story of the Head Tax: *Sacrifice & Betrayal, Part 3 – The Head Tax* (2:58 minutes) [http://www.mhso.ca/tiesthatbind/ChineseRailWorkers.php](http://www.mhso.ca/tiesthatbind/ChineseRailWorkers.php)

Look carefully at the Head Tax Certificate of Ma Get Poy. His story can be found on the *Rocky Railway High* web site: [http://rockyrailwayhigh.com/interviewEMa.html](http://rockyrailwayhigh.com/interviewEMa.html)

1. Look at the picture of Ma Get Poy and read the caption below. What do you notice?

2. Look at the header (top) of the certificate. What does it tell you?

3. What parts of the certificate make it “official”? Who signed it?

4. What details tell you about when Ma Get Poy came to Canada?
Ma Get Poy came to Canada to build the railway. He spent 10 years working on the railway, but could never bring his family to Canada.

Permission for use of this certificate granted by his great-granddaughter Elaine Ma.
Directions: Using the following two web sites, fill in the chart and answer the questions below.

- **Collections Canada**
  [http://data2.collectionscanada.gc.ca/e/e338/e008441646-v6.jpg](http://data2.collectionscanada.gc.ca/e/e338/e008441646-v6.jpg)

- **Canada Online, About.com, Chinese Head Tax and the Chinese Exclusion Act in Canada**
  [http://canadaonline.about.com/od/historyofimmigration/a/chineseheadtax.htm](http://canadaonline.about.com/od/historyofimmigration/a/chineseheadtax.htm)

<table>
<thead>
<tr>
<th>When (to when)?</th>
<th>What?</th>
<th>Where?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Law</strong></td>
<td>Head Tax - under the Chinese Immigration Act</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Law</strong></td>
<td>Chinese Exclusionary Act (1923 – 1967)</td>
<td></td>
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</tr>
</tbody>
</table>

5. Did these laws apply to other groups wanting to come to Canada?

6. If you were a Chinese family trying to immigrate to Canada, would you think these policies were fair?

7. How did these laws affect the kind of work Chinese people could have?
1. According to this video, what is our government doing to “right a wrong?”

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2. Think about the ways Chinese workers could have and should have been protected. Write them here.

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3. Are any groups coming to Canada now treated in a similar discriminatory way? If so, what groups?

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Question for Discussion

How can we, as Canadians, make sure that everyone is treated fairly if they are working legally in our country?
INQUIRY 4:  
Stories of Chinese Workers Who Built Alberta

How did the Chinese contribute to the building of Alberta?

Time
- One to two periods

Materials
- Chinese food donated from a local café or home
- *Chop Suey on the Prairies: Reflections on Chinese restaurants in Alberta* http://www.youtube.com/watch?v=Il4vLxUCQx4 (0:58 minutes)
- *University of Calgary, Applied History — Calgary’s Chinese Community* [http://www.ucalgary.ca/applied_history/tutor/calgary/FRAMEethnic.html](http://www.ucalgary.ca/applied_history/tutor/calgary/FRAMEethnic.html)
- **Student Learning Guide 1.4.1 — Chinese Cafés and Laundry Businesses in Alberta**
- **Student Learning Guide 1.4.2 — Monument to Chinese Pioneers**

As Chinese people moved east from British Columbia, many settled in towns and cities in Alberta, mainly opening laundries and restaurants or cafés. These businesses didn't need much money, knowledge of English or special training. Some workers found mining jobs in what is now Alberta, while others worked as cooks on farms and cattle ranches. These jobs were seasonal and so they had to return to cities like Calgary, Edmonton, Lethbridge and Red Deer for the winter. This lesson allows students to explore the origins of these “Chinese” establishments and speculate on how they contributed to Alberta’s identity.
Learning Activities

1. Chinese Restaurants. Start the class by offering some popular Chinese food (appetizers and fortune cookies) to the class. A parent or local restaurant may want to donate these items if they are provided a context for your lesson. Generate a discussion around the importance of food, who prepares it, and how it reflects aspects of the land and people. Ask students to consider whether or not the same food would be found in China.

2. Show the You Tube video: Chop Suey on the Prairies: Reflections on Chinese restaurants in Alberta http://www.youtube.com/watch?v=Il4vLxCq4x4 (0:58 minutes)
   This short video, introducing the topic of the history of Chinese restaurants on the prairies, poses questions such as:
   - What makes a Chinese restaurant Chinese?
   - Why are Chinese restaurants important to the community?
   - How are Chinese restaurants Canadian?

   More information on restaurants on the prairies at the Camrose Canadian:

3. Chinese Laundry Businesses. Another common business for Chinese families when they first came to Alberta and other prairie provinces was a laundry business.
   - Visit this website to find out more about the history of these two businesses. Library and Archives Canada, The Early Chinese Canadians 1858-1947 http://www.collectionscanada.gc.ca/canadiens-chinois/021022-1300-e.html#b
   Ask students to think about what it would be like to work in a café or a laundry? What would be fun about these jobs? What would be hard work?

4. Use Student Learning Guide 1.4.1. Place students in groups of four and ask them to number 1, 2, 3 and 4 within their group. Ask students to read the information and stories about the Chinese cafés and laundries and to listen to the story of each descendent of a Chinese worker who ended up making his home in Alberta.

Assessment

Ask students to share their individual answers from Student Learning Guide 1.4.1 with their groups. Use a checklist to assess participation.
Activities for Extension

Chinese Leaders

1. **Normie Kwong** in 2005 became the first Chinese Canadian to be the lieutenant governor in Alberta.
   
   Learn about Normie Kwong’s—the China Clipper—remarkable success as a football player. View the Heritage Minutes video at Historica Dominion Institute: [https://www.historica-dominion.ca/content/heritage-minutes/normie-kwong](https://www.historica-dominion.ca/content/heritage-minutes/normie-kwong) or view Normie Kwong - Clipping Barriers: The First Chinese Canadian Football Player (5:38) at [Canadian Chinese Stories](http://ccs.library.ubc.ca/en/videos/ccs_normie_kwong.html).


2. **George Ho Lem Sr.**, politician, was born in Calgary, Alberta in 1918. He started a successful dry cleaning business and was also a successful restaurateur. He is most notable for being the first Chinese person to be elected to municipal politics in Canada when he became a Calgary city alderman in 1959. He went on to be elected to the Alberta Legislature in 1971. He ran for federal election as a Liberal in 1980, but was unsuccessful. (from Wikipedia, licensed under Creative Commons). Further information on George Ho Lem is available at: [http://en.wikipedia.org/wiki/George_Ho_Lem](http://en.wikipedia.org/wiki/George_Ho_Lem).

3. **Larry Kwong** was first Chinese Canadian to play in the NHL. For more information, see Part 2, *Multicultural Alberta, University of Calgary*. [http://contentdm.ucalgary.ca/u/?/MHSO2,23847](http://contentdm.ucalgary.ca/u/?/MHSO2,23847).

4. **Marty Chan** - Chinese artist and writer

   *Marty Chan - Alberta Culture Vignette Series*. Author and playwright Marty Chan shares his thoughts on how art and culture helps us share our stories (2:51 minutes). [http://www.youtube.com/watch?v=TKI3LWsxg1c](http://www.youtube.com/watch?v=TKI3LWsxg1c)


Chinese Cafés and Laundry Businesses in Alberta

Chinese men who worked on the railroad eventually saved enough money to pay the Head Tax and bring their families to Canada. They dispersed throughout Canada and many settled in Alberta. Learn about the work they did to support their families and ensure their children's future.

A. The two main businesses Chinese could operate were cafés and laundries. Find out more about these businesses by visiting two of these web sites.

- *Library and Archives Canada*, The Early Chinese Canadians 1858-1947
  [http://www.collectionscanada.gc.ca/canadiens-chinois/021022-1300-e.html#b](http://www.collectionscanada.gc.ca/canadiens-chinois/021022-1300-e.html#b)

- Calgary’s Chinese Community
  [http://www.ucalgary.ca/applied_history/tutor/calgary/chinese.html](http://www.ucalgary.ca/applied_history/tutor/calgary/chinese.html)

- UGLY Chinese-Canadian.com, Touring Exhibits: Chinese restaurants and small-town Canada

- *Camrose Canadian*: Celebrating Camrose Chinese pioneers: York & Sing Mah Story
1. What did you learn about these and other businesses started by Chinese immigrants?

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2. Why were cafés and laundries the two main businesses allowed?

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The Union Cafe in Ponoka, Alberta. This restaurant is one of the many Chinese-Canadian eateries that existed in the towns and cities of Alberta. The Union Café was operated by the Mah Poy family. Glenbow Archives, NA-5683-16
LEARNING GUIDE 1.4.1 CONTINUED
Chinese Cafés and Laundry Businesses in Alberta

B. The people listed below are descendants of Chinese workers who chose to bring their families to Alberta. Select the person (whose number you are in your group) and listen to his story online. Take turns and retell the story of their grandparents to your group.

- **Stan Fong** [http://www.mhso.ca/tiesthatbind/StanFong.php](http://www.mhso.ca/tiesthatbind/StanFong.php)

Think about how you will retell his story.

1. How were they able to make a living?

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2. Why did they work so hard to provide for their families?

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3. What do their grandchildren do now to contribute to Alberta's economy and identity?

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   ______________________________________________________
C. Chinese Benevolent Societies. In the 1930s, the Chinese-Canadians established benevolent societies. What was the purpose of these organizations? How did they help to sustain Chinese families and build community? Go to The Chinese Benevolent Association of Edmonton at http://cbaedmonton.ca/ to find out what they did, why they were established and how the Chinese people worked together to support each other.
The first group of Chinese settled in Edmonton in the late 19th century. They were mostly laborers, who had come from the Toi Shan County in southern China. They had helped build the Canadian Pacific Railway, which was accredited with uniting the nation and opening up the West. Buttressed with unfettered determination and perseverance, Chinese pioneers overcame undue hardship and strive to succeed. Eventfully, they won the respect of other Canadians, paving the road for future generations and newcomers to enter mainstream society. On this opening day of the Edmonton Chinese Garden, the Toi Shan Society of Edmonton respectfully dedicates this monument to commemorate the Chinese pioneers for their contributions to this country and to provide a lasting memorial by which they shall be remembered.

2007 AD
PART 2: Stories of Homesteaders Who Built Alberta

How did homesteaders to Alberta work together to survive and prosper?

This series of inquiries will help students better understand the role of pioneers who co-operated to work their land. Lured by powerful recruitment posters depicting the wide-open prairies and the promise of free (or virtually free) land, many arrived to find harsh conditions and backbreaking work. The only way they could survive was by helping each other.

