

# GRADE 8 HISTORY BUNDLE

## PDF & DIGITAL FORMATS

### Bundle

- ✓ 41 Detailed Lessons
- ✓ MP3 Audio Files
- ✓ Student Choice
- ✓ Answer Keys
- ✓ Print & Digital



**755 PAGES**

## RESOURCE INCLUDES

- ✓ Ontario Curriculum Aligned
- ✓ 41 Engaging Lessons / 755 Pages
- ✓ MP3 Audio Files
- ✓ Daily Lesson Plans
- ✓ Student Choice
- ✓ Inquiry Learning
- ✓ Graphic Organizers
- ✓ Summative Assessments
- ✓ Rubrics & Answer Keys
- ✓ Group & Independent Work
- ✓ PDF & Google Slides™ Formats



**2 Peas and a Dog**

Middle School Teaching Resources

# STRAND A UNIT ORGANIZATION

## HISTORY GRADE 8 STRAND A CURRICULUM ALIGNMENT

Unit 1 Confederation	
Lesson	Curriculum Expectation(s)
1. Why do we study history?	Assess Background Knowledge
2. How did we get here?	Assess Background Knowledge
3. How has the map of Canada changed?	A2.4
4. Life in British North America Prior to 1867	A2.1, A2.5, A2.6, A2.7
5. Fathers of Confederation Presentations	A3.1, A3.7
6. Politics in Canada	A3.1
7. John A. Macdonald: The Impossible Idea	A3.1
8. Advertising Confederation Assignment	A1.1, A3.1, A3.5
9. The Pros and Cons of Confederation	A2.1
10. The Charlottetown, Quebec and London Conferences	A2.1, A3.1, A3.6
10B. Missing Voices	A3.6
10C. British North America Act	A3.4
11A. Unit Test Review	Review

CURRICULUM  
ALIGNMENT

## LESSON OVERVIEW

Lesson	Activity Type	Name	Suggested Length of Time
#1	Class Discussion	Why Do We Study History?	1 Class
#2	Class Activity	How Did We Get Here?	1 Class
#3	Class Discussion	How Has The Map of Canada Changed?	2-3 Classes
#4	Small Group Inquiry Assignment	Life in British North America Prior to 1867	2 Weeks <input type="checkbox"/> Research Time <input type="checkbox"/> Presentation Creation <input type="checkbox"/> Jigsaw/Whole Class Presentations
#5	Individual Assignment	Historical Monologues Assignment	3 - 4 Classes <input type="checkbox"/> Research Time <input type="checkbox"/> Whole Class Presentations
#6	Whole Class Lesson	Politics in Canada	1 Class
#7	Movie	John A. Macdonald: <i>The Impossible Idea</i>	1 Class
#8	Individual Assignment	Advertising Confederation Assignment	1 - 2 Weeks <input type="checkbox"/> Research Time <input type="checkbox"/> Project Creation

DETAILED  
UNIT PLAN

## Confederation Lesson #1

Teacher Notes:  
☐ Approximate Time: 15 - 20 minutes  
☐ Gather materials (sticky notes, markers, pens, pencils) before class

Whole Class Question: Why do you think we study history? Is it important to study history? Why or why not?

Student Instructions: Turn and talk to your seat partner for 3 minutes and brainstorm some ideas about why it is or is not important to study history.

Teacher Instructions: After you ask the question, wait 3 minutes, then ask each group to share one opinion. While you are waiting, write the question on the board with a clear YES and NO side. Record student answers on the side that it fits (either yes or no) and discuss their thoughts. You can make your discussion more interactive by having students record their answers on sticky notes and have them place their answers on the matching side or by using a digital notetaking app like Google Docs/Slides, Padlet, etc.

It is important that students feel history is an important subject to be taught. Be sure to have lots of ideas on why it is an important subject that everyone should need to take.

LESSON  
PLANS

# STRAND A TEACHER FEEDBACK

“This was an absolutely fantastic resource for my grade 8 history class. The lessons/content were thorough, built on one another and could be easily adapted to suit different students’ needs and learning environments. Highly recommend!”  
– Elizabeth M.



“My students loved using this resource! It was engaging, interactive and provided a variety of learning experiences for the students. I found it was a more interesting for the students than having to read their textbooks. Highly recommend!” – Kelsey S.



“I can’t thank you for this wonderful product!! not only is history fun, but they get it now!! Thank you so much!!!! I would say this was the best money I’ve spent for my class.” – Palwasha Y.



# STRAND A WHAT'S INSIDE?

Norse explorer Leif Erikson leads a Viking expedition to Iceland and sees unfamiliar land. Later he returns to formally explore this "new world."

## INTERACTIVE LESSONS

The Haudenosaunee Confederacy creates its own constitution known as the Great Binding Law. This is still in effect today.

## British North America Inquiry Topics

British North America 1867

1. Canada East
2. Canada West
3. New Brunswick
4. Newfoundland
5. Nova Scotia
6. Prince Edward Island
7. Indigenous Peoples
8. Rupert's Land
9. The North-Western Territory
10. British Columbia & Vancouver Island

## STATIONS ACTIVITIES

## Image Analysis Instructions

### Instructions:

- Examine the image with your group.
- Look carefully at the details of each photograph.
- Answer the questions below on a separate chart paper.

- 1) What is the object in the photo?
- 2) What is the purpose of the object?
- 3) How is this different from the modern version of this object in today's society?



# STRAND A WHAT'S INSIDE?

## Possible Student Answers

Yes Side

- ❑ To not repeat mistakes of past civilizations/people.
- ❑ It is interesting to see the connections between past and present times.

❑ It is important to know how we live in.

❑ To understand referer

❑ To preserve the stories of our ancestors.

❑ To inspire us to be proud of our country.

❑ Helps create a sense of identity.

❑ Helps us understand our history.

❑ To understand the importance of the past.

No Side

❑ No – because we are living in the future.

❑ We don't have time to think about what happened in the past.

