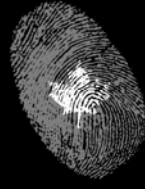


Les grands mystères
de l'histoire canadienne



Great Unsolved Mysteries
in Canadian History

**Teachers' Guide
to
“We Do Not Know His Name: Klatsassin
and the Chilcotin War”**

**a Web site created by
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1. Overview

The Big Idea

Everybody loves a mystery. Of all the historical situations researchers encounter, nothing has quite the same impact as discovering someone wrongly hanged, or a guilty person going free. In the case of Klatsassin, history enthusiasts have a real mystery to solve, and it is a case in which they can both explore the details and ask some “big” questions about history and social justice: were cultural interpretations taken into account? Were the wrong people hanged? Did those who were equally “guilty” go free?

But the real mystery here is less about who did it, though that remains part of the case. The real mystery is *why* it happened at all, and *how* we should understand these events now, in the present. Was it a case of murder, justifiable homicide or war? Were these deaths an inevitable result of cultural collision? Did each side have a right to self-defence? Is terrorism ever justified? Is bio-terrorism justified? It is 140 years old but this case has very contemporary parallels.

"Klatsassin and the Chilcotin War" is designed to engage students at different educational levels from junior high-school to graduate school in a detailed investigation of this series of events. Taking full advantage of the non-linear and graphic features of the World Wide Web, this educational site draws students into historical research through the use of newspaper clippings, photographs, maps, diaries, paintings and written narratives. Teachers can select the level of difficulty by the complexity of the questions they want answered. Two full units are provided here: one that is most appropriate for a senior secondary high school class (grades 11 and 12), and the other for intermediate (grades 7 and 8) or junior secondary students (grades 9 and 10). Individual lesson plans are readily adaptable for teachers who would like to take advantage of the content matter and/or skills offered by this site, but who do not have the time to spend an entire unit on the Web site. Some suggestions are also offered for university professors and students under the section “Pedagogical Orientation.”

Whatever the level students are working at, they will find that the site works the same way: it teaches history by encouraging students to *do* history through document-based enquiry.

Historical Contexts: The Chilcotin War in Canadian History

This Web archives looks at one of Canada’s least known wars: the 1864 war between the Tsilhqot’in people and the colony of British Columbia. Canadians know much less about this conflict than they do about the other western examples of violent confrontation with indigenous peoples: the Red River Rebellion which followed it by five years, or the Northwest Rebellion that occurred twenty years later.

When gold was discovered in the Cariboo region of British Columbia in the early 1860s various entrepreneurs calculated that the fastest way from Victoria to the riches was to build a road from the coast through Tsilhqot’in territory in central British Columbia. According to the Tsilhqot’in people today, the uprising was aimed at driving whites out of the heart of what is now British Columbia. The Royal Navy was enlisted to assist in putting it down, a volunteer army of over a

hundred was raised and sent into the field for over a hundred days accompanied, for a time, by the Governor himself.

It was not one of colonialism's finest moments. There was dissension in the ranks, ineptitude bordering on cowardice, and no hope of engaging the elusive Tsilhqot'in or winning the war. The only way the colony captured any Tsilhqot'in was by luring them to a peace talk and then clapping them in irons and trying them as murderers -- a practice so unethical it made the presiding officials squirm. Having caught six of the perpetrators at the cost of \$80,000, the colony of British Columbia withdrew and left the Chilcotin territory to the Tsilhqot'in. Perhaps it was the conduct of officials during the war, or its lack-lustre outcome, that has caused it to be omitted from the history texts.

The question "Who did it?" is part of the mystery here. Klatsassin, whose name means, "We Do Not Know His Name" was hanged with five others including his 17 year-old son for the death of a road building crew, a team of packers and the only settler in the area. Were these men guilty of murder or was it self-defence? Were these terrorist tactics designed to protect their homeland? Would they have been convicted by the same evidence if they were non-aboriginal? Who participated in the killings but was never charged? The more fundamental mystery lies in asking why the Tsilhqot'in attacked, and in deciding who won the "Indian War" that followed.

The possible explanations range from identifying the attack as a co-coordinated plan to prevent the influx of Europeans, to seeing it as retribution for the ill treatment of aboriginal work crews and the rape of aboriginal women. One of the most important explanations seems to have been a statement from the road crew that they would send smallpox to wipe out the Tsilhqot'in to punish them for the theft of some supplies. The threat was taken seriously since the worst smallpox epidemic in their history had coincided with the arrival of the first road builders two years earlier. And there is documentation that two white men were reselling blankets from smallpox corpses back into the aboriginal population.

The story of the Chilcotin War engages students in discussion about aboriginal title to land, about the displacement of Aboriginal People, about settler-native conflict and Indian wars, about military history, the gold rushes, disease history, and biological warfare. As the two Unit Plans relating to the site suggest, many of these issues are raised by asking the question, "Was this a massacre (as it is often described in the history books), or was it a war?" (as the Tsilhqot'in people claimed). When terrorism and murder is used by states, do you treat the enemy as prisoners of war or criminals? Lesson plans included at the end of this *Teachers' Guide* provide teachers with specific lesson plans, complete with Worksheets and Information Sheets. Other, more general suggestions for how to make effective use of the richness and variety of primary documents in the site are also included here.

Pedagogical Overview: Critical thinking and the evaluation of evidence

It is important to note that the Web site is not designed as a "stand-alone" teaching tool. Most of the important learning happens when students analyze and discuss the Web site in a classroom or in a moderated Internet discussion. Students may be surprised to find that this site is

not designed to provide absolute answers. Instead, it is designed to provoke questions about how we get to the truth, or truths, about the past. The evidence presented here about the guilt or innocence of the characters involved is equivocal, even though the site provides a very rich evidentiary base. We have more evidence with this case than with most micro or macro historical questions with which historians routinely deal. Despite this, there is not enough evidence to convict or exonerate anyone with 100% certainty. But there is enough here to give us more than reasonable doubt about the justice that was meted out in the aftermath of the killings. These ambiguities are the site's greatest pedagogical strength. As far as the murders go, students are asked to argue for the explanation of events that they find the most convincing.

The site is designed to draw students in with the near universal attraction to the morbid and to injustice. But the murder mystery is mere bait to lure the unsuspecting into a much more complex understanding of the whole historical enterprise. It provides an initial introduction to archival research and archival materials. The particular skills it teaches include critical reading, critical analysis/thinking, and the ability to think historically (i.e. to understand how people thought and behaved at different times in the past). The site provides an opportunity for students to be exposed to, get excited about, and confront some of the major questions historians face in their work. Like all of the mysteries in the Great Unsolved Mysteries of Canadian History series, this site works, in other words, by allowing students to engage in the process of *doing* history.

In summary, "We Do Not Know His Name: Klatsassin and the Chilcotin War" is a web site designed to be used in conjunction with classroom discussion or with a guided Internet discussion. It uses the desire on the part of students to solve a mystery, to draw them into the work of doing history and learning about questions of race, violence and justice on the Canadian colonial frontier. Using the features of the Internet this Web site allows students to do history in a manner that has not been widely possible before this. The Web allows the placement of a whole archives, often drawn from different archival repositories, at the disposal of students. Now students can wade through the documents, extracting order and meaning from the (nearly) raw material of history. It is the students who have to use their critical skills to construct a narrative and defend their conclusions against others. The site can be used to turn a critical eye on an era in colonial history characterized by the racial organization of society and to reflect on the very nature of the discipline of history itself.

2. Pedagogical Orientation

As we have already noted, this educational Web site 'works' by providing students with the opportunity to use primary documents from history to build a meaningful and reasoned historical interpretation. This site is, therefore, designed to simulate the kind of critical thinking necessary for primary archival research. It is not written as a "story" with a beginning and end but rather is a collection of documents and images which relate to the Chilcotin War particularly and to the social history of colonial British Columbia more generally. Students are required to build their own stories around the incident. More junior students will require more direction about where to look than others.

The site works on four main levels. The level to which instructors push their students will depend on the abilities of the group being taught. The first level two levels are accessible to grade school as well as junior university students. The third level is probably appropriate for university students at a junior and senior level. The final level is aimed at upper level undergraduates and graduate students.

Level One: Reading and Understanding Primary Documents

The first level is the most obvious. This site brings ready access to a wide variety of primary documents about nineteenth-century British Columbia. Obtaining these documents is usually a time-consuming and difficult process, even for skilled researchers with the time and resources to travel to several archival repositories. For students with little experience and limited access, the examination of primary documents is practically impossible. Yet, it is the personal and immediate nature of primary sources, like letters, diaries and newspapers that bring the past alive for most of us. To assist students the documents have been transcribed. The first level at which the site works, therefore, is the exposure to a wide variety of the raw materials and some basic skills used by historians. Ideally, it will excite interest in doing more historical research.

Level 2: Exploring the Social History of Colonial Canadian Society

At the next level, students acquire a basic understanding of some of the major elements of life in nineteenth century colonial society. Given the right questions and learning environments, this information comes easily to students as they seek and weigh the evidence surrounding the Chilcotin War. In their attempt to solve the mystery of the murder of seemingly innocent road builders, they come to grips with the historical antecedents of current issues such as racism, social violence, terrorism, inter-ethnic conflict, judicial independence, Euro-centric colonial law, economic change, European settlement and aboriginal resistance. In solving the mystery, they examine the real lives of ordinary people who lived in the mid-nineteenth century, down to the details of everyday life. The localized nature of this study brings the period to life in a way that is impossible when the scale of reference is larger. To consolidate this information, students can be presented with specific factual questions, or higher-level interpretative questions which require them to use the site to find specific answers.

Level 3: Doing History

At the third level, students are drawn into the work of doing history. The students go through a number of obvious stages as they learn about this practice. At first, the site seems novel and even amusing to student surfers. Quickly however, they are confronted with the complexities and difficulties of doing history. The students will encounter, probably for the first time, evidence that is not laid out in a linear/narrative form for them. They realize, painfully, that history is a process of creating their own narrative from complex and often contradictory bits of evidence, all of which must be evaluated according to particular standards and used in particular ways. Merely asking them to describe 'what happened' forces them to evaluate evidence and make choices about what they consider most reliable. At this level, students are "doing" or "making" history: they are using their own critical skills to judge significance, evaluate evidence and form an argument.

It is at this point that students can benefit most from the classroom discussion and workshops that are integral to using this site as a teaching tool. Barring this, an on-line discussion

group moderated by an instructor could be used as a substitute. Students will be in a position to discuss the minutia of the case, and of the lives of many of the individuals associated with it. They can be asked to defend their interpretations and in so doing must reveal their strategies for discriminating among contradictory evidence. Instructors/moderators can, at this point, draw out the successful interpretive strategies and foreground them for those students who used them unconsciously or who did not have the skills to judge at all. Students can be encouraged to develop a schema for analyzing historical evidence and present that to their discussion group.

Since students will follow different research strategies and so view different kinds of evidence they will inevitably come to different conclusions about what the issues “really” were in the murders of the road crew, and in the punishment of the alleged offenders. Either through role-playing, class discussion or written assignments students will have to consolidate their understanding of the murder and its historical context in arguing for their interpretation. In this way, this telling of the Chilcotin War reverses the logic of standard texts and teaching formats. Too often a text, like a lecture, raises a topic and then attempts to invoke "rhetorical closure" by offering one interpretation as the most convincing and authoritative. By contrast, this format is open-ended, designed to provoke discussion about major questions such as racism, justice, or economic relations, in a specific historical and geographical situation, as students solve the mystery. Instead of answers, students are given the criteria by which they can make sense out of the past.

Level 4: What is history and how can we know it?

For more sophisticated students, the Web site also operates at a fourth, or historiographical/epistemological level. Since students will have looked at the same information base, and much of the same basic evidence, and yet come to different conclusions, they can be introduced to questions about the status of historical knowledge and the interpretation of facts. If they come to a variety of conclusions, they can discuss the interpretative and tentative nature of "History" and the importance of understanding the location of the historian as the mediator. If instructors wish, they can introduce post-structuralist critiques of history and the rejoinders, using the documents about the Chilcotin War contained in this site. At this level, the Web site allows students to explore some of the most important theoretical questions in the discipline.

3. Site Organization

First of all, rest assured that no one is expected to see the whole site, not even you. No one is expected to read every item in an archive before s/he starts to write a research paper and the same principle applies here. What you, as a teacher, need is an understanding of the construction of the site in order to guide your students.

The title page opens the site. By clicking on the appropriate icons, the user moves to the introduction. The Home Page provides a written description of the site. It also provides the first view of the title bars that demonstrate the overall site organization. The Web site is split into five main sections, which can be seen at the top of this page. These headings are clickable, and provide you with the best way to navigate through each area. If you find yourself getting lost, simply glance up at the top bar and see which heading is collared dark-brown, and which image associated with

that heading is showing to the left. In the Home section, you can choose to go to "How to Use This Web site," (which contains much of the information contained here), "About this site" and "Teachers' Guide," (which lets you know how to obtain this *Teachers' Guide*).

The page "How to Use This Web Site" includes instructions on the navigation tools we have embedded in the site and it describes the main routes into the documents. Encourage your students to go here before exploring the rest of the site. Here we also suggest to students that they copy pieces of information from the site to their word processor in order for them to organize their thoughts.

There are four main ways to access the documents, maps, graphs, texts and pictures that comprise this site and they are all interconnected. The simplest is to explore the Archives. Every document, text, and image that we have gathered together has its primary home in the archives. These are organized into record groups (newspapers, colonial correspondence, attorney general, photographs, etc.) and are listed in the left hand portion of the screen. Clicking on the icon at the top of each record group listing will give you an overview of the type of source contained in that section. This information -- a discussion of why such a document exists, why we should use it, and how we can find it in an archive -- also appears when you click on the icon "About this Source" that appears at the top of each individual document on the site.

You can start with the Archives section, or end with it, but approaching the site through this avenue first is a little like starting a research project by reading every book in a library, starting with authors whose names begin with A and going through to Z. This is thorough, but inefficient, as much in the library does not relate to your research question.

Although all documents and images are in the Archives, you can also approach them as most professional researchers would, by narrowing your search to specific questions. If the question you most want answered is "was this a war?", then will lead you to an introduction to the section "Murders or War". Down the left hand column, you will see a list of subject guides. Each of these takes you to a list of documents, organized by record type, that are directly linked to the case. You will also find here a link to the Cast of Characters, describing something about all the major players and most of the bit players in this true historical drama. The Cast of Characters have been written by students, using their own research skills in the British Columbia Archives and elsewhere to add to our knowledge of these historical.

If you think that you must first learn something about the society and culture within which the Chilcotin War occurred, go to the Historical Contexts part of the site, which introduces the importance of context in understanding any specific event in the past, and lists in its left hand margin a variety of these. By clicking on these sub-sections, you are taken once again to a series of primary sources relevant to the topic, again organized by record type. The Timeline provides a handy reference to the main events represented on the site.

“Interpretations” Section and Password

A final section of the Web site, as listed along the bar at the top of each section, is “Interpretations”. This contains interpretive essays about the murders. This section is password-protected, giving teachers the opportunity to restrict student access to others' interpretations of the material until they have come up with their own ideas. As noted above, other interpretive materials do, however, appear on the site.

To see the password, log in to the Teachers' Corner at:
http://canadianmysteries.ca/teachers_corner/loginen.php.