The inquiries in this section will:

- Feature stories about the living and working conditions of early homesteaders
- Explore the roles of both women and men in establishing Alberta’s first farms
- Identify ways homesteaders worked together to ensure their survival
- Identify the values and beliefs that helped them gain prosperity and build thriving communities

Learning Outcomes

4.2.1 appreciate how an understanding of Alberta’s history, peoples and stories contributes to their own sense of belonging and identity:

- recognize how stories of people and events provide multiple perspectives on past and present events
- recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history
- recognize British institutions and peoples as integral parts of Alberta’s heritage
- recognize how the diversity of immigrants from Europe and other continents has enriched Alberta’s rural and urban communities

4.2.2 assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:

- What movement or migration within Canada contributed to the populating of Alberta?
• How did European immigration contribute to the establishment of communities in Alberta in the late 19th century and early 20th century?
• How did the arrival of diverse groups of people determine the establishment and continued growth of rural and urban communities?
• How are agriculture and the establishment of communities interconnected?

4.3.2 assess, critically, the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the following questions and issues:
• In what ways have occupations and commerce been affected by geography, climate and natural resources in Alberta (i.e., forestry, agriculture, aviation, seasonal activities, tourism)?

4.S.1 develop skills of critical thinking and creative thinking:
• evaluate, critically, ideas, information and positions from multiple perspectives

4.S.2 develop skills of historical thinking:
• use photographs and interviews to make meaning of historical information
• use historical and community resources to understand and organize the sequence of local historical events
• explain the historical context of key events of a given time period

4.S.4 demonstrate skills of decision making and problem solving:
• use graphic organizers, such as mind mapping/webbing, flowcharting and outlining, to present connections among ideas and information in a problem-solving environment

4.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:
• consider the needs and points of view of others
• work collaboratively with others to complete a group task
• share information collected from electronic sources to add to a group task

4.S.8 demonstrate skills of oral, written and visual literacy:
• organize and present information, taking particular audiences and purposes into consideration
• listen to others in order to understand their perspectives
• create visual images for particular audiences and purposes
• use selected presentation tools to demonstrate connections among various pieces of information
• communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes

Textbook Connections

These inquiries will feature and expand upon textbook information on homesteading. Textbook references Our Alberta Book 1, Chapter 4 and 15; Our Alberta Book 2 pages 247-253 and Chapter 12; and Voices of Alberta: People, Places and Possibilities, pages 78-82, and Chapters 6 and 7.
INQUIRY 1:
Stories of Homesteaders Who Built Alberta

How did one Scottish immigrant and his wife make a home for their family in early Alberta?

Purpose

This opening inquiry asks students to speculate and imagine the conditions experienced by one Scottish family—that of Thomas Beattie Roberton. Roberton and his brother, George, came to start a new life on Alberta’s prairies near Calgary in 1910. The story starts with his letter home to his wife, features excerpts from his story “The Shack,” and concludes by providing information about his later remarkable success as the Assistant Editor and Chief of the Winnipeg Free Press. Roberton was the first person to receive a Governor General’s Award, Exemplary Service Medal in 1936.

* All photographs and materials used in this Inquiry and the associated PowerPoint are courtesy of the Roberton Family Estate.
Learning Activities


2. View the PowerPoint, The Remarkable Story of Thomas Beattie Roberton. This slide show is based on photos and anecdotes from the family album and was shared by Valerie Roberton and Kathleen Long, granddaughters of Thomas Beattie Roberton. Thomas’ daughter, Bella, states that her and her brother, George, left Scotland in 1910 to immigrate to Canada. His story of homesteading on the prairies is documented in the slide show.

Provide students with a printed copy of *Student Learning Guide 2.1.1 − A Letter to My Wife in Scotland*. Use it when prompted by the script near the beginning of the slideshow.

Assessment

Handout *Student Learning Guide 2.1.2 − My Bright Idea about Homesteading on the Alberta Prairies*. See details of this assignment on the last page of this inquiry.

Activities for Extension

1. Stephan G. Stephansson (October 3, 1853 – August 10, 1927) is an Alberta homesteader and poet, though few people know about him. He is recognized in Iceland for his poetry and in Alberta with the Provincial Historic Site called Stephansson House. A study of Stephan G. Stephansson could introduce students to a remarkable Albertan!


   *Stefan G. Stefansson* (3:36 minutes) [http://www.youtube.com/watch?v=IVZ6KZ2IvcM&feature=related](http://www.youtube.com/watch?v=IVZ6KZ2IvcM&feature=related)

   *Alberta Culture, Stephansson House Provincial Historic Site* [http://www.history.alberta.ca/stephansson/](http://www.history.alberta.ca/stephansson/)


   *Stephan G. Stephansson* web page with history and poems. [http://www.stephangstephansson.com/](http://www.stephangstephansson.com/)


   Picture used with permission of Sheri Rhodes.

Could this have been a poem about TB Roberton? Why or why not?


Use the inquiry, “How dairy farms are part of Alberta.”
- Do you know of agricultural pioneers who have influenced the growth of your community?
- Who are they?
- What did they do?
- What attracted homesteaders to Alberta?

4. Read stories and letters documenting life on homesteads near Grande Prairie.

Use the website, Our Roots: Canada’s Local History Online. http://www.ourroots.ca/e/toc.aspx?id=4218

It offers stories written by Anne Donaldson about homesteading near Grande Prairie. Students with higher level reading abilities could read selected stories and report on the main ideas. They could select quotations from the stories that interest them and use these to describe and share homesteading experiences.

“The Alberta government broke up 100,000 acres of land in the Peace River area to provide Alberta war veterans with farms. This story shares the experiences of one veteran’s family while homesteading in Eaglesham, Alberta.”


- Read the private letters of Clyde Campbell and his wife Meryl. They offer insights from firsthand experiences of early homesteaders in the Peace River district, including the formation of a community. http://www.ourroots.ca/e/toc.asp?id=1139


5. Read the article “Dominion Land Surveys: Part Four,” or click on the audio and listen to this Heritage Trail to find out about the methods used to survey the land into homesteading parcels.


“Each twelve-man crew of the Dominion Land Survey was headed by the chief surveyor. As historian Merrily Aubrey points out, each man under his supervision had a very specific job to carry out.”

6. The homepage for Connecting Canadians provides many teaching ideas for helping students.

http://www.connectingcanadians.org/

Explore how immigrants today find and connect with their heritage and/or homeland and with others in Canada with the same heritage.

Discover ways social networking technologies change how new immigrant communities evolve.
STUDENT LEARNING GUIDE 2.1.1:
A Letter to My Wife in Scotland

This is a copy of the original letter written to Elizabeth, my mother, in Scotland from Thomas Roberton, my father, and was dated 1910. She was awaiting the birth of her third child before setting sail to join my father in Canada. She gave it to me some years ago and the original is not too legible now – Bella.

Cheer up dear one. I just needed to know you were feeling fairly well in your health to be made content. Everything here is going like the happy ending of a story, and any little difficulties that may arise in the way of business will quite easily be overcome when we are all together giving one another our assistance.

And don’t worry about the new cub. We’ll be all right. I’ve been thinking that by next April or May, Bella will be 4, and Sonny going on 3. You will have hardly any “Wanted” luggage, and while you have the new boy, my da will easily manage the other two. The train journey is really a trial, but we’ll make a truly superhuman effort to get you all out FIRST CLASS on the train. Then you will have a bed to sleep in, and thus avoid really the worst part of the whole business. Besides it is not so far to Calgary as to Nelson. (Besides the new boy may be a girl.) Dear wifie be happy. We have fine future before us. We will be able to enjoy each other far more, and be happier and cheelier than ever. We will be with each other all the time.

I just keep steadily thinking about you, just as steady as the heart beats, and in my imagination I see the new little wooden house somewhere on the outskirts of Calgary, and you are in the doorway, your face all sunbrown and smiles, and you looking out at the wee ones, and you are plume, and contented and the world is going well. And that will be in a year from now. And at night when everyone is in bed, and you and I will sit at the stove, and I will make you a cup of Canadian tea, and all around will be the great quiet prairie, and then we’ll go to bed.

Good night beloved.

Your loving and affectionate husband.

Thomas
Thinking About *A Letter to My Wife in Scotland*

1. If you were Elizabeth, what would you be thinking and feeling when you received the letter?

   [Blank lines]

2. [Blank lines]

3. What worries or concerns did Thomas have about reuniting the family?

   [Blank lines]

4. Can you think about the reasons the Roberton family may have wanted to immigrate to Alberta from Scotland?

   [Blank lines]

5. What challenges do you think the Roberton family faced as they homesteaded on the prairies?

   [Blank lines]
My Bright Idea about Homesteading on the Alberta Prairies

Now that you have learned a little bit about one family coming from Scotland to Alberta, here is your chance to create a picture, reader’s theatre or poem to highlight some part of the story.

Draw a picture – In a group, have each student select one image that features a scene from the Roberton story and tells something about life on early homesteads. Put your pictures together to form a collage of life. Each picture can be drawn or painted on a piece that fits together like a quilt.

Reader’s Theatre – In a group, use part of the script that accompanies the slides and read it from the point of view of various family members. Use actions and voices to make the script interesting.

Make a tableau (still picture) – In a group, examine one picture from the slides or think of your own scene and recreate it in the form of a picture using your own bodies. You can use props or costume pieces to help build your character and scene. Have one group member explain the scene or ask viewers what they see. When your tableau is ready, hold it in absolute stillness (as if having a picture taken).

Write a poem or song – Think about the images and words you just saw. In your group, write a poem or song that captures life on the prairies for a homesteading family. Be prepared to read your collective work to the class.

Assessment Rubric

<table>
<thead>
<tr>
<th>Uses one creative way to indicate an aspect of prairie life.</th>
<th>Wow!</th>
<th>I like it</th>
<th>Needs more work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows care and detail on the final product.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works well with others.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shares and explains idea with classmates.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How did women who homesteaded work together to help build farms and nurture their families and communities?

We sometimes hear the expression, “A man may work from sun to sun, but a woman’s work is never done.” Let’s explore the work that women did to ensure that their family’s and community’s needs were met. We end by focusing on the important role of events like quilting bees to illustrate how women made friendships, created art and served an important need—having warm quilts for their families.
**Learning Activities**

1. **Women’s Work.** Put students in groups of four. On a large piece of chart paper make a placemat that looks like this.

   ![Placemat Diagram]

   Sit around the placemat with one student in front of each section.