## Sample Map Answers

1. List the major changes you noticed as you looked through the different maps. (Borders, Names, Capital Cities)
  - Early maps show Rupert's land and New France as the biggest territories in Canada.
  - In 1791, Western Canada was still unexplored by the Europeans but Upper and Lower Canada had formed, along with New Brunswick and Nova Scotia.
  - By 1867, the British colonies were joined by Europeans and re-named as provinces.
  - The Northwest Territories were created with Stickeen Territory.
  - The Hudson's Bay Company.
  - The Yukon and Canada West are the only territories that have remained unchanged.
  - The Northwest Territories were created by Confederation: Ontario, Québec, Nova Scotia and New Brunswick.
  - Rupert's Land was purchased by the Dominion of Canada in 1870, making the North-Western Territory span from the far east to the far west.
  - Manitoba was next to join in 1870, but it was much smaller than present-day Manitoba.
  - Between 1870 and 1873, British Columbia and PEI also joined Confederation.
  - In 1898, the Yukon joined Confederation.
  - In 1905, Alberta and Saskatchewan are defined on the map as they look today.
  - By 1912, Manitoba, Ontario and Québec all look as they do today on the map.
  - In 1949, the Yukon is present on the map and Newfoundland and Labrador gain disputed land in Quebec and join Confederation.
  - By 1999, the Canadian north has been divided into 3 territories: Yukon, Northwest Territories and Nunavut.

ANSWER KEYS

## Map Assignment Assessment Criteria



## Oral Presentation Success Criteria

### Level 4

- ❑ Level 3 criteria fulfilled
- ❑ Clear understanding of the topic

### Map Criteria

- ❑ Map has a title
- ❑ Neat printing
- ❑ Proper use of symbols
- ❑ Accurate scale
- ❑ Accurate place names
- ❑ Includes a legend
- ❑ Appropriate use of colors
- ❑ Consistent

### Level 1

Map is missing several required elements.

## LOUIS RIEL BIOGRAPHY ASSESSMENT

Category	Level 1	Level 2	Level 3	Level 4
Knowledge	Non-relevant historical content discussed.	Partially relevant historical content discussed.	Historical content knowledge demonstrated in the biography.	Detailed historical content knowledge demonstrated in the biography.

## ASSESSMENT OPTIONS

### Communication

Proper use of spelling, punctuation, grammar

Many spelling and grammatical errors throughout the biography.

Three to four spelling and grammatical errors throughout the biography.

Some spelling and grammatical errors do not detract from the message.

No spelling or grammatical errors.

Not required to achieve success.

Feedback:

RUBRICS INCLUDED

# STRAND B UNIT ORGANIZATION

## HISTORY GRADE 8 STRAND B CURRICULUM ALIGNMENT

Canada: A Changing Society	
Lesson	Curriculum Expectation(s)
1. Settling Canada Top 10 & Primary Source Analysis (For, As, Of)	B2.5
2. Primary Source Analysis (For, As, Of)	B2.5
3. Historica Minutes (As)	B2.5, B3.3, B3.4
4. Interactive Timeline (For, As, Of)	B3.1, B3.6
5. The Changing Map of Canada 1867–1912	B2.4
6. Important Canadians: QR Code Matchup	B1.1, B3.6
6B. Important Canadians: Readings	B1.1, B1.4
7. Changing Society Inquiry Stations	B1.1, B1.3, B2.1, B2.2, B2.5, B2.6, B2.7, B3.2, B3.4, B3.5
8A. Primary Source Analysis Assessment	B3.4
8B. Legal Issues and Changes	B1.1, B1.2, B1.4, B3.1, B3.3
9. Class Newspaper	Review
10A. Unit Review	Review
10B. Changing Society Unit Test	Review

CURRICULUM  
ALIGNMENT

## LESSON OVERVIEW

Lesson	Activity Type	Name	Suggested Length of Time
#1	Small Group + Class Discussion	Settling Canada Top 10 List	1 Class
#2	Small Group	Primary Source Analysis	1 Class
#3	Video Clips + Class Discussion	Historica Minutes	1 Class
#4	Whole Class Activity	Interactive Timeline	1 Class
#5	Partner Collaboration + Whole Class Discussion	The Changing Map of Canada 1867 – 1912	1 Class
#6	Partner Gallery Walk	Important Canadians: QR Code Match Up	1 Class
#6B	Stations	Important Canadians: Readings	1 Class

DETAILED  
UNIT PLAN

## Lesson #1

### Settling Canada Top 10 List

Lesson Overview:  
This is a whole class brainstorming and review activity to help reinforce historical events that occurred from 1867 to 1890. Students first work in pairs to search their notes for relevant information, then they share their findings with a larger group. Finally, the whole class will need to come to a consensus on what should go on the official Settling Canada Top 10 List.

- Materials Needed:
- ☐ Chart paper
  - ☐ Markers
  - ☐ Sticky notes
  - ☐ Notes from previous units of study or textbooks to use as a reference
  - ☐ Settling Canada Top 10 Chart
  - ☐ Number cards (pre-cut)

- Teacher Notes:
- ☐ Approximate Time: 60 minutes (Paired Brainstorm 15 minutes, Group Brainstorm 15 minutes, Class Discussion 30 minutes)
  - ☐ Gather materials (sticky notes, markers, pens, pencils) before class to ensure on-task behaviour from students
  - ☐ Photocopy class set of the Settling Canada Top 10 Chart
  - ☐ Cut out whiteboard numbers before class

LESSON  
PLANS

# STRAND B TEACHER FEEDBACK

“My students loved this unit! They were extremely engaged in the unit and loved all of the different activities. They learned a lot and it was extremely well organized and easy to follow.” – Emma A.



“I would have to say, if you are looking to invest in a comprehensive resource that is by far one of the best I’ve seen on the site, then definitely purchase this one. You wont be sorry. Thanks!” – Michelle P.



“A life saver with great activities and loads of information for students. The printables are most helpful. Truly a year’s work! Thank you” – Kala H.