4. Background to the Site

The Web site grew out of the original site in the Great Unsolved Mysteries of Canadian History series: “Who Killed William Robinson?” The original site was based on the doctoral work of Ruth Sandwell who discovered the murder of three Blacks in a short period on what had appeared to be bucolic Salt Spring Island. Her research showed that one of these, William Robinson, owned the most valuable land on the island, one of the few sites suitable not only for farming but also for a steamer dock. When she found that an aboriginal man was convicted of the murder she raised the case with John Lutz who was then finishing his doctoral work on aboriginal–non-aboriginal relations in the same period. Together they sought out all the evidence that they could find which informed the case and colonial society at the time.

Originally used in the classroom as a document set, the materials that comprised this site, with help from a 1995 small grant from the Teaching Innovation Fund of the provincial government, were converted to a Web site in 1997. The site was expanded, revamped and reoriented in the summer of 2000. The site now holds hundreds of documents and a hundred photographic or graphic images. In 2003, co-directors John Lutz and Ruth Sandwell received a grant from the Canadian Heritage Ministry's Canadian Content Online Program to develop two new mysteries, launched in March 2004: this site, “We do Not Know His Name: Klatsassin and the Chilcotin War,” and “Aurore! The Mystery of the Martyred Child”, the tragic story from 1920s Quebec about a young girl murdered by her parents.

Students are often unfamiliar with and indeed sometimes uncomfortable with the unusual structure of this teaching tool. For many students, this is the first time they have looked at the “raw materials” of history, and it is usually the first time that they have been asked to decide for themselves what “really happened” in history. But once they learn some of the strategies of building a convincing argument from available evidence, students generally love the site. The fact that “Who Killed William Robinson” has won both the Naweab award for history (2002) and the MERLOT (2003) history prize (www.merlot.org), and the steady stream of requests for the *Teachers' Guide* for that site, suggests that something is working for students and teachers alike!

5. Feedback

We hope this site will be available to teachers and students history for the foreseeable future and that it will improve over the course of time. We will continue to add items to the site and make modifications based on your suggestions.

If you use this site, please send us a brief appraisal telling us:
The course and level that you used the site for.
How many students used it.
Whether you will use it again and if not why not.
Any suggestions you have for improving the site.

Thanks for your help. We hope that you and your students have found the site rewarding.

6. Learning Outcomes of the Chilcotin War Site

This Web site can be used as the foundation for a whole course or for a single class. Included in the sections that follow are suggestions for single lessons as well as two full units of lessons which will introduce students to working with primary documents. The Great Mysteries Web sites have been used for elementary to university graduate students. The level of your students will determine how “deep” you ask them to go.

Unit 1 is aimed at Intermediate (grades 7 and 8) or junior secondary (grades 8, 9 and 10) students, while Unit 2 is directed towards students in senior secondary classes, or for first or second year undergraduates. There are a number of lessons in each unit that can be used alone, if time is too tight to allow an entire Unit on this site. Unit 1 includes a number of suggestions for using this site for teaching integrated classes including science, math, physical education, and language arts. We have generally found that a single class does not allow the students or the instructor to fully answer some of the basic questions and would suggest devoting more time.

A list of the specific courses across Canada for which this site would be a particularly useful have been included at the beginning of Units 1 and 2. In general terms, this site will promote the following kinds of knowledge and skills. It will allow students to:

- identify and clarify a problem, an issue, an inquiry
- develop a vocabulary that will allow them to analyze historical documents
- plan and conduct research using primary and secondary electronic sources
- generate and critique different interpretations of primary and secondary sources
- assess and defend a variety of positions on controversial issues
- construct a narrative from pieces of evidence that are non-sequential
- plan revise and deliver formal presentations that integrate a variety of media
- demonstrate leadership by planning, implementing, and assessing a variety of strategies to address the problem, issue, or inquiry initially identified
- develop their abilities to work independently or in groups
- refine abilities to construct and defend an argument

Please see the lesson and unit plans that follow to find more specific ways to introduce your students to the site, and for examples of instructional strategies that take full advantage of the pedagogical strengths of this site.

7. Scaffolding: Developing Skills for Using the Web sites

Most of us are not born with a natural ability to use primary documents skilfully and thoughtfully to build historical arguments. The kinds of skills and concepts that we need to make effective use of primary documents to investigate history need to be learned and then practiced. Teachers will probably find that they can make more effective use of this site and of their students' time on the site by providing a structured introduction to reading historical documents. The following lessons have been developed, therefore, to give students from junior high school to fourth year university an introduction to the kinds of skills and concepts they will need when they are working with primary documents. Teachers, particularly those with younger students, might prefer to begin with the preparatory lesson included in the beginning of each of the Unit Plans, and use them in conjunction with the following lessons.

Scaffolding Lesson Plan 1 Introducing Primary Documents: History vs. the Past

Overview

Students bring certain beliefs about what history *is* into the classroom with them. Among the most common of the common sense beliefs about history in contemporary classrooms is that history is a fixed set of facts that is already known to historians, teachers, and/or textbook writers. This belief may help to explain why students are often so bored with history – why learn about what “the experts” already know so well? The belief that history is a bunch of known facts certainly inhibits students from critically examining the available evidence to build a convincing explanation – it prevents them, in other words, from “doing history.” This lesson is designed, therefore, to convince students that they have an active role to play in doing history. By asking students to examine the difference between history and the past, this lesson problematizes the common belief that history is comprised of fixed facts, and instead draws attention to the active and essential role of the historian in doing history – in finding, organizing and interpreting evidence (primary documents). The truth really is NOT out there! Historians need to enter into a dialogue with each other and with the evidence left over from the past if they are to create the reasoned interpretations that *really are* history.

Activities

1. Dividing students into groups of two or three, give the students about ten minutes to discuss the following question:

What are the differences between history and the past?

Students are asked to list at least two differences that they will discuss with the class.

2. As students respond, their answers are listed on the board. Early in the discussion, students are asked to consider that while the past is every single thing that happened or thought about or dreamt of – every event, thought, belief, atom moving, tree falling in the forest while no one was there -- that history is, alternatively, someone's attempt to bring order and meaning to that chaos of everything-ness.

The most important differences between history and the past, as I tell my students if they do not come up with it, is:

a) evidence, or a record, has to be created

Because students commonly resist the idea that history is not everything that ever happened, or everything that historians have already written about, and because it is almost impossible for them to understand history as a process of critical enquiry without this understanding, it is worth spending some time on the importance of evidence from the past. While historians tend to use written documents to understand the past, they are not limited to those kinds of records. No statement can be made about the past without evidence that has lasted through time, whether that evidence is written, pictorial, archaeological or spoken. We simply cannot know about it if there is no trace left over. If students are still in doubt, ask them to give you an example of any exceptions to this rule.

b) evidence, or a record, has to be preserved

Not only does a record of an event, or thought, or belief have to be created, but it has to be preserved if people are going to know about it later. Ask students to consider what records they have already left behind that a historian, a hundred years from now, might use to understand them in his or her history of high school students in the twenty-first century (see Lesson 1) Students should note not only the narrowness of the records they are leaving behind, compared to the total of their lives, but also the fact that many of the records they are leaving – like their school notes, and perhaps family photographs, or emails – probably will not survive for a hundred years, or be in a place where a historian might find them. What view might a historian have of high schools if the only records that survive are the teachers' assessments of them?

c) the significance of the event / idea/ action has to be evaluated

A record about the past usually only exists because of a decision, conscious or not, that someone has made about what is important. Who determines what records are created, and what records are preserved? And then who determines, and on what basis, what historians might be interested in? The reasons why different kinds of records or evidence, like late slips, or counsellors' files documenting aberrant behaviour, or student emails, or students' notes, or personal diaries, are created and preserved (or not preserved) speak to very different ideas about what is significant about high school life. Historians differ among themselves about what is important when they come to write their histories. If a historian in the twenty-second century wanted to document a time of particular violence in society, for example, then he or she might be looking to the schools to find evidence that could provide examples of conflict. A historian interested in high schools as a community that prepared students for life might look instead for evidence that would document co-operation, or academic success as a precursor to a successful career.

d) interpretation

Urge the students to consider the possibility that the truth really is NOT out there. The past really is gone; it simply does not exist any more. The best that people can do is to make reasonable evaluations of the available evidence, examined in the context of what other people have thought about the event, or behaviour or belief. Even the first act of critical inquiry that defines historical research – the decision about what to write about – is an act of interpretation. Why write about high

schools? Why not office workers, or prime ministers? The second act, that of selecting evidence about the topic is also interpretive: why use principals' records to try to understand high school life in the twenty-first century? Why not student diaries? Or census records discussing average family size of the student population? Or the gender and marital status of teachers? Each of those will give the historians of the future a slightly different interpretation of "what happened" in high schools in the twenty-first century. For every decision about what to look at, and why, reflects a decision on the part of the historian about what matters in society, past and present.

e) meaningful narrative

In order to make a useful interpretive statement about the evidence from the past, historians need to incorporate their interpretations in a meaningful narrative, one that makes sense of the evidence they have examined in a number of contexts. Historians need to make sense, in other words, not only in terms of other evidence from the past, but in terms of what other historians have said about that evidence. But they also often address the kinds of issues, and questions that people are interested in the present as well. The narrative, then, must demonstrate not only the reasonableness of the interpretation, but also its significance, past and present.

To summarize, here are the five points that, by highlighting the contingent and constructed nature of history-as-process, can provide students with a useful introduction to the examination of primary documents:

there has to have been a record created (if only a memory)

the record has to be preserved over time

the record has to be found by someone, and considered significant (i.e. at the time that it is found)

what is documented has to be interpreted

and incorporated into a meaningful historical narrative

Scaffolding Lesson Plan 2 Learning to Read Historical Documents

Overview

Throughout this Web site, students are exposed to a wide variety of primary sources – those documents written during, or close to, the time in which the murders associated with the Chilcotin War occurred. Although students may find many of these documents interesting, they are not always sure how to approach, let alone evaluate and interpret, the information they contain. This exercise is designed to help students learn some of the skills that historians use to understand and evaluate the documentary evidence left to us from the past.

Activities

1. Ask students to define “primary document.” This definition should include
 - that primary documents were created at, or close to, the time and place that you are investigating, and
 - almost every primary document was created by a person who was living in a particular time and place, i.e. in both a personal and a historical context.

2. Ask them to provide examples of primary documents they have created themselves that future historians might use. Ask them for examples of what other people might have created about them that historians might also use. Point out the differences that can occur depending on who is creating the document.

3. Explain that most historical “evidence” or primary documents have much more to tell us about the past than we might think. It even has more to tell us than the person who created the document, realized. Tell students that this lesson provides some tips on how to squeeze the most information possible from a primary source, by focusing on who created it and why.

4. Divide students into groups of three to six students. Give each group a copy of one historical document from the site. Either the teacher or the students can choose the document, but it must be short enough to be read and discussed in the time period.

5. Working in their small groups, students will begin by reading the document aloud to others in the group. Still working in small groups, students will discuss some or all of Question Sheet A (“Listening for the Voice of the Author”) and Question Sheet B (“Listening for Other Voices”).

The class will reconvene, and the teacher will go over each of the documents, and their answers to the questions.

Question Sheet A

Listening for the Voice of the Author: the Document's Creators and Preservers

Every primary document was created and preserved by a person or people. Many of the documents appearing on this site were created by the colonial government, and almost all were preserved by the British Columbia Archives, a branch of the provincial government or the Public Record Office of the British Government. A detailed examination of the contexts within which the document was created and preserved can provide us with a deeper and broader understanding of what the document is telling us about the past.

Do you know who was responsible for creating this document? How do you know?

Why was the document created? How do you know?

Who was the intended audience for this document – who was meant to read it?

Who preserved this document? How did their goals influence the information the document contains?

What do you know about the people who created and preserved this document, their attitudes, and the society they lived in, from its contents?

Question Sheet B: Listening for other Voices

As Exercise A suggests, the specific goals and beliefs of those creating a document explicitly influence its creation and its preservation in many ways – content, form, tone and meaning. Many documents, however, also describe events, people, behaviours and beliefs in ways that may not have been intended by the document's creator. Questions in this section refer to the ways that historians can read beyond the intentions of the documents' creators, and out to the wider society in which the document appeared.

Whose voices are being represented in this document? Do they all have names?

How would you characterize these voices? Happy? Sad? Impartial? Frightened? Authoritative?

Can you tell what and who is determining/directing what these voices say?

Can you tell if anything is being left out of the written text of verbatim accounts, if any are contained in the document? Can you speculate on what it might be?

What distinctions does the document make between people? (e.g. Gender? Race? Place of Birth? Age? Occupation? Religion?)

What can you infer about the different types of people represented in this document?

On what basis do you make these inferences?

What can you tell about the relations between the people represented in this document from the voices that we hear? Are they equal or unequal? Are they related, or friends? What gives you these impressions?

Can you reconstruct the physical setting in which the document was created? What value could such a reconstruction hold?

What can we learn about relationships between genders, classes or races from this document? How?

Scaffolding Lesson Plan 3

Criteria for Evaluating Significance and Meaning

Overview

As these documents suggest, the past is not easy to see or understand. Most people (very much like you) did not create documents that tell us about their experiences, and even if they did,

these records seldom survived through the ages. How can we know what they thought or did? On the other hand, the documents that *are* left each reflect someone's particular point of view, so how can we tell what 'really' happened? How, when there are so many different points of view and so many voices silent, can we describe -- let alone understand -- the past? While most historians would agree that it is impossible to provide a definitive answer to the question "What happened in the past?" we can draw on knowledge and skills that can give us a better understanding of the people, events and relationships that we know about from the past. This section examines some concrete ways of evaluating the quality, meaning and significance of any particular historical document.

Activities

1. Ask the students to work in the same groups as the last class, with the same document.
2. Ask them to work through the document using the three steps outlined below.

Step 1: Evaluate the quality of your historical document

How do we measure the quality of an historical document? Its quality is dependent on three things: **its authenticity, its scope, and its suitability to our research agenda.** Here are some questions that can help you evaluate these elements:

Is the historical origin and archival location of the document identified? Why does this matter?

How do you know that your document is authentic, i.e. what it pretends to be?

Is the information that it contains complete, or are pieces of information missing? Are they illegible?

How could an incomplete document, or an incomplete series of documents, influence your research findings?

Does this document alone provide you with enough information to draw any reasonable conclusions about the past? What other documents on the same subject, time period or about the same person, should you read to get a better understanding?

Step 2: Assess the kind of information the document contains

Every historical document gives us a snapshot of the past that provides some kind of information. Before we can understand what, exactly, a snapshot is showing us, however, we need to know something about where, when, why and by whom it was taken. We need a context for understanding its existence before we can understand its meaning. Both a personal diary from 1891 and government statistics from the same date might, for example, contain information of great use to a researcher. The kind of information that they contain about the past is very different. To the extent that we know and understand the context in which a document was created, we can understand and evaluate the kind of information it is giving us about the past.

This exercise can help you to assess the kinds of information that different documents provide. Please answer the following questions:

Who created this document, and when?

Why was it created?

List three questions about the past that your document answers well.

List three questions about the past that document addresses poorly, or not at all

How would your opinion of this source change if you knew it was created by

- a. a corrupt bureaucrat
- b. a writer of historical fiction
- c. an inmate of a lunatic asylum?

How would your opinion of this source change if you knew it was created for

- a. an advertising campaign
- b. a theatrical production
- c. the government of Canada?

Step 3: Evaluate the significance of the document to your historical argument.

Even though a document is authentic, complete and well contextualized, it still might be useless for historical research. This is because the significance of any historical document is ultimately dependent on the skilful and appropriate use that the historian makes of it. The knowledge that researchers have of their general subject area helps them to frame questions about the past that are significant to current debates and interests. Their skill in thinking reasonably, logically, and creatively helps them to determine whether any particular source is a suitable one for answering familiar or new questions about the past.