   **Ask—What were the jobs that women typically did in the early days of homesteading?**

   - Individually, fill out your section silently first.
   - When everyone is done, share your ideas and write the ones you agree on in the middle section.
   - Make a list of specific jobs from the class’ answers and place the ideas in categories on the board. See the following example:

<table>
<thead>
<tr>
<th>Caring for people/animals</th>
<th>Caring for the home</th>
<th>Building Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Washing clothes</td>
<td>- Cleaning</td>
<td>- Organizing social events</td>
</tr>
<tr>
<td>- Making and mending</td>
<td>- Gardening</td>
<td>- Involved in church activities and charity work</td>
</tr>
<tr>
<td>clothes and quilts</td>
<td>- Repairing</td>
<td>- Holding work bees (i.e. quilting bees, organizing food for various work-related events)</td>
</tr>
<tr>
<td>- Preparing meals</td>
<td>- Spinning</td>
<td>- Others?</td>
</tr>
<tr>
<td>- Preserving food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Feeding and caring for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>some farm animals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Raising children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Educating children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Some served as midwives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Others?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Sample Answers**

Debrief by asking questions such as:

- How long would it take to do these jobs?
- What tools and appliances would the women have had to help with the work?
- Do you think that men would have helped with these chores? Why or why not?
- In what ways would women have helped each other? Why was this an important part of survival on the prairies?
2. Hand out Student Learning Guide 2.2.1 – Women's Work on Early Homesteads (questions with 4 Sources). Keep students in groups of four and provide them with chart paper to record their group answers. Encourage the use of a graphic organizer such as a concept map or T-Chart. The activity will require them to use various sources to explore the work that homesteading women did both individually and together.

3. Student Learning Guide 2.2.2 – The Quilting Bee - Why was making a quilt an important activity for women who were homesteading?

This activity requires students to think about how and why women commonly got together in groups to make quilts. You may want to provide students with a copy of Questions for Discussion and review these with them before engaging in the Activity.

If possible, bring a quilt to class, have students bring a quilt to class, or find examples of historical quilts to begin to stimulate interest, or show Quilt of Belonging http://www.youtube.com/watch?v=T4di1ftfa28Quilt of Belonging (2:06 minutes). “This is a stunning, collaborative textile art project that shows there is a place for all in the fabric of society. Its 263 blocks portray the rich cultural legacies of all the First Peoples in Canada and every nation of the world.”

Show the video, Quilting (9:29 minutes), from Simcoe County Arts & Crafts Association web site. It provides the historical background that showed how women came together to socialize, work and make art. It also provides the reasons for quilting and shows historical patterns that reflected culture and geography. http://www.simcoecrafts.ca/quilting-history-video.html

Questions for discussion

- What is a quilt?
- What were quilts made of?
- Why would women and girls have participated in quilting bees?
- How did quilts reflect important aspects of early life on the homestead?
- How are quilts used to tell stories?
- What kinds of stories can be told through quilts?
- How are art and history connected through quilts that tell stories?
- How have story quilts been used as part of our identities, families, and cultures?

Consider using Student Learning Guide 2.2.2 – The Quilting Bee – Women Working Together to further explore sources related to the Quilting Bee.
In your group, take turns looking at and explaining the four Sources that follow these questions. Use these questions to help you discuss the main and connecting ideas from each Source. Write your answers on chart paper. Think of a way to organize your answers using a concept map or other graphic organizer.

1. Look at the picture of Laura Gardiner washing clothes in Source 1.
   - What do you see in the picture?
   - Does she look like she is enjoying this job? Explain.
   - Is she dressed for washing clothes?

   ![Source 1](http://www.glenbow.org/collections/archives/highlights.cfm)

SOURCE 1

Photo of Laura Gardiner

Claude Gardiner left his home in England in 1894 and moved to Alberta where he established the Wineglass Ranch in the Porcupine Hills. He wrote such (sic) wonderfully descriptive letters home to his family that his mother, Laura Gardiner, and his sister, Barbara Gardiner, came out in 1896 to experience the pioneer life firsthand. Laura and Barbara fell in love with Alberta and extended their “visit” to 1914.

From: [http://www.glenbow.org/collections/archives/highlights.cfm](http://www.glenbow.org/collections/archives/highlights.cfm)
2. Look at the kindergarten kids pictured in *Source 2*. They have dressed in period clothes and are washing clothes the old fashioned way.

- Students are using a washboard and a wringer. How do you suppose these machines worked to clean socks?
- Do you think students like this job?
- Why or why not?
- What would it have been like to wash a whole family’s clothes this way? Would you have liked doing the job?

---

**SOURCE 2**

*Wash Day the old-fashioned way*

School kindergarten students wash socks the old-fashioned way at the John Walter House Museum while dressed in period costumes.

Ed Kaiser - Printed with permission from Debra Dittrick, Edmonton Journal, April 6, 2011
3. **Read Source 3 “Women of the West.”**

- What does this source tell you about how a woman’s life changed when she came with her husband to live on the prairies?

---

**SOURCE 3**

The Women of the West
Anonymous Collected by Mrs. David McQueen

They left the vine-wreathed cottage
And the mansion on the hill,
The houses in the busy street
Where life is never still.

The pleasures of the city
And the friends they cherished still
For love they faced the wilderness,
The women of the West.

The roar and rush and fever
Of the city died away
And the old-time joy and faces
They were gone for many a day.

In their place the creaking coach wheel
Or the bullock’s creaking chain
O’er the lasting sameness
Of the never-ending plain.

In the slab-built, zinc-roofed homestead
Of some lately taken run
In the tent beside the bankment
In some railway just begun
In the huts of new selections
Of the camps of men’s unrest
On the frontiers of the nation
Live the women of the West.

Material courtesy of Peel’s Prairie Provinces, a digital initiative of the University of Alberta Libraries
http://folklore.library.ualberta.ca/dspImage.cfm?ID=456&Current=1
Women’s Work on Early Homesteads

4. Read the saying in Source 4.
   - What does this saying mean?
   - Do you think it was true in the early days?
   - Is it true today?
   - What would have been the best thing about living on a homestead in early Alberta if you were a wife and mother?
   - As a group, think about what all four Sources have in common and write a group statement on your chart paper. You might think about what values and skills were essential to surviving life on the prairie in the early days?

   SOURCE 4
   Anonymous Proverb

   A man may work from sun to sun, but woman’s work is never done.
   - Anonymous Proverb
5. What would have been the best thing about living on a homestead in early Alberta if you were a wife and mother?

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6. As a group, think about what all four Sources have in common and write a group statement on your chart paper. You might think about what values and skills were essential to surviving life on the prairie in the early days?

__________________________________________________________________________
__________________________________________________________________________
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__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
LEARNING GUIDE 2.2.2
The Quilting Bee – Women Working Together

Explore the following Sources and think about why women valued the quilting bee so much. How did quilting bees contribute to survival?

**SOURCE 1**

Video, *Quilting* (9:29 minutes), from Simcoe County Arts & Crafts Association
http://www.simcoecrafts.ca/quilting-history-video.html

“Quilting is an historic art form with a very personal connection for many people. Memories and family heirlooms may help to explain the interest in quilts and quilt making that continues to this day.”

**SOURCE 2**

Douglas Malloch reminisces with a hint of sadness about this trend in his short poem, “A Crazy Quilt”

They do not make them any more,
For quilts are cheaper at the store
Than woman’s labor, though a wife
Men think the cheapest thing in life.
But now and then a quilt is spread
Upon a quaint old walnut bed,
A crazy quilt of those old days
That I am old enough to praise.
Some women sewed these points and squares
Into a pattern like life’s cares.
Here is a velvet that was strong,
The poplin that she wore so long,
A fragment from her daughter’s dress,
Like her, a vanished loveliness;
Old patches of such things as these,
Old garments and old memories.
And what is life? A crazy quilt;
Sorrow and joy, and grace and guilt,
With here and there a square of blue
For some old happiness we knew;
And so the hand of time will take
The fragments of our lives and make,
Out of life’s remnants, as they fall,
A thing of beauty, after all.

from *The Romance of the Patchwork Quilt in America* http://www.quilting-in-america.com/Bibliography.html Printed with permission from Scott Gipson, Caxton Printers

**SOURCE 3**

*A bed without a quilt is like a sky without stars.*
from Rikstacket http://www.rikstacket.com/
Activities for Extension

1. “The Pioneer Woman on the Prairies” by Anne Woywitka

   Read this story online written about Mrs. Veronia Kototailo who came with her parents to Canada in 1898 when she was four years old (reproduced from *A Romanian Pioneer, Alberta Historical Review*, Autumn 1973).


2. Check out the list of women who have written about Alberta’s early days at The Alberta Women’s Memory Project: http://awmp.athabascau.ca/publications/list.php
How have farmers contributed to life in Alberta now and in the past?

This inquiry will focus on the contributions of farmers over time and help students appreciate how they have been instrumental in making our province prosperous and rich in community traditions.
Learning Activities

1. From the list in Materials, show students a variety of songs and short videos that feature Alberta’s history of farming and offer tributes to farmers. Review the sources and select a variety to show students.

**Discuss in table groups:**

- What can we learn about farming in the past and now from these sources?
- What are the challenges faced by farmers then and now?
- How do farmers contribute to Alberta’s community life and prosperity?
- What evidence is there in the songs or videos to support your answers?

**Glossary of Farming Terms: Card Sort Activity**

Go to Alberta Rural Life: Glossary


Have students do a Card Sort activity in small groups. Select the terms that you think will be of interest to your students. Make term and definition cards by cutting and pasting the text onto card sized paper. Put terms on a different colour than the definitions. Ask students to lay down all of the term cards and deal out the definition cards. Take turns agreeing on which definition matches which term. Go to the website or provide a list of correct answers for them to check their answers.

2. Use with the Peel Collection at the University of Alberta. If you have access to computers, go to “Peel’s Prairie Provinces.” Then click on, “Find Images,” check only “Prairie Postcards,” then type in the Search bar, “Homesteading in Alberta” http://peel.library.ualberta.ca/images/

The Bruce Peel Special Collections has an exhibit, which includes almost 100 eye-catching scenes from among the many thousands of postcards in the collection that depict the culture and history of the Canadian prairies. It was curated by Edmonton’s Historian Laureate, author Ken Tingley. The gallery at this website contains images of those postcards.

Ask students to focus on the postcards that depict farm life. Ask students to find their favourite postcard and be prepared to explain why they like it.

Assessment

Make a Venn Diagram (either individually or in a group) that compares and contrasts farming then and now.

This formative assessment tool will help you determine students’ understanding and ability to compare and contrast.

Activities for Extension

For students interested in Ranching


This ranch was designated a National Historic Site of Canada because of its important role in the ranching industry of Canada. Find out why Prince Edward came to visit, how First Nations (Stoney) peoples contributed to the success of the ranch, what challenging sport the cowboys played, and how bed bugs and more were a part of life. It is even a national historical site.

