

WORK THROUGH TIME

Cape Breton Stories of Land & Sea



Grade Seven – Work in Whitney Pier

Atlantic Canada Curriculum – Specific Curriculum Outcomes (SCO)

Lesson Plan Based on Work Through Time Story:

Women's Work: Women and their Work in the Pier

Overview: Students will gain an understanding of the multicultural composition of Whitney Pier, become familiar with labour issues in early industrial Cape Breton and gain an understanding of women's role at that point in time.

<p>GRADE SEVEN SCO MATH</p>	<p>A10 Illustrate, explain, and express ratios, fractions, decimals, and percents in alternative forms</p> <p>A11 Demonstrate number sense for percent</p> <p>A12 Represent integers (including zero) concretely, pictorially, and symbolically, using a variety of models</p> <p>B2 Use mental math strategies for calculations involving integers and decimal numbers</p> <p>B3 Demonstrate understanding of the properties of operations with integers and decimal numbers</p> <p>B4 Determine and use the most appropriate computational method in problem situations involving whole numbers and/or decimals</p> <p>B5 Apply the order of operations for problems involving whole and decimal numbers</p> <p>B8 Estimate and determine percent when given the part and the whole</p> <p>B9 Estimate and determine the percent of a number</p> <p>B10 Create and solve problems that involve the use of percent</p> <p>B14 Solve and create problems that utilize addition, subtraction, multiplication, and division of integers</p> <p>F2 Formulate questions for investigation from relevant contexts</p> <p>F3 Select, defend, and use appropriate data collection methods and evaluate issues to be considered when collecting data</p> <p>F7 Formulate statistics projects to explore current issues from within mathematics, other subject areas, or the world of students</p> <p>G1 Identify situations for which the probability would be near 0, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ and 1</p>
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GRADE SEVEN SCO GYM	N/A
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GRADE SEVEN SCO ART	<ul style="list-style-type: none"> • Manipulate and organize design elements and principles to achieve planned compositions • Assess and utilize the properties of various art media and their ability to convey messages and meaning • Create artworks, integrating themes found through direct observation, personal experience, and imagination • Through their own art develop concepts and imagery based on personal ideas and experience • Recognize and describe the role of the visual arts in challenging, sustaining, and reflecting society's beliefs and traditions • Identify opportunities to participate in the visual arts in school, community, and the world of work • Draw upon other arts disciplines as a resource in the creation of their own art works
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GRADE SEVEN SCO LANGUAGE	<p>2.1 Participate in small-group conversation and whole-class discussion recognizing that there are a range of strategies that contribute to effective talk</p> <p>2.2 Recognize that different purposes and audiences influence communication choices such as vocabulary, sentence structure, rate of speech, and tone during talk; consider appropriate communication choices in various speaking contexts</p> <p>2.3 Follow instructions and respond to questions and directions</p> <p>3.1 Demonstrate active speaking and listening skills such as making eye contact, rephrasing when appropriate, clarifying comments, extending, refining, and/or summarizing points already made</p> <p>3.2 Demonstrate a respect for others by developing effective ways to express personal opinions such that they reflect sensitivity to others, including differences in culture and language</p> <p>3.3 Recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice; understand how language is used to influence and manipulate</p> <p>3.4 Recognize that different situations (interviews, speeches, debates, conversation) require different speaking and</p>
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	<p>listening conventions (questioning techniques, persuasive talk, formal language) appropriate to the situation speakers (e.g., repetition, volume, and eye contact)</p> <p>5.1 Identify and articulate personal needs and personal learning needs with growing clarity and some independence</p> <p>5.2 Become increasingly aware of and use periodically the many print and non-print avenues and sources (Internet, documentaries, interviews) through which information can be accessed and selected</p> <p>9.3 Demonstrate an understanding that ideas can be represented in more than one way and experiment with using other forms such as dialogue, posters, and advertisements</p> <p>10.5 Collect information from several sources (interviews, film, CD-ROMs, texts) and combine ideas in communication</p>
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GRADE SEVEN SCO SCIENCE	N/A
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GRADE SEVEN SCO SOCIAL STUDIES	<p>7.1.1 Explore the general concept of empowerment</p> <ol style="list-style-type: none"> Define power and authority and explain how each influences their own lives Identify and categorize sources of power and authority Identify groups that are empowered and disempowered in our society (local, national, and global) <p>7.2.1 Analyze how commodities that lead to economic empowerment have changed</p> <ol style="list-style-type: none"> Identify major economic commodities that have been valued over time Examine the importance of land and natural resources as economic commodities in Canada's history <p>7.4.4 Analyze the struggle for empowerment by new cultural groups immigrating to Canada between 1870 and 1914</p> <ol style="list-style-type: none"> Identify the various cultural groups who came to Canada between 1870 and 1914 Investigate the push and pull factors that brought these groups to Canada Describe the conditions these groups faced in Canada
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	<p>d. Explain why it is important for ethnic groups to retain their cultural and linguistic identity, heritage, tradition and spirituality</p> <p>e. Determine whether and how they became more empowered or less empowered by moving to Canada</p> <p>f. Compare Canada's immigration policies during the 20th century to identify examples of prejudice</p> <p>7.5.2 Describe the impact of the Industrial Revolution on Industry and workers in Newfoundland and Labrador, the Maritimes, and across Canada</p> <p>a. Explain the emergence and development of the labour movement and unions in Canada</p> <p>b. Explain the impact that unions had on improving wages and working conditions</p>
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<p>GRADE SEVEN SCO MUSIC</p>	<ul style="list-style-type: none"> • Use the elements of music to express and communicate meaning • Perform, alone and with others, music expressing a broad range of thoughts, images, and feelings
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<p>GRADE SEVEN SCO TECHNOLOGY</p>	<p>BOC 9.5 From a range of resource options, knowledgeably select, manage, and use technological resources to solve curriculum problems and enhance their learning, with teacher guidance</p> <p>RPSD 9.2 Create and use electronic charts, maps, tables, graphs, spreadsheets, and databases to collect, analyze and display data independently</p>
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<p>GRADE SEVEN SCO HEALTH</p>	<p>N/A</p>
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NOVA SCOTIA BOOK BUREAU

