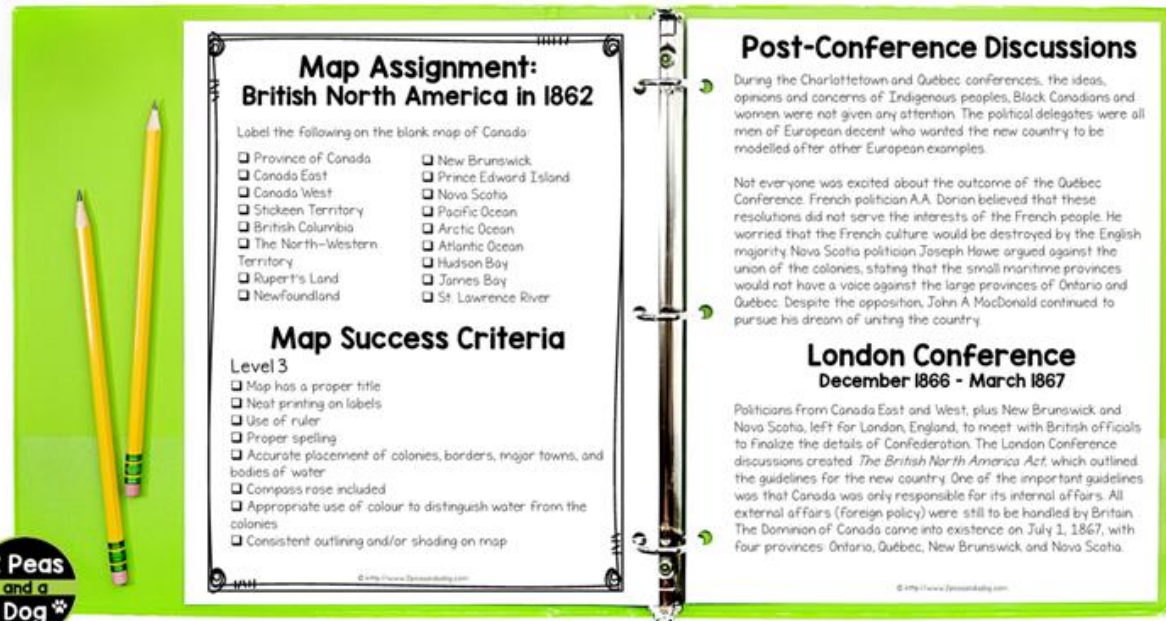


GRADE 8 HISTORY STRAND A

PDF & DIGITAL FORMATS




2 Peas and a Dog

Middle School Teaching Resources

RESOURCE INCLUDES

- ✓ Ontario Curriculum Aligned
- ✓ 28 Engaging Lessons / 426 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

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**

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.

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 P
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

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.

STATIONS ACTIVITIES

- 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?

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 live in.

- To understand referer
- To preserve the storie us.
- To inspire us to be pas
- Helps create
- Helps us und
- To understar occurred.

No Side

- No – because we are l focused on the future.
- We don't have time – s what happened in the pa

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.
 - ...d by Europeans and re-
 - ... with Stickeen Territory, on's Bay Company.
 - ... and Canada West are ...ers remained unchanged.
 - ... ay.
 - ... onfederaton: 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



- Map Criteria
- Map has a
 - Neat printin
 - Proper use
 - Accurate s
 - Accurate p
 - Includes a
 - Appropria
 - Consistent

Level 1

Map is missing several require elements.

LOUIS RIEL BIOGRAPHY ASSESSMENT

Category	Level 1	Level 2	Level 3	Level 4
Knowledge Factual historical content	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.
Communication Proper use of spelling, punctuation, grammar	Many spelling and grammatical errors throughout the biography.	Three to four spelling and grammatical errors throughout the bio	grammatical errors do not detract from the m	No spelling or grammatical

Feedback:

Oral Presentation Success Criteria

Level 4

- Level 3 criteria fulfilled
- Clear understanding of the topic

(infrequently glancing at notes) attention

audience slouching or fidgeting)

fact

† required to achieve success.

ASSESSMENT OPTIONS

RUBRICS INCLUDED

CONFEDERATION - LESSON 1

Confederation Lesson #1



Teacher Notes:

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

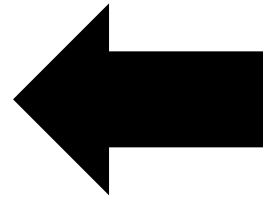
Whole Class Question: Why do you think we study history? Is it important to study history? Why or why not?

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 world."