# STRAND B WHAT'S INSIDE?

#1

INTERACTIVE  
LESSONS

#2

## Image Analysis

Object	Purpose	Modern Version Differences
1		
2		
3		
4		

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STATIONS  
ACTIVITIES

Image 5



Image 6



# STRAND B WHAT'S INSIDE?

## SAMPLE ANSWERS

Object	Purpose	Modern Version Differences						
1. Telephone	-communication	-cellphone						
2. Camera	-capture moments -very expensive and used by professionals -uses film -photos can be professionally developed	1. List the major changes you noticed as you looked through the different maps. Make a 3-column chart with the labels 1867, 1895, 1912. Think about borders, names, capital cities, etc. <table><tr><th>1867</th><th>1895</th><th>1912</th></tr><tr><td>- During Confederation in 1867, Canada East and Canada West are renamed Québec and Ontario, but the borders have remained unchanged. British Columbia looks as it does present-day. -4 provinces joined</td><td>-At this time, Canada is split into several districts. British Columbia and Yukon look as they do present-day. -The North-West Territories is split into many districts (Athabasca, Alberta, Saskatchewan, Assiniboia, the Northwest Territories is split into 3 districts (Mackenzie, Keewatin, Franklin). -This map looks very similar to present-day Canada.</td><td>-By 1912, most provinces look similar to what they would look like today on the map. -Ontario and Québec have now expanded north, but there is still a small area of disputed land in north-eastern Québec. -The Yukon is fully-formed and the Northwest Territories is split into 3 districts (Mackenzie, Keewatin, Franklin). -This map looks very similar to present-day Canada.</td></tr></table>	1867	1895	1912	- During Confederation in 1867, Canada East and Canada West are renamed Québec and Ontario, but the borders have remained unchanged. British Columbia looks as it does present-day. -4 provinces joined	-At this time, Canada is split into several districts. British Columbia and Yukon look as they do present-day. -The North-West Territories is split into many districts (Athabasca, Alberta, Saskatchewan, Assiniboia, the Northwest Territories is split into 3 districts (Mackenzie, Keewatin, Franklin). -This map looks very similar to present-day Canada.	-By 1912, most provinces look similar to what they would look like today on the map. -Ontario and Québec have now expanded north, but there is still a small area of disputed land in north-eastern Québec. -The Yukon is fully-formed and the Northwest Territories is split into 3 districts (Mackenzie, Keewatin, Franklin). -This map looks very similar to present-day Canada.
1867	1895	1912						
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3. Radio	-inform -music							
4. Airplane								
5. Coal								
6. Hand Tools	-building							
7. Washing Machine	-cleaning							
8. Toilet (Water Closet)	-indoor new invention -prior to this, outhouses -an outdoor wooden hole in the ground -waste ran into the ground	2. What might have caused these changes to the Map of Canada? <ul style="list-style-type: none"><li>Early changes to the map of Canada came from exploration and the discovery of new land, such as the North-Western Territory.</li><li>Confederation had a big impact on the map of Canada in 1867. Borders were changing as provinces joined the Dominion of Canada.</li><li>Post-Confederation, a massive immigration campaign was launched in Europe to settle Western Canada. This led to a massive development of the west.</li><li>The purchase of Rupert's Land changed the map of Canada greatly.</li><li>In 1881, Manitoba's borders were expanded into a larger province, taking land from the District of Keewatin to the western boundary of Ontario.</li><li>The dispute between Manitoba and Ontario ended as Ontario's border was finalized 1889.</li><li>Land disputes and an expanding population led to border changes and the map of Canada to evolve and change.</li></ul>						

ANSWER KEYS

## Oral Presentation Success Criteria

### Level 4

- ☐ Level 3 criteria fulfilled
- ☐ Clear understanding of the topic
- ☐ Props
- ☐ Memorization of content (infrequently given)
- ☐ Audience interest and attention
- ☐ Audience participation

### Level 3

- ☐ Clear and concise
- ☐ Interest and enthusiasm
- ☐ Eye Contact
- ☐ Formal body
- ☐ Be prepared
- ☐ Knowledge

### Level 2

- ☐ Quiet voice
- ☐ Presentation
- ☐ Lack of interest
- ☐ Minimal content

### Level 1

- ☐ Additional

## Class Newspaper Assignment

You are now a reporter for *The Globe*. Your editor has assigned you to find a great story for the newspaper's 15<sup>th</sup> Anniversary

## Changing Society Unit Test

Name :

Class:

Vocabulary: (10 marks)

★ Define the following words and provide a Canadian example from the 1890-1914 time period.