The Nova Scotia School Book Bureau is responsible for the distribution of learning resources and related products to support teaching and learning and to ensure availability in a cost-effective manner to Nova Scotia schools. Resources may be searched by level, topic and subject area.

Many resources appropriate for this lesson are available through the Nova Scotia Allocated Learning Resources (ALR) at the Nova Scotia School Book Bureau (NSSBB).

Please visit: https://w3apps.ednet.ns.ca/nssbb/search_alr.asp

Nova Scotia School Book Bureau, 10 Acadia St, Dartmouth NS B2Y 4H3
Phone: (902) 424-5516, Fax: (902) 424-0545, E-mail: nssbb@gov.ns.ca

SUGGESTED VIDEO RESOURCES

National Film Board (NFB): In January 2009, the NFB launched its online Screening Room, offering Canadian and international web users the ability to stream hundreds of NFB films for free. It was created as part of a project to digitize the NFB's collection of films. Over 700 films are free and the remainder may be viewed by subscription.

The cost of subscription for one teacher is \$19.95 and \$99 for an elementary school.
Please visit: <http://www.nfb.ca/education/en/>

World Wide Web: You Tube (<http://www.youtube.com/>) and Google Video (<http://video.google.ca>) have many short videos which may be relevant to this lesson.

Discovery Education: Has thousands of videos for boards that subscribe to this resource (password protected). Please visit:
<http://streaming.discoveryeducation.com/>

NS Dept of Education LRT videos:
Please visit: <http://lrt.ednet.ns.ca/>

The Making of Steel #23032

Canada's industrial development at the beginning of this century was centered on steel. Steel was responsible not only for communication links across the country, but also for immigration and urban development. This program explores the Cape

Breton experience at the Sydney Steel plant, illustrating aspects of steelmaking that are common to the industry all across North America. The video consists of three sections: technology, history, and culture of work.