The following questions provide some ways of evaluating the historical significance of your document:

Is the subject of your document relevant to the subject you are studying?

What makes this document particularly suitable to the research you are doing?

Does the kind of information provided by your document answer the questions you are asking?

Does the information contained in this document support or contradict the findings of other historians? How?

If your research is on a new topic or unexplored area, how does it fit in with other research in a related geographical or subject area

Do you need to consult more sources, more types of sources, or the findings of other historians to support the points you are making with this evidence?

“We Do Not Know His Name:
Klatsassin and the Chilcotin War”

Unit 1
Teaching Unit for
Intermediate and Junior Secondary Students

Contact and Conflict:
The Tsilhqot'in People and the Colony of
British Columbia

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Unit 1: Teaching Unit for Intermediate and Junior Secondary Students

Fitting This Unit into Your Provincial Curriculum

Our *Teachers' Guide* team has done some research into provincial curricula across Canada. [Contact and Conflict: The Tsilhqot'in People and the Colony of British Columbia](#) could be used effectively in the following courses, by province:

British Columbia

- ✓ Social Studies 9 – Europe and North America 1500-1815
- ✓ Social Studies 10 – Canada 1815-1914

Alberta

- ✓ Social Studies 8 – History and Geography in the Western Hemisphere
- ✓ Social Studies 8 – IOP

Saskatchewan

- ✓ Social Studies 8 – The Individual and Society
- ✓ Social Studies 9 – The Roots of Society
- ✓ Native Studies 10 – Social Organizations of 1st Nations, Metis, and Inuit People

Manitoba

- ✓ Senior 1 Social Studies – Canada Today

Ontario

- ✓ Grade 7 – Compulsory History and Geography
- ✓ Grade 8 – Compulsory History and Geography
- ✓ History 10 – Canadian History in the 20th Century
- ✓ Native Studies 9 – Expressing Native Cultures
- ✓ Native Studies 10 – Aboriginal Peoples in Canada

Quebec

- ✓ 3rd Cycle of Primary School – Canadian Society to 1920

Prince Edward Island

- ✓ Grade 8 – History 200

Newfoundland

- ✓ Grade 7 – Living in North America
- ✓ Grade 9 – Canada: Our Land and Heritage

Nunavut & NWT

- ✓ Grade 9 – The Growth of Canada

Yukon (see British Columbia).

Unit Rationale

First, this unit uses the Great Unsolved Mysteries of Canadian History Web site “We Do Not Know His Name: Klatsassin and the Chilcotin War” to introduce students to some of the issues facing Europeans and First Nations in colonial British Columbia. Secondly, it is designed to introduce students to primary documents in history and social studies. It particularly aims to facilitate students' critical awareness of author's perspective in historical documents, to teach them to evaluate opposing evidence, to understand the utility of documents from a partial perspective, and to encourage students to adopt a broader and more critical perspective when reading historical evidence and narratives. Thirdly, this unit contains a variety of suggestions to turn this unit into an interdisciplinary, or integrated, unit by providing suggestions for lessons that integrate social studies with other curriculum subjects.

Unit Overview

The superficial "facts" of this case belie the depth and wealth of the documentary evidence. When placed in the historical context of pre-Confederation British Columbia and the attendant contentious issues, and when the personal interests and perspectives of each author are considered, these documents provide a much more nuanced picture of the uprisings at Bute Inlet and on the Chilcotin Plateau in 1864. The voices of the T'silhqot'in people are more difficult to “hear” in these documents, most of which were written by European (mostly British) men. Nevertheless, with a careful reading of available documents, the oral history on the site, and with some background readings about First Nations' cultures, students can explore not only “what happened” in Bute Inlet in 1864, but also how we come to understand and evaluate its significance.

The overriding question is one of historical representation and interpretation. Did these events comprise terrorism, a war, or just cold-blooded murder? And, in essence, this comprises the "hook" for students. They are being asked to play detective: to evaluate the diverse puzzle pieces offered, to seek out additional information, and to assemble their own historical narrative and assign responsibility for these events as they see fit. This unit is intended to focus on the examination and analysis of evidence to culminate in the formation of a historically grounded hypothesis as to whether the Bute Inlet and following incidents were a massacre, a war, a series of crimes, exercises in self-defence, or something else. If it was a war, who won? Students are not only permitted, but *required* to question, and then create, historical truth.

This unit has been designed to be flexible in its application. Six lessons, and one introductory exercise, have been provided that comprise a “unit” – i.e. a collection of unified lessons. These detailed social sciences lesson plans have been designed to stand alone, in connection with each other, and readily lend themselves to an expanded unit at the individual teacher's discretion. Following these detailed lesson plans within this guide is a list of exercises that could be used within an integrated curriculum. The integrated components are presented as suggestions only, and will depend upon the availability of time, space, and educational resources. While students are sometimes invited to imagine themselves living in the Canadian past, rarely are they presented with the opportunity to experience elements of this life. Audiovisual materials

and field trips to sites of historical re-enactments can facilitate students' development of historical empathy, but these resources are not always accessible or relevant to the issue at hand. Adopting an integrated approach facilitates students' experiences of the various realities of a historical existence.

Any truly integrated unit will develop each component so that it contributes toward the overarching unit goals. In this case, the goal is to exercise critical and informed judgment as to whether this unresolved uprising in Canadian history was a war, a massacre, or a series of crimes perpetuated by all parties involved. Additionally, students will be invited to explore nation building from unusual perspectives, and thereby to further develop awareness of the constructed nature of historical narratives. In pursuing these goals, students will simultaneously broaden their knowledge of the Canadian past, be introduced to the use of historical primary documents, and learn to exercise skills of critical analysis, evaluation, and thinking. This unit is only partially integrated in that not every suggestion offered here directly engages students in resolving the issue. Students at the senior elementary and junior secondary stages of their education cannot be expected to have the time and academic resources to re-examine every proffered piece of evidence from interdisciplinary perspectives. This unit proposes to introduce some of these skills and resources. Nevertheless, each exercise and lesson suggested here draws students further into the case itself, encourages a personal engagement with history, and generates an opportunity to examine history and the social sciences in a more critical and informed manner.

Unit Themes

To facilitate teachers in developing additional lessons and/or an expanded unit, some of the central themes of this Web site are listed:

British Columbian history and geography
Confederation history
First Nations' history
Colonization and settlement history
War, battle, crime, and violence
Early "Canadian" justice systems

Unit Objectives, Skills, and Attitudes

The central goals of this unit are:

- to contribute to students' knowledge of Canadian confederation, and British Columbian history more specifically
- to introduce the use of primary documents
- to raise students' awareness of the constructed and contested nature of historical narratives
- to encourage students to develop tools appropriate to the evaluation of opposing evidence
- to facilitate students' critical awareness of author's perspective in historical documents
- to raise awareness of the historical usefulness of documents from a partial perspective
- to encourage students to adopt a broad perspective when reading historical evidence and narratives in order to become aware of less-obvious and alternate agendas

- to encourage the use of interdisciplinary skills in evaluating and resolving problems
- to build a coherent narrative based on non-sequential evidence
- to develop skills in defending an argument

Synopsis

Key Question: What Caused the Chilcotin War?		
Lesson Title	Time Needed	Lesson Overview
Preparatory Lesson	1 class lesson (75 minutes)	In this introduction to historical documents, the class comes up with a list of the kinds of documents (primary sources) that historians of the future might use to make inferences about “our” lives hundreds of years from now. Students then select the three primary sources that they think will best describe their own lives for future historians, and use a data chart to explain why.
Lesson 1: Who Says What?: Introducing Primary Documents	2 classes	In this lesson, students are first given an overview of the Chilcotin War, and introduced to the terms Primary and Secondary Sources. They are then asked to read a selection of documents (primary sources) relating to the incident, and assess the information they contain and the point of view they represent. In a second class, students work in groups to compile a list of “what happened” that reflects the points of consensus and contradiction among the descriptions
Lesson 2: Establishing Point of View	2 classes	In this lesson, students begin in the computer lab, researching European and First Nations life in the 1860s. In a second class, students take on the persona of a nineteenth century British Columbian. Using their research from the previous class, they either write a letter (if they are European) or provide a written version of story (First Nation) describing the Chilcotin War. Students then complete peer reviews of at least one letter, evaluating the description and the authenticity of the point of view expressed.
Lesson 3: Writing the News	2 classes	Students are asked to come up with a list of criteria for “fair reporting.” in the newspaper. They then apply these criteria to a variety of newspaper reports about the Chilcotin War. In the second class, students use the criteria and the information they have found to write a fair minded newspaper article about the incident

Lesson 4: Historical Explanations: The Smallpox Question	1-2 classes	Students assess the credibility of one selected document each using Worksheet No. 5. They present their evidence in a horseshoe debate, arguing its ability to support or not support the following question: Was Klatsassin's decision to attack the colonists motivated by a fear of smallpox?
Lesson 5: Nation Building and the Chilcotin War: Should British Columbia Join Canada?	1-2 classes	The Chilcotin War raised important questions about the future of British Columbia. Many people believed that it was only by joining Canada that problems of land ownership, violence, transportation and communications could be solved. Others (particularly Native peoples) believed that their conditions would worsen without the protection of the British Crown. Students use a guided discussion approach to develop a shared understanding of the difference between a major and a minor element or issue, and between an unfounded "guess" and an informed hypothesis. They use this information to write a letter to the editor of a local paper either in favour or against confederation with Canada.
Lesson 6: Massacre or War? Historical Interpretation, a Culminating Exercise	4-6 classes	In this culminating lesson, students explore the question of whether the events described were a massacre or a war by examining the explicit and implicit assumptions about Aboriginal People and landownership in a selection of documents. They use this information and the documents on the Web site to create a dramatization of the court case that will settle the matter, assigning roles and writing scripts for a final performance in the last class.

Instructional Strategies

Need for Computer Lab Time

While this entire unit is fully integrated with the T'silhqot'in site, most tasks can be completed if the requisite documents are printed off ahead of time and handed out to students. In this way, classes with limited access to computer lab time can still complete the unit.

Assessment & Evaluation

Because assessment and evaluation standards vary from jurisdiction to jurisdiction, only generalized guidelines have been included here. Instructors may wish to assign process marks for completion of the various tasks, or not, if their students are sufficiently mature enough to recognize that the successful completion of the various tasks is crucial to successful completion of the culminating activity.

The following skills and habits of mind are ones that should be carefully assessed in the process of evaluating the critical thinking needed in working with this site:

Issues are analyzed seriously and thoughtfully

Presentations and talks are given carefully, with materials well-prepared and organized, and points well thought out.

Results are expressed cautiously and are supported with reference to appropriate evidence

Opinions are reasoned. Reports and narratives are written discerningly, reflecting the above and with care, attention and evident pride in quality work.¹

Preparatory Exercises

If students have not worked critically with primary source documents before, it is STRONGLY recommended that students do at least one of the following exercises before undertaking this unit of study. See Section 7 “Scaffolding: Developing Skills for Using the Web sites” for other introductory lessons.

Interpreting Primary Documents I: Seeing Myself in the Future’s Past

Overview

In this introduction to historical documents, the class comes up with a list of the kinds of documents (primary sources) that historians of the future might use to understand “our” world hundreds of years from now. Students then choose five primary sources that they think will best describe their own lives for future historians

Activities

1. Students are given the following scenario:

A historian of the twenty third century, feeling that teenagers have been misunderstood through time, wants to write a history of teenagers, beginning in early twenty-first century Canada. The historian wants to know about all aspects of teenage life, from work, family life and formal education to leisure activities, social conditions and personal issues of concern to the twenty-first century teenager.

2. The teacher asks the students: How do historians learn about the past? Explain that while historians read a lot of things written by other historians, the books and articles they write are based on their own research into evidence created in the past -- called primary documents -- which have been preserved into the present. Historians use these documents to make INFERENCES about life in the past.
3. Familiarize students with the concept of INFERENCE by asking students what kinds of inferences they might make about a society if they were an alien from another planet who encountered a common object from our world: a soccer ball, a coat or any other commonly used object in the classroom. Examples might include “the society had the technology to create plastics,” or “the society had enough wealth to make a lot of useless objects,” or “people must have loved music.”
4. Students are asked to work in pairs to brainstorm the following question:
What records will individual students in the class leave behind that this historian might use to understand their life? What records about their life will have been created, and might be preserved, for that historian to find?

¹ Taken from Roland Case and Ian Wright, “Taking Seriously the Teaching of Critical Thinking,” in *The Canadian Anthology of Social Studies: Issues and Strategies for Teachers*, Roland Case and Penney Clark, editors (Vancouver: Pacific Educational Press).

5. After 5-10 minutes, write all of their responses on the board, encouraging students, if needed with the following suggestions: (issues that you might like to raise about the creation, preservation and interpretation of the source are in brackets)
 - diaries and journals (Who will keep them? Will they make it into a public archives, as hundreds of thousands have in the past? What will they tell historians?)\
 - emails (Will they be preserved? Will they be machine-readable in the future? What will they tell historians?)
 - VISA and other credit card bills (Where will they be stored? Will historians have access to them? What will they tell historians?)
 - home videos (Will the technology still exist to view them? What will they tell historians?)
 - photographs (Who will preserve them? Will they be in public archives? What will they tell historians?)
 - school records (Kept by school and then by the provincial archives, as required by law; who will have access to them in the future? If they are kept by individuals, who will preserve them and who will have access to them? What will they tell historians?)
 - schoolwork (How will they be preserved? What will they tell historians?)
 - clothing (Do your parents understand your clothes? How will someone in the future understand what the clothing “means”?)
 - music (Do your parents understand your music? How will someone in the future understand what the music means? Will the technology exist to listen to it?)
 - court records (Juvenile court records may become part of the public domain after 100 years.)
 - census records (Every Canadian will appear on the census if they are in Canada in a Census year, even though their individual information will not be available to historians for 96 years.)
 - birth, marriage and death records (What might these tell someone in the future about teenage life: i.e. aids statistics, car accidents, teenage pregnancy, etc.?)
6. Divide students once again into groups of 2 or 3, and distribute the following chart. Give the students the following task:

7. Choose which *three* sources from the list on the board (or other sources they can think of) that would give a historian of the future THE BEST understanding of their life, and explain why.

On an overhead, go over one example with the students (Visa Bills, for example), filling in the spaces as demonstrated, or as students suggest, filling in all three columns:

Source Kind	What information/ evidence about me will this primary source give to historians of the future?	What makes this “good evidence” about me and my life?	What inferences about teenage life might the historian make from this evidence?
1) Best source Visa bills	How I spent my money, or at least some of it	The things that I buy are a good reflection of what I like, and what I care about	- teenagers liked to buy things - teenagers had money to buy things (i.e. they were not totally poor) - teenagers bought things that were different for others and from adults
2) Second best			
3) Third best			

8. After students have completed the sheet, select three or four groups to present their first choice, and discuss.

Other Introductory Exercises Using Primary Documents

There are a wide variety of lessons that teachers can do in the classroom relating to the exploration of primary documents, depending on the time available and the grade level. There are three listed in this *Teachers’ Guide*, beginning on page 11. Here are some other suggestions:

- ask students to keep a journal of the documents they create in a given week, of the “traces” that they are leaving behind for future historians to find
- ask students to create a journal, diary or short essay that they might leave for historians of the future
- get students to create a “time capsule” that best represents their lives, the lives of their family, or their school in the twentieth century
- have students write a history of their lives, or of their family based only on the documentary evidence available in their home

The Lessons

LESSON 1: WHO SAYS WHAT? INTRODUCING PRIMARY DOCUMENTS (two classes, assuming 75 minute periods)

(DAYS 1 and 2 of Unit)

Overview

In this lesson, students are first given an overview of the Chilcotin War, and introduced to the terms Primary and Secondary Sources. They are then asked to read a selection of documents (primary sources) relating to the incident, and assess the information they contain and the point of view they represent. In a second class, students work in groups to compile a chart that reflects the points of consensus and contradiction among the descriptions.