Vocabulary	Definition	Example
Industrialization		
Imperialism		
Suffrage		

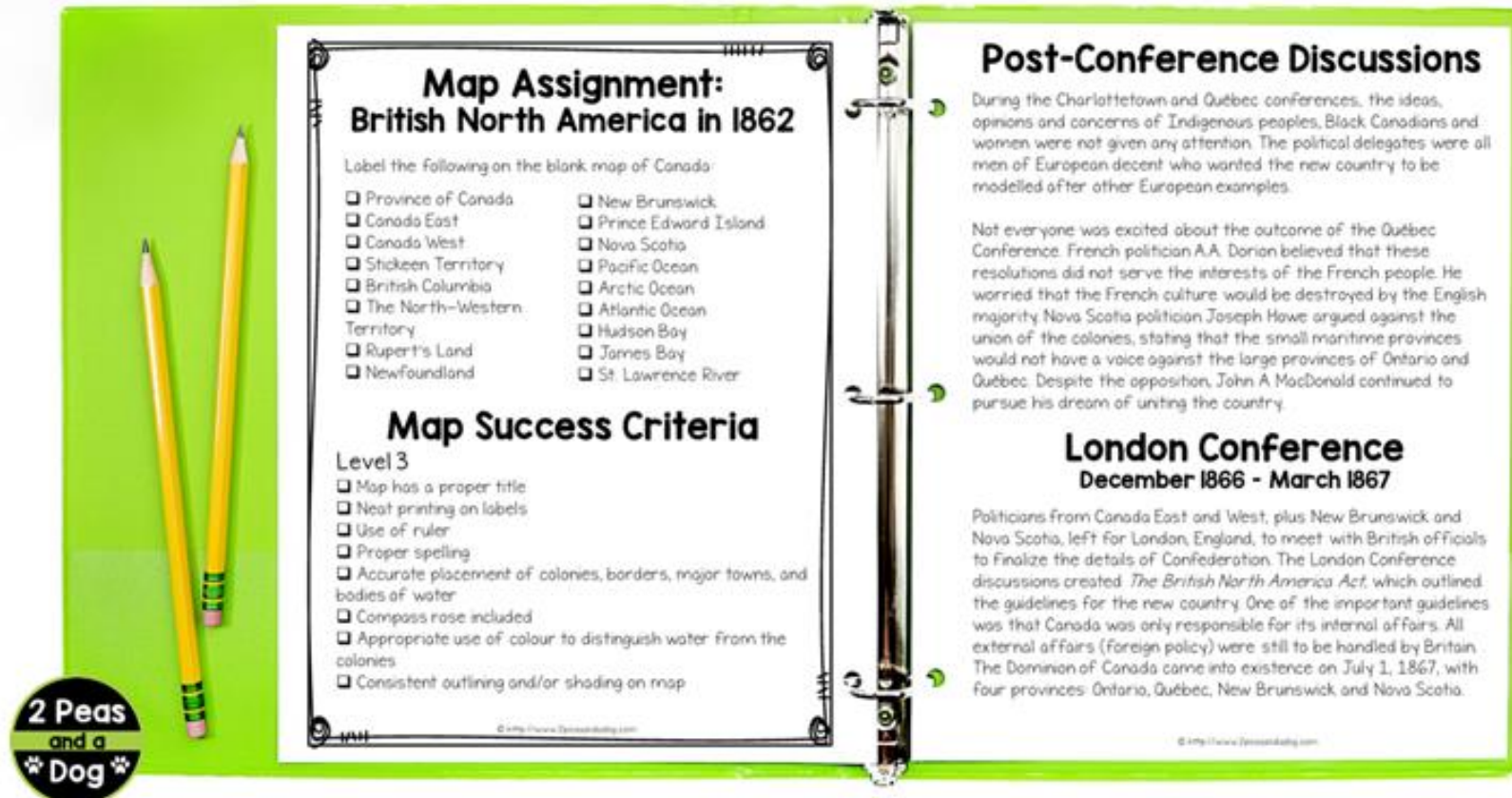
ASSESSMENT OPTIONS

RUBRICS INCLUDED



# GRADE 8 HISTORY STRAND A

## PDF & DIGITAL FORMATS





# CONFEDERATION - LESSON 1

## Confederation Lesson #1



### Teacher Notes:

- ☐ Approximate Time: 15 - 20 minutes
- ☐ Gather materials (sticky notes, markers, pens, pencils) before class

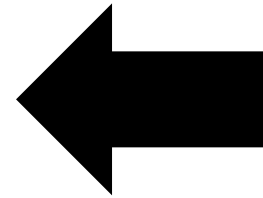
Whole Class Question: Why do you think we study history? Is it important to study history? Why or why not?

Student Instructions: Turn and talk to your seat partner for 3 minutes and brainstorm some ideas about why it is or is not important to study history.

## WHY DO WE STUDY HISTORY?

interactive by having students record their answers on sticky notes and have them place their answers on the matching side or by using a digital notetaking app like Google Docs/Slides, Padlet, etc.

It is important that students feel history is an important subject to be taught. Be sure to have lots of ideas on why it is an important subject that everyone should need to take.



**ENGAGE  
STUDENTS IN A  
CLASS  
DISCUSSION  
ABOUT WHY  
PEOPLE SHOULD  
STUDY HISTORY**

# LESSON 2

Norse explorer Leif Erikson leads a Viking expedition to Iceland and sees unfamiliar land. Later he returns to formally explore this "new" land.

The Hudson's Bay Company and North West Company amalgamate into one company.

## HOW DID WE GET HERE? INTERACTIVE TIMELINE

The Haudenosaunee Confederacy creates its own constitution known as the Great Binding Law. This is still in effect today.

Rebellions break out in Upper Canada led by William Lyon Mackenzie and in Lower Canada led by Louis Joseph Papineau.

# LESSON 3 & 4



## Historical Map Questions

1. List the major changes you noticed as you looked through the different maps. (Borders, Names, Capital Cities)

2. What might have caused

3. Who might reside in the v  
1862? What occupations

4. In 1862, if you wanted to  
America, what methods d

5. I  
f  
C

# HOW HAS THE MAP OF CANADA CHANGED?

## Map Assignment Assessment Criteria



Level 1	Level 2	Level 3	Level 4
Map is missing several required elements.	Map contains most of the required criteria. Requires more attention to detail.	Map is completed and contains all of the required elements.	Map exceeds the required criteria.

## Station #1 Canada East

Describe this geographical area. (e.g. cultural background, population, geographic location)

## British North America Inquiry Topics

British North America Prior to  
1867

1. Canada
2. Canada
3. New Br
4. Newfoun
5. Nova Sc
6. Prince E
7. Indigenous Peoples
8. Rupert's Land
9. The North-Western Territory
10. British Columbia & Vancouver Island

# LIFE IN BRITISH NORTH AMERICA PRIOR TO 1867



would this colony bring to a union of the

rtant events



# LESSON 5 & 6



## Fathers of Confederation

Adams Archibald (Nova Scotia)	John Johnson (New Brunswick)
George Brown (Canada)	Hector Langevin (Canada)
Alexander Campbell (Canada)	A.A. Macdonald (PEI)
F.B.T Carter (Newfoundland)	Jonathan McCully (Nova Scotia)
George-Étienne Cartier (Canada)	William Martin (New Brunswick)
Edward Barron Chandler (New Brunswick)	Thomas D'Almeida (Nova Scotia)
J.C. Chapais (Canada)	Peter Gault (New Brunswick)
James Cockburn (Canada)	Oliver Mowat (Ontario)
George Coles (PEI)	Edwin Smith (New Brunswick)
Robert Dwyer (Nova Scotia)	W.H. Tupper (New Brunswick)
Charles Fisher (Nova Scotia)	
Alexander Gait (Nova Scotia)	
John Hall (New Brunswick)	
John Hall (New Brunswick)	
T.H. Havens (Nova Scotia)	
William Howland (Nova Scotia)	
W.P. Howland (Nova Scotia)	

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## Oral Presentation Success Criteria

### Level 4

- ☐ Level 3 criteria fulfilled.
- ☐ Clear understanding of the topic.

# HISTORICAL MONOLOGUES ASSIGNMENT

### Level 2

- ☐ Quiet voice.
- ☐ Presentation not prepared.
- ☐ Lack of interest, enthusiasm, or eye contact.
- ☐ Minimal content knowledge.

### Level 1

- ☐ Additional teacher support required to achieve success.

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Fold flap and glue onto paper

## Canada West

## Politics in the Province of Canada

When Upper and Lower Canada were united into one colony called the Province of Canada, each section received an equal amount of seats in the parliament. Therefore, Canada East and Canada West had to work together to get any bills (new laws) passed in the legislative assembly.