○ Glenbow Museum’s Mavericks - Ranching

In the late 1800s, people thought that Alberta could become a good spot for ranching. The government sold land for a penny an acre to those who wanted to graze cattle on land formerly used by the buffalo.

http://www.glenbow.org/mavericks/english/ranching/index.html


Use the Intel Ranking Tool to explore the importance of each innovation above. This tool will help students order and rank farm innovations and challenge higher level thinking.

How did barn raising foster strong community bonds and reflect values of co-operation?

This activity features a major event that took place on early farms across the continent—barn raising. Barn raising was an important activity in that it required the whole community to come together to help individual farm families erect a much needed barn. Men, women and children participated in construction and provided the support needed to build the barn.

This lesson will help students understand the importance of the collective endeavours that were essential to living on the prairies.
Learning Activity

1. Determine students’ prior knowledge by asking if they know about barn raising on the prairies. Be ready to consider barn raising in terms of its social (how it became a chance to visit and socialize), economic (how it provided a necessary building for the business of farming), and cultural (how it reinforced co-operation, hard work and care for others) aspects.

2. Review the videos (suggested above) that show barn raising and select the one you like best. Be ready to have students respond to the video using Student Learning Guide 2.4.1 Barn Raising – What was it all about?

3. Use Student Learning Guide 2.4.2 – Co-operative Organizations that Met Important Needs of Farm Families to explore organizations that arose from the farming experience.

Assessment

The following pages on the galileo.org web site show short videos featuring students talking about the past. These are great student exemplars! Use these exemplars as models for helping your students synthesize and demonstrate their learning. Use a question such as, What values and skills were essential to surviving life on the prairie in the early days? Or, Do you know the story of your ancestors? Create a video, Prezi or PowerPoint and share it with class.

To watch the video Farming Life (33 seconds) on the galileo.org web site, go to "Connecting Canadians," then to "Telling It Like It Was."

http://www.galileonetwork.ca/connecting/?q=content/farming-life

Videos of other Student Reflections on early farm life are available on the galileo.org site by clicking on "Connecting Canadians," then looking for “Student Reflections.”

http://www.galileonetwork.ca/connecting/?q=content/student-reflections
In this Inquiry, you watched a video showing how the community got together to raise a barn.

What do you see in this picture?

1. Describe a barn raising to your partner. 

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
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__________________________________________________________________________

Provincial Archives of Alberta
2. Why did the whole community (men, women and children) come together to build a barn for a neighbour? 

3. How did this activity help farms prosper? 

4. Why did everyone participate?
5. What jobs did men do? ____________________________________________
   ____________________________________________
   ____________________________________________
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6. What jobs did women do? ____________________________________________
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7. How did barn raising create community? _________________________________
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8. Find a website that shows threshing the old fashioned way. What do threshing and barn raising have in common? _________________________________
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   ____________________________________________
Co-operative Organizations that Met Important Needs of Farm Families

Below is a list of co-operative organizations that grew out of early farming experiences. Each one met a need to work together so that everyone would prosper.

1. Select one organization from this list. Use this chart to list information as you find out more about it.
   - Credit Union
   - The Canadian Wheat Board (CWB)
   - United Farmers of Alberta (UFA)
   - National Farmers Union (NFU)
   - Alberta Wheat Pool

2. Find a website that provides the history of the organization you selected and use the following chart to make notes on your topic.

<table>
<thead>
<tr>
<th>Why was it formed?</th>
<th>What service did it provide?</th>
<th>How did it help farm families survive and prosper?</th>
<th>How does it help families today?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Union</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Canadian Wheat Board (CWB)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Why was it formed?</td>
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</tr>
<tr>
<td>---------------------------------</td>
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</tr>
<tr>
<td>United Farmers of Alberta (UFA)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>National Farmers Union (NFU)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alberta Wheat Pool</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Co-operative Organizations that Met Important Needs of Farm Families

2. continued

<table>
<thead>
<tr>
<th>Organization</th>
<th>How did it help farm families survive and prosper?</th>
<th>How does it help families today?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Union</td>
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<td></td>
</tr>
<tr>
<td>Alberta Wheat Pool</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Be prepared to share your answers with your classmates. Compile a sheet that describes all five organizations. What do all organizations have in common?

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________________________________________________________________________
4. Think about everything we have learned about homesteading. Write a paragraph that answers the question: *How did homesteaders to Alberta work together to survive and prosper?*
How have coal miners contributed to the building of Alberta?

Virtually every material object that we possess contains materials that at one time were part of the earth. The process of removing minerals from the earth so that they can be refined and shaped into the objects that we have come to value and depend on is the subject of the inquiries in this section. We will focus on the coal mining industry and the people who make their living extracting and processing coal. We will examine coal miners’ lives (and the lives of their pit ponies)—their stories, working conditions and about how they took actions to make improvements in their industry.

The inquiries in this unit ask students to:

- Consider the importance of coal mining in everyday life
- Compare and contrast mining methods and conditions in the past and present
- Explore methods coal workers used to improve working conditions and change laws to make mining safer and wages fairer
- Understand the important role of workers in the mining industry

Learning Outcomes

4.1.1 value Alberta’s physical geography and natural environment:
- appreciate how land sustains communities and quality of life

4.1.2 examine, critically, the physical geography of Alberta by exploring and reflecting upon the following questions and issues:
- What are the significant natural resources in Alberta, and where are they located (e.g., mineral deposits, coal, natural gas and oil, forests)?
4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:

- How are natural resources used by Albertans (i.e., agriculture, oil and natural gas, forests, coal)?

4.2.1 appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity:

- recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history

4.3.1 appreciate the factors contributing to quality of life in Alberta:

- appreciate the influence of the natural environment and resources on the growth and development of Alberta

4.3.3 examine, critically, Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:

- How does living in a particular community, region or province help shape individual and collective identity?

4.5.1 develop skills of critical thinking and creative thinking:

- seek responses to inquiries from various authorities through electronic media

4.5.2 develop skills of historical thinking:

- use photographs and interviews to make meaning of historical information

4.5.3 develop skills of geographic thinking:

- identify the location of sources of nonrenewable resources (e.g., fossil fuels, minerals)

4.5.4 demonstrate skills of decision making and problem solving:

- use graphic organizers, such as mind mapping/webbing, flowcharting and outlining, to present connections among ideas and information in a problem-solving environment

4.5.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:

- initiate projects that meet the particular needs or expectations of their school or community

4.5.9 develop skills of media literacy:

- compare information on the same issue or topic from print media, television, photographs and the Internet

Textbook Connections

These inquiries will feature and expand information on the coal mining industry. Textbook references Our Alberta Book 1, pages 15, 28-29, 47 and 145; Our Alberta Book 2 page 299; and Voices of Alberta: People, Places and Possibilities, pages 62-63, 74-75, 89, 220-222 and 228.
How does the mining of coal affect the way we live?

This initial inquiry will ask students to think about the ways that coal miners’ lives are affected by the mining of coal. It will focus on the materials that go into the production of goods and begin to explore some of the places in Alberta where coal mining happens. The concept of non-renewable natural resources will be reinforced.

Time
- One period

Materials
- Large sheets of chart paper (one per group) and felt pens
- Various objects (see list of potential items in Teacher Backgrounder – end of Inquiry 1)
- Linda Digby - Alberta Culture Vignette Series 1 (2:26) http://www.youtube.com/watch?v=3ArVk2GAwQY
- Train Tour at Atlas Coal Mine (2:43 minutes) http://www.youtube.com/watch?v=cYmM6qii&feature=related
- The Oil Sands Developers Group, Athabasca Oil Sands Map (Interactive) http://dev.polargeomatics.com/transportation/#app=d60b&da61-selectedIndex=3
- Teacher Backgrounder
Learning Activity

1. Discuss the concepts of renewable (animals and vegetation) and non-renewable (fossil fuels and minerals) resources (Our Alberta Book 2, p. 299).

2. Mind Mapping. Put students in groups of three or four. Provide a large sheet of paper and felt pens at each table. Place a different coal-based object at each table (see list at the end of this inquiry for common objects, i.e. billiard ball). Ask the groups to make a mind-map based on their object. Think about uses, materials, shapes, colours, etc.

   Sample Student Template

   ![Sample Student Template]

   Post and share mind maps. ASK — What do you think all of these objects have in common? Answer — they are all coal-based products.

   Provide information on coal. Customize this to your class using the Teacher Backgrounder at the end of this inquiry. Ask them if they know whether or not coal can be found in Alberta. What places have they heard of where coal is mined?

3. Videos

   Previewing
   - Have you ever been to Drumheller?

   Show Videos
   - Linda Digby - Alberta Culture Vignette Series 1 (2:26). In this short video, Linda Digby introduces students to the Atlas Coal Mines in Drumheller and talks about the exciting past and origins of coal mining in that area.
     http://www.youtube.com/watch?v=3ArVk2GAwQY
   - Train Tour at Atlas Coal Mine is a look at the mine train tour at the Atlas Coal Mine, Alberta (2:43 minutes).
     http://www.youtube.com/watch?v=cYYrnM6qjiI&feature=related

   Post Viewing
   - Ask students to think about the “who, what, why, where and when” in these videos.
   - What questions might you have about the work done by the people who mine coal now and in the past? Generate and record their questions.
   - In the next few days we will be exploring the stories of miners, their families, and the pit ponies who worked alongside the men.

Note: There are many short You Tube video vignettes associated with the Atlas Coal Mine. Preview and select the ones that will interest your students throughout this series of inquiries on coal mining.
4. View Map


or

Go to: *The Oil Sands Developers Group, Athabasca Oil Sands Map* (Interactive). Use this interactive map by the Alberta Oil Sands Developers Group to explore the landscapes of Alberta’s industry, communities and environment. You can view it using map format or satellite map format.

[file://dev.polargeomatics.com/transportation/#app=d60b&da61-selectedIndex=3](file://dev.polargeomatics.com/transportation/#app=d60b&da61-selectedIndex=3)

- Was there a coal mine in your area? If so, find pictures, stories and interview older people who may know about it.

5. Renewable and Non-renewable Resources

Complete this inquiry by reinforcing the concepts of renewable and non-renewable resources. What would be the differences in the kind of work people would do when they are extracting non-renewable resources versus renewable ones?
Uses for Coal (similar in Canada)

Coal is a solid hydrocarbon that burns. As such it can be used in the same way the liquid hydrocarbon, oil, is used as fuel and in the chemical industry.