LESSON 1, CLASS 1 (DAY 1 OF UNIT)

Activities

1. **HOOK:** When students enter the class, ask them to observe what you are about to do very carefully. Over the next minute, perform a sequence of five actions (e.g. Throw a piece of paper across the room, accuse a student (ask for a volunteer ahead of time!) of throwing it, and ask him or her to come to the front of the class, then write three words on the board, give students a list of five words, and ask the student to return to his or her seat). Ask students to tell you what just happened.
2. **EMPHASIZE:**
how difficult it is to remember sequences of actions when you don't understand what they mean
how it is easier to remember things when they leave a "trace" behind, like the written words on the blackboard, and
how different people have slightly different points of view about what "really happened."
3. **DISCUSS AS A CLASS:** Provide students with a description of a major event of violence in the news, and describe the event -- terrorism, war, rebellion -- from differing points of view. (for English speaking students, suggestions can be found at the Media Literacy Resources Site at <http://interact.uoregon.edu/MediaLit/mlr/resources/resources.html> and the Media Awareness Network at <http://www.media-awareness.ca>). Ask the students how they know "what happened" if they were not there to observe an event themselves. Explain that if we are not somewhere ourselves, then all we have are different accounts of "what happened" that are written or created by someone else, or "traces" of evidence they have left behind. And every account is created by a person, and every person has a slightly different point of view. How can we judge what "really" happened?
4. **READ** overhead/ Handout No. 1 together as a class.
(<http://canadianmysteries.ca/sites/klatsassin/home/indexen.html>)

5. AS A CLASS, the students and teacher analyze Handout No. 1 using Worksheet No. 1, “How to Read a Document.” After reading through the document, the teacher emphasizes that the more we know about where a document or account comes from, who created it and why, the more we can assess what point of view it is representing, and the more we know how to evaluate the kinds of information it contains.
6. DEFINITIONS: The teacher then introduces the concept of primary and secondary sources, explaining that the only way that we can know about the past for ourselves is to find “traces” of the past (in artefacts, architecture or other physical evidence) or in “accounts” that people have left behind, usually in written form. In a guided discussion, explain that the “account” in Handout No. 1 is a secondary source because it was created in the present, based on primary documents -- “accounts” that were created close to the time being examined.
7. THINK/PAIR/SHARE: Students are divided into groups of two and are given one of the five documents (primary sources) below, pre-selected from the Web site. The teacher instruct students to read the documents and complete Worksheet No. 1, "How to Read a Historical Document”.

**List of relevant documents on the Web site*

"An Indian War Impending," 30/08/1862

<http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/115en.html>

"Letter to Newcastle, No. 7," 20/05/1864

<http://canadianmysteries.ca/sites/klatsassin/murdersorwar/deathofaroadcrew/9en.html>

"The Bute Inlet Massacre and Its Causes," *The Victoria Colonist*, June 13, 1864

<http://canadianmysteries.ca/sites/klatsassin/murdersorwar/deathofaroadcrew/126en.html>

"Waddington and Bute Inlet," *The British Columbian*, June 18, 1864

<http://canadianmysteries.ca/sites/klatsassin/murdersorwar/deathofaroadcrew/252en.html>

"Testimony of Ach-pic-er-mous," 30/05/1865

<http://canadianmysteries.ca/sites/klatsassin/aftermath/thetrials/ahanandlutus/226en.html>

1864 Tsilhqot'in Chiefs Memorial

<http://canadianmysteries.ca/sites/klatsassin/archives/miscellaneous/726en.html>

LESSON 1, CLASS 2 (DAY 2 OF UNIT)

1. JIGSAW EXERCISE: Students move from their pairs they were working in during the last class to form new groups with at least four others who have not read the same document (a class of 30 will have six groups of five, for example). They spend the next half hour teaching other students in their group what is in their own document, using Worksheet No. 1, completed in the last class, as a guide.
2. Working in their groups of (approximately) five from last class, students use Worksheet No. 1 (individually completed in the last class) to complete together Worksheet No. 2, “What Happened? According to Whom?” as a group.

3. Working as a class, the students and teacher compile a chart that identifies events about which all the sources considered agree, and the points about which people differ. (This should remain at the front of the class throughout the unit.)

LESSON 2: ESTABLISHING POINTS OF VIEW (Two classes)

(DAYS 3 and 4 of unit)

Preparation

Book computer time for the first class in this lesson.

Overview

In this lesson, students begin by researching European and First Nations life in the 1860s. In a second class, students take on the persona of a nineteenth century British Columbian. They either write a letter (if they are European) or provide a written version of story (First Nation) describing the Chilcotin War. Students then complete peer reviews of at least one letter, evaluating the description and the authenticity of the point of view expressed.

LESSON 2, CLASS 1 (DAY 3 OF UNIT)

Activities

1. Working in the computer lab, begin the lesson by asking students what they know about life in colonial British Columbia. Write their responses on the board under the headings “First Nations” and “colonists.” Have them read brief selections from the “Contexts” portion of the site, choosing them so that students will read about both First Nations and non-Native life. (<http://canadianmysteries.ca/sites/klatsassin/context/indexen.html>). Be sure to choose the documents carefully, as students have only a limited time to absorb this information.
2. Ask students to prepare an information sheet about the two major ethnic groups living in British Columbia in the 1860s, using the following questions as their guide:

The Europeans

Where exactly was the colony of British Columbia?

What European groups lived there?

Why did they live there?

What technology did they have?

Where did their food come from? Trade? Communications? Transportation?

What were relations like between European/ Aboriginal Peoples? Or within different European groups (e.g. French and English)?

The Tsilhqot'in

Where did they live?

What other groups lived there?

Size and border/boundaries?

Technology? Where did their food come from? Communications? Transportation

What were their relations with European people? Or with other First Nations?

LESSON 2, CLASS 2, (DAY 4 OF UNIT)

Activities

1. Students are asked to take on the persona of either a Tsilhqot'in native, or a British settler. Their task is to either write what would be an "oral history" (in the case of the Tsilhqot'in) or a letter home to Britain (in the case of the settler) that is not more than one page long. **STUDENTS MUST NOT EXPLICITLY LET THE READER KNOW WHO WROTE THE LETTER.**
2. Give out Worksheet No. 3, "Evaluating the Account" in advance. As it notes, the account must do two things:
It must describe the major events appearing in the summary "What Happened? According to Whom?" from last class
AND
It must contain details that make it clear -- without the author directly stating it -- whether the person is a native or non-native. (it could, for example, describe aspects of life in British Columbia in the 1860s that would be known only to that ethnic group; and/or the description of the Chilcotin War could clearly represent a particular point of view that would most likely only be held by a person of that ethnic group)
3. After completing the task, students then exchange their one-page papers, and evaluate each other's Accounts using Worksheet No. 3.

LESSON 3: REFINING STUDENTS' THINKING STRATEGIES **Through Newspaper Analysis: "Writing the News"** **(two classes)**

(DAYS 5 and 6 of unit)

Overview

Students are asked to come up with a list of criteria for "fair reporting." in the newspaper. They then apply these criteria to a variety of newspaper reports about the Chilcotin War. In the second class, students use the criteria and the information they have found to write a fair-minded newspaper article about the incident.

LESSON 3, CLASS 1 (DAY 5 OF UNIT)

Preparation

Students are asked to bring in to class newspaper reports about the same leading story in the news, preferably one dealing with political acts of violence.

Activities

1. IN GROUPS OR PAIRS, students examine the newspaper reports, and are asked "how do you know which report is the most reliable?" Legitimate responses might include "must include more than one point of view," or "must not use exaggerated or inflammatory language.

2. AS A GROUP, students develop criteria for "fair reporting." This list is written on the board, and should include the following:
Is more than one point of view reported?
Does the writer use exaggeration and inflammatory language?
What is the information-to-opinion ratio (and how do you tell the difference)?

3. STUDENTS COMPLETE Worksheet No. 4 "Is this fair reporting?" to evaluate their newspaper report.

4. GROUP DISCUSSION: The class discusses together which contemporary newspaper reports are "fair," and students are told that similar criteria can be applied to incidents in the past.

5. STUDENTS USE Worksheet No. 4 to describe and then evaluate two of the newspaper reports on the Chilcotin War listed below.

**Suggested list of relevant documents on the Web site*

"Unprincipled Journalism", *The British Columbian*, July 16, 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/257en.html>

"Our Indian Difficulties" *The British Columbian*, June 11, 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/251en.html>

"The Chronicle and the Bute Route" *The British Columbian*, June 8, 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/253en.html>

"The Indian Difficulty and the Victoria Press," *The British Columbian*, July 9, 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/299en.html>

“Thrilling Details by Mr. Waddington,” *Daily Chronicle*, May 28, 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/377en.html>

“More Indian Trouble Anticipated” *The British Columbian*, December 7, 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/249en.html>

“Defeat of the Indian Expedition,” *Daily British Colonist* (n.d)

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/362en.html>

“Serious Rumours Disproved” *Daily British Colonist*, July 11, 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/240en.html>

“A False Alarm,” *The British Columbian*, June 4, 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/258en.html>

“The Latest Massacre” *Daily British Colonist*, June 27, 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/277en.html>

“Probably Safe” *Daily Chronicle*, May 29, 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/379en.html>

6. WORKING IN SMALL GROUPS, students then share their evaluations of the historic reports with others in their group.

LESSON 3, CLASS 2, (DAY 6 OF UNIT)

Activities

1. Using the “evidence” part of the chart, students then use these criteria to write a fair-minded newspaper account of the Chilcotin War. These are written up in newspaper style. Students use Worksheet No. 4 to provide a peer evaluation of the newspaper story by each group. Those that get a passing grade are compiled into a book of newspaper clippings about the events.

LESSON 4: HISTORICAL EXPLANATIONS: THE SMALLPOX QUESTION (One to two classes)

(DAYS 7 and 8 of Unit)

Preparatory Note

The teacher will need to carefully select and probably abridge the documents for intermediate and some junior secondary students.

Overview

Students assess the credibility of one selected document each using Worksheet No. 5 “Criteria for Credibility”. They present their evidence in a horseshoe debate, arguing its ability to support or not support the following question: “Was Klatsassin’s decision to attack the colonists motivated by a fear of smallpox?”

LESSON 4, CLASS 1 (DAYS 7 AND 8 OF UNIT)

1. EXPLAIN TO STUDENTS/SET THE STAGE: When trying to understand why something happened, historians use a number of techniques and strategies for finding, evaluating and weighing their evidence. Historians try to understand how and why different people might have a different point of view by understanding the contexts in which they live, and their different experiences of different phenomena. A teacher has a different understanding of what goes on in a classroom than a student does, for example, and First Nations people might have had different opinions about Europeans in British Columbia than did the Europeans. While different people have different points of view, it is still possible to evaluate the reliability of the evidence they present, and historians use a number of criteria to decide which kinds of evidence best answer the questions that historians have.
2. DISPLAY WORKSHEET NO. 5 and go over the five criteria that historians use to evaluate credibility:
Is there any reason to think that the evidence has been tampered with?
Is there any reason to suspect that the witness is lying? What reasons?
Is there any reason to think that the witness is exaggerating unduly? Is the testimony internally consistent? (or does witness contradict him/ herself?)
Does the testimony contradict testimony of other witnesses?
Is the testimony consistent with what you know of the historical contexts? (culture, economy, politics etc.).
3. EXPLAIN that a number of sources from the time suggest that Klatsassin’s decision to attack the road builders came from the losses due to smallpox and fears of another devastating epidemic. The students’ task is to find out if this a reasonable explanation for the Chilcotin War.

4. ASSIGN STUDENTS EITHER SINGLEY OR IN PAIRS to analyse one document from the list below using the criteria detailed in Worksheet No. 5. Give students ample time to read the document and organise their findings.
5. ARRANGE SEATING IN A U-SHAPE FORMATION. One by one, students will present the results of their findings, and then seat themselves on the continuum Credible Evidence to Not Credible Evidence according to WHAT EVIDENCE THEIR DOCUMENT PROVIDES.
6. ASSESS visually, at the end of the exercise, which documents support the role of smallpox and others which do not. As a class, they can then make a conclusion, and then determine, as well, which documents provide the “BEST EVIDENCE.”
7. DEMONSTRATE to the students how they could incorporate these findings into an historical argument.

**Suggested List of documents*

Editorial comparison

"The Bute Inlet Massacre and Its Causes," *The Victoria Colonist*, June 13, 1864

- <http://canadianmysteries.ca/sites/klatsassin/murdersorwar/deathofaroadcrew/126en.html>

Henry Soloman, “Magic in the Homathko Canyon” in Nemiah, *The Unconquered Country*

- <http://canadianmysteries.ca/sites/klatsassin/context/tsilhqotinculture/tsilhqotinstories/997en.html>

"Waddington and Bute Inlet," *The British Columbian*, June 18, 1864

- <http://canadianmysteries.ca/sites/klatsassin/murdersorwar/deathofaroadcrew/252en.html>

Smallpox Culture Section of Web site

Book

R. C. Lundin Brown, "*Klatsassan, and Other Reminiscences of Missionary Life in British Columbia*" (London: Gilbert and Rivington, Printers, 1873), 10-11.

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/389en.html>

Colonial Correspondence

Ball to the Colonial Secretary of British Columbia, July 6, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/118en.html>

Elliot to Young, December 10, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/119en.html>

Elwyn to the Colonial Secretary of Vancouver island, December 17, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/120en.html>

Elwyn to the Colonial Secretary of Vancouver island, January 27, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/177en.html>

Brown to Raycroft, February 18, 1863

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/178en.html>

Duncan to James Douglas, March 6, 1863

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/179en.html>

Newspaper or Magazine Article

“Arrival of Brother Jonathan,” *The British Colonist*, March 13, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/93en.html>

“Small Pox” *The British Colonist*, March 19, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/94en.html>

“The Small Pox at New Westminster” *The British Colonist*, March 22, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/95en.html>

“Small Pox” *The British Colonist*, March 27, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/96en.html>

“Indians Vaccinated” *The Daily Press*, March 27, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/97en.html>

“Small Pox” *The British Colonist*, March 28, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/98en.html>

“The Small Pox and the Indians” *The British Colonist*, April 26, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/99en.html>

Removal of the Indians” *The Daily Press*, April 28, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/100en.html>

“The Small Pox” *The British Colonist*, April 29, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/101en.html>

“Migration of the Indians” *The Daily Press*, May 11, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/102en.html>

“Good Bye to the Northerners” *The British Colonist*, June 12, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/103en.html>

“Small Pox Among the Indians” *The Daily Press*, June 15, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/104en.html>

“From Bentinck Arm” *The Daily Press*, June 22, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/105en.html>

“Small Pox at Victoria” *The British Columbian*, June 25, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/106en.html>

“Four Days later from Bentinck Arm” *The British Colonist*, August 27, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/114en.html>

“The Latest from Bentinck Arm” *The British Colonist*, January 15, 1863

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/107en.html>

“News from Cariboo” *The British Colonist*, February 27, 1863

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/117en.html>

“To the Editor of the British Columbian” *The British Columbian*, June 27, 1864

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/269en.html>

“Lillooet Letter” *The British Colonist*, December 9, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/427en.html>

Other

“A Tsilhqot’in Account of Smallpox” By Henry Solomon, with Terry Glavin

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/995en.html>

Begbie to the Governor of British Columbia Including notes taken by the court at the Trial of 6 Indians

- <http://canadianmysteries.ca/sites/klatsassin/aftermath/thetrials/klatsassinpluschilcotins/208en.html> (Why did Judge Begbie cross out sections about Smallpox in his letter?)