Steeling From Nature #V0453

This video transfer of an archival film discusses the early history of the Sydney Steel Plant on Cape Breton Island. The processes used to make steel and steel products are explained. Students will find the program of interest as part of the study of changes in the steel industry and worker and industrial safety methods and standards. (Black & white.)

BACKGROUND

The Sydney Steel plant was founded in 1899. Coal and dolomite, the raw materials needed to run the plant, were in close proximity. The iron ore needed was available from Newfoundland and Sydney's Whitney Pier was an ideal port to accommodate vessels bringing in iron ore and to ship out the finished product. The steel plant was a source of employment for many and made Sydney the destination for scores of immigrants who wanted to improve their standard of living or provide a more stable political environment for their families.

The coalmines and the steel plant drew in a cultural mix of nationalities, which made the Pier a vibrant melting pot of ethnicity, beliefs and customs. International workers often faced difficulties because of their perceived 'foreign' backgrounds and often were given the less desirable jobs. Initially, workers were at the mercy of management but as the workforce united and organized through unions, working conditions and safety began to improve.

The two World Wars played a prominent role in Whitney Pier as they did in the rest of the world. The wars greatly increased the need for steel products and while the men who usually ran the mill were at war, the women stepped in to take over positions left vacant in their absence.

The Steel Plant closed its operations in 2000 and the site of the plant is now the focus of an environmental toxic clean up, a legacy of the process of steel making, in a time before the impact of environmental issues were fully understood.

To this day Whitney Pier has retained its diverse character and many names found in the phone book in the area can trace their ancestry to varied ethnic groups.

IMPLEMENTATION STRATEGIES

LESSON PLAN ONE: JIGSAW

- Approximate lesson time: 1 hour
- Materials needed: Stationary supplies
- Divide class into groups of 6. A class of 24 would have 4 jigsaw groups of 6 people. Choose one person as the group leader. It is their task to keep the participants on track. Divide the Pier stories into six sections:

Women and their Work in the Pier

http://www.workthroughtime.ca/Women/Whitney_Pier.php

Sydney Steel

<http://www.workthroughtime.ca/Industrial/Steel.php>

- Learning differences can be addressed by giving students sections appropriate to their learning levels. (Shorter reading pieces for students struggling with reading.)
- Give every student in each group one segment of the story. This will be the section they will be responsible to read.
- Give the class quiet time to read their section at least twice so they will have a good understanding of the material. They may use highlighters to help organize their thoughts.
- Re-form the groups so that the students from each group who read the same passage will be together. This is an 'expert group.' These students will discuss and clarify the portion they have read. Cooperatively the experts will put together a summary of the passage to present to the members of their original group.
- When this task is complete, reassemble all members to the original jigsaw groups. Each student will present a digest of the part of the article they read, to their group, providing the entire group with an understanding of the whole passage.

LESSON PLAN TWO: WOMEN'S ROLE POSTER

- Approximate lesson time: 1 hour
- Materials needed: Half sheet Bristol board (full size 22.5" X 28.5") (572 X 724 mm)
- Listen to the audio version of *Women and their Work in the Pier*:
http://www.workthroughtime.ca/Media/Audio_Index_English.php
- Read: *In Their Own Words: an interview with Beryl Braithwaite*
http://www.workthroughtime.ca/Women/Whitney_Pier.php
- Make a poster depicting women's role in the Pier at that time. Give an overview of the work they did and their contributions to family life and charitable work.
- Points to be covered should include: types of work, hardships, war effort, education, and contributions to community life.
- The poster should be made on a half sheet of Bristol board. Use creative captions and images to express the message portrayed.
- Optional: Prior to beginning work on the poster, design a small character or symbol, which can be camouflaged (in plain sight) in the content of each poster. This 'Where's Waldo' character adds extra interest to poster.
- Present poster to an audience and be able to answer questions pertinent to the topic.
- See Appendix One for Women's Role Poster Evaluation Rubric

LESSON PLAN THREE: IMMIGRANT SONG/RAP

- Approximate lesson time: 1 hour
- Materials needed: Stationary supplies, *Those Who Came, Immigrants and Migrants*:

<http://www.workthroughtime.ca/Educational/index.php>

- Read the story *Those Who Came: Immigrants and Migrants*
- Expectations of employment and better living conditions attracted people of many ethnic backgrounds to the industrial area of Sydney. However, at the beginning of the 20th century, transportation and communication were painfully slow. This meant a minimal exchange of communication with friends and family in homelands. The Cape Breton climate was for some a chilly surprise. Although overtime these stalwart spirits became part of the community and came to call Cape Breton their home, they still felt a yearning for their homeland.
- Compose poetry, song or rap to express emotions felt by these immigrants.
- See Appendix Two for Immigrant Song/Rap Evaluation Rubric

LESSON PLAN FOUR: POLITICAL CARTOON

- Approximate lesson time: Extended activity
- Materials needed: Stationary supplies, daily newspapers with political cartoons
- Political cartoons are pictorial commentaries on current issues. They use artistic ability to express journalistic views that may not be tolerated when written in actual words. For a week or so before beginning this lesson set aside some class time to read a daily newspaper that features a political cartoon. Cartoons often reflect some story printed in the paper the prior day. Encourage the students to read the newspapers daily. Reading the story referred to the day before, will help them understand the current cartoon.
- If possible provide time for students to research examples of cartoons online. Using this background, students can review the stories accompanying these lessons:

Women and their Work in the Pier:

http://www.workthroughtime.ca/Women/Whitney_Pier.php

Those Who Came:

<http://www.workthroughtime.ca/Educational/index.php>

Sydney Steel:

<http://www.workthroughtime.ca/Industrial/Steel.php>

● Students will create a political cartoon to reflect the climate represented in these stories. On another page give an approximately 150-word explanation of the cartoon. These cartoons can be uploaded to our site and will be displayed on the *Your Work Through Time* page of the *Work Through Time* site at:

http://www.workthroughtime.ca/Interactive/Your_Work_Through_Time.php

● See Appendix Three for Political Cartoon Evaluation Rubric

LESSON PLAN FIVE: CAROUSEL DEBATE

- Approximate lesson time: Several class periods
- Materials needed: *Sydney Steel*, and *Women and their Work in the Pier*
- Review the stories:

Women's Work: Women and their Work in the Pier:

http://www.workthroughtime.ca/Women/Whitney_Pier.php

Sydney Steel (and the materials in it's attendant Further Viewing section):

<http://www.workthroughtime.ca/Industrial/Steel.php>

The birth of the union movement in Cape Breton brought about anxious and unsettled times. Without solidarity the workers were taken advantage of by their employers and lived in poverty working under inhumane conditions and earning very little. Early attempts at organization brought distress to many but through perseverance unions triumphed.

● Divide the class into two equal groups U (Union) and M (Management). The Union group will research the topics below with their loyalties on the union side. The management group will research the same topics with their loyalties for management. Do this in preparation for a Carousel discussion group.

Topics to investigate:

1. Reduction of wages
2. Equal treatment of workers from varying ethnic backgrounds
3. Use of force to break up unions

4. Work place safety

- The following class, after students have completed their research, they may use the Carousel discussion group to express their opinions.
- The following class after students have completed their research they may use the Carousel discussion group to express their opinions.
- Divide the class into two equal groups. One group (management) forms an inner circle (seated or standing) and the other group (union) forms an outer circle facing them. The teacher will be the director and will allow 3 minutes for discussion of each topic, 90 seconds per student. Ask each pair to tell their partner their views on the subject the teacher announces. After three minutes ask the inner circle to rotate clockwise and the outer circle to rotate counter-clockwise. The new pair should repeat the activity discussing a topic the teacher announces before start time. Continue the rotation and topic selection to the discretion of the teacher.

