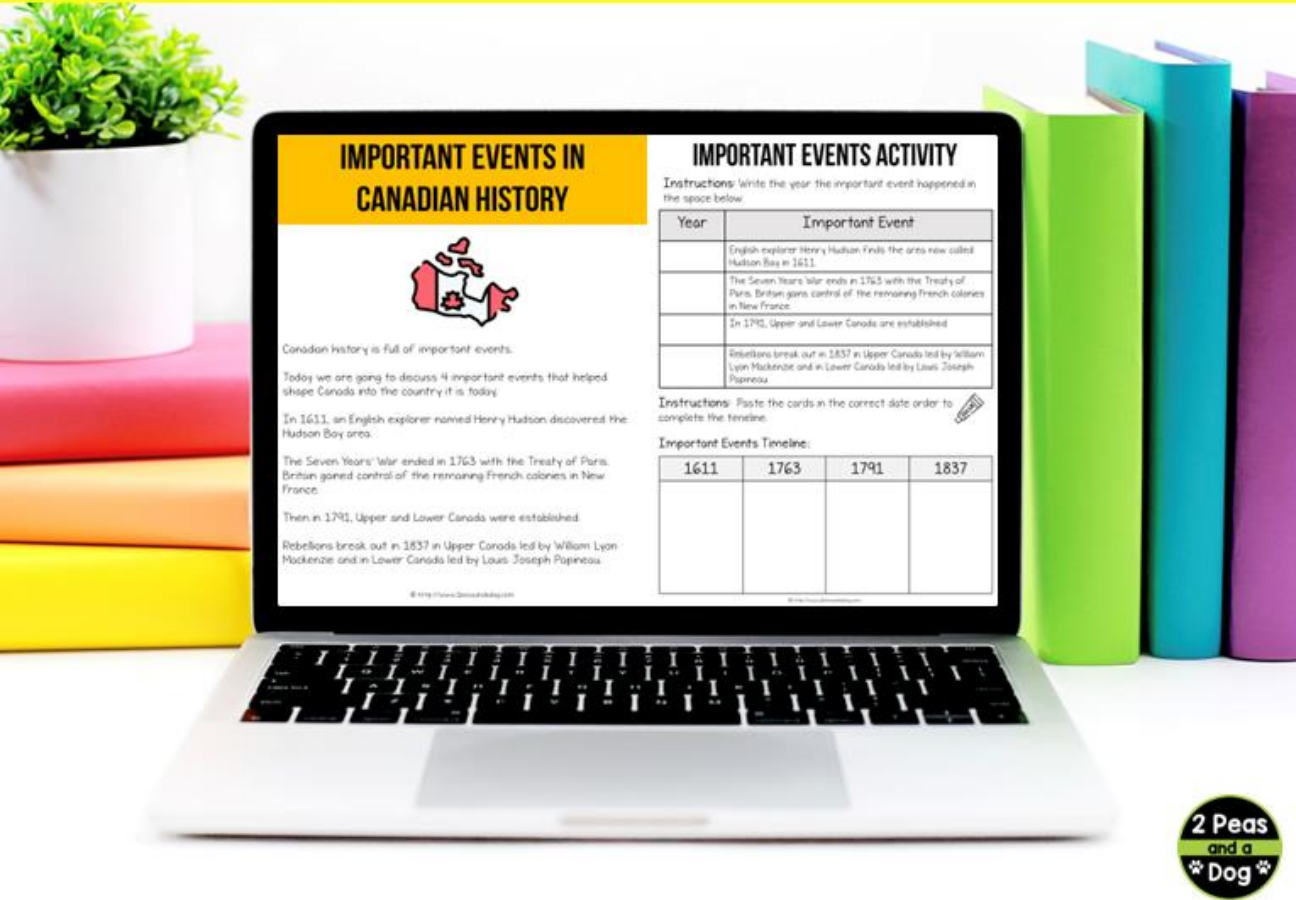


GRADE 8 HISTORY STRAND A MODIFIED PDF & DIGITAL FORMATS



RESOURCE INCLUDES



- ✓ 24 Engaging Modified Lessons
- ✓ Detailed Lesson Plans
- ✓ Answer Keys
- ✓ MP3 Audio Files of Student Readings
- ✓ Quizzes & Assessment
- ✓ PDF & Google Slides™ Formats



“An easy to understand resource for my students with IEPs to use.” – Alik M.