“Report of a Journey of Survey from Victoria to Fort Alexander, via North Bentinck Arm”

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/466en.html>

LESSON 5: NATION BUILDING AND THE CHILCOTIN WAR
Should British Columbia Join Canada?
(one class)

(DAY 9 of Unit)

Overview

The Chilcotin War raised important questions about British Columbia: would natives and non-natives be able to live together? Would the tiny European population be able to overcome the difficulties of transportation and communication enough to exploit its natural resources? Would Native peoples be able to survive the onslaught of European incursion into their territory? Many people believed that it was only by joining Canada that these problems could be solved. Others (particularly Native peoples) believed that their conditions would worsen without the protection of the British crown. Students use a guided discussion approach to develop a shared understanding of the difference between a major and a minor element or issue, and between an unfounded "guess" and an informed hypothesis. They use this information to write a letter to the editor of a local paper either in favour or against confederation with Canada.

LESSON 5, CLASS 1 (DAY 9 OF THE UNIT)

Activities

1. **GROUP DISCUSSION:** Begin by asking students if British Columbia was part of Canada in 1864. Review with students the knowledge they already possess concerning Canadian confederation. (e.g. when, where, why, who and what happened, with a reference to How?) Organize the material into a timeline on the board.
2. **GIVE STUDENTS HANDOUT NO. 2,** "British Columbia Joins Confederation," a "textbook" style account of British Columbians reasons joining Confederation. Alternatively, select a similar passage from the course textbook. Ask them to complete the questions at the end of the selection.
3. **AS A CLASS** review the three questions:
 1. Who is the author?
 2. What is the source of the evidence for this account?
 3. What is the intended audience?
4. **GIVE STUDENTS WORKSHEET No. 6:** "Should British Columbia Join Canada?" Ask students to list all the justifications or explanations they can find in the textbook account. They should be reminded to rely on their background knowledge of Confederation for other provinces; to think about British Columbian geography, early commerce, etc. Also suggest students apply interdisciplinary and extra-curricular skills—use their "common sense." What are some of the reasons people join other groups? How might these reasons apply to British Columbia? They should add these reasons to their worksheet.

5. ASSIGN A READINGS of the selected documents.* Request that students consider author, intended audience, and where the document fits into the time line. Was it written before the Tsilhqot'in killed the road crew or after; before, during or after the trials? They should then add to their worksheets all the motives which seem related (or might be related) to Confederation. Finally, they should add any other motives that they can conjecture might arise indirectly as a result of things in the documents.
6. WRITE THE LETTER: Ask students to imagine they are a British Columbian settler or government official. Based on the list of justifications they have collected in the worksheet, ask them to choose whether they are in support of or opposed to confederation, and write a letter to a local newspaper, providing at least two good arguments (with supporting evidence) to support their point of view.

**Selected documents*

"More Indian Trouble Anticipated" *The British Columbian*, December 7, 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/249en.html>

"The Indian and the Law" *The North Pacific Times*, December 10, 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/375en.html>

"The Williams Lake Petition" – *The North Pacific Times*, December 21, 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/296en.html>

"Seymour to Cardwell No. 91" - 07/07/1865

<http://canadianmysteries.ca/sites/klatsassin/archives/colonialdispatch/50en.html>

"Cardwell to Seymour No. 46" - 22/07/1865

<http://canadianmysteries.ca/sites/klatsassin/archives/colonialdispatch/69en.html>

LESSON 6 MASSACRE OR WAR?
Historical Interpretation, a Culminating Exercise
(four to six classes)

(DAYS 10-16 of Unit)

Overview

In this culminating lesson, students explore the question of whether the events of 1864 comprised a massacre or a war by examining the explicit and implicit assumptions about Aboriginal People and land ownership in a selection of documents. They use this information, and the documents on the Web site as a whole, to create a dramatisation of the court case, assigning roles and writing scripts for a final performance in the last class.

LESSON 6, CLASS 1 (DAY 10 OF UNIT)

Activities

1. BRAINSTORMING SESSION: Have students brainstorm the following question:
What is the difference between a massacre and a war?
(Think in terms of causes and preceding events, the description of the massacre or war itself, and potential outcomes and effects.)

1. EXPLAIN that the students' task will be to explore European explanations for the Uprising as a Massacre in two documents. They will use these explanations to infer the attitudes of Europeans about either Native peoples (culture, society, values) and/or the rights to Native peoples to the land on which the massacre occurred. The teacher will model the exercise using an example from the documents below to fill out the columns in Worksheet No. 7.

2. DIVIDE CLASS INTO PAIRS, and have each pair read two of the documents, completing Worksheet No. 7 as they do so.

**Suggested list of documents*

"An Indian War Impending" – *The British Colonist*, August 30, 1862

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/115en.html>

"Letter to Newcastle, No. 7" - 20/05/1864

<http://canadianmysteries.ca/sites/klatsassin/archives/colonialdispatch/9en.html>

"The Bute Inlet Massacre and Its Causes," *The Victoria Colonist*, June 13, 1864

<http://canadianmysteries.ca/sites/klatsassin/murdessorwar/deathofaroadcrew/126en.html>

"Waddington and Bute Inlet" *The British Columbian*, June 18, 1864

<http://canadianmysteries.ca/sites/klatsassin/murdessorwar/deathofaroadcrew/252en.html>

"Testimony of Ach-pic-er-mous," 30/05/1865

<http://canadianmysteries.ca/sites/klatsassin/aftermath/thetrials/ahanandlutas/226en.html>

LESSON 6, CLASSES 2-6

Activities

1. After reading these documents, and completing Worksheet 7 in the last class, students work together to first organize, and then research, write and act a play that is a dramatization of the court case “Klatsassin versus the Colony of British Columbia”. Students should try to use the language and images they have found in the documents and in their arguments. The performance should explore the issue of whether the Uprising was a massacre or a war.

Handouts and Worksheets

HANDOUT NO. 1: INTRODUCTION

Unit 1

<http://canadianmysteries.ca/sites/klatsassin/home/indexen.html>

The blood of the twelve men spilled into the Homathco River before dawn on the morning of April 29th, 1864 was only the beginning. By the end of May, 19 road-builders, packers and a farmer would be dead. It was the deadliest attack by Aboriginal people on immigrants in western Canada, before or since. Within six weeks, an army of over 100 men were in the field to hunt down the killers.

Finding them was not going to be easy. The killings had taken place in a remote triangle in central British Columbia, a country of jagged mountains, torrential rivers, and high plateau, remote from any settlements and inaccessible by road or even a horse trail. The dead had been trying to change that, they all had some connection to the attempt to build a road from the coast to the goldfields of the Cariboo.

This was the territory of the Tsilhqot'in people who had lived on the high Chilcotin Plateau for centuries, perhaps for eons. The survivors of the attacks identified the principal leader of the more than 20 involved in the killings as a Tsilhqot'in chief, who was called by his people "Klatsassin".

HANDOUT NO. 2: “BRITISH COLUMBIA JOINS CONFEDERATION”

Unit 1

British Columbia entered Canadian Confederation on July 20, 1871, following several decades of debate. Those groups and individuals who supported Confederation did so for a variety of reasons. In 1868, in the midst of a deepening colonial debt and economic recession, the BC government officials who supported Confederation sent several proposals to the government of Canada. The most significant were that they demanded that Canada would take responsibility for the growing provincial debt, and that a wagon road from British Columbia to the eastern areas of Canada would be built. While these proposals were being delivered to and debated in the Canadian government, other government officials used the newspapers to encourage British Columbians to support confederation. They believed that if the demands were reinforced by public support, the government of Canada would surely give in!

In the meantime, the rapidly growing number of American settlers in the early 1840s in the Oregon Territory to the immediate south of British Columbia raised old fears that Britain would lose the colony to the United States. Indeed, there were rumours from England that England was considering selling the colony to the United States. Whether these rumours were true or not, British Columbians who were loyal to Britain were worried!

On the other hand, Ottawa, the centre of Canadian government, feared that a group of British Columbians who favoured succession to the United States might be successful. If they won the debate, Canada would lose access to the west coast ports, and would never realise its goal of establishing direct trade links with the Orient and India. And central Canada would lose important markets for their produce across western Canada. For these reasons, Ottawa decided to be generous in agreeing to British Columbians' requests for the nation to take over its debt and even sweetened the offer with the promise of a railroad linking B.C. to Canada.

In 1869, Anthony Musgrave was appointed the new governor of British Columbia. Musgrave, who had a personal friendship with Prime Minister John A. Macdonald, managed to pull together the provincial and national support for British Columbian Confederation, and British Columbia became a Canadian province.

1. Who is the author of this selection?

2. What are the sources of evidence used by the author?

3. Who is the intended audience of this writing?

WORKSHEET NO. 1: HOW TO READ A HISTORICAL DOCUMENT

Unit 1

Your Name: _____

Document Title and No.: _____

1. Do you know what type of document this is? How do you know?
Newspaper____ Diary____ Letter____ Trial Record ____ Other____

2. Do you know the date that this document was created? How do you know?

3. Do you know who wrote this document? (name, title, job, ethnic group). How do you know?

4. Who do you think is the intended audience of this document?

Friends and/or Family

The Public; Legal/Justice System Officials and/or Jurors

Government Officials

Religious Officials

The General Public

5. What events are described in this document? (use point form, chronological order, and the back of this sheet if necessary)

6. How did the author of this document know about the events he is describing? (e.g., Did he see them himself? Hear about them from others?)

WORKSHEET NO. 2: THE TIMELINE
“What Happened? According to Whom?”
Unit 1

Events (in chronological order)	First	Second	Third	Fourth	Fifth
Overview from Web site (Handout No. 1): Whose point of view?					
Description in document No. 1: Whose point of view?					
Description in document No. 2: Whose point of view?					
Description in document No. 3: Whose point of view?					
Description in document No. 4: Whose point of view?					
Description in document No. 5: Whose point of view?					

WORKSHEET NO. 3: EVALUATING THE ACCOUNT
Unit 1

Name of Author: _____

Name of Evaluator: _____

CRITERIA	EXCELLENT 5	COMPETENT 4	FAIR 3	POOR 1
ARE ALL OF THE MAJOR EVENTS FROM THE TIMELINE DESCRIBED IN THIS ACCOUNT?	All of the events are described clearly.	Most of the key events are described, but one or two are missing or described poorly.	Some events are described, but with poor detail. Others are ignored.	Many events are not described, or are described in a confusing or superficial way.
WHO WROTE THIS ACCOUNT? EUROPEAN OR NATIVE?	It is clear that a _____ wrote this document because:	I think that a _____ wrote this document, but I need more evidence to be certain.	I am confused about who wrote this letter because there is not enough evidence, or the evidence is confusing.	I cannot speculate on who wrote this letter because there is not enough clear evidence.
HOW DO I KNOW? (I.E. WHAT IS THE KEY EVIDENCE IN THE LETTER THAT CONVINCES ME WHOSE POINT OF VIEW IS BEING REPRESENTED?)	_____ of the following five pieces of convincing evidence:	_____ of the following three pieces of convincing evidence:	I need the following evidence to convince me:	I am confused and uncertain.
TOTAL SCORE OUT OF 15:				

WORKSHEET NO. 4: IS THIS FAIR REPORTING?

Unit 1

Criteria for fair reporting	What is the 'evidence' that is being reported	Evidence of fair or unfair reporting	Score
1. Is more than one point of view reported?			1 point scored for each point of view represented:
2. Does the writer use exaggeration and inflammatory language?			negative scores, 1 point for every example of exaggerated language
3. What is the information-to-opinion ratio?			Is every opinion supported by appropriate information? Negative score for each opinion not supported by information.
4. TOTAL SCORE			Add and subtract points.

WORKSHEET NO. 5: CRITERIA FOR CREDIBILITY
Unit 1

Document Name: _____

Student Name: _____

Criteria for Credibility	Witness Name: Key points of evidence about fear of smallpox in this document	Score (low score = reliable)
1. Is there any reason to think that the evidence has been tampered with?		No: 0 Yes: 1
2. Is there any reason to suspect that the witness is lying? What reasons?		No: 0 Yes: 1
3. Is there any reason to think that the witness is exaggerating unduly?		No: 0 Yes: 1
4. Is the testimony internally consistent? Or does the witness contradict himself/herself?)		No: 1 Yes: 0
5. Does the testimony contradict testimony of other witnesses?		No: 0 Yes: 1
6. Is the testimony consistent with what you know of the historical contexts? (culture, economy, politics etc.)		No: 1 Yes: 0

WORKSHEET NO. 6: SHOULD BRITISH COLUMBIA JOIN CANADA?
Unit 1

Name	
Source of Information	Explanation for Joining Confederation

WORKSHEET NO. 7: EXPLORING THE NARRATIVE
Interpreting Primary Documents
Unit 1

Document name	What explanation does the document provide to account for why the Tsilhqot'in "Massacred" the road crew?	What attitudes towards Native peoples and Native land ownership can you infer from this explanation?

Suggestions for an Integrated Unit

SCIENCE COMPONENTS

Incorporating a scientific component within this unit will afford students the opportunity to become a part of the case, encouraging the development of skills of scientific observation under the guise of performing a historical forensic analysis. Since several of the documents mention the spread of smallpox among the natives as an issue in the Bute Inlet attacks, this unit presents an excellent opportunity to introduce students to viral cells, and epidemiology. Students could read grade-appropriate selections from Jared Diamond's award-winning book *Guns, Germs and Steel*, to understand the importance of disease in world history. They could research the spread of global pandemics such as the Bubonic Plague, the 1918 Spanish Influenza, AIDS, and the recent outbreak of SARS. The Centre for Disease Control offers excellent online educational resources, and lesson plans in epidemiology complete with resources and slides at www.cdc.gov or www.bam.gov. These could provide a context for examining the spread of smallpox and other devastating epidemics that were so harmful to the First Nations of British Columbia.

In addition to offering a basis for comparison between contemporary and historical knowledge of diseases, contagion and control, these types of activities present the opportunity to study human anatomy, cellular biology, scientific institutions, and—if resources permit—to use slides and microscopes.

Readings

Robert Boyd, "Smallpox in the Pacific Northwest: The First Epidemics" *B.C Studies*, 101, Spring 1994, 5-40

Cole Harris, "Voices of Disaster: Smallpox around the Strait of Georgia in 1782" in *Ethnohistory* 41:4 (fall 1994)

Jared Diamond, *Guns, Germs and Steel: the fates of human societies*. New York: W.W. Norton & Co., 1997.

PHYSICAL EDUCATIONAL COMPONENTS

If time and organizational factors permit, a physical educational component to this unit will involve students more holistically in the experience of the historical past. Physical education aspects of this unit should incorporate evidence crucial to the case, and physical events which are mentioned in the documents and case history. The manual labour of the road crew could be recreated in an indoor or outdoor obstacle course involving digging, scraping, dragging, rolling, and carrying. Similarly, the hike of the Natives away from Bute Inlet and/or the march of the pursuers could be completed, either out of doors or in laps of indoor space, and then could be repeated while students marched in formation to simulate the pursuit of law enforcement.

In addition to offering an opportunity for expanded historical empathy, such activities could incorporate a number of goals specific to the physical education curriculum. They include cardiovascular fitness training, repetitive and controlled motion, and opportunities to experience a lifestyle which incorporates physical fitness.