LESSON PLAN SIX: PUSH/ PULL COLLAGE

- Approximate lesson time: 1 hour
- Materials needed: Art supplies, half sheet Bristol board, story: *Those Who Came, Immigrants and Migrants*
- In the beginning of the 20th century Sydney was fast becoming a melting pot of cultures. Attracted by the industrialization of the area and pushed from their homeland by wars, poverty and a sense of adventure, many made the journey to Cape Breton. Although they stayed in Canada they were still torn by conflicting emotions. While some did return or continue on to other parts of Canada, there still is an ethnic core in the Sydney area composed of the descendants of those who did decide to stay.
- Create a picture collage to illustrate the push and pull factors, which attracted these migrants to Canada or entreated them to return to their homeland. Picture sources can be newspaper, magazine or on line resources. Software programs may be used. Students will write a 150 word or more explanation of their project.
- See Appendix Four for Push/Pull Collage Evaluation Rubric

LESSON PLAN SEVEN: TIME LINE ANALYSIS

- Approximate lesson time: 1 hour
- Materials needed: Computer with Internet Access
- Canada is a wondrous place but usually only truly appreciated by those who go to other countries. Our country has been a destination to which immigrants have aspired for centuries. Immigration to Canada was unrestricted until 1868 when amendments were passed to prohibit criminals and destitute people from coming to Canada. From then on our government became more selective as to who was permitted to enter and in some cases this led to laws which were very unfair and exhibited discrimination against ethnic groups.
- Using the links provided research Canada's immigration policies during the 19th and 20th century. Identify examples of prejudice and find amendments made to these laws where discriminatory practices were corrected.

Optional – use Prejudice and Amendment Chart in Appendix Five to organize ideas.

A chronology of refugees and discrimination

<http://www.ccrweb.ca/history.html>

Timeline of Canadian immigration policy

http://www.edukits.ca/multiculturalism/student/timeline_e.html

Visible majorities

http://www.canadiangeographic.ca/Magazine/jfOI/culture_acts.asp

The Canadian Encyclopedia – immigration policies

http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=AIART_A0003961

LESSON PLAN EIGHT: IMMIGRATION MATH

- In 1947, Orders-in-Council were passed which allowed up to 45,000 displaced people to immigrate to Canada per year. By 1952, almost 250,000 displaced people from Europe had arrived in Canada, many of whom settled in Alberta. In 1952 the population of Canada was 14 459 000. What percentage of Canada's population is represented by these 1947-1952 immigration figures.

- 2001 – Out of the 250 346 immigrants who come to Canada:

66 644 were from the family class
 137 085 were from the skilled worker, independent class
 15 854 came as entrepreneurs, investors, or self-employed
 27 094 came as refugees

Express in fraction and decimal values the statistics represented above.

- 1994 – A \$975.00 right-of-landing fee (ROLF) is charged to every immigrant and refugee entering Canada. What would be the total revenue gained from 356 000 immigrants?
- 2005 – 18 percent of Canada’s population is born outside of Canada. How many people does this represent? (Note: Research and find the population for 2005).
- Show the percentage of increase in the Canadian population every ten years, using these statistics

Canadian Population Statistics		Percentage of increase every ten years.
Year	Population	
2008	33,506,421	
1998	30,157,082	
1988	26,798,303	
1978	23,963,967	
1968	20,701,000	
1958	17,080,000	
1948	12,823,000	
1938	11,152,000	
1928	9,835,000	
1918	8,148,000	
1908	6,625,000	
1898	5,175,000	
1888	4,678,000	
1878	4,120,001	

LESSON PLAN NINE: POPULATION STATISTICS

Approximate lesson time: 30 minutes

Materials needed: Computer with Internet Access

- Please visit:

Statistics Canada learning resources
www.statcan.gc.ca/learningresources

- Click on Canada Yearbook in the Quick Links on the right. Click on Canada Yearbook Historical Collection. Click on the English Collection and select the 1932 Yearbook. Go to page 103 for a population table spanning 1871 – 1931
- Return to Yearbooks and select 1952-53 Yearbook. Go to the population section and find the population tables for 1941-1951 (page 132)
- Graph the population of Sydney, Nova Scotia from 1871- 1951. Explain fluctuations in population by coordinating them with historic events in the Sydney area.

LESSON PLAN NINE: BUDGETING IN HARD TIMES

Approximate lesson time: 30 minutes

Materials needed: Computer with Internet Access

- Using the statistics provided in the tables at the links below calculate a reasonable weekly budget for a family of 8. Keep in mind the weekly wage earned.