This became increasingly difficult as the 1850s approached. Each side had different interests, languages, and customs. The government and opposition were in a political deadlock. Neither side could pass any new laws.

George Brown, the leader of the opposition, proposed a coalition government as a solution. A coalition government is when different political parties choose to set aside their differences and work together to achieve a common goal. This usually happens only if there is a political deadlock or in an emergency situation.

This coalition government had two ideas to help solve the political deadlock issue:

- 1) To form a union of British North American colonies into one country.
- 2) Canada East and Canada West would be officially split into two separate provinces. Each province would have their own local government to decide on local matters and one central government to look after issues that would concern both provinces.

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Fold flap and glue onto paper

## Canada West

Clear Grits

platforms of each political party under each tab.

paper

Fold flap and glue onto paper

# POLITICS IN CANADA

Parti Rouge

# LESSON 7 & 8



## John A. Macdonald: The Impossible Idea

1. In what city does the movie begin?
2. Who is this movie about?

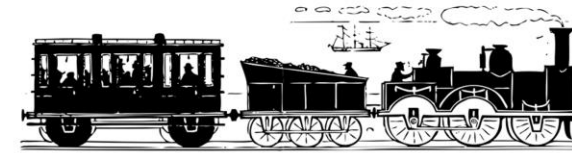
## JOHN A. MACDONALD: THE IMPOSSIBLE IDEA

5. The politician complains about equal representation in government. What does he propose as the solution?

## Confederation Advertisement Assessment

Media Literacy (Layout & Design)	Level	Criteria
	Level 1	<ul style="list-style-type: none"><li>Missing key project components (information, pictures or layout).</li><li>More photos needed.</li><li>Layout is too simple or too busy and does not catch the reader's attention.</li><li>Historically relevant photos.</li><li>Good design and layout.</li><li>Historically relevant photos.</li><li>Eye-catching design and layout.</li><li>Assignment catches and maintains the reader's attention.</li></ul>

## Advertising Confederation



Task: You have been hired as the advertising coordinator by the

## ADVERTISING CONFEDERATION ASSIGNMENT

Content to Include:

- 1) The 5 factors pushing the colonies to confederation: Railway Issues, Changing British Attitudes, Threat of American Invasion, Political Deadlock, Cancellation of the Reciprocity Treaty.
- 2) All advertisements must include a rough copy and/or a detailed plan.
- 3) Your advertisement must have quality historical content and historically relevant and accurate graphics.

# LESSON 9 & 10A



## Confederation Decisions

Colony	Confederation Advantages	Confederation Disadvantages
Canada East		

## THE PROS AND CONS OF CONFEDERATION

P.E.I.		
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## Conference

## Main Conference Achievements

Charlottetown

## Post-Conference Discussions

During the Charlottetown and Québec conferences, the ideas, opinions and concerns of Indigenous peoples, Black Canadians and women were not given any attention. The political delegates were all men of European descent who wanted the new country to be modelled after other European examples.

Not even  
Confere  
resolutio  
worried  
majority  
union of  
would no  
Québec.  
pursue h

Politician  
Nova Sco  
to finaliz  
discussio  
the guide  
was that

external affairs (foreign policy) were still to be handled by Britain. The Dominion of Canada came into existence on July 1, 1867, with four provinces: Ontario, Québec, New Brunswick and Nova Scotia.

## THE CHARLOTTETOWN, QUÉBEC AND LONDON CONFERENCES



# LESSON 10B & 10C

## MISSING VOICES

Examine the two photographs and the list of names from the important meetings about Confederation.

What do you notice about these representatives?

## MISSING VOICES

Why do you think these people were left out?

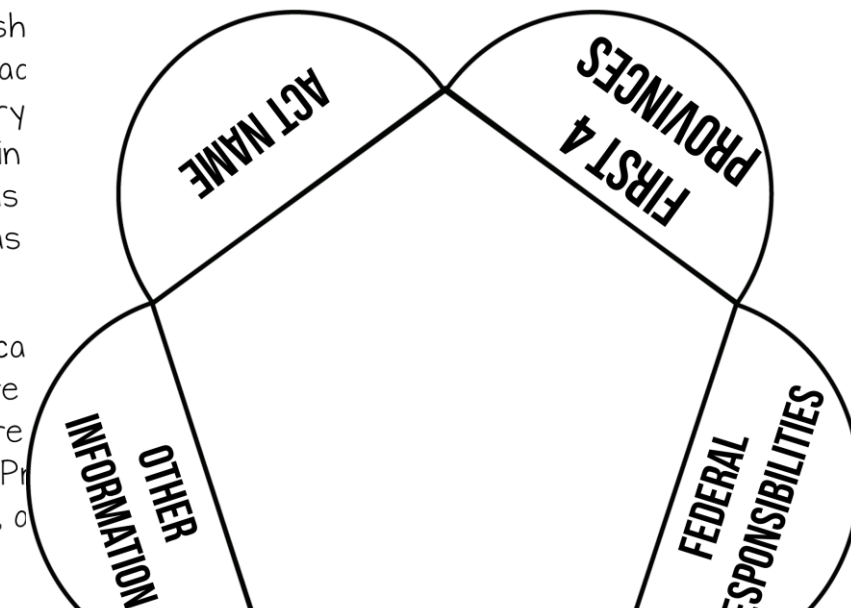
## BRITISH NORTH AMERICA ACT 1867



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The British North America Act (BNA) came into effect on July 1, 1867. This Act joined together four British colonies: New Brunswick, Nova Scotia, Ontario, and Quebec. These colonies created a new country called Canada. Ontario and Quebec were divided up again. The BNA Act was the first law of this new country. Sir John A. MacDonald was the first Minister of Canada.

The newly-created Dominion of Canada became a country. Later, several other provinces were added. These provinces were Manitoba in 1870, British Columbia in 1871, Prince Edward Island in 1873, Alberta and Saskatchewan in 1905, and Newfoundland in 1949.



## BRITISH NORTH AMERICA ACT

Because of this division of power, conflict can arise, the federal government will make the best interest of the whole country.

Cut out the flower shape. Glue the back middle section into your notes. Fold each flap over along the line. Under each flap answer the prompt on the top of the flap.