Coal as Fuel

Generating electricity. It takes one pound of coal to generate about one kilowatt-hour of electricity. A single train car of coal (100 tons) lasts only 20 minutes in a medium sized power plant. (Train cars for coal are now made of aluminum and the lighter weight makes pulling them easier so they now load them to 140 to 150 tons. A train car of coal would now burn up in close to 30 minutes. JM, 09/21/12)

Making coke for use in steel blast furnaces.
1. The manufacture of synfuels (synthetic natural gas).
2. As a fuel in steam locomotives (now replaced by diesel engines in most parts of the world).
3. Home heating (now replaced primarily by natural gas or propane in the U.S.).

Use this chart for sample coal-based products to use for the mind mapping exercise.

<table>
<thead>
<tr>
<th>Coal Tar Products</th>
<th>Coke Products</th>
<th>Miscellaneous Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>insecticides</td>
<td>fuel</td>
<td>paint pigments</td>
</tr>
<tr>
<td>fungicides</td>
<td>gas</td>
<td>fire pigments</td>
</tr>
<tr>
<td>moth balls</td>
<td>carbon dioxide</td>
<td>food preservatives</td>
</tr>
<tr>
<td>paint thinner</td>
<td>soda water</td>
<td>billiard balls</td>
</tr>
<tr>
<td>batteries</td>
<td>acetylene</td>
<td>medicines</td>
</tr>
<tr>
<td>wood preservative</td>
<td>synthetic rubber</td>
<td>perfumes</td>
</tr>
<tr>
<td>disinfectant</td>
<td>charcoal briquettes</td>
<td>ammonia</td>
</tr>
<tr>
<td>varnish</td>
<td>artificial silk</td>
<td>baking powder</td>
</tr>
<tr>
<td>insulation</td>
<td>rubber cement</td>
<td>fertilizer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sulfur</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TNT explosive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>linoleum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sugar substitute</td>
</tr>
</tbody>
</table>

This page is used with the permission of James E. McClurg, University of Wyoming, Natural Sciences Program. It can be found on their web site, Coal, at: http://www.wsgs.uwyo.edu/coalweb/using/uses.aspx.
Why were pit ponies important in early coal mining operations?

This inquiry is designed to stimulate interest in coal mining by focusing on the animals and the men who cared for them. It asks students to examine the stories, music and photos of coal mining operations in Drumheller in the early 1900s. Pit ponies were used to haul the coal out of the mines and in some cases detect potential dangers. This inquiry sets the stage for looking at the changes that would radically alter mining operations around the world. Note: Similar conditions were found throughout Alberta, Canada and even the world.

Time
- One or two periods

Materials
- You Tube Video, Going to work (2:29 minutes) http://www.youtube.com/watch?v=Yu7Ro2g2r-E&feature=related
- Student Learning Guide 3.2.1 - Pit Pony Stories
- Student Learning Guide 3.2.2 - Pit Ponies Pictures
- Student Learning Guide 3.2.3 - Pit Ponies Pictures: What did you see?
- Student Learning Guide 3.2.4 – Did you know?
- Student Learning Guide 3.2.5 - My Job Caring for Pit Ponies
- Large sheets of chart paper (one per group) and felt pens
Student Learning Activities

1. Focus on the Stories

Use Student Learning Guide 3.2.1 — Pit Pony Stories. There are four stories about Pit Ponies. Photocopy enough of each for ¼ of the class to each have their own copy of at least one story. Put students in groups of 4 and ask them to number off one to four. Provide a different story to each student in the group. Each student will read her or his own story silently. In their group of four, ask them to take turns retelling the highlights of their story and saying which part of the story is most interesting (one or two minutes each). Hand out chart paper for them to record the ideas that their stories had in common and how they felt about the fate or role of pit ponies. End by asking them to generate some questions about the role of ponies in early coal mining.

Note: During the Industrial Revolution in England, men and women hauled coal carts in mines! What innovation would have had to occur for ponies to replace people?

Answer: Mine shafts needed to be bigger and better reinforced to accommodate ponies.

2. Focus on Pictures

Hand out Student Learning Guide 3.2.2 — Pit Ponies Pictures: What Do You See? Ask them to examine the pictures and use the chart in the handout to record individual or group answers.

3. Focus on Music

Ask, what were conditions like for ponies and for the men who worked in the mines according to this song?

- You Tube video, Going to work.
  http://www.youtube.com/watch?v=Yu7Ro2g2r-E&feature=related

Assessment

Students can hand in their group’s charts and their answers on Student Learning Guide 3.2.2 — Pit Pony Pictures.

Activities for Extension

An additional first-hand story of horses used in the mines can be found at Alberta Labour History Institute’s interview with Gentil Bruno from the Crowsnest Pass:

http://www.labourhistory.ca/default.asp?lang=eng&mode=oralhistory&ohid=24
Story 1 from Katerina and the Pie

With permission from Linda Digby, Atlas Coal Mine Historical Society
This excerpt, from a true story, tells what happened after a cave in at the Atlas Mines in East Coulee.

“It’s okay Kate,” he said, “I’m fine. I’m just fine. The other men will be okay, too. They were under a timber when the roof came down and just got banged up a bit. They’ll be alright.” Joe reached into his pocket and produced his tobacco, which he rolled with trembling fingers. “But by rights, I should have been buried alive! You see, I tried to get Buddy to go into that room, and he wouldn’t do it. I urged him, and cursed him; I called him names. I almost whacked his backside with a small post, but he locked his knees and would not go. I was some mad, let me tell you! I was getting up to pull him by the halter when I felt the ground shake and heard the roar as the roof came down. Right in front of us, right where I was determined to go and Buddy wouldn’t; that’s where tons of rock piled up. Buddy saved my life.”

Joe puffed thoughtfully and ground out his cigarette. He seemed to be studying a boxcar attentively as he drawled, “I told the stableman to give him an extra ration of oats. But he sure missed his pie today.”

Well now, what would you do? That stubborn, rhubarb pie eating mule of a pony had saved Joe’s life. So for as long as Joe and Buddy worked together, Katerina sent two pieces of pie in Joe’s lunch; one for him, and one for Buddy. Mama may shake her head and mutter about good food going to dumb animals but you know, daughters rarely follow their mother’s advice about important things.
Story 2 from Spot the One-eyed Pony

With permission from Linda Digby, Atlas Coal Mine Historical Society
This excerpt is from an historic interview with Don and Aaron Drexler.

Don went to the Midland Mine when he was 17. He worked the graveyard shift with Spot, the one-eyed pony. Spot measured in at 3.5 feet. He could pull one loaded car, about a ton of coal.

His brother Aaron worked at the Commander, with a pony named Blackie. On the one hand, Don thought Aaron spoiled Blackie, because Blackie was always into their lunch pails. He went after the sandwich, the orange peel, the wax paper, the snuff…anything! They miners had to latch their pails with a wire to keep him out.

On the other hand, Aaron thought Don spoiled Spot, because Spot really could pull more than one car, but he preferred not to. Don worked the graveyard shift, just Spot and him all alone, and they looked out for each other. It was a comfortable arrangement. How much blacker was a coal mine at night time than during the day? None at all, and it was quieter, with no boss looking over his shoulder.

One night, Spot was trotting down the dark tunnels, pulling his loaded car, with Don perched on the bumper of the car. The only light was from the open flame lamp on Don’s cap, which lit a cone of light ahead of them. Suddenly, Spot just stopped. It was at the brattice, a burlap curtain that kept the mine air flowing properly, part of the ventilation system. Usually, Spot just pushed through the brattice, without even slowing down. This time he stopped, and would not go through. Don said, “Giddup Spot,” but Spot just stiffened his legs all the more.

Don squeezed around Spot, and gently pushed open the cloth. On the other side, the roof was down. A timber had come down and was blocking the path. At their usual speed, they would have barged right into it, injuring them both. Because the space was so tight, they might even have knocked the roof down on their heads!

His one-eyed pony had known, on the other side of the curtain, in a pitch black mine, there was a hazard on the road.

Well, Don didn’t listen to his brother, when Aaron told him he should make Spot work harder. He knew he had a working partner he could trust.
I liked the ponies. The ponies lived underground in a stable on the top seam, and we would use them to pull the coal cars out. The ponies were like little safety alarms; they always seemed to know what was going on way before anyone else did. They would refuse to go into a room if they thought the roof was unsafe. If a pony was going wild, people's hair would stand up on their necks, because they knew something was going to happen, though they were never sure just what it would be. It was like the ponies could hear something that we could not. I think all animals are kind of like that.

One day, in 1948, the snow melted too fast. All of Drumheller was flooded and so was the Brilliant Mine. Somehow the water had broken through the top seam of the mine. That is where the ponies were kept, so I told the Pit Boss that I would go in and get the ponies out. When I got there, the ponies were up to their bellies in water, and they were scared. I was scared too. I couldn't see where I was walking, because the water was too deep. I wasn't sure what was under my feet. I just thought that it must have been so confusing for those ponies as they watched the water rising up around them throughout the night with nowhere for them to go.

There were 16 ponies. I thought the best thing to do would be to tie the tail of one to the bridle of the other and then lead them out in a line. I started to move them through the tunnel, and I felt something was not quite right. I couldn't figure out what it was until I realized that none of those ponies were making a sound. Not one! Ponies were always making noise, but these were totally silent. I looked back and shone my cap lamp on them. I could see them gently stepping, trying to feel the railroad ties beneath the water. That's what they did all the way out, moving silently. I knew for sure that they were afraid. I wished that I could have explained it all to them, but they wouldn't have understood. They trusted me enough, however, to follow me out.

Things changed pretty quickly when I got close to the entrance of the mine. The ponies could see the light coming in, and they started kicking up a fuss. They saw the way out, and they wanted out now. I felt the same way. When I saw the light, I knew that we were all going to be safe that day. I worked for 39 years underground, and I will never forget those little ponies. They saved us from danger more than once; I'm just glad that I could do the same for them.
Story 4 from Strawberry the Pony
With permission from Linda Digby, Atlas Coal Mine Historical Society
This excerpt was written by Christa Kennett, inspired from interview with Bob Llewellyn.

A new driver, Mike, tells the story of working with Strawberry, an easy going mine pony whom everyone loved. She was always being spoiled with apples and other treats from the miners’ lunches. Everybody loved Strawberry, though no one could remember why she was called Strawberry or how she came to be the favorite; she just was and that was that.

Mike recounts how all of a sudden Strawberry stopped and refused to go any further in the tunnel. “Come on girl. We’ve been down here a million times today. What is going on?” Mike pleaded as he pulled on her bridle. But Strawberry would not budge. “Great I am going to be in so much trouble. Come on girl you can do it,” he urged.

Mike tried everything he could think of to get Strawberry to move. He tried pulling her. Nothing. He tried pushing her. Still nothing. He even tried hitting her, but Strawberry would not go into the tunnel.

About the time Mike began to kick at Strawberry, another miner happened along. “We are waiting for those cars to get here. What are you doing?” the miner asked Mike.

