Railways and Railway Stations of Nova Scotia

Lesson Overview
In this lesson, students will research, analyse, and write about the railways and railway stations of Nova Scotia. They will use the Canadian Atlas Online (CAOL) and other online resources to discover the history of Nova Scotia Rail, conduct other research on the history of rail within Canada and apply their knowledge through mapping and journal writing.

Grade Level
Grade 11

Time Required
Two to three 60 minute classes.

Curriculum Connection (Province/Territory and course)

Grade 11 Canadian History and Grade 11 Canadian Geography

Additional Resources, Materials and Equipment Required
- Student Activity #1: Railway Map of Nova Scotia 2004
- Mapping Assignment Rubric
- Student Activity #2: Travel Journal/Log
- Assessment rubric: Rubric for Travel Journal/Log
- Computer lab, LCD, and internet access

Websites:
Video Clip: "Fastest Train in Canada" (37 Seconds)
http://www.canadiangeographic.ca/rail/videos/

Historical maps of railways of Nova Scotia 1820-1829, 1830-1839, 1840-1849 and 1830-1905:
http://www.novascotiarailwayheritage.com/graphics/NS1820-1829.gif
http://www.novascotiarailwayheritage.com/graphics/NS1830-1839.gif
http://www.novascotiarailwayheritage.com/graphics/NS1840-1849.gif
http://www.novascotiarailwayheritage.com/graphics/MapOfNS1830to2005.gif

Canadian Atlas Online Tracking rail theme
www.canadiangeographic.ca/atlas

RAC Canadian Railway Atlas: Maps of railways for provinces and municipalities.
http://www.proximityissues.ca/english/maps1.cfm

Railway Association of Canada:
http://www.railcan.ca/

The Nova Scotia Railway Heritage Society: Railway history of Nova Scotia museums
http://www.novascotiarailwayheritage.com/index.htm

Key Railway Heritage Sites in Nova Scotia:
http://www.novascotiarailwayheritage.com/keysites.htm
Main Objective
The lesson is designed to raise awareness of the Canadian Atlas Online Tracking rail theme and for students to develop a deeper appreciation for the railways of Nova Scotia. Students will create a map for Nova Scotia Railways and compose a series of travel journal/log entries.

Learning Outcomes
By the end of the lesson, students will be able to:

- use the internet to plan and organize information about the railways of Nova Scotia;
- systematically locate, gather and analyze information from a variety of primary and secondary sources;
- create a map that shows Nova Scotia’s railways;
- produce a written journal/log document;
- recognize the importance of railways to Nova Scotia;
- become more familiar with the Canadian Atlas Online.
<table>
<thead>
<tr>
<th>The Lesson</th>
<th>Teacher Activity</th>
<th>Student Activity</th>
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</table>
| **Introduction** | Show the video clip: “Fastest Train in Canada” (37 Seconds) Begin the class by asking:  
- *What do you know about the railways of Nova Scotia?*  
- *How long have trains been a part of Nova Scotia’s transportation system?*  
- *What are some of the advantages and disadvantages of using trains over other forms of transportation?*  
- *Railway trains and their cars have to stop at a number of railway stations to pick up and drop off people and goods. Has anyone ever visited a railway station in Nova Scotia or elsewhere in Canada?*  
Use an LCD to show the four historical maps of railways of Nova Scotia 1820-1829, 1830-1839, 1840-1849 and 1830-1905. | View the video clip. Brainstorm answers. View the maps. |
| **Lesson Development** | Distribute copies of *Student Activity #1: Railway Map of Nova Scotia 2004* and the *Mapping Assignment Rubric*. Direct the students to go to the RAC Canadian Railway Atlas: Maps of railways for provinces and municipalities web site and complete their map. When the map is complete, distribute *Student Activity #2: Travel Journal/Log* and instruct students to follow the directions and write a travel journal or log including at least three fictional journal-like entries that describe the person’s emotions, thoughts and plans regarding their experiences with the railways of Nova Scotia from one of three perspectives. *Describe the daily life of a railway clerk or station master at a station of choice.*  
*As a passenger on one of the early trains of Nova Scotia describe your journey from Yarmouth to Sydney including three stops along the way.*  
*Describe the daily life of a train engineer on an early train.* | Read the assignment and follow the instructions. Refer to the rubric for guidance. Using the web site, create a railway map of Nova Scotia. Write journal entries. |
| **Conclusion** | Lead a discussion on what was learned about the railways of Nova Scotia. | Share, review and reassess new knowledge. |

**Lesson Extension**
Railway Period Music/Poem Interpretation: Create a booklet that includes the lyrics of a minimum of six songs and/or poems (or sections of poems) related to the railway. In an attached report, list the song titles, songwriters, year it was published and significance of the song.

Canadian Railway Artefacts: A way to engage students is the use of historical artefacts. This may be accomplished by visiting a nearby railway museum or by bringing the artefacts to the students via the internet. (Depending on proximity to railways, some students may have some artefacts accessible in their family.)

Assessment of Student Learning

- The teacher will evaluate Student Activity #1: Railway Map of Nova Scotia 2004 using the Mapping Assignment Rubric.
- The written assignment will be evaluated using the Rubric for Travel Journal/Log.