Prices of a family budget of staple foods, fuel, lighting and rent, in sixty cities in Canada, 1913, 1920 to 1927:

http://www65.statcan.gc.ca/acyb02/1927/acyb02_19270793008-eng.htm

- Compare the wages of the Nova Scotia, Alberta and Vancouver miners. Express their wages graphically and in percentage.

Representative daily wages of employees in and about coal mines in Canada,

September 1921 to 1937:

http://www65.statcan.gc.ca/acyb02/1927/acyb02_19270772003-eng.htm

EVALUATION

Use observation, anecdotal records and work products as methods of assessment and rubrics provided

LINKS TO SUPPORTING INFORMATION

(1) Maple Leaf Web Political Cartoons

<http://www.mapleleafweb.com/political-cartoons>

(2) MacKay Canadian Political Cartoons

<http://www.mackaycartoons.net/2007/huh2007-11-14.html>

(3) Timeline of Canadian Immigration Policy

http://www.edukits.ca/multiculturalism/student/timeline_e.html

(4) History of Canadian Immigration Policy Visible Majorities

http://www.canadiangeographic.ca/Magazine/jfOI/culture_acts.asp

(5) The Canadian Immigration System: An Overview

http://www.irpp.org/miscpubs/archive/bouchard_immig.pdf

(6) The Canadian Encyclopedia

<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE>

(7) A chronology focusing on refugees and discrimination

<http://www.ccrweb.ca/history.html>

(8) StatsCan

<http://www12.statcan.ca/census-recensement/2006/dp-pd/prof/92-591/>

(9) Whitney Pier Community Memories:

www.whitneypiermuseum.org

APPENDICES

APPENDIX ONE: WOMEN'S ROLE POSTER RUBRIC

	3	2	1
Key subjects covered	All points were represented.	Most key subjects were represented.	Some key subjects represented.
Neatness	Poster is neat in appearance and text is easy to read.	Poster is fairly neat but with some areas lacking.	Poster is carelessly put together.
Presentation	Presentation given in clear voice and confident manner.	Presentation fairly well done but some areas lacking.	Voice too low and presenter noticeable uncomfortable.

APPENDIX TWO: IMMIGRANT SONG/RAP RUBRIC

	5	4	3	1
Words	Strong, smooth and flowing verses which are well put together.	Verses are good and are fairly well put together.	Verses are average.	Verses and use of phrasing are unclear and confusing.
Theme: Situation of immigrants when they first came to Canada	The song/poem strongly emphasizes the theme.	The song/poem contains many references to the theme.	The song/poem contains some references to the theme.	The immigration theme is missing.

APPENDIX THREE: POLITICAL CARTOON RUBRIC

	4	3	2	1
Exaggeration / Metaphor / Symbolism	Use of exaggeration, symbolism, and metaphor is clearly evident.	Use of exaggeration, symbolism, and metaphor is evident.	Use of exaggeration, symbolism, and metaphor is somewhat evident.	Use of exaggeration, symbolism, and metaphor is absent.
Message / Meaning	An issue in early Sydney society is reflected clearly.	An issue in early Sydney society is reflected fairly well.	An issue portrayed in early Sydney society is vague.	An issue portrayed in early Sydney society does not come across in the cartoon.
Written explanation	Explanation is very clear and indicates excellent understanding of the issue.	Explanation is good and indicates understanding of the issue.	Explanation is fairly clear and indicates some of the issue.	Explanation is not clear and does not indicate understanding of the issue.

APPENDIX FOUR: PUSH/PULL COLLAGE RUBRIC

	5	3	1
Push/Pull Concept	Push/Pull concept utilized to fully explain both sides of the topic.	Not enough information was contained on the push/pull issues.	Did not use the push/pull concept.
Effort	Significant effort evident.	Fair amount of effort shown.	Insignificant effort put forth into work.
Design	Able to apply captions and photo arrangement to express ideas in an attention-grabbing manner.	Able to apply captions and photo arrangement to express ideas.	Not able to apply captions and photo arrangement to express ideas.
150 words	150 words and more	150 words	Less than 150 words

APPENDIX FIVE: PREJUDICE-AMENDMENT CHART

Year	Example of Prejudice	Amendments