Frustrated, Mike said, “Well I’m trying, but Strawberry just won’t budge. I’ve tried to pull her, I’ve pushed her, I’ve hit her; heck, I have even tried kicking her, but that stubborn animal just won’t move.”

“Strawberry won’t go in the tunnel?” the miner asked.

“Nope, I’ve tried every...” Mike began.

“Everybody out of the tunnel NOW!” the miner yelled.

No sooner had the last miner left the tunnel when the ceiling suddenly collapsed. Strawberry was a hero!

After that day Mike learned to trust Strawberry’s judgment. If Strawberry refused to go into a tunnel, no one would go inside it either.
Inquiry 2: Stories of the Coal Miners Who Built Alberta

STUDENT LEARNING GUIDE 3.2.2

Pit Ponies Pictures

Photo 1 courtesy of Linda Digby, Atlas Coal Mine Historical Society

Photo 2 courtesy of Linda Digby, Atlas Coal Mine Historical Society

Photo 3 courtesy of Linda Digby, Atlas Coal Mine Historical Society

Photo 4 courtesy of Linda Digby, Atlas Coal Mine Historical Society

Photo 5 courtesy of Linda Digby, Atlas Coal Mine Historical Society

Photo 6 Courtesy of the Provincial Archives of Alberta A6152
### Pit Pony Pictures: What do you see?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where were these photos taken?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How tall are the pit ponies? How can you tell?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Some ponies are wearing something on their head. What is it and why is it there?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. What are the ponies' jobs?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Who cares for the ponies? What would be involved?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Why was it important for miners to treat the pit ponies well?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. How important were pit ponies to coal miners in the early days?</td>
<td></td>
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</tr>
</tbody>
</table>
Think About - How did the lives of coal miners change when pit ponies were replaced by locomotives?

Check out some more interesting facts on the next page.
The type of pony most commonly used in the Drumheller Mines was the Belgian pony, though sometimes Shetland ponies were used.

A pit pony pulled 1 to 14 tons, depending on its size and attitude.

**MYTH:**

**Ponies went blind in the underground.**

Ponies stayed in the underground during the winter when the mine was running.

Electric locomotives replaced the pony for pulling coal cars in the underground.

Mine ponies had their own safety gear, including a special helmet!

Mine ponies were used in the Atlas No. 3 until 1956.
STUDENT LEARNING GUIDE 3.2.5
My Job Caring for Pit Ponies

Pretend that your job was to care for the pit ponies, and you are telling your friends about life in the coal mines.

Before you start—think about what your own life is like in the coal mine.

- What do you like about living and working with pit ponies?
- What don’t you like?
- If you were going to make an improvement in the mines for the ponies, what would it be?
- Would this improvement benefit the miners? How?

1. Give yourself a name and describe the work you do with the ponies.

2. Explain your thoughts and feelings about your work.

3. Think about the improvement you would make. Then make up a good story about how the mine would be better.
STUDENT LEARNING GUIDE 3.2.5 CONTINUED

My Job Caring for Pit Ponies

4. Think about the improvement you would make. Then make up a good story about how the mine would be better.

Assessment Rubric

<table>
<thead>
<tr>
<th></th>
<th>Wow!</th>
<th>I like it</th>
<th>Needs more work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes the work with ponies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explains thoughts and feelings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies an improvement and makes it into a story</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:  

____________________________________________________________________

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____________________________________________________________________
What was it like to work in coal mines in the early days?

This inquiry focuses on the working conditions of miners in the early days. It examines the challenges and dangers for both miners and their families. The lesson prods students to think about conditions that spurred coal miners to take action to change and improve their situation. It does so through stories, songs and pictures. It is important to identify the social justice issues that are raised in this inquiry.

**Time**
- One period

**Materials**
- PowerPoint—Working Conditions for Coal Miners - Early Days
  To download the PowerPoint that complements this inquiry, go to the Aspen Foundation website: [http://www.afle.ca](http://www.afle.ca)
- List of Mining Songs below:
  - Joe Vickers - Into the Darkness (4:29 minutes) [http://www.youtube.com/watch?v=U7Yq7AF7vI4&feature=relmfu](http://www.youtube.com/watch?v=U7Yq7AF7vI4&feature=relmfu)
  - Joe Vickers – Gone Are the Days (3:41 minutes) [http://www.youtube.com/watch?v=jIwp8tFRQfU&feature=related](http://www.youtube.com/watch?v=jIwp8tFRQfU&feature=related)
  - Joe Vickers -Young Black Lungs (2:06 minutes) [http://www.youtube.com/watch?v=Wn_Vp0zm_ro&feature=related](http://www.youtube.com/watch?v=Wn_Vp0zm_ro&feature=related)
  - Joe Vickers - In Struggle (2:57 minutes) [http://www.youtube.com/watch?v=Wn_Vp0zm_ro&feature=related](http://www.youtube.com/watch?v=Wn_Vp0zm_ro&feature=related)
  - Student Learning Guide 3.3.1 — Working Conditions in the Early Days of Mining
Learning Activity

1. Brainstorm with the class:
   - Imagine what it would be like to pick and sort coal in underground tunnels all day? Describe what you think it would be like.

2. Mining Songs – consider playing one or more of the songs listed in the Materials section before or after the PowerPoint presentation.

3. View the PowerPoint presentation Working Conditions for Coal Miners - Early Days that features stories, pictures and songs. Go to the Aspen Foundation site (www.afle.ca) to download the file. Sources, questions and references can be found within the PowerPoint.

   NOTE – It is critical that you view the PowerPoint slide show in Normal or Presenter View to access stories and questions in the Notes on the slides. You may want to print the slides with the Notes for easy reference, or use a dual screen view.

Assessment

Use Student Learning Guide 3.3.1 — Working Conditions in the Early Days of Mining to engage students. In pairs and then groups of four, identify and begin to think about how coal miners eventually improved their conditions.

Activities for Extension

Web site: Mysteries of Canada

This site provides real-life mysteries. Students are given clues and asked to solve the mystery.

The Mystery of The Lost Lemon Mine.
“Somewhere in south-western Alberta, in the Crowsnest Pass, close by Coleman (according to some), it is said, is a gold vein worth millions. All you have to do is find it... and get past the curse!” (from web site below)

http://www.mysteriesofcanada.com/Alberta/lost_lemon_mine.htm
You have listened to songs and seen a slideshow that highlights working and living conditions in the early days of coal mining. Work with a partner to complete the chart.

Make a chart that identifies:

<table>
<thead>
<tr>
<th>Best Things About Coal Mining Jobs</th>
<th>Worst Things About Coal Mining Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Compare your answers to another paired group and then consider this question as a group of four: If you lived in a coal mining community in the early days, what do you think you might have done to improve conditions in the mines?

________________________________________________________________________

________________________________________________________________________

To make these changes, would it be better to work with others in a group, or by yourself? Explain.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
How did coal miners work together to make working conditions better?

This inquiry will help students understand how coal miners took collective action to improve their working conditions.

Time
- Two periods

Materials
- Teacher Backgrounder
- Student Learning Guide 3.4.1 — Improve Working Conditions: What would be the best way?
- Student Learning Guide 3.4.2 — Coal Miners Improving their Working Conditions
Learning Activities

1. Read the Teacher Backgrounder.

2. Ask students to review the hardships that coal miners faced in the early days of mining (i.e. long hours, poor pay, unsafe working conditions, poor equipment, no benefits, etc.).

   Acknowledge that conditions for coal miners in the early days were poor and ask students to consider the actions they might have taken to improve conditions and pay.

3. Use Student Learning Guide 3.1.1. This set of options gives students four choices of actions to improve working conditions. Ask them to think about the possible actions. Then tell students to rank their individual choices and list reasons for choosing their strategy.

4. Meet with a small group and discuss your answers and rank the options again. Be prepared to change your answers and record them in the last column. Everyone in the group should agree.

5. Follow-up by having a whole class discussion around the four options.
   - Would there be other methods?
   - Which would be most effective and why?

   Typically, students will come to the conclusion that group or collective action is more effective than individual action. Why?

   Help students to consider the two sides in a labour dispute—the workers and the mine owners/bosses.
   - Why might mine owners and bosses not want to voluntarily improve working conditions?
   - Why would coal miners want to band together to improve their conditions?

Assessment

Use Student Learning Guide 3.4.2 to encourage students to consider the reasons for the formation of labour unions and discuss the need for workers to act in solidarity (this important term for the miners may need to be explained and discussed) with each other. Assess this formatively.
You have just reviewed the poor working conditions coal miners experienced. If you were a coal miner, how might you go about improving your mine’s working conditions?

Step 1. Read the four strategies by yourself and rank your answers 1, 2, 3 and 4, with 1 being the best strategy, 2 the second best, 3 the third best and 4 the least best strategy. Think about and write a good reason for each answer.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Reason</th>
<th>My Ranking</th>
<th>My Group’s Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because I am a good worker, I would personally ask the coal mine owners for better pay and conditions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would write a letter to a government official to ask him or her to make laws to improve conditions in mines.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I would get together with other miners to meet with coal mine owners to ask for changes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would get together with a group of other coal miners, and we would stop working until we got better working conditions.</td>
<td></td>
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</tbody>
</table>

Step 2. Meet with a small group and discuss your answers and rank the options again. Be prepared to change your answers and record them in the last column. Everyone in the group should agree.
When working conditions were very bad and wages were low, workers felt they were not getting their share of the profits from coal mining. Sometimes they resorted to striking to improve wages and working conditions. A **strike** occurs when the workers band together and stop working until owners improve wages and/or working conditions. There is something about the story of the miners that draws us in. What do the miners want us to remember?

Look at the pictures of workers on strike.
1. Many of the men in these pictures are carrying signs. What do they say and what do they want?

2. Strikers form a **picket line**—a wall of workers who march in front of their place of work. Why would picketing be an effective method to gain your demands?

3. What would mine owners think about the tactic of picketing? How might they respond?
4. Sometimes when people are desperate for work, they will take a job normally held by a striking coal miner. If you were desperate for a job, would you consider being a “strike breaker?”

5. When workers formally band together to fight for their rights, they are called a labour union. How can unions help protect workers from unfair or poor working conditions?

Read the song lyrics below to understand how the coal miners felt about their cause.