WHAT'S INSIDE?



Confederation Lesson Overview

- #1 – Why Study History? (Cut & Match)
- #2 – Important Events Sorting Activity (Cut & Match)
- #3 – The Changing Map of Canada (Analysis)
- #4 – Expansion of the Dominion (Cut & Match)
- #5 – Historical Figures Assignment (Poster Creation)
- #6 – Politics in the Province of Canada (Interactive Notes)
- #7 – Advantages and Disadvantages of Confederation (Cut & Match)
- #8 – Advertising Confederation Assignment (Slideshow Creation)
- #9 – Confederation (Fill in the Blanks)
- #10 – Primary Source – Image Analysis
- #11 – The British North America Act of 1867 (Cut & Match)
- #12 – Unit Quiz

WHAT'S INSIDE?



LESSON 1



Why Study History

Lesson Overview:

Students will learn why we study history.

Materials Needed:

- ☐ Reliable technology (internet, computer, and projector)
- ☐ Video [Why Study History?](#)
- ☐ Why Study History article
- ☐ Yes/No Chart
- ☐ Scissors
- ☐ Glue

LESSON PLANS

Teacher Instructions:

1. Watch the video [Why Study History?](#)
2. Read the Article Why Study History?
3. After reading the article, have students read each example on the Why Study History examples page.
4. Have students cut out the examples and glue them on the Yes/No graphic organizer in the appropriate column.

Student Instructions:

1. Watch the video [Why Study History?](#)
2. Read the Article Why Study History?
3. Read the examples on the cut-out page Why Study History? Decide if each statement is or is not an example of why we study history.
4. Cut out each example.
5. Arrange the examples on the Yes/No graphic organizer. Glue the examples in the appropriate column once your teacher has given you permission.

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WHY STUDY HISTORY?

Some people ask why we should study history. It helps us learn how the past has shaped the world we live in. Here are some definitions to help you understand.

History is when people study the past.
"Those who do not remember the past are doomed to repeat it." – George Santayana



Past

Everything that has happened until this point in time.
Examples: last year, last week, last month, last day.



History

A record of past events.



Change
Champion

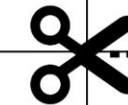
Examples: about social beliefs, about technology, about the environment.

WHY STUDY HISTORY?

Read the examples on this page. Then decide if each statement is or is not an example of why we study history. Cut out and glue your answers on the Yes/No Chart.

To not repeat the mistakes of the past.

To preserve the stories of the people who came before us.



We are living in the present and should be focused on the future.

There are so many more things to learn than what happened in the past.

It is important to know the heritage of the country you live in.

MODIFIED ACTIVITIES

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WHAT'S INSIDE?



WHY STUDY HISTORY? ANSWERS

YES

To not repeat the mistakes of the past.

To help us understand right from wrong.

To preserve the stories of the people before us.

It is important to know the heritage of the country you live in.

NO

ANSWER KEY

Year	Important Event		
1611	English explorer Henry Hudson finds the area now called Hudson Bay.		
1763	The Seven Years War ends in 1763 with the Treaty of Paris. Britain gains control of the remaining French colonies in New France.		
1791	In 1791, Upper and Lower Canada are established.		
	In 1837, Upper Canada led by William Lyon Mackenzie and Lower Canada led by Louis Joseph Papineau.		

ANSWER KEYS

1611	1763	1791	1837
English explorer Henry Hudson finds the area now called Hudson Bay in 1611.	The Seven Years War ends in 1763 with the Treaty of Paris. Britain gains control of the remaining French colonies in New France.	In 1791, Upper and Lower Canada are established.	Rebellions break out in 1837 in Upper Canada led by William Lyon Mackenzie and in Lower Canada led by Louis Joseph Papineau.