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

Map Assignment Assessment Criteria



**HOW HAS THE
MAP OF CANADA
CHANGED?**

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)



would this colony bring to a union of the

British North America Inquiry Topics

British North America Prior to
1867

1. Canada
2. Canada
3. New Br
4. Newfou
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**

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) | Edwards (New Brunswick) |
| Robert D'Almeida (New Brunswick) | W.H. Fisher (New Brunswick) |
| Charles Fisher (New Brunswick) | |
| Alexander Gaither (New Brunswick) | |
| John Hall (New Brunswick) | |
| John Hall (New Brunswick) | |
| T.H. Haviland (New Brunswick) | |
| William Howland (New Brunswick) | |
| W.P. Howland (New Brunswick) | |

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

Fold flap and glue onto paper

Canada West

Clear Grits

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 in 1850. The political interests, languages, and customs of the two sections were different. No new laws were passed for several years. This was a political deadlock. Neither side was willing to compromise.

George Brown, the leader of the Reform Party, 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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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?

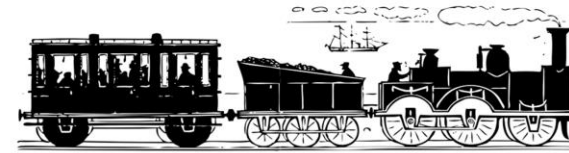
JOHN A. MACDONALD: THE IMPOSSIBLE IDEA

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">Missing key project components (information, pictures or layout).More photos needed.Layout is too simple or too busy and does not catch the reader's attention.Historically relevant photos.Good design and layout.Historically relevant photos.Eye-catching design and layout.Assignment catches and maintains the reader's attention.

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		

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 every
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, QUÉBÉC AND LONDON CONFERENCES

THE PROS AND CONS OF CONFEDERATION

P.E.I.		

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?

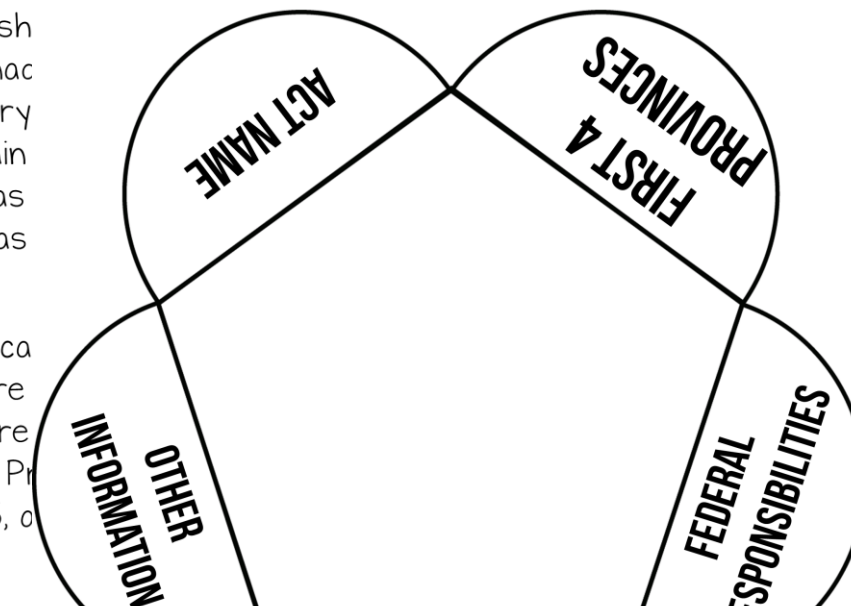
Why do you think these people were left out?

BRITISH NORTH AMERICA ACT 1867



The British North America Act (BNA) came into effect on July 1, 1867. This Act joined together four British colonies in North America: 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 signed by Sir John A. MacDonal

The newly-created Dominion of Canada became a country. Later, several other provinces were added to the country. 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.		
3.		
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 Mounted
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 of mixed French and British descent, thus the Métis.

The Métis Nation was a distinct society.

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

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

The Canadian government wanted to open the West to sea. It felt that the United States would attract British and Métis people to the West.

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?

THE INDIAN ACT 1876

What surprised you while watching this video?

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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
<p>"Life in the Klondike during the Gold Rush. Packing up Chilkoot Pass."</p> <p>Question: Explain the hardships faced by the gold prospectors as they ventured up the Chilkoot Pass.</p>		
<p>"Panning gold during the Klondike Gold Rush."</p> <p>Question: Explain the process and working conditions of panning for gold as seen in this photo.</p>		

THE GOLD RUSH

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
<h2>THE ARCTIC & INDIGENOUS CASE LAW</h2>	

LESSON 11 & 12



NUMBERED TREATIES

Treaty # _____

Involved Parties

Land Area

Treaty Key Points

**NUMBERED
TREATIES
STATIONS**

Land Area

Treaty Key Points

RESIDENTIAL SCHOOLS

Picture Book Title: _____

Describe the experiences that occurred at the residential schools in your picture book.

**RESIDENTIAL
SCHOOLS
PICTURE
BOOK
ANALYSIS**

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.

LESSON FORMATS



PDF

✓ Individual & Whole Unit



DIGITAL

✓ Google Slides

RESOURCE CAN BE USED IN-PERSON OR ONLINE