MATHEMATICAL COMPONENTS

The above-suggested viral focus lends itself well to mathematical subjects as well. Students can graph levels of viral spread, calculating percentages of populations infected, etc . They can also calculate the labour and finances invested in apprehending accused, and the expenditure per individual, using elementary algebra. Students can use applied mathematics through the calculation of mean, median, and mode expenditures (financial, labour hours, distance travelled) per person brought to trial. The emphasis on finances also draws attention to the overarching focal point of this unit, which is a new and/or hidden perspective on nation building.

GEOGRAPHICAL COMPONENTS

British Columbia geography and demographics comprise a range of resources on this site. The site provides excellent resources for map reading exercises. The reading and interpretation of geographical data are readily integrated skills utilising the resources on the Web site and externally available resources. The site particularly offers an excellent opportunity to introduce topographical maps, and their reading. It also provides students the chance to research and map population, and changing ethnic composition (particularly through the massive epidemic of the early 1860s in British Columbia). Statistical, graphic and mapping tools integrate reading, and the organisation of data and maps skills.

LANGUAGE ARTS COMPONENTS

The lesson plans listed in the Social Science Lessons above contain a heavy emphasis on literacy and writing skills. Some of the lesson plans even culminate in an evidence-based creative writing exercise which could easily be expanded. Issues surrounding narrative point of view are often central in literature and language arts curricular objectives. This unit lends itself well to a foray into basic styles of narration and more complex explorations of narrator and author subjectivity and objectivity. Any literature already on the curriculum (poetry, short stories, novels, essays, and other genres) should prove amenable to this integrated approach.

Alternatively, this unit equally integrates skills relevant to media literacy. Readily accessible media literacy Web sites complete with adaptable lesson plans include the Media Literacy Resources Site at <http://interact.uoregon.edu/MediaLit/mlr/resources/resources.html> and the Media Awareness Network at <http://www.media-awareness.ca>. "The White Screen: Absent Voices in the Media" lesson from the Media Awareness Network is among the lessons on both sites which focus on the representation of native cultures and developing nations in contemporary media, thereby further drawing attention to the absent and/or discounted voices the Bute Inlet attacks.

“We Do Not Know His Name:
Klatsassin and the Chilcotin War”

Unit 2
Teaching Unit
for Senior Secondary or University Students

Murder, Terrorism or War?
The 1864 Conflict between the Tsilhqot'in people
and the colony of British Columbia

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Unit 2: Teaching Unit for Senior Secondary Students

Fitting This Unit into Your Provincial Curriculum

Our *Teachers' Guide* team has done some research into provincial curricula across Canada. This Unit, "Murder, Terrorism or War? The 1864 Conflict between the Tsilhqot'in people and the colony of British Columbia" could be used effectively in the following courses, by province:

British Columbia

- ✓ B.C. First Nations Studies 12

Alberta

- ✓ Social Studies 20 – The Growth of the Global Perspective

Saskatchewan

- ✓ History 30 (Unit 2)
- ✓ Social Studies 30
- ✓ Native Studies 30

Manitoba

- ✓ Senior 3 Social Studies

Ontario

- ✓ Canada: History, Identity and Culture – Grade 12

Quebec

- ✓ History of Quebec and Canada – Secondary 4

New Brunswick

- ✓ Canadian History 12

Nova Scotia

- ✓ Canadian History 11

Prince Edward Island

- ✓ Canadian History 621

Newfoundland

- ✓ Canadian History 1201
- ✓ Nunavut and the Northwest Territories (see Alberta)
- ✓ Yukon (see British Columbia).

Introduction and Overview

The events of September 11, 2001 and the global conflicts which have followed have forced us to re-evaluate and question our definitions of what constitutes war, terrorism and criminal activity. The government of Canada is currently involved in supporting the United States' efforts in the "War on Terror," a war in which individual members of "the enemy" are arrested, charged with crimes, tried and convicted in the courts of individual nations, not international tribunals. So what does it mean to label a conflict a war? Or to call it a crime? The categories of war and crime seem to have collapsed as infantry personnel direct traffic and chase thieves in Baghdad while RCMP cruisers in Ottawa are outfitted with dirty bomb detectors. At first glance it seems that this confusion is a recent occurrence, that in the 20th century and before there were clear boundaries demarcating war, terror and crime. But is this actually the case?

This unit takes senior secondary students back in time, to just before Canadian Confederation, and to a place where, for at least some of the participants, the confusion between war and murder was as great as it is now. Through a series of tasks designed to further develop students' critical thinking abilities, students will examine a number of primary source documents relating to a crucial conflict few people have ever heard of: the struggle between white settlers in the two colonies of British Columbia and Vancouver Island, and the T'silhqot'in people for control of part of the Cariboo region. The conflict ended in a draw, at least temporarily, although Chief Klatsassin and other T'silhqot'in men were captured, tried and hanged for lethal attacks on a road building crew, a white settler and a pack train. The culminating challenge for students will be for them to write, in essay form, a fair-minded historical narrative of the conflict. As they do so, they will have to pay close attention to the key question – was this a war or a series of murders – and to the tricky question of how to define these ambiguous terms.

Key Question²

Should the lethal 1864 attacks by the T'silhqot'in on a road-building crew, a settler and a pack train from the colonies be described in the historical record as acts of war or as criminal acts? Why? Support your thesis with clear definitions, well-constructed arguments and significant evidence.

Culminating Activity

Students will write, in essay form, a fair-minded historical narrative of the conflict. This activity will present students with the opportunity to become historians, to frame a narrative based on a reasoned interpretation of the available primary source material. This authentic task will require students to think very carefully about the language they will use to describe events and to grapple with the distinction between "the past" and history.

Concepts

Acquire an understanding of the challenges and issues facing people living during the 1860s in what is now the province of British Columbia, and an awareness of the broader social and historical contexts

² Key questions make great essay style exam questions.

Develop sensitivity to the differing points of view concerning control of the Cariboo region by the Tsilhqot'in and settlers in the colonies of British Columbia and Vancouver
Confront evidentiary challenges, including incompleteness and interpretative errors. Differentiate the quality of evidence and observe inconsistencies in testimony
Articulate and defend reasoned definitions of the following terms: war, conflict, terror, massacre and murder
Evaluate historical interpretations of the conflict, including Web sites supported by the Canadian and British Columbian governments

Instructional Outcomes

Identify and clarify a problem, an issue, an inquiry
Develop a vocabulary for the analysis of historical documents
Plan and conduct research using primary and secondary sources & electronic sources
Generate and critique different interpretations of primary and secondary sources
Assess and defend a variety of positions on controversial issues
Construct a narrative from pieces of evidence that are non-sequential
Plan, revise, and deliver formal presentations using a variety of media
Demonstrate leadership by planning, implementing, and assessing a variety of strategies to address the problem, issue, or inquiry initially defined
Refine abilities to construct and defend an argument

Recommended Time Frame

Allow fifteen to sixteen 75-minute periods for this unit in an advanced or university-preparation level course if you intend to include all instructional strategies. Adjust as appropriate to meet the needs of different learners and instructional time limitations. Many of the tasks also stand independently and can be pulled out and used as single lessons if required.

Synopsis

Key Question: Were the events of 1864 terrorism, a massacre or a war?		
Lesson Title	Time Needed	Lesson Overview
Preparatory Lesson	1 class (75 minutes)	In this introduction to historical documents, the class comes up with a list of the kinds of documents (primary sources) that historians of the future might use to make inferences about “our” lives hundreds of years from now. Students then select the three primary sources that they think will best describe their own lives for future historians, and use a data chart to explain why.
Lesson 1: Background Knowledge	4 classes	In the first lesson, students are introduced to the basics of the Chilcotin War of 1864 (Handout/Overhead 1), and the problems of understanding whether it was a war or a massacre. Students then work in pairs to come up with questions for Column A of Handout/Overhead 2, the 5W questions that can help them understand the immediate circumstances of the incident. In a second lesson, after researching the site, students present their answers to each other in a jigsaw activity. In a third class, students are divided into groups that will look at one of six larger contexts for understanding the Chilcotin War: global issues, the United States, the eastern Canadian colonies, the western Canadian colonies, the fur trade, and the Tsilhqot’in Nation. After researching their topic in day 3 and for homework, in day 4 students, work in their groups, using their research findings to first complete Column B (context questions) in Handout 2, and then using this information to create a poster that best represents the information they have found.
Lesson 2: Acquiring a Critical Thinking Vocabulary: Point of View	1 class	In this class, students will be divided into two groups, the colonists and the Tsilhqot’in. They will read a variety of documents from the site and use them to create a timeline that reflects their point of view about the conflict.

Lesson 3: Whom Should We Believe? Assessing the Credibility of Evidence	2 classes	In the first class, students work in groups to read selected documents, and then begin to evaluate the credibility of the evidence using Overhead/ Handout No. 3 to guide their examination. In a class discussion following the first task, students use their responses to generate criteria by which to evaluate the credibility of witnesses. In the second class of this lesson, students work in groups using Overhead/ Handout No. 4 to explore the credibility of two sets of documents: to evaluate whether the capture was a surrender or a negotiated peace, and to explore the credibility of witnesses relating to the matter of Waddington's Road.
Lesson 4: "Do Not Believe Everything you Read in the Newspapers"	1 class	Students are asked to examine selected newspaper articles and to identify words or phrases that are inflammatory or leading. Does one paper appear to give more fair-minded accounts than another? What challenges faced writers and readers of the time in their search for "the truth?" How can you, as an historian, make use of these newspaper articles as sources? What can you reliably learn from them?
Lesson 5: Explaining the Attack: The Smallpox Question	1 class	Students assess the credibility of one selected document each using Handout/Overhead 3. They present their evidence in a horseshoe debate, arguing its ability to support or not support the following question: Was Klatsassin's decision to attack the colonists motivated by a fear of smallpox?
Lesson 6: "Is this a fair history?" Nurturing Students' Habits of Mind	1 class	Having explored the Great Unsolved Mysteries in Canadian History Web site about the Chilcotin War, students are invited to evaluate other on-line representations of the history of Cariboo region during the 1860s, including representations of Aboriginal Peoples.
Lesson 7: Culminating Activity: Writing History	5 classes (or independent study)	Students make use of their writing skills, and the skills they have developed regarding the interpretation of primary documents to write a fair-minded account of the events that answers the question: was the incident a massacre or a war?

Instructional Strategies

Need for Computer Lab Time

While this entire unit is fully integrated with the [Klatsassin and the Chilcotin War](http://canadianmysteries.ca/sites/klatsassin/home/indexen.html) Web site, <http://canadianmysteries.ca/sites/klatsassin/home/indexen.html>, most tasks can be completed if the requisite documents are printed off ahead of time and handed out to students. In this way, classes with limited access to computer lab time can still complete the unit.

Assessment & Evaluation

Because assessment and evaluation standards vary from jurisdiction to jurisdiction, only generalized guidelines have been included here. Instructors may wish to assign process marks for completion of the various tasks, or not, if their students are sufficiently mature enough to recognize that the successful completion of the various tasks is crucial to successful completion of the culminating activity.

Instructors must examine their students' work for evidence that:
documents and sources are read and interpreted in-depth,
issues are analyzed seriously and thoughtfully,
presentations and talks are given carefully, with materials well-prepared and organized, and points well thought out,
results are expressed cautiously and are supported with reference to appropriate evidence, and opinions are reasoned,
reports and narratives are written discerningly, reflecting the above and with care, attention and evident pride in quality work.³

Preparatory Exercises

If students have not worked critically with primary source documents before, it is STRONGLY recommended that students do at least one of the exercises in Section 7 "Scaffolding: Developing Skills for Using the Web sites", on pages 11-17, before undertaking this unit of study. They might also consider the Preparatory Exercise to Unit 1, pages 25-27, if students are unfamiliar with primary documents.

³ Adapted from Roland Case and Ian Wright, "Taking Seriously the Teaching of Critical Thinking," in *The Canadian Anthology of Social Studies: Issues and Strategies for Teachers*, Roland Case and Penney Clark, editors. (Vancouver: Pacific Educational Press, 1996).

The Lessons

LESSON 1: WHAT DO WE NEED TO KNOW? BACKGROUND KNOWLEDGE (four classes, assuming 75-min periods)

Background Knowledge: Task No. 1: (two classes)

Questions About the Chilcotin Incident Itself (W5 questions)

LESSON 1, CLASS 1 (DAY 1 OF UNIT)

Overview

In the first day of the four-class lesson, the teacher uses examples from current events to introduce students to the concept that our definitions of conflict – was an act of violence a massacre, a murder, a rebellion, or a war? – depend on our evaluations of the particular circumstances and the general contexts in which it occurred. Students are then introduced to the basics of the Chilcotin War of 1864 (Handout/Overhead 1). Students then work in pairs to come up with questions for Column A of Handout/Overhead 2, the 5W questions that can help them understand the immediate circumstances of the incident.

Activities

1. **PARAPHRASE THE FOLLOWING TO STUDENTS/SET THE STAGE:** The events of September 11, 2001 and the global conflicts which have followed have forced us to re-evaluate and question our definitions of what constitutes war, terrorism and criminal activity. The government of Canada is currently involved in supporting the United States' efforts in the "War on Terror," a war in which individual members of "the enemy" are arrested, charged with crimes, tried and convicted in the courts of nations, rather than at international tribunals. So what does it mean to label a conflict a war? Or to call it a crime? Or a massacre? Students will be asked to provide definitions for the terms, which will be written on the board (definitions center on the issue of legitimacy: "terrorism" and "massacre" refer to conflicts that are seen as illegitimate). Suggest that a true definition of whether something is a "massacre" or a "just war" often requires more of an evaluation of the circumstances, which in turn requires lots of information and understanding on the part of observers, before a decision can be made. Ask "how would you begin to evaluate which term best applied" to an event or events under discussion? (Try to use a specific example, if possible, and from current events of the week). Suggest that historians try to solve these and other dilemmas of interpretation and evaluation by asking two kinds of questions. One set of questions concerns the specifics of the incident being discussed (which can be explored by asking Who? What? Where? Why? When? and sometimes, How?). A second kind of question explores the contexts of the incident -- the social, economic, political, cultural and even temporal contexts in which the event occurred. Tell the students that in this unit, we are going to travel back in time, to just before Canadian Confederation, to help sort out one such confusion about the differences between war and murder. Here's what happened:

2. READ overhead/ Handout No. 1 together as a class.
(<http://canadianmysteries.ca/sites/klatsassin/home/indexen.html>)
3. PARAPHRASE THE FOLLOWING TO THE STUDENTS (taken from the Web site home page) “There are many mysteries to solve here. Who were the killers? Six were eventually hanged for the killings but at least one of them killed no one. What was the motive? Was it robbery, revenge, self-defence, or an attempt to block the road and keep Whites out of their territory? Were these murders and therefore criminal matters that should be dealt with by the courts -- or a war with killings on both sides, that should be settled by a peace treaty? If it was a war, who won?”
4. EXPLAIN that over the course of this unit, thanks to a special project called the Great Unsolved Mysteries in Canadian History, they will learn something of the craft of the historian, because the project has gathered and digitized primary source material that relates to the conflict. Our first step, as historians, is to define the scope of our inquiry, by asking questions. Ask them to generate questions in the two categories – which they will need to answer in order to have the background information necessary to complete the task. Put Handout/Overhead 2 on the overhead projector. Explain that in order to fully understand this incident, they need to ask some specific questions about the 5Ws (who, what, were, when and why (& sometimes how) that pertain specifically to the Tsilhqot’in “event.” And because this event occurred within particular cultural, social, political, geographic, temporal and economic contexts, they also need to know something about the broader social and cultural context if they are going to understand the whole situation. The first two days of this lesson will deal with Column A, the last two with Column B. Provide examples of the two different kinds of questions.
5. THINK – Give students 10-15 minutes to generate a list of questions for Column A.
6. PAIR – Move students into pairs. Distribute Handout/Overhead 2, “Two Kinds of Questions about the Incident.” Each group takes 5 minutes to compile a list of questions that deal specifically with the questions in Column A that apply to the Chilcotin War. Students will inevitably have some questions in common and others that are original.
7. SHARE STEP a – Move the students into groups of 6. Create a list of questions for Column A. Again, the pairs will have common questions and original contributions (this should be quick – it’s even faster if they begin the class with the desks already organized into “home” groups of 6).
8. SHARE STEP b – Each group shares with the class. Generate one master list of questions either on the overhead or a protected board area for Column A. Teachers can flesh out the questions if necessary, but encourage students to see potential gaps for themselves.
9. WHOLE GROUP DISCUSSION – ask students to focus on the questions in column A. Divide the questions into logical groups and assign each group of questions to a table of students. Students divvy up the questions and look for answers on the project Web site. Note – questions that pertain to Column B (global and national contexts) will be researched on days 3 & 4 – check

with the topics in days 3 and 4 to ensure that this first task is confined more specifically to the conflict, and not the general context.