ANSWER KEYS

HISTORICAL FIGURES ASSIGNMENT



Task	1. Choose one of the figures for your project: <input type="checkbox"/> George Brown <input type="checkbox"/> Thomas D'Arceville <input type="checkbox"/> John A. Macdonald 2. Create either a poster or a slideshow for your chosen historical figure.
Poster Requirements	

As Required

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MODIFIED ASSIGNMENTS

Confederation Advantages

☐ It would create a new railroad that would connect all of the colonies together.
☐ A united army would help protect the borders from an attack by the Americans.
☐ A Canadian army could defend them instead of relying on the British army to arrive.
☐ Debts would be paid off for different colonies.

ADVERTISING CONFEDERATION

You are responsible for creating an advertisement to encourage the colonies of British North America to support Confederation.

Use the information you know about the advantages of Confederation to create a slideshow.

LESSON 1 & 2



LESSON 1



Why Study History

Lesson Overview:
Students will learn why we study history.

WHY STUDY HISTORY?



Materials

- ☐ Relia
- ☐ Vide
- ☐ Why
- ☐ Why
- ☐ Yes/
- ☐ Scis

Some people ask why we should study history. History helps us learn how the past has shaped the world we live in today. Here are some definitions to help you in this unit.

Teacher History is when people study the past.
1. Wat
2. Hav

WHY STUDY HISTORY?

 History	Examples: When we study the past we examine pictures, letters, videos, legal documents, and much more.
 Change Champion	Someone who creates change. Examples: Leaders who teach us about standing up for our beliefs.

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IMPORTANT EVENTS ACTIVITY

Instructions: Write the year the important event happened in the space below.

Year	Important Event
	English explorer Henry Hudson finds the area now called Hudson Bay in 1611.
	The Great Year War ends in 1763 with the Treaty of Paris.

IMPORTANT EVENTS IN CANADIAN HISTORY



IMPORTANT EVENTS SORTING ACTIVITY

Then in 1791, Upper and Lower Canada were established.

Rebellions break out in 1837 in Upper Canada led by William Lyon Mackenzie and in Lower Canada led by Louis Joseph Papineau.

This unit is for classroom teachers who are required to teach the Grade 8 History Ontario Curriculum but have students working significantly below grade level in reading, writing, and comprehension.

LESSON 3 & 4



HISTORICAL MAP QUESTIONS



Instructions: After studying the two historical maps, answer the questions below.

What is one
region where you

THE CHANGING MAP OF CANADA

What are some
things that might
have caused the
map of Canada to
change?

EXPANSION OF THE DOMINION

Instructions: Read the timeline of how the Dominion of Canada expanded.



EXPANSION OF THE DOMINION

1871	British Columbia
1873	Prince Edward Island
1898	Yukon Territory
1905	Alberta, Saskatchewan
1949	Newfoundland
1999	Nunavut

LESSON 5 & 6



HISTORICAL FIGURES ASSIGNMENT



1. Choose one of the following historical figures for your project:

- ☐ George Brown
- ☐ Thomas D'Arcy McGee
- ☐ John A. Macdonald

HISTORICAL FIGURES ASSIGNMENT

Assignment Requirements

- ☐ Picture of the historical figure
- ☐ Name of the historical figure
- ☐ Country of birth
- ☐ Years person lived
- ☐ What was a big accomplishment in their life?
- ☐ Why are they important to Canadian History?

INTERACTIVE NOTES

Cut out the tabs below. Then fold and glue each tab into your notebook.

Fold here and glue

POLITICS IN THE PROVINCE OF CANADA

There were four main political parties during the 1860s in the Province of Canada: Conservatives, Clear Grits, Parti Bleu, and Parti Rouge.



Political Party and Leader

Political Platform

- ☐ Wanted people to have more of a voice

Clear Grit
George

Conservative
John A. M

Parti Bleu
George-Etienne
Cartier

- ☐ Only support confederation if Canada East (now Québec) could maintain their religious and family law systems

Parti Rouge led by
Antoine-Aimé Dorian

- ☐ Opposed a confederation of British North American colonies.
- ☐ Felt it would not be beneficial to the French population of Canada East

Fold here and glue

**CONSERVATIVES
LED BY JOHN A.
MACDONALD**

POLITICS IN THE PROVINCE OF CANADA

<http://www.2peasandadog.com>

LESSON 7 & 8



CONFEDERATION DECISIONS

Instructions: Choose one advantage and one disadvantage for each colony. Glue the reason in the correct box of the graphic organizer.