# LESSON 11A & 11B



## UNIT TEST REVIEW

Historical Word	Definition Letter	Importance to Canadian History
1.		
2.		
3.		
4.		
5.		
6.		
7.		



## UNIT TEST REVIEW



## Political Deadlock

## CONFEDERATION UNIT TEST

Short Answer Mark ( /20) = %

Long Answer Level \_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_

1. Pick three British North American colonies and describe their main economic industries. (i.e. fur trade, ship building) /6

Colony Name	Main Industries

## UNIT TEST

2. List two reasons why Ottawa was chosen as the capital city. /2

3. What were some differences between Canada East and West? /2

4. What was the BNA Act? What year was it created? What was its purpose? /3

# WESTERN CANADA INTRODUCTION

## Settling Western Canada

Video Title	Importance to Canadian History
Soddie	
Nitro	
Louis Riel	
Sam Steele	

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Image 1



Photo Credit: Sgarton. <https://morguefile.com/p/873441>

## Image Analysis

Object	Purpose	Modern Version Differences
1.		
2.		
4.		
5.		
6.		

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**LIFE IN WESTERN CANADA**

# LESSON 1 & 2



## THE ROBINSON TREATIES OF 1850

There were two treaties. They were named the Robinson Superior Treaty and the Robinson Huron Treaty. The parties involved were the Anishinaabe (Ojibwe) chiefs, who represented the First Nations groups around Lake Superior and Lake Huron, and British representative William Benjamin Robinson.

These treaties were created because new settlers to the area were interested in the mining opportunities located in these

## LEGAL DOCUMENTS

What the treaties were about:

- The chiefs agreed to give the British government a large territory north of Lakes Superior and Huron.
- The First Nations received payment in return for the lands, and this payment was to be paid in yearly installments.
- There were 24 reserves created for First Nations people to live on because they had given up their land.
- These reserves were not owned by the First Nations people. They were “kept in trust” for the First Nations.
- The treaty also allowed First Nations to hunt and fish in the territory they had given up.

These treaties were the first of this kind, and similar promises appeared in later First Nations treaties.

## Station #2 Immigration to Canada: Who Came & Why?

Key People? Why Are They Important? Who Was Excluded?

## The Settlement of Western Canada

### Inquiry Topics

1. Indigenous Peoples: Indian Act 1876
2. Immigration to Canada: Who Came & Why?
3. Homes
4. Building
5. The Cr
6. The Go
7. The Re
8. The No

## WESTERN CANADA INQUIRY STATIONS



# LESSON 3 & 4



## MANITOBA ACT OF 1870



Present Day Outline of Canada with Manitoba Highlighted

The land that now belongs to the Province of Manitoba was originally part of Rupert's Land.

The settlers in this area were mainly from the Red River Colony and were employed in the fur trade.

Many of the settlers were married French-Canadian, thus the Métis.

The Métis Nations are a mix of French-Canadian and First Nations.

The fur trade was controlled by the Hudson's Bay Company.

In 1868, the Hudson's Bay Company surrendered the land to the British Crown, who then deeded it to the new Dominion of Canada.

The Canadian government wanted to settle the land to sea. It felt that the United States would attract more colonists to the west than Canada and Métis people.

The immigration policy disrupted the Métis and First Nations communities that lived on that land. The immigration policy disrupted the Métis people which depended on the buffalo hunt. The new settlers had a different language, culture, and religion.

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## MÉTIS CONTRIBUTIONS TO CANADA'S DEVELOPMENT

After watching the video produced by Heritage Saskatchewan, write down some of the contributions made by the Métis Nation in the development of Canada.

## MANITOBA ACT 1870

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## THE INDIAN ACT EXPLAINED

The Agenda with Steve Paikin  
Guest: Bob Joseph

Explain 3 new things you learned from this video.

## THE INDIAN ACT 1876

Who was left out of this act?

What criteria did a First Nations person have to meet to be granted status?

Explain how First Nations people were affected by the act.

Did the First Nations people own their land? Explain.

What was the ultimate goal of The Indian Act of 1876?

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## THE INDIAN ACT 1876

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# LESSON 5 & 6



## LOUIS RIEL BIOGRAPHY ASSIGNMENT

There are five parts to a short biography.

### Part 1

Be sure to include a photo of Louis Riel at the top of your biographical report.

### Part 2

In one or two sentences make an official announcement about Louis Riel's death. Include his name, how, when, and where he died.

## LOUIS RIEL BIOGRAPHY ASSIGNMENT

### Part 5

In the last few paragraphs of your obituary, discuss the legacy Louis Riel had on the development of Canada.

## Exit Pass

Name:

Class:

Explain the meaning of this song verse using examples learned in class today: "We have opened up the soil/with our teardrops and our toil."

## CANADIAN PACIFIC RAILROAD LYRICS CLASS DISCUSSION

# LESSON 7 & 8



## CPR Assignment

Select one of the three assignments below to explain the realities building the Canadian Pacific Railway.

### Assignment Options

Virtual Museum (Individual)	Create a virtual museum display (slideshow) to explain the overall meaning of the song "Canadian Railroad Trilogy" by Gordon Lightfoot.  Explain how your slideshow relates to the construction of the Canadian Pacific Railway.
	Working in a pair, select a verse from the

## CANADIAN PACIFIC RAILROAD ASSIGNMENT

	Select three different verses from the song to inspire your drama presentation.
--	---

## The Gold Rush Photo Analysis

Photo	Personal Thoughts	Class Thoughts
"Life in the Klondike during the Gold Rush. Packing up Chilkoot Pass."  Question: Explain the hardships faced by the gold prospectors as they ventured up the Chilkoot Pass.		

## THE GOLD RUSH

"Panning gold during the Klondike Gold Rush."  Question: Explain the process and working conditions of panning for gold as seen in this photo.		
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# LESSON 9 & 10



## CHINESE IMMIGRATION ACT OF 1885

The Chinese Immigration Act of 1885 placed a head tax of \$50 on all Chinese immigrants who came to Canada. In 1900, the fee was raised to \$100, and in 1903, to \$500. The intention of the Act was to regulate or restrict Chinese immigration to Canada. There were two waves of Chinese immigration to Canada. The first was in 1858 for the gold rush, and the second was to help build the Canadian Pacific Railway in 1881. Chinese workers were wanted for their labour skills, but Canadians did not want them to remain in Canada. This legislation prevented them from voting, holding public office, and provided limited employment and housing opportunities.