**Song - OBU (One Big Union) Blues**

With permission from Jay Russell, Atlas Coal Mine Historical Society

Do you remember the spring of 19  
In the wild towns of Drumheller Valley  
We talked of strike at the Atlas Coal Mine  
We wanted the union to protect our rights

CHORUS  
Come on boys lay your shovels down  
Let's make Drumheller a union town  
We'll strike tonight

Do you remember it being autumn  
When the mine owners brought in hired guns  
And all we wanted was an 8 hour day  
And to earn ourselves an honest wage

CHORUS  
Do you remember by the railroad tracks  
When they caught a kid and just shot him in the back  
The owners thought they had won the war  
But we still had the union we were fightin' for
The following description provides details about the Drumheller coalminers’ strike of 1919. The graphic nature of the materials requires teachers to carefully select appropriate aspects to share with their classes.

The Drumheller Strike of 1919 by Linda Digby

With permission from Linda Digby, Atlas Coal Mine Historical Society

In 1919 the Great War was over. But a Civil War of miners was just heating up here in Drumheller. It was the battle of the unions: the UMWA versus the OBU. The UMWA was conservative, diplomatic, powerful, American based. The OBU was radical, Canadian, inspired by the Bolshevik Revolution. Starting in Winnipeg, workers all over Canada joined in a General Strike for the right to join the OBU. It seemed a revolution was coming to Canada, like it had in Russia. After 5 weeks, however, the Winnipeg General Strike ended in Bloody Saturday. The Drumheller miners, however, kept on striking.

Winter orders were coming in, and the operators wanted the miners to come back to work. They banded together, lobbied government, and got permission to hire “special constables” to make the miners go back to work. They were given pick handles, crow bars, and brass knuckles as tools of persuasion. For motivation, they were paid $10 a day, plus booze. This was Prohibition, so it was not hard to find men for this job.

Special constables cruised Drumheller looking for miners. They would round them up and give them a choice: go back to work, or go for a ride. Miners started traveling in groups, with stout sticks for protection.

Nick lived in a tarpaper shack by the river just around from a hill. He was a Brit, who worked at the Newcastle. His neighbors were Ukrainians, Poles, Hungarians, Italians, Danes. All miners like him. They all lived in houses much the same, separated by chokecherries and wild roses.

Early on Monday, August 21, he was awakened by a commotion. Angry shouts, crashes and bangs, it sounded like a mob was coming his way. He threw on some clothes and stepped out to see miners crashing through the brush, being pursued by a mob of special constables. Nick started running, too. His neighbor, Mike, had laid in a good supply of firewood. With the strike, he anticipated a cold winter without coal. It was a big load of firewood, neatly stacked. Nick and the other miners dove behind it, and used it as a palisade to protect them from the ambush.
From this vantage point, they flung rocks, firewood, anything they could find at the attackers. Many of these missiles found their mark, so now the constables were driven back, and the miners were in pursuit! The miners managed to head them off, so they couldn't get to their cars, and drove them towards the hills. Higher up they drove them, until they dispersed in all directions over the top.

The miners scrambled back down towards their homes, but halfway down they heard rifle shots. Peering down into Drumheller, they saw more cars arriving with reinforcements for the special constables. Nick thought, now what? The men retreated into the gullies and waited, to see what would happen.

The sun grew hotter. Nick was wearing just a pair of pants with his nightshirt tucked in. He hadn't had anything to eat or drink all day. He rested in the shade and waited for word, of what to do next. None came. In the evening, miners sought each other in ravines, and gathered on hilltops. No one knew where the union leaders were, or what the next move should be. A couple of men offered to go down into town to fetch food and water, and to hear the news.

When they returned, they said the union leaders had all been captured and were gone. There were rumours…one guy hung upside down in the Midland Mine barn, and forced to drink horse urine. Another tarred and feathered. Others were tied and beaten, and dropped on an empty road 40 miles away. They said the mine operators were offering to give them back their jobs if they came out of the hills in the morning.

It was a cold, uncomfortable night in the hills. In the morning, Nick joined some miners on a hilltop and saw police officers with megaphones. They were saying it's safe to come out now, if you go back to work. Nick exchanged glances with the other guys. Was it really safe? Who would go back? That euphoria had worn off, and now they were cold and stiff and hungry. Some went. Nick stayed.

The day passed slowly, with rumours exchanged about men who were missing. The second night was more uncomfortable than the first. More men walked out the next day. Nick stayed. He stayed in the hills 3 days, until hunger drove him out. In the end, it's always your stomach that lets you down. He went back to work, and was forced to sign a paper accepting the UMWA as his bargaining agent. The strike was over.

But the story doesn't end here. I don't know where to end this story, because the Civil War of Miners continued all through the 1920s. Oh, there were many strikes!

Communism was active here through the 1950s!
What is the life of a modern day coal miner like?

This inquiry asks students to compare and contrast life in the mines then and now. How and why have working conditions changed? How has technology impacted the coal mining industry?

Activities

1. To stimulate interest in modern-day coal mining, show the videos:
   - How Do They Do It? — Mining trucks, IKEA, Air traffic
     “How do they build the world’s largest dump trucks?” (first 8 minutes only)
     http://www.dailymotion.com/video/xklgn0_mining-trucks-ikea-air-traffic_tech
   - Pioneering Underground Mining
     http://www.youtube.com/watch?v=649dZPCTD30&feature=related
   - You Tube video Tipple Tour Atlas Coal Mine (2:24 minutes) http://www.youtube.com/watch?v=xLS62BwYttI&feature=related
   - Underground Tunnel Tour at Atlas Coal Mine (2:42 minutes) http://www.youtube.com/watch?v=gMFNDg28ihU&feature=related
   - Student Learning Guide 3.5.1 — What Do These Machines Do?
   - Student Learning Guide 3.5.2 — How have Miners Contributed to the Building of Alberta?
2. Contrast this with the You Tube video

- Tipple Tour Atlas Coal Mine http://www.youtube.com/watch?v=xLS628WuYtI&feature=relmfu
  
  This video features the end of coal mining using pictures and songs.

- Or use the video
  
  Underground Tunnel Tour at Atlas Coal Mine http://www.youtube.com/watch?v=gMFDNgZ8ihU&feature=relmfu
  
3. Use a double Venn Diagram to direct students to think about similarities and differences between coal mining then and now. Stimulate their thinking by asking about the machines and the type of work that miners did in the past compared to the present.

4. Use Student Learning Guide 3.5.1 — What Do These Machines Do? Examine the accompanying photos with your students by projecting them on your Smartboard. This activity will help students get a feel for modern coal mining. Urge them to consider all of the factors that have contributed to changes over the years.

Assessment

Use Student Learning Guide 3.5.2 to wrap up the inquiry on the work of coal miners in building Alberta.

Activities for Extension

Consider researching or highlighting two of Alberta’s most famous mine disasters.

- Frank Slide: The Day the Mountain Fell http://www3.sympatico.ca/goweezer/canada/frank.htm

- Hillcrest Mine Disaster http://coalminersmemorial.tripod.com/hillcrestminedisaster.html

Stories of changes in mining can be found at: Alberta Labour History Institute http://www.labourhistory.ca/default.asp?lang=eng&mode=oralhistory

- Avramenko, Joyce - East Coulee

- Montgomery, Clara - Drumheller

- Mitchell, John - Luscar, Cadomin and Mountain Park
What Do These Machines Do?

1. Look at the photos of modern mining machines. What do you see? ________________
   ________________
   ________________

2. Can you guess the purpose of each machine or machine part?

<table>
<thead>
<tr>
<th>Photo</th>
<th>What does this machine do?</th>
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<tbody>
<tr>
<td>1</td>
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<td>5</td>
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<tr>
<td>6</td>
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</table>

3. What are the benefits of using these machines (compared to methods used in the past)? ________
   ________________
   ________________

4. How do these new machines improve the working conditions of coal miners? ________________
   ________________
What Do These Machines Do?

Photos taken by authors during the Mining for Society event held at Churchill Square, Edmonton, April 30 – May 1, 2012
<table>
<thead>
<tr>
<th>Photo</th>
<th>What does this machine do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Low profile front-end loader used underground to load mined materials.</td>
</tr>
<tr>
<td>2</td>
<td>Auger used to create piles for foundations or underground drainage systems</td>
</tr>
<tr>
<td>3</td>
<td>Rock drill used to drill holes that at times allows placement of explosives to break up the rock.</td>
</tr>
<tr>
<td>4</td>
<td>Close-up view of auger from photo #2 above being used to drill holes in ground.</td>
</tr>
<tr>
<td>5</td>
<td>Above ground front-end loader used to move heavy materials.</td>
</tr>
<tr>
<td>6</td>
<td>Machine used to change and repair large tires.</td>
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</tbody>
</table>
Option 1 **Create a Personal Story**

Write a story in which you are a coal miner or a coal miner’s wife. It can be set in the past or the present. Use what you have learned about the lives of coal miners to highlight ways you built a better life for your family and for society? Be prepared to share your story.

Option 2 **Write a Song or Poem**

Think about the images and stories that we have explored. Compose a song or write a poem that expresses the contributions of coal miners and their families to the building of Alberta. Be prepared to share your song or poem.

Option 3 **Make a Zine**

A zine is a small do-it-yourself magazine. This activity will combine the other students’ stories, songs and poems into a magazine format. You can find clip art and other pictures to attractively display the class's work.

- Go to: *How to Make a Zine*

### Assessment Rubric

<table>
<thead>
<tr>
<th></th>
<th>Great Work</th>
<th>Good Job</th>
<th>Needs More Work</th>
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<tbody>
<tr>
<td>Includes good facts</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Creative use of words</td>
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<td>Good spelling and grammar</td>
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<tr>
<td>Shares work with others</td>
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Comments: ____________________________________________________________
CLOSING ACTIVITIES:
Celebrating Working People

How can we appreciate the struggles and accomplishments of working people?

This unit closes by reinforcing the principles of co-operation and providing students with options for engaging in projects designed to help them identify with working people. These activities ultimately address the Essential Question, “How have people working together strengthened quality of life in Alberta?” Students can engage in a service-learning project—a book fair project. Alternatively, they can make creative electronic mosaics, traditional paper quilts or wall murals. In all cases, they should revisit the principles of co-operation that were introduced at the beginning of this resource.

Specific Learning Outcomes

4.S.4 demonstrate skills of decision making and problem solving:
- contribute and apply new ideas and strategies, supported with facts and reasons, to decision making and problem solving
- identify situations where a decision needs to be made and a problem requires attention
- solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology

4.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:
- work collaboratively with others to complete a group task
- share information collected from electronic sources to add to a group task

4.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:
- initiate projects that meet the particular needs or expectations of their school or community
How can we meet a school or community need by working together?

This activity puts co-operative principles into action by offering students a chance to engage in a service-learning project. This activity features a project based on Chris Goudreau’s grade 4 class’ school book trade (but any project idea can work).