Further Reading

- CANADA’S STEEL ROADS poster-map

Link to Canadian National Standards for Geography

Essential Element #4: Human Systems
- Transportation and communication networks in Canada and the world

Geographic Skill #2: Acquiring Geographic Information
- Systematically locate and gather geographic information from a variety of primary and secondary sources.
Student Activity#1: Railway Map of Nova Scotia 2004

Task:

Go to: [http://www.proximityissues.ca/Maps/RAC-2004-NS_sub.pdf](http://www.proximityissues.ca/Maps/RAC-2004-NS_sub.pdf)

Create your own railway map of Nova Scotia. On your map, be sure to include everything listed on the *Mapping Assignment Rubric*: Border, Descriptive Title, Legend, Railway Line & Company, Compass Rose (directional arrow), Major Bodies of Water (labelled and lightly coloured blue), Railway lines (shaded lightly and labelled by colour), Major Cities & Towns, Major landforms (identified with symbols and labelled).
## Mapping Assignment Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Name(s):</td>
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<tr>
<td>Name of Map</td>
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<td>Border</td>
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<td>Legend</td>
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<td>Compass Rose</td>
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<td>Aka (directional arrow)</td>
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<tr>
<td>Bodies of Water</td>
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<td>Labelled and lightly coloured</td>
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<td>blue</td>
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<tr>
<td>Countries</td>
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<td>Shaded lightly and labelled</td>
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<tr>
<td>Cities</td>
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<td>Landforms Identified</td>
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<td>with symbols and labelled</td>
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<tr>
<td>Questions fully answered</td>
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<tr>
<td>TOTAL Mark /36</td>
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</table>

1 = Inadequate  
2 = Satisfactory  
3 = Well Done/Complete  
4 = Exceptional
Student Activity #2: Travel Journal/Log

Task: Choose one of the following roles and write at least three or more fictional entries detailing emotions, thoughts, and plans. Use your imagination and invent a persona (name/gender/age/profile) for this role. You may enhance your journal/log by including photos or sketches of things you may have seen, people you may have encountered or general observations (weather, landscapes, towns, etc.).

Roles:

- Describe the daily life of a railway clerk or station master at a station of your choice.
- A passenger on one of the early trains of Nova Scotia, describe your journey from Yarmouth to Sydney including three stops along the way.
- Describe the daily life of a train engineer on an early train.

Suggested sites for reference:

Canadian Atlas Online Tracking rail theme
http://canadiangeographic.ca/atlas

RAC Canadian Railway Atlas: Maps of railways for provinces and municipalities.
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The Nova Scotia Railway Heritage Society:
http://www.novascotiarailwayheritage.com/index.htm

Key Railway Heritage Sites in Nova Scotia:
http://www.novascotiarailwayheritage.com(keysites.htm)
# Travel Journal/Log Rubric

**Name(s):**  
________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Level 4:</th>
<th>Level 3:</th>
<th>Level 2:</th>
<th>Level 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realism and Emotion</td>
<td>Entries were realistic and conveyed with lots of emotion and personal touches.</td>
<td>Most entries were realistic and some emotional language was used.</td>
<td>Entries were not very realistic and used very little emotion and personality. Appeared to be a historical fact sheet vs. a journal.</td>
<td>Entries were unrealistic and not written from a first person perspective. Information used was unrelated to historical time period.</td>
</tr>
<tr>
<td>Sentences and Paragraphs</td>
<td>Sentences and paragraphs are complete, well-constructed and of varied structure.</td>
<td>All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally well done.</td>
<td>Most sentences and paragraphs are complete and well-constructed. Paragraphing needs some work.</td>
<td>Many sentence fragments or run-on sentences OR paragraphing needs lots of work.</td>
</tr>
<tr>
<td>Salutation and Closing</td>
<td>Salutation and closing have no errors in capitalization and punctuation.</td>
<td>Salutation and closing have 1-2 errors in capitalization and punctuation.</td>
<td>Salutation and closing have 3 or more errors in capitalization and punctuation.</td>
<td>Salutation and/or closing are missing.</td>
</tr>
<tr>
<td>Grammar and Spelling</td>
<td>Writer makes no errors in grammar and spelling.</td>
<td>Writer makes 1-2 errors in grammar and/or spelling.</td>
<td>Writer makes 3-4 errors in grammar and/or spelling.</td>
<td>Writer makes more than 4 errors in grammar and/or spelling.</td>
</tr>
<tr>
<td>Content Accuracy</td>
<td>Entry contains at least 5 accurate facts about the topic.</td>
<td>Entry contains 3-4 accurate facts about the topic.</td>
<td>Entry contains 1-2 accurate facts about the topic.</td>
<td>Entry contains no accurate facts about the topic.</td>
</tr>
<tr>
<td>Knowledge and Comprehension</td>
<td>Ideas were expressed in a clear and organized fashion. It was easy to comprehend what the journal was about.</td>
<td>Ideas were expressed in a clear manner, but the organization could have been better.</td>
<td>Ideas were somewhat organized, but were not very clear. It took more than one reading to comprehend what the journal was about.</td>
<td>The journal seemed to be a collection of unrelated sentences. It was very difficult to comprehend what the journal was about.</td>
</tr>
</tbody>
</table>