## THE CHINESE IMMIGRATION ACT 1885

80% in Vancouver. The government gave some Chinese people monetary assistance, but it was only \$1.12 per week in Alberta.

By 1941, there were over 29,000 Chinese men working in Canada. Many of these men had wives and children to support in China. It was too expensive to pay for a trip back to China. The men worked hard and sent their money to their families in China. There were minimal job opportunities for Chinese people so they opened their own restaurants, laundromats, and grocery stores. Some people took on employment as cooks, servants and domestic workers – jobs that were not wanted by Canadians. In 1947, The Chinese Immigration Act was repealed. Canadian immigration restrictions based on race remained until 1967.

## NOTE-TAKING

Work with your seat partner(s) to determine the important information in each article. Transfer that important information into this T-Chart.

ARCTIC INTERESTS	INDIGENOUS CASE LAW
THE ARCTIC & INDIGENOUS CASE LAW	

# LESSON 11 & 12



NUMBERED TREATIES	
Treaty # ____	
Involved Parties	
Land Area	
Treaty Key Points	
<div>NUMBERED TREATIES STATIONS</div>	
Land Area	
Treaty Key Points	

RESIDENTIAL SCHOOLS
Picture Book Title: _____
Describe the experiences that occurred at the residential schools in your picture book.
<div>RESIDENTIAL SCHOOLS PICTURE BOOK ANALYSIS</div>
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# LESSON 13



## Western Canada Unit Test

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Answer 1 of the questions below on lined paper and in long answer format.

1. Explain the working conditions for those who worked on the Canadian Pacific Railway.
2. Explain the role of the North-West Mounted Police in Western and Northern Canada.

## WESTERN CANADA UNIT TEST

Level 1	▪ Historical information is inaccurate or incomplete about the selected topic.
Level 2	▪ Historical information is basic and needs more details about the selected topic.
Level 3	▪ Historical information is detailed and relevant to the topic.
Level 4	▪ Historical information demonstrates extensive research and understandings about the selected topic.



# GRADE 8 HISTORY STRAND B

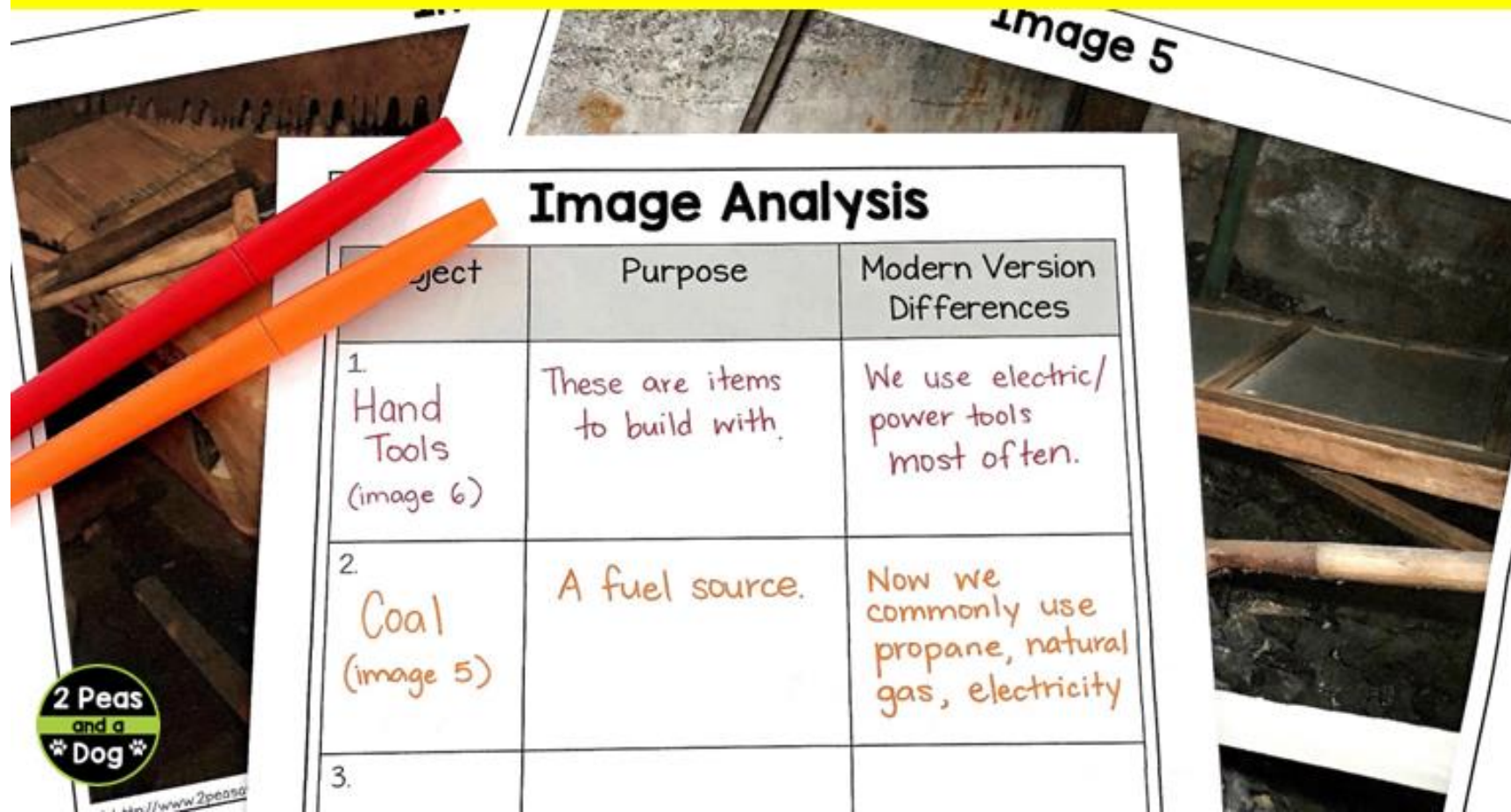
## PDF & DIGITAL FORMATS

Image 5

**Image Analysis**

Object	Purpose	Modern Version Differences
1. Hand Tools (image 6)	These are items to build with.	We use electric/ power tools most often.
2. Coal (image 5)	A fuel source.	Now we commonly use propane, natural gas, electricity
3.		