HOMEWORK

Ask students to familiarize themselves with the project Web site and to begin to answer their assigned questions: <http://canadianmysteries.ca/sites/klatsassin/home/indexen.html>

LESSON 1, CLASS 2 (DAY 2 OF UNIT)

Preparation

Note: book computer lab time for this class, if required

Overview

In this second class, and after looking at the site, students work in groups to prepare a briefing paper that answers their selected questions. Students then teach each other answers to these questions in a jigsaw activity.

Activities

JIGSAW

1. IN “HOME” GROUPS FROM PREVIOUS DAY, students finish up with their question(s), double-checking with the Web site for information.
2. GROUP WORK – BRIEFING PAPERS. Each group prepares a briefing paper summarizing their findings.
3. JIGSAW. Assign students to new groups so that each new group has one member from each home group. Each member takes a copy of their home group’s briefing paper to this new group and presents the information orally. Each person’s job is to *teach* their new group members about the subject. They should paraphrase from their briefing paper. (This is a good time to remind students that the best way to solidify knowledge about a subject is to attempt to teach it to someone else ☺)

HOMEWORK

Ask students to review their briefing notes for completeness and ensure that they have a good handle on the questions generated on Day 1.

LESSON 1, CLASSES 3 AND 4 (DAYS 3 & 4 OF UNIT)

Background Knowledge: Task No. 2 – (two classes) Historical contexts Preparation

Note: Book library time for this class if needed

Overview

Students will be divided into groups that will look at one of six larger contexts for understanding the Chilcotin War: global issues, the United States, the eastern Canadian colonies, the western Canadian colonies, the fur trade, and the T'silhqot'in Nation. They will have class time to research these questions, which they will clarify and answer, organizing them using Column B of Handout/Overhead 2, "Questions about the Chilcotin War." After researching their topic in day 3, in day 4 students, working in their groups, will use their research to complete Column B, which they will in turn use to create a poster that best represents the information that Column B contains.

Group presentations/posters: depending on students' background knowledge and level of historical awareness, you may wish to take an extra period for this activity.

Supplies needed: poster board, markers and glue sticks

LESSON 1, CLASS 3 (DAY 3 OF UNIT)

Activities

Organize students into their home groups again. Explain that after historians have explored the W5 questions, they move on to research various contexts of what they are exploring. Put up Handout/Overhead 2, "Understanding the Chilcotin War: Background Knowledge." Draw attention to the various contexts listed in Column B, and ask students for suggestions of the kinds of questions that might be included in the different contexts listed. Explain that in order to facilitate their research (to make it more focused on the issues they will need to know) you have created six broad areas that they will need to understand if they are to decide whether the events were a massacre or a war.

As these are senior students, they should be able to divide up the work and formulate a library research strategy rather quickly. To expedite matters, the instructor/librarian can identify and/or set aside appropriate textbooks and reference works. Students may use "Beyond This Site" in the contexts section of the Web site to find other relevant material.

Their task in Class 3 (and for homework), is to research the questions for each issue, and then to organize their information according to the categories outlined in Column B. Divide the class into the six research groups below, Ask them to research topic, using the questions as a guide to the kinds of issues they might want to explore in order to complete the contexts column. Each group is to research their area.

HOMEWORK

Complete researching questions assigned as individuals.

1. Global Issues – what was happening in France/England (and rest of Europe) and Japan/China in the 1860s? What is their border/boundary at that time? What is the size of their population? Major issues? What events would people be reading about in newspapers and talking about in the streets?
2. The USA – what was happening in the USA in the 1860s? What is their border/boundary at that time? What is the size of their population? Major issues? Relations among European, African and Aboriginal Peoples? What events would people be reading about in newspapers and talking about in the streets?
3. The eastern Canadian colonies – where were they? Who lived there? Size and border/boundaries? Technology? Where did their food come from? Trade? Communications? Transportation? What about relations between European/ Aboriginal Peoples? Or within different Aboriginal and European groups? What events would people be reading about in newspapers and talking about in the streets?
4. The western Canadian colonies – where were they? Who lived there? Size and border/boundaries? Technology? Where did their food come from? Trade? Communications? Transportation? What about relations between European/ Aboriginal Peoples? Or within different Aboriginal and European groups? What events would people be reading about in newspapers and talking about in the streets?
5. The fur trade 1800 to 1867 – where was it operating? Who was trading what, and why? How did it affect Aboriginal People, particularly in BC? How did that change over time? Why was settlement more threatening to First Nations than the fur trade? What events would people be reading and talking about in their communities?
6. The Tsilhqot'in people – where were they? Who lived there? Size and border/boundaries? Technology? Where did their food come from? Communications? Transportation? What about relations with European people? Or with other First Nations? What events would people be reading and talking about in their communities?

LESSON 1, CLASS 4 (DAY 4 OF UNIT)

Overview

In this class, students will organize their findings according to the categories listed in Column B for their topic, and then use this information to create a poster pertaining to their topic. These posters should hang in the classroom until the completion of the unit.

Activities

1. Students return to their home groups and complete Column B, using that information to assemble their poster on Bristol board for the group presentation.
2. Presentations are quick (5 minute news flashes) and then the posters are affixed to the classroom walls.

LESSON 2: ACQUIRING A CRITICAL THINKING VOCABULARY: POINT OF VIEW (one class)

(DAY 5 of Unit)

Overview

In this class, students will be divided into two groups, the colonists and the T'silhqot'in. They will read a variety of documents from the site and use them to create a timeline that reflects their point of view about the conflict.

Point of View

Activities

TIMELINE ANALYSIS

1. DIVIDE THE CLASS INTO TWO GROUPS. Students in group A create a timeline of the conflict from the colonist/settler point of view while the students in group B create a timeline from the T'silhqot'in point of view.
2. PAIR UP "As" and "Bs". In pairs, students should compare their timelines and consider the following questions:
 1. What words do you use to describe the events when you switch points of view?
 2. Examine the timeline on the Web site. Does the timeline on the Web site reflect one point of view over the other? Why might this be the case?

List of documents on the Web site

Chilcotin Culture

<http://canadianmysteries.ca/sites/klatsassin/context/tsilhqotinculture/indexen.html>

Road Building Culture

<http://canadianmysteries.ca/sites/klatsassin/context/roadbuildingculture/indexen.html>

James Teit, "T'silhqot'in Homeland," 1909

<http://canadianmysteries.ca/sites/klatsassin/context/tsilhqotinculture/anthropologiststories/370en.html>

James Teit, "The T'silhqot'in and their Neighbours," 1909.

<http://canadianmysteries.ca/sites/klatsassin/context/tsilhqotinculture/anthropologiststories/371en.html>

Henry Soloman, "The T'silhqot'in and their Neighbours" in Nemiah, *The Unconquered Country*

<http://canadianmysteries.ca/sites/klatsassin/context/tsilhqotinculture/tsilhqotinstories/992en.html>

James Teit, "The T'silhqot'in Food Supply," 1909

<http://canadianmysteries.ca/sites/klatsassin/context/tsilhqotinculture/anthropologiststories/372en.html>

James Teit, "Travel and Trade of the T'silhqot'in People" 1909

<http://canadianmysteries.ca/sites/klatsassin/context/tsilhqotinculture/anthropologiststories/373en.html>

James Teit, "Tsilhqot'in Warfare" 1909

<http://canadianmysteries.ca/sites/klatsassin/context/tsilhqotinculture/anthropologiststories/374en.html>

Henry Soloman, "War and Magic" in Nemiah, *The Unconquered Country*

<http://canadianmysteries.ca/sites/klatsassin/context/tsilhqotinculture/tsilhqotinstories/991en.html>

Alfred Waddington, Petition to the Secretary of State for the Colonies, May 29, 1865

<http://canadianmysteries.ca/sites/klatsassin/aftermath/settlerrelations/468en.html>

HOMEWORK

Read "Begbie to the Governor of British Columbia Including notes taken by the court at the Trial of 6 Indians" in preparation for the next class.

<http://canadianmysteries.ca/sites/klatsassin/aftermath/thetrials/klatsassinpluschilcotins/208en.html>

LESSON 3: WHOM SHOULD WE BELIEVE?
Assessing the Credibility of Evidence: Developing Students Criteria for Judgment
(two classes)

DAYS 6 & 7 of Unit

Overview

A key job of the historian is to evaluate and assess the credibility of evidence offered. These tasks provide students with specific training in this skill. In class 6, students work in groups to read selected documents, and then begin to evaluate the credibility of the evidence using Overhead/ Handout No. 3 to guide their examination. In a class discussion, following task A, students use their responses to generate criteria by which to evaluate the credibility of witnesses. Criteria are agreed upon by the class. In the next class, students work in groups using Overhead/ Handout No. 4 to explore the credibility of two sets of documents to evaluate whether the capture was a surrender or a negotiated peace (Task B) and to explore the credibility of witnesses relating to the matter of Waddington's Road (Task C).

LESSON 3, CLASS 1 (DAY 6 OF UNIT)

Activities

Task A: Evaluating Testimony

1. Assemble students in their home groups. Each student should skim the trial notes if they have not done so already as homework after the previous lesson.
2. Working with the notes of the trial and biographies, students identify features (either of what people saw or who they were in terms of their relationship to the accused, their training and/or personal motivation) that either enhances or reduces the credibility of the testimony. Use the overhead/ Handout No. 3 as a template.

List of documents on the Web site

Read "Begbie to the Governor of British Columbia Including notes taken by the court at the Trial of 6 Indians" (and the biographies of those referred to within the transcript):

<http://canadianmysteries.ca/sites/klatsassin/aftermath/thetrials/klatsassinpluschilcotins/208en.html>

CLASS DISCUSSION

When the groups have completed their task above, ask students to generate a set of criteria for evaluating primary source evidence. They will apply these criteria to their work in tasks B & C. These criteria should include the following points:

Is there any reason to think that the evidence has been tampered with?

Is there any reason to suspect that the witness is lying? Is the testimony internally consistent? Or does the witness contradict him or herself?

Does the testimony contradict testimony of other witnesses?

Is the testimony consistent with what you know of the historical contexts (culture, economy, politics etc.)?

These points, and any others that students generate that will be useful in evaluating the credibility of witnesses, appear on Handout/Overhead 4, which will be used in the second class of Lesson 3.

LESSON 3, CLASS 2 (DAY 7 OF UNIT)

Activities

Task B: Peace Negotiations or Surrender?

1. Now that students are familiar with Begbie document, they will sense the unease that Begbie had with the manner in which the accused were captured. Give students a list of these three questions, explaining that they will be returning to these questions after evaluating the evidence in a variety of documents.
 - Did Cox trick them into believing that they would be attending a peace negotiation?
 - Did they enter Cox's camp with a flag of truce or did other motivations compel them to surrender?
 - Was there a cultural misunderstanding about what would take place?
2. Place students back in their home groups. In each group, members should divide up the following evidence and apply the credibility criteria, completing Handout/ Overhead 4 to it.

Suggestions for Documents to use

“Begbie to the Governor of British Columbia Including notes taken by the court at the Trial of 6 Indians”

<http://canadianmysteries.ca/sites/klatsassin/aftermath/thetrials/klatsassinpluschilcotins/208en.html>

Seymour to Cardwell, No. 69, November 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/colonialdispatch/25en.html>

Cardwell to Seymour, No. 10, February 1865

<http://canadianmysteries.ca/sites/klatsassin/archives/colonialdispatch/67en.html>

Ball to the Colonial Secretary of British Columbia, July 1862

<http://canadianmysteries.ca/sites/klatsassin/archives/colonialcorrespondence/118en.html>

Elwyn to the Colonial Secretary of British Columbia, December 1862

<http://canadianmysteries.ca/sites/klatsassin/archives/colonialcorrespondence/120en.html>

Birch to Cox, May 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/colonialcorrespondence/91en.html>

Cox to Colonial Secretary of British Columbia, Birch, June 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/colonialcorrespondence/211en.html>

Draft letter from Colonial Secretary's Office to Cox, October 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/colonialcorrespondence/210en.html>

Waddington to the Colonial Secretary of British Columbia, June 1865

<http://canadianmysteries.ca/sites/klatsassin/archives/colonialcorrespondence/217en.html>

Death Warrants for Telloot, Klatsassin, Piell, Tahpit and Chessus

<http://canadianmysteries.ca/sites/klatsassin/aftermath/thetrials/klatsassinpluschilcotins/295en.html>

Executive Council Minutes

<http://canadianmysteries.ca/sites/klatsassin/aftermath/thetrials/klatsassinpluschilcotins/764en.html>

3. After completing Handout/Overhead 4, each group should use it to answer the questions as laid out in point 1.

4. OPTIONAL WRITTEN ASSIGNMENT. Ask students to pick one of the 3 questions and answer it, supporting their opinion with specific evidence from the documents. This assignment can be an effective introduction to the use of footnotes to provide citations to sources in support of an argument.

LESSON 3, CLASS 2, CONT.

Activities

Task C: Waddington's Road: Corroborating Evidence

Students go on to use Handout/Overhead 4 to evaluate evidence pertaining to Waddington's Road. [Alfred Waddington](#) was a complex character and one of the central actors in this conflict, the principal organizer of the route from Bute Inlet. After the deaths of his road crew and members of his pack train, Waddington petitioned the government of the colony of British Columbia for compensation because he had lost a great deal of money trying to open the Bute Inlet road route. However, when reading the documents there is an obvious and large discrepancy between what Waddington claimed had been completed and what others reported.

1. Assemble students in their home groups and have students divide up the assigned documents.
2. Have students read a selection of the documents below, and complete Handout/Overhead 4.
3. DISCUSS: From the documents is it possible to determine whose claim is accurate? Was the road close to being completed at the time of the conflict? What additional information would you require in order to answer these questions?

Suggested List of documents on the Web site

"The Northern Route" *The British Columbian*, April 18, 1861

<http://canadianmysteries.ca/sites/klatsassin/context/roadbuildingculture/waddingtonroad/304en.html>

"The Bute Inlet Route" *The British Colonist*, May 6, 1861.

