

## **Ticket to Ride: A Migrant Worker's Story**

### **Rules of the Game**

- The goal of the game is to get the most points, you get points by:
  - Using trains to connect two cities
  - Connecting specific cities that are illustrated by route cards
  - Having the longest connected train line at the end of the game
- You build train lines by accumulating train cards that are the same colour of the path you are trying to build, you must accumulate the required number of cards before claiming a train track between 2 cities.
- You can pick up to 2 cards from the river or the draw deck. Unless it is an exposed wild card (which can be used for any track), then you may just pick up that one card.
- Cards in your hand should remain hidden until you declare that you wish to build a track.
- Route cards have the bonus point total indicated on it, if the two cities on the card are connected in any way, you add the points at the end of the game. If you did not connect them, you subtract that point total from your score.
- Only one player can claim a track.
- The game ends when one player has anywhere between 0-2 trains left, it triggers the end round where every player is on their last turn.
- Refer to the rule book for more information and game setup!

### **Your Task**

- After completing a full playthrough of the game, you will consider the time where these trains were build and how the world was during it.
- You will complete a project that consists of three components:
  1. A letter from a migrant worker building North American railroads in the 1800s to their loved ones with a focus on working conditions
  2. A letter from a current migrant worker to their loved ones with a focus on working conditions
  3. A comparative essay on the similarities and differences between both of them.

### **Guiding Questions**

- Where is a migrant population currently being used in the world?
- What are they building?
- What are their rights and living conditions?
- Did they come alone to work? Or are their families with them?

Check-Bric

<p><b>Knowledge &amp; Understanding</b></p> <p>I have included both letters and a comparative essay</p> <p>I have explained why these migrant worker groups exist and the circumstances on why they are in the host nation</p>	<p style="text-align: right;">□□□□</p> <p style="text-align: right;">□□□□</p>
<p><b>Application</b></p> <p>I have investigated the various issues that migrant workers encountered presently and with the Canadian Railroads. These issues are present in the letters and are historically accurate (5 marks per letter)</p>	<p style="text-align: right;">□□□□□</p> <p style="text-align: right;">□□□□□</p>
<p><b>Communication</b></p> <p>Correct use of used spelling, grammar, syntax, punctuation and form in my short story. (-0.5 marks for each mistake)</p> <p>I maintain an appropriate narrative point of view in the letters and have a consistent voice and style.</p> <p>There is a reference page for my comparative essay</p> <p>The project is aesthetically pleasing</p>	<p style="text-align: right;">□□□□□</p> <p style="text-align: right;">□□□□□□</p> <p style="text-align: right;">□</p> <p style="text-align: right;">□□□□</p>
<p><b>Thinking &amp; Inquiry</b></p> <p>My comparative essay shows the similarities and differences of migrant workers building the railroad to current migrant workers</p> <p>My views on why they are similar or different is stated and supported</p> <p>I have explained the rationale on why the host nation hire migrant workers</p> <p>I have completed a playthrough of the game.</p>	<p style="text-align: right;">□□□□□□□□□□</p> <p style="text-align: right;">□□□□□</p> <p style="text-align: right;">□□□□□</p> <p style="text-align: right;">□</p>
<p><b>Total</b></p>	<p><b>/60</b></p>