NOTE: it will be important for teachers to adapt the project idea to the context and needs of their class, school, or community.
Learning Activity

1. Review the principles of co-operation from the Opening inquiry. Post these around the room. Tell students that they will be given the opportunity to engage in a community or school-based project that will put the principles of co-operation into action. Everyone will be involved. Students will decide together: what the project will be; how they will organize, produce and distribute products or services; and how they will distribute any money they make.

2. Pick a project. Use brainstorming to identify a school or community need. Then discuss the steps necessary for creating a co-operative solution to meet that need. For example, students could organize and carry out a trade or swap mart (i.e. book trade, sporting goods, games or toys), start a school store, organize a fundraiser or any other activity that is appropriate.

3. Decide where the proceeds will go. Students might identify a charity (local or global) to donate to, purchase needed school materials, or take a field trip. Take time exploring options and establish criteria to help decide on a worthy goal or recipient.

4. After the project. It will be important to review and assess the project process. This is your opportunity to reinforce the principles of co-operation. Use Learning Guide 4.1 – How did we do? to assist in the process.

5. End by returning to the Question for Inquiry — How do co-operatives sustain families and communities?
Chris’ Grade 4 Class at St. Benedict in School in Leduc, Alberta determined that the primary students in their school needed to have access to more good books, so they organized a book trade for the younger students. Exchanges can be a one-time activity or repeated throughout the school year. Here is how their Book Trade worked. Chris said, “I felt it was necessary to ensure that my parent community knew that they were donating to a good cause (i.e. getting books into the hands of students who may not have quality books in their homes as well as providing everyone with different books). Our book trade was not a sale but a trade. I believed it was important to talk about value, cost and fairness—the foundation of this project. Libraries culled and donated children’s books, and we gave these to students who were less likely to have books for trade. The extra books were distributed based on birthdays or anyone wearing green in March.”

**Materials**
- Room to host a book trade
- Room to store books until next trade day
- Book keeping materials (paper or electronically)
- Advertisements (newsletters, posters, website)
- Student Learning Guide 4.2 - How did we do?
Learning Activity

Divide the class into groups (as much as possible allow students to select an area that interests them most). Each group will take a lead in organizing its part of the activity but everyone will participate.

Group 1 Communications
This group takes charge of getting the word out of an upcoming trade. This can be done with morning announcements and newsletters or notices posted around the school. This group can also circulate to all the classrooms and remind students about the Book Trade. They may also organize for donations of children's books or literature. They will need to think of ways to involve the whole class in advertising and promotions.

Group 2 Book Keeping
This group's job is to keep track of the number of books coming in and going out. They will need to find a method (a balance sheet of credits and debits) by which they will keep good records and account for the transactions.

Group 3 Set Up
This group collects and organizes the books. They will need to establish criteria such as theme, age and genre to group and arrange the books. As well, value/cost of the book is discussed here (i.e. is a hard cover book worth the same as two soft covers?). They will need to make labels for various tables where books will be featured according to criteria.

Group 4 Reading Corner
This group will help younger students select books by reading or listening to children read during the trade.

Group 5 Clean Up
This group will organize everyone to help dismantle tables and pack leftover books. They need to ensure proper boxing and storage for future trades. They will need to make decisions about logical and safe storage.

Trade Day
Three students will work at individual tables. The Book Keeping group will work the door and keep tabs on transactions using their credits and balance sheet. The Reading Corner group can circulate or be in a designated area. They will encourage younger students to read and decide on books.

After the Book Trade
It will be important to review and assess the Book Trade process. This is your opportunity to reinforce the principles of co-operation. Use Learning Guide 4.2 — How did we do? to assist in the process.

End by returning to the Question for Inquiry — How do co-operatives sustain families and communities?
How did we do?

1. What was your favorite part of the project? 

2. What did you think worked well? 

3. What would you change if you did this project again? 

Assessment Rubric: How well did we co-operate?

<table>
<thead>
<tr>
<th>Co-operation Skill</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Evidence</th>
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PROJECT 2: Celebrating Workers’ Accomplishments

Engage students in co-operative art or computer projects that help reinforce the importance of working together and visualize accomplishments of workers. Select from the options below.

Learning Activity

1. Here are some ideas to prepare students in making their mosaics, quilts or murals:
   - Review highlights of the role of workers in various industries in the building of Alberta. Develop lists and display them.
   - Help students identify the co-operative skills workers need to have to get their jobs done.
   - Review the work of the adults or caregivers in their lives. List the activities they do in their jobs.
   - Is there a logo that identifies their occupation or place of work? What is it?

2. Students can choose a project from this list:
     This software allows students to make a mosaic of pictures or images with or without text on a grid that forms a mosaic. Students can make individual mosaics or the class as whole could make one.
   - Activity B Make a Paper Quilt or Collage. These quilts or collages can be made using the more traditional cut and paste of actual pictures onto large chart papers. Students could paint or draw

Time
- Several class periods (can be a continuing project)

Materials
- General art and sewing supplies
- Computer lab for Activity A
- Sample Alberta Union Crests
  Find sample Alberta union crests by Googling "labour union logos in Alberta" Then click on "Images"
- Student Leaning Guide 4.3 — How did we do?
pictures or symbols. Consider making your class quilt or collage in the shape of Alberta and dividing it into sections (one for each student).

- Activity C Make a Wall Mural. This option can celebrate the contributions of working people, represented by the class, on a wall in the school. For a sample of a wall mural, do an internet search for Own a Piece of Leduc’s History or the Leduc Generations Mural.

3. There are several different formats for displaying work (see options below). Create or find images that represent your parents’ or caregivers’ occupations. The final product will display an image or crest designed by each student representing a family occupation or even the occupation students are considering for their own future.

Students could write a short description that explains the meaning of their section. You could videotape student presentations and post them on the class website. These can also be displayed or presented during interview nights or during Education Week. Focus on celebrating the diversity of working men and women in the province and highlighting their contributions to Alberta.

4. Conclude by focusing on the importance of their collective efforts.

- Consider viewing the AUPE video Your Working People (30 seconds) at: http://www.facebook.com/video/video.php?v=776408784615
- Show some Alberta union crests to get ideas for designing or selecting one. As an example do an internet image search of Alberta union crests by searching “labour union logos in Alberta.” Then click on “Images.”

---

**Assessment**

Assess collaboration skills using the *Student Learning Guide 4.3.*
How did we do?

In your group discuss these questions and provide feedback for your teacher to read.

1. How does our mosaic, quilt, collage, or mural reflect the importance of workers in Alberta?

2. What was the best part of working together on this project?

3. What would you change if you did this project again?

Assessment Rubric: How well did we co-operate?

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ACKNOWLEDGEMENT OF SUPPORT

- Alberta Federation of Labour
- AB/NWT Regional Council of Carpenters
- Alberta Teachers’ Association, Provincial
- Alberta Union of Provincial Employees, Provincial
- Amalgamated Transit Union, Local 583
- Athabasca University Faculty Association
- Bakery, Confectionery, Tobacco Workers & Grain Millers, Local 252
- Boilermakers, Lodge D331
- Building Trades of Alberta
- Calgary & District Labour Council
- Canadian Auto Workers, Canada
- Canadian Labour Congress, Prairie Region
- Canadian Office & Professional Employees Union, Local 458
- Canadian Union of Public Employees-Alberta
- Canadian Union of Public Employees, Calgary & District Council
- Canadian Union of Public Employees, National
- Canadian Union of Public Employees, Local 37
- Canadian Union of Public Employees, Local 38
- Canadian Union of Public Employees, Local 40
- Canadian Union of Public Employees, Local 417
- Canadian Union of Public Employees, Local 520
- Canadian Union of Public Employees, Local 829
- Canadian Union of Public Employees, Local 1158
- Canadian Union of Public Employees, Local 1169
- Canadian Union of Public Employees, Local 3550
- Canadian Union of Public Employees, Local 3911
- Canadian Union of Public Employees, Local 4575
- Canadian Union of Public Employees, Local 4625
- Canadian Union of Public Employees, Local 4731
- Canadian Union of Postal Workers, Local 710
- Canadian Union of Postal Workers, Local 730
- Canadian Union of Postal Workers, Local 770
- Canadian Union of Postal Workers, Local 776
- CSU 52 Benevolent Society
- Communications, Energy & Paperworkers, Local 21-A, IOL Strathcona
- Communications, Energy & Paperworkers, Local 255G
- Communications, Energy & Paperworkers, Local 445
- Communications, Energy & Paperworkers, Local 530-A
- Communications, Energy & Paperworkers, Local 707
- Communications, Energy & Paperworkers, Local 728
- Communications, Energy & Paperworkers, Local 777/g
- Communications, Energy & Paperworkers, Local 855
- Communications, Energy & Paperworkers, Local 1947
- Communications, Energy & Paperworkers, Local M-1
- Edmonton & District Labour Council
- Health Sciences Association of Alberta
- International Assoc. of Heat & Frost Insulators, Local 110
- International Assoc. of Iron Workers, Local 720
- International Assoc. of Machinists & Aerospace Workers, Local 99
- International Assoc. of Machinists & Aerospace Workers, Local 1722
- International Brotherhood of Electrical Workers, Local 424
- Medicine Hat & District Labour Council
- Red Deer & District Labour Council
- United Association of Plumbers & Pipefitters, Local 488 Political Action Committee
- United Food & Commercial Workers, Local 1118
- United Nurses of Alberta, Provincial
- United Nurses of Alberta, Local 301
- United Steel Workers of America, Local 1-207
- United Utility Workers’ Association
- Cherwaty, Mary Lou
- Gorgichuk, Miles
- Hansen, Gary
- Hollman, Karie
- Jacobson, Ernie
- Jahelka, Faith
- Laglois-Klassen, Cherie & Deanne
- Marston, Pat
- McMillan, James L
- Neth, Harold
UNIT SURVEY:
Stories of People Working Together to Build Alberta

Please help us highlight what works in the unit and what may need change or improvement.

Rate the following using this scale:  4 – Excellent  3 – Very Good  2 – Good  1 – Poor

1. This unit provides me with teaching ideas and resources that enhance and support my teaching.

<table>
<thead>
<tr>
<th>POOR</th>
<th>GOOD</th>
<th>VERY GOOD</th>
<th>EXCELLENT</th>
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2. The unit materials are accessible, clear, and easy to use.

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<tr>
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<th>EXCELLENT</th>
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3. I recommend this resource to my colleagues.

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4. The part(s) of the Unit that I find most effective with my students are ______________________

__________________________________________

__________________________________________

5. I would recommend change or improvement in ______________________

__________________________________________

__________________________________________

Thank you for completing this survey. Please send it to the Aspen Foundation:
Scan and email to: afle@telus.net
Fax: 780-986-9899
Mail to: 11 Bonin Place
Leduc AB T9E 6H6