<http://canadianmysteries.ca/sites/klatsassin/context/roadbuildingculture/waddingtonroad/305en.html>

"The Coast Route Meeting" *The British Colonist*, June 5, 1861

<http://canadianmysteries.ca/sites/klatsassin/context/roadbuildingculture/waddingtonroad/306en.html>

"The Coast Route Meeting" *The British Colonist*, June 11, 1861

<http://canadianmysteries.ca/sites/klatsassin/context/roadbuildingculture/waddingtonroad/307en.html>

"The Bute Inlet Surveying Party" *The British Colonist*, December 21, 1861

<http://canadianmysteries.ca/sites/klatsassin/context/roadbuildingculture/waddingtonroad/128en.html>

"The Bute Inlet Road" *The Daily British Colonist*, August 25, 1862

<http://canadianmysteries.ca/sites/klatsassin/context/roadbuildingculture/waddingtonroad/248en.html>

"The Last Indian Atrocity" *The Daily British Colonist*, May 12, 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/239en.html>

"The Chronicle and the Bute Route" *The British Columbian*, June 8, 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/253en.html>

Waddington to the Colonial Secretary of British Columbia, June 9, 1864

<http://canadianmysteries.ca/sites/klatsassin/context/roadbuildingculture/waddingtonroad/135en.html>

“An Appeal to the Public of Victoria,” *The Daily British Colonist*, June 28, 1864
<http://canadianmysteries.ca/sites/klatsassin/context/roadbuildingculture/waddingtonroad/242en.html>

Waddington to the Colonial Secretary of British Columbia, June 2, 1865
<http://canadianmysteries.ca/sites/klatsassin/context/roadbuildingculture/waddingtonroad/217en.html>

“The Bute Inlet Meeting” *The British Colonist*, August 27, 1862
<http://canadianmysteries.ca/sites/klatsassin/context/roadbuildingculture/waddingtonroad/309en.html>

Henry Soloman, “Magic in the Homathko Canyon” in Nemiah, *The Unconquered Country*
<http://canadianmysteries.ca/sites/klatsassin/context/tsilhqotinculture/tsilhqotinstories/997en.html>

Colonial Secretary to the Chief Commissioner of Lands and Works of Vancouver Island
<http://canadianmysteries.ca/sites/klatsassin/archives/colonialcorrespondence/290en.html>

“Return of the Bute Inlet Expedition” *The British Colonist*, November 15, 1862
<http://canadianmysteries.ca/sites/klatsassin/context/roadbuildingculture/waddingtonroad/335en.html>

“The Bute Inlet Company” *The British Colonist*, January 7, 1863
<http://canadianmysteries.ca/sites/klatsassin/context/roadbuildingculture/waddingtonroad/336en.html>

Colonial Secretary to the Chief Commissioner of Land and Works, February 1863
<http://canadianmysteries.ca/sites/klatsassin/archives/colonialcorrespondence/290en.html>

“From Bute Inlet” *The Victoria Daily Chronicle*, July 28, 1863
<http://canadianmysteries.ca/sites/klatsassin/context/roadbuildingculture/waddingtonroad/339en.html>

Frederick Whympfer, *Travel and Adventure in the Territory of Alaska* (Ann Arbor: University Microfilms, Inc. 1966) 19-20.
<http://canadianmysteries.ca/sites/klatsassin/context/roadbuildingculture/waddingtonroad/489en.html>

Frederick John Saunders, "Homatcho," or, The Story of the Bute Inlet Expedition, and the Massacre by the Chilcoat Indians” *The Resources of British Columbia*
<http://canadianmysteries.ca/sites/klatsassin/context/roadbuildingculture/waddingtonroad/725en.html>

**LESSON 4: “DO NOT BELIEVE EVERYTHING YOU READ IN THE NEWSPAPERS”:
Refining Students’ Thinking Strategies through newspaper analysis
(one class)**

(DAY 8 of Unit)

Overview

IN GROUPS OR PAIRS, ask students to examine the following newspaper articles and to identify words or phrases that are inflammatory or leading. Does one paper appear to give fair-minded accounts than another? What challenges faced writers and readers of the time in their search for “the truth?” How can you, as an historian, make use of these newspaper articles as sources? What can you reliably learn from them?

Suggested List of documents

“Unprincipled Journalism”, *The British Columbian*, July 16, 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/257en.html>

“Our Indian Difficulties” *The British Columbian*, June 11, 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/251en.html>

“The Chronicle and the Bute Route” *The British Columbian*, June 8, 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/253en.html>

“The Indian Difficulty and the Victoria Press,” *The British Columbian*, July 9, 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/299en.html>

“Waddington and Bute Inlet” *The British Columbian*, June 18, 1864

<http://canadianmysteries.ca/sites/klatsassin/murdersorwar/deathofaroadcrew/252en.html>

“More Indian Trouble Anticipated” *The British Columbian*, December 7, 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/249en.html>

“Defeat of the Indian Expedition,” *Daily British Colonist* (n.d)

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/362en.html>

“Serious Rumours Disproved” *Daily British Colonist*, July 11, 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/240en.html>

“A False Alarm,” *The British Columbian*, June 4, 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/258en.html>

“The Latest Massacre” *Daily British Colonist*, June 27, 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/277en.html>

“Probably Safe” *Daily Chronicle*, May 29, 1864

<http://canadianmysteries.ca/sites/klatsassin/archives/newspaperormagazinearticle/379en.html>

LESSON 5: EXPLAINING THE ATTACK: THE SMALLPOX QUESTION (one class)

(DAY 9 of Unit)

Overview

Students assess the credibility of one selected document each using Handout/Overhead 3. They present their evidence in a horseshoe debate, arguing its ability to support or not support the following question: was Klatsassin's decision to attack the colonists motivated by a fear of smallpox?

Activities

1. EXPLAIN TO STUDENTS/SET THE STAGE: A number of sources from the time suggest that the losses due to smallpox and fears of another devastating impact were a critical motivation behind Klatsassin's decision to attack colonists encroaching on his people's territory. Is this a reasonable explanation?
2. ASSIGN STUDENTS EITHER SINGLEY OR IN PAIRS to analyze one document from the list below using the criteria detailed in Overhead/ Handout No. 4.
3. ARRANGE SEATING IN A U-SHAPE FORMATION. One by one, students will present the results of their findings, and then seat themselves on the u-shape continuum from "No Credible Evidence that Klatsassin was motivated by fears of smallpox" to "Highly Credible or Conclusive Evidence" according to WHAT EVIDENCE THEIR DOCUMENT PROVIDES (not what they personally believe).
4. ASSESS visually, at the end of the exercise which documents support the role of smallpox and others which do not. As a class, they can then make a conclusion, and then determine, as well, which documents provide the "BEST EVIDENCE."
5. DEMONSTRATE to the students how they could incorporate these findings into an historical argument.

**Suggested List of documents*

Editorial comparison

"The Bute Inlet Massacre and Its Causes," *The Victoria Colonist*, June 13, 1864

- <http://canadianmysteries.ca/sites/klatsassin/murdessorwar/deathofaroadcrew/126en.html>

Henry Soloman, "Magic in the Homathko Canyon" in Nemiah, *The Unconquered Country*

- <http://canadianmysteries.ca/sites/klatsassin/context/tsilhqotinculture/tsilhqotinstories/997en.html>

"Waddington and Bute Inlet," *The British Columbian*, June 18, 1864

- <http://canadianmysteries.ca/sites/klatsassin/murdessorwar/deathofaroadcrew/252en.html>

Smallpox Culture Section of Web site

Book

R. C. Lundin Brown, "*Klatsassan, and Other Reminiscences of Missionary Life in British Columbia*" (London: Gilbert and Rivington, Printers, 1873), 10-11.

<http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/389en.html>

Colonial Correspondence

Ball to the Colonial Secretary of British Columbia, July 6, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/118en.html>

Elliot to Young, December 10, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/119en.html>

Elwyn to the Colonial Secretary of Vancouver island, December 17, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/120en.html>

Elwyn to the Colonial Secretary of Vancouver island, January 27, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/177en.html>

Brown to Raycroft, February 18, 1863

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/178en.html>

Duncan to James Douglas, March 6, 1863

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/179en.html>

Newspaper or Magazine Article

“Arrival of Brother Jonathan,” *The British Colonist*, March 13, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/93en.html>

“Small Pox” *The British Colonist*, March 19, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/94en.html>

“The Small Pox at New Westminster” *The British Colonist*, March 22, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/95en.html>

“Small Pox” *The British Colonist*, March 27, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/96en.html>

“Indians Vaccinated” *The Daily Press*, March 27, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/97en.html>

“Small Pox” *The British Colonist*, March 28, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/98en.html>

“The Small Pox and the Indians” *The British Colonist*, April 26, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/99en.html>

Removal of the Indians” *The Daily Press*, April 28, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/100en.html>

“The Small Pox” *The British Colonist*, April 29, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/101en.html>

“Migration of the Indians” *The Daily Press*, May 11, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/102en.html>

“Good Bye to the Northerners” *The British Colonist*, June 12, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/103en.html>

“Small Pox Among the Indians” *The Daily Press*, June 15, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/104en.html>

“From Bentinck Arm” *The Daily Press*, June 22, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/105en.html>

“Small Pox at Victoria” *The British Columbian*, June 25, 1862

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/106en.html>
“Four Days later from Bentinck Arm” *The British Colonist*, August 27, 1862
- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/114en.html>
“The Latest from Bentinck Arm” *The British Colonist*, January 15, 1863
- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/107en.html>
“News from Cariboo” *The British Colonist*, February 27, 1863
- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/117en.html>
“To the Editor of the British Columbian” *The British Columbian*, June 27, 1864
- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/269en.html>
“Lillooet Letter” *The British Colonist*, December 9, 1862
- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/427en.html>

Other

“A Tsilhqot’in Account of Smallpox” By Henry Solomon, with Terry Glavin

- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/995en.html>
Begbie to the Governor of British Columbia Including notes taken by the court at the Trial of 6 Indians
 - <http://canadianmysteries.ca/sites/klatsassin/aftermath/thetrials/klatsassinpluschilcotins/208en.html> (Why did Judge Begbie cross out sections about Smallpox in his letter?)
- “Report of a Journey of Survey from Victoria to Fort Alexander, via North Bentinck Arm”
- <http://canadianmysteries.ca/sites/klatsassin/context/smallpoxculture/466en.html>

LESSON 6: “IS THIS A FAIR HISTORY?” NURTURING STUDENTS’ HABITS OF MIND (one class)

(DAY 10 of Unit)

Preparation

Note: Computer lab time required

Overview

Having explored the Great Unsolved Mysteries in Canadian History Web site about the Chilcotin Conflict, students are invited to evaluate other on-line representations of the same incident.

Activities

1. EXPLAIN TO STUDENTS/SET THE STAGE. Governments and the public are all interested in at least part of the story of the Cariboo region. The Canadian government has a digital collection on the Cariboo Gold Rush at <http://collections.gc.ca/cariboo/contents.htm>. The British Columbia government sponsors the site for the historic village of Barkerville, now reconstructed, at <http://www.heritage.gov.bc.ca/bark/bark.htm>.
2. DIRECT STUDENTS TO visit these sites and assess whether the authors or webmasters have provided a fair and full account of what actually happened.
3. OPTIONAL ASSIGNMENT: Have students submit a critical review of one of the two sites.

LESSON 7: CULMINATING EVENT: WRITING HISTORY (five classes)

DAYS 11-15 of Unit

(or as an Independent Study while you move on with another unit in class).

Overview

Students use their writing skills and the skills they have developed regarding the interpretation of primary documents to write a fair-minded account of the events documented on the Web site that answers the question: was the incident a massacre or a war?

Activities

1. **SET THE STAGE:** So what did happen in the Cariboo region in the spring of 1864? Do you know? Can you know? Now it is your turn to be the historian. Using the primary sources you have worked through for this unit and any others on the Web site you wish to, your challenge is to write a fair-minded account of what happened.
2. **EXPLAIN THE WRITING PROCESS.** This piece of writing is to be no more than 10 double-spaced pages in length (2500 words), geared for the average grade 10 reader. When students wish to rely on a piece of evidence to support an assertion that they are making, they must use a footnote, and give the reference as indicated on the Web site.
3. **IS IT A WAR? OR WAS IT A CRIME?** As they outline their piece, students will have to make decisions about the how they wish to describe the conflict, ensuring that they take a fair-minded approach and have the evidence to support their well-reasoned assertion.
4. **REFLECT ON THE UNIT.** After students have submitted their pieces, encourage them to reflect upon the process. Did they find it difficult or easy? What surprised them? What sense do they have now about the difference between “the past” and history. What do they now think about the nature of historical writing?
5. **PROMOTE** your students’ work. Ask the class to evaluate the writings and to send the best pieces to the writers of the Cariboo Gold Rush and Barkerville sites. Alternatively, post them yourself on your school Web site.

Handouts

HANDOUT NO. 1: INTRODUCTION

Unit 2, Lesson 1

<http://canadianmysteries.ca/sites/klatsassin/home/indexen.html>

The blood of the twelve men spilled into the Homathco River before dawn on the morning of April 29th, 1864 was only the beginning. By the end of May, 19 road-builders, packers and a farmer would be dead. It was the deadliest attack by Aboriginal People on immigrants in western Canada, before or since. Within six weeks, an army of over 100 men were in the field to hunt down the killers.

Finding them was not going to be easy. The killings had taken place in a remote triangle in central British Columbia, a country of jagged mountains, torrential rivers, and high plateau, remote from any settlements and inaccessible by road or even a horse trail. The dead had been trying to change that, they all had some connection to the attempt to build a road from the coast to the goldfields of the Cariboo.

This was the territory of the Tsilhqot'in people who had lived on the high Chilcotin Plateau for centuries, perhaps for eons. The survivors of the attacks identified the principal leader of the more than 20 involved in the killings as a Tsilhqot'in chief, who was called by his people "Klatsassin".

<http://canadianmysteries.ca/sites/klatsassin/archives/map/indexen.html>

**HANDOUT NO. 2: UNDERSTANDING THE CHILCOTIN WAR:
BACKGROUND KNOWLEDGE
Unit 2, Lesson 1**

Column A) Questions relating directly to the Incident (W5)	Column B) Questions relating to the Contexts in which the Incident occurred
Lesson 1, Classes 1 and 2	Lesson 2, Classes 3 and 4: Research Area:
Who?	Social?
What?	Economic?
Where?	Political?

Column A) Questions relating directly to the Incident (W5)	Column B) Questions relating to the Contexts in which the Incident occurred
When?	Cultural: Group A)
Why?	Cultural: Group B)
How?	Geographic?

HANDOUT NO. 3: ASSESSING THE CREDIBILITY OF THE EVIDENCE

Unit 2, Lesson 3

Handout/Board Outline for task No. 4A

Individual	Main points of testimony	Points (either relating to background or testimony) which enhance the credibility of this evidence	Points which diminish the credibility of this evidence
Philip Buckley			
William Cox			
Nancy			
George			
Inuqa-Jem alias Squinteye			
Tom			

HANDOUT NO. 4: CRITERIA FOR CREDIBILITY
Unit 2, Lesson 3
Handout/Board Outline for task No. 4B and C

Criteria for credibility	Witness name: details of evidence	Score (low score = reliable)
1. Is there any reason to think that the evidence has been tampered with?		No: 0 Yes: 1
2. Is there any reason to suspect that the witness is lying? What reasons?		No: 0 Yes: 1
3. Is there any reason to think that the witness is exaggerating unduly?		No: 0 Yes: 1
3. Is the testimony internally consistent? (or does witness contradict him/herself?)		No: 1 Yes: 0
4. Does the testimony contradict testimony of other witnesses?		No: 0 Yes: 1
5. Is the testimony consistent with what you know of the historical contexts? (culture, economy, politics etc.)		No: 1 Yes: 0