**Self-Evaluation:** Please assign yourself a score by circling the level you feel you have achieved.

<b><u>Learning Skills and Work Habits</u></b>	<b>Needs</b>
	Improvement/ <b>S</b> atisfactory/ <b>G</b> ood/ <b>E</b> xcellent
<b>Responsibility</b> <ul style="list-style-type: none"> <li>I have completed all of my tasks on time</li> </ul>	<p style="text-align: center;"><b>N S G E</b></p>
<b>Independent Work</b> <ul style="list-style-type: none"> <li>I have come prepared to work on the letters and comparative essay when given time.</li> </ul>	<p style="text-align: center;"><b>N S G E</b></p>
<b>Initiative</b> <ul style="list-style-type: none"> <li>I have sought guidance/clarification when necessary and done adequate research on the subject matter.</li> </ul>	<p style="text-align: center;"><b>N S G E</b></p>
<b>Organization</b> <ul style="list-style-type: none"> <li>I have submitted all components of the project.</li> </ul>	<p style="text-align: center;"><b>N S G E</b></p>
<b>Collaboration</b> <ul style="list-style-type: none"> <li>I have gotten my work peer reviewed and provided feedback for others' progress.</li> </ul>	<p style="text-align: center;"><b>N S G E</b></p>
<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>I have used class time effectively to complete the project.</li> </ul>	<p style="text-align: center;"><b>N S G E</b></p>

Teacher use: CHE3O Expectations

- A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating the history of the selected ethnic group;
  - A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments relevant to the history of the selected ethnic group (e.g., factual questions: What were the key factors that led to the emigration of this ethnic group?; comparative questions: What are the main similarities and differences between the current and historical experience of this ethnic group in Canada?; causal questions: What impact has institutionalized racism had on this ethnic community in Canada?)
  - A1.2 select and organize relevant evidence and information on aspects of the history of the selected ethnic group from a variety of primary and secondary sources (e.g., primary: artefacts or architecture from the region or country of origin, art work from the time, autobiographies, diaries, letters, maps, oral histories, period newspapers, photographs, political cartoons; secondary: books and/or articles from the library, classroom textbooks, documentaries or other films, current newspapers, websites), ensuring that their sources reflect different perspectives
- C1. Social, Economic, and Political Factors: analyse ways in which various social, economic, and political factors influenced people’s decisions to emigrate, with particular emphasis on the selected ethnic group
  - C2.2 explain the role of the denial of civil, human, and/or citizenship rights in some people’s decisions to emigrate, including, where applicable, the decision of members of the selected ethnic group (e.g., with reference to religious or political persecution, slavery, apartheid, genocide or ethnic cleansing, gender inequality, persecution of people with mental or physical disabilities or from LGBT communities)
- C3. Supports and Incentives: analyse the roles played by family, community organizations, and governments in people’s decisions to emigrate, and in attracting them to Canada
  - C3.2 describe some ways in which family considerations have influenced migration, with reference both to migrants and to family members left in the country of origin (e.g., the migration of single men and women to earn money to support families back home; the migration of a parent hoping to establish himself or herself and send for his or her family; the pull of family already in the new country, and their ability to sponsor family members; migration for educational purposes, with the goals of returning home to help the family/ community; male-dominated communities in the new country and female-dominated families in the country of origin), and analyse the experience of the selected ethnic group to determine ways in which such considerations affected its migration

Teacher Use: HSE4M Expectations

- C1. Historical and Contemporary Issues: analyse a range of historical and contemporary equity and social justice issues and the impact of economic and environmental factors on these issues;
  - C1.1 analyse the rationale for specific instances of social injustice in Canadian history (e.g., denying women the vote; educational restrictions/quotas facing women and Jews; racial segregation; the internment of Japanese Canadians during World War II; the institutionalization and/or sterilization of people with disabilities; forcing Aboriginal children to attend residential schools; the destruction of Africville), and demonstrate an understanding of how perspectives on the issues related to these historical injustices have changed
  - C1.3 analyse the role of economics and globalization in promoting or impeding equity or social justice (e.g., the impact of World Bank policies, the rise of the middle class in China and India, the creation of maquiladoras in Mexico, the lack of labour and environmental industrial standards in the Canada–U.S. Free Trade Agreement, the establishment of microcredit organizations)
  
- A1. Exploring: explore topics related to equity and social justice, and formulate questions to guide their research;
  
- A2. Investigating: create research plans, and locate and select information relevant to their chosen topic, using appropriate social science research and inquiry methods;
  
- A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;
  
- A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.