2 Peas and a Dog



# LESSON 1 & 2



Settling Canada Top 10		
#	Event	Reason for Selection
10		
9		

## SETTLING CANADA TOP TEN LIST

7		
6		
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Image Analysis		
Object	Purpose	Modern Version Differences
1		

## PRIMARY SOURCE ANALYSIS



# LESSON 3 & 4



Canada 1890-1914 Videos		
Video Title	Topic	Describe Canada's Past & Present
Basketball	Sports	Past:
		Present:
HISTORICA MINUTES		
Nellie McClung	Status of Women	Past:
		Present:
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The last spike of the Canadian Pacific Railway is put in at Craigellachie, British Columbia.

Christmas 1914: Troops in the Western Front trenches call an unofficial temporary truce to celebrate Christmas.

Canada sends Princess Patricia's Canadian Light Infantry to France to assist the 80<sup>th</sup> British Brigade.

**INTERACTIVE TIMELINE**



# LESSON 5 & 6



## Historical Maps Questions

List the major changes you noticed as you looked through the different maps. Think about borders, names, capital cities, etc.

1867	1895	1912

**THE CHANGING  
MAP OF CANADA  
1867 - 1912**

--	--	--

## Important Canadians Scavenger Hunt

#	Name of Person	Significance to Canadian History
1		
2		
3		
4		
5		
6		
7		
8		

**IMPORTANT  
CANADIANS:  
QR CODE  
MATCH UP**

# LESSON 6B & 7



## FREDERICK OGILVIE LOFT



Around the time of World War I, Loft was involved with several major causes and events related to his activism for First Nations issues. He wrote several articles for the United Empire Loyalists' Association. He told the story of Chief Joseph and the relationship history between Indigenous settlers. He felt, and emphasized in his writing, that history was a way to improve how Canadians treated people in Ontario. He published a special series on residential schools in 1909. He proposed using reserves to replace residential schools.

### Legacy

Loft started the League of Indians of Canada to represent the interests and improve the lives of Indigenous people. The residential schools was one of the league's main concerns. He encouraged Indigenous groups all across Canada. Many of Loft's ideas and plans came from his experience with trade unions. He was well as from the structure of trade unions. His work in trade unions were in promoting the well-being of workers through collective bargaining. After his death, his work continued and expanded the work he began. He was an Indian Brotherhood of the Western Peoples. He was a Nations by community.

**IMPORTANT  
CANADIANS:  
READINGS**

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## HISTORICAL FIGURES

In each box, explain who the person was and how they influenced Canadian History.

Thomas  
Longboat

## Inquiry Topics

### 1. Technology

- ✓ Radio, Telephone, Farm Equipment

### 2. Transportation

- ✓ Aviation, Cars, Street Cars, Trains

### 3. Internal Politics

- ✓ British-Canada Relations, French-English Relations, Elections, Political Leaders, Trade

### 4. External Politics Part I

- ✓ Boer War

### 5. External Politics Part 2

- ✓ Canada's Role in World War I in 1914. Alliances.

- ✓ Go

**CHANGING SOCIETY  
INQUIRY STATIONS**

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## Station #1

Key People: Why are they important to this topic?

Why are they important to this topic?

What is the impact of Canada?

# LESSON 8A & 8B



Primary Source Analysis	
Examine the top photo, pay attention to the details.  Describe what is happening in the top image.	
<b>PRIMARY SOURCE ANALYSIS ASSESSMENT</b>	
Develop 2 questions you have about each photograph.	
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Fold flap and glue onto paper

Voting Rights  
**CONFEDERATION**

Fold flap and glue onto paper

Voting Rights  
**WORLD WAR I & AFTERMATH**

VOTING RIGHTS THEN AND NOW



Confederation to World War I

In 1867, voting rights in federal elections were determined by each province's own rules. If someone was not allowed to vote in provincial elections, they were not allowed to vote in federal elections. By 1900, every province limited voting rights to white men 21 and older who owned property and were British subjects. Women, Indigenous peoples, and visible minorities were unable to vote. First Nations peoples were officially regarded as wards of the federal government, therefore, provinces generally did not view them as full citizens with voting rights. However, if a man gave up his Indian status, he could vote in federal elections, provided he owned property, which was often difficult for Indigenous peoples to obtain. The Indian Act, so there was no voting, but they had to meet the requirements.

World War I

Many Indigenous peoples volunteered in World War I. The Military Voters Act, 1917, gave the vote to members, both active and reserve, of the Canadian Expeditionary Force, women and Indigenous peoples. However, Indigenous peoples lost their voting rights when the Act expired. It took longer to allow women to vote in federal elections from 1917 to 1918. The process started in Manitoba in 1916 and finished in the Northwest Territories in 1951.

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Rights

Fold flap and glue onto paper

Voting Rights  
**1951 - TODAY**

**LEGAL ISSUES AND CHANGES IN CANADA PART 1 AND 2**

# LESSON 9, 10A & 10B



## Class Newspaper Assignment

You are now a reporter for *The Globe*. Your editor has assigned you to find a great story for the newspaper's 15<sup>th</sup> Anniversary Edition.

You can select any social, political or sports event that occurred from 1900–1914 to write about.

- 1) Think about the new and interesting things you have learned during this unit.
- 2) Select a general topic from the list below.
- 3) Find a specific event or topic to research for your article.
- 4) Get your specific topic approved by your teacher before you start your research.
- 5) Write a 250 word newspaper article explaining the Who, What, Where, When, Why and How of your topic.
- 6) Be sure to include in your article: a photograph, headline, byline, and placeline.

Newspaper Article Topics

# CLASS NEWSPAPER SUMMATIVE TASK

## UNIT TEST REVIEW

Historical Word	Definition Letter	Definition
22.		
23.		
24.		
25.		
26.		
27.		
28.		

## Changing Society Unit Test

Name :

Class:

Vocabulary: (10 marks)

★ Define the following words and provide a Canadian example from the 1890–1914 time period.

Vocabulary	Definition	Example
Industrialization		
Imperialism		
Suffrage		

# UNIT REVIEW & UNIT TEST



# LESSON FORMATS



**PDF**

✓ Individual & Whole Unit



**DIGITAL**

✓ Google Slides

**RESOURCE CAN BE USED IN-PERSON OR ONLINE**