Advantages

What are the advantages and disadvantages of Canadian Confederation?



CONFEDERATION DECISIONS

Instructions: Read each reason for Canadian Confederation. Cut out the reasons for and against Canadian Confederation. Decide whether it is an advantage or disadvantage to Confederation and match it to the appropriate colony. Glue it into your graphic organizer.

Canada East

☐ Enjoyed a close relationship with Great Britain

☐ Canada's navy could protect the coast.

ADVANTAGES AND DISADVANTAGES OF CONFEDERATION

New Brunswick

☐ Small population and worried about being under-represented in an elected assembly.

☐ Some hoped it would offer a solution to the island's economic problems.

☐ A Canadian army could defend them instead of relying on the British army.

☐ Risk of losing French culture to the English speaking population.

Newfoundland



ADVERTISING CONFEDERATION



You are responsible for creating an advertisement to encourage the colonies of British North America to support Confederation.

ADVERTISING CONFEDERATION ASSIGNMENT

included.

Confederation Advantages

- ☐ It would create a new railroad that would connect all of the colonies together.
- ☐ A united army would help protect the borders from an attack by the Americans.
- ☐ A Canadian army could defend them instead of relying on the British army to arrive.
- ☐ Debts would be paid off for different colonies.

LESSON 9 & 10



CONFEDERATION

After reading the article, identify which description matches the word in the word bank. Write the word underneath the definition.

<div>Word Bank</div> <div>CONFEDERATION</div> <div><input type="checkbox"/> Conference <input type="checkbox"/> Monarchy <input type="checkbox"/> Internal <input type="checkbox"/> External</div>	A person sent to represent others.
	A government ruled by a king, queen, or emperor.
	Activities dealing with other countries.
	Bordering on the sea.
	A formal meeting for discussion.
	Activities within a country.

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PRIMARY SOURCE IMAGE ANALYSIS

Instructions:

1. Examine the image.
2. Look carefully at the details of the image.
3. Answer the following questions in complete sentences.



What is happening in this image?

PRIMARY SOURCE — IMAGE ANALYSIS

Are there any people of colour or any women representatives?

Why do you think they were left out?

LESSON 11 & 12



BRITISH NORTH AMERICA ACT



BRITISH NORTH AMERICA ACT

Instructions: Read the following characteristics of the British North America Act. Cut out the sentences and glue them in the correct box on your graphic organizer.



What were the first four provinces?

What can provinces do?

What
fe
gove

☐ New Brunswick

☐ Create their own laws

☐ Manage their own educational system

☐ Canada East

THE BRITISH NORTH AMERICA ACT OF 1867

ANSWER KEY

1. **B** 1867
 2. **C** John A. MacDonald
 3. **A** Dominion
- A. The _____ of Canada came into existence with Ontario, Québec, New Brunswick, and Nova Scotia.
- B. In _____, Ontario, Quebec, Nova Scotia, New Brunswick were the first four provinces.
- C. _____ was the first Prime Minister of Canada.

UNIT QUIZ

6. One advantage of Confederation was that:
- a. **The borders would be better protected.**
 - b. Canada could become part of Great Britain.
7. One disadvantage of Confederation was the:
- a. **Risk of losing French culture.**
 - b. Risk of paying lower taxes.

WHAT'S INSIDE?



Western Canada Lessons

- #1 – Historica Minutes (Videos)
- #2 – Primary Source – Image Analysis
- #3 – Legal Documents (Interactive Notes)
- #4 – The Settlement of Western Canada: Soddie (Note-Taking)
- #5 – The Manitoba Act of 1870 (Fill in the Blanks)
- #6 – The Indian Act of 1876 (Interactive Notes)
- #7 – Song Lyric Analysis (Primary Source Analysis)
- #8 – Building The CPR (Newspaper Assignment)
- #9 – The Chinese Immigration Act of 1885 (True/False)
- #10 – Arctic Interests and Indigenous Case Law (Cut & Match)
- #11 – Numbered Treaties (Interactive Notes)
- #12 – Residential Schools (Graphic Organizer)

LESSON 1 & 2



SETTLING WESTERN CANADA

Instructions: After watching each video clip, identify which description matches the person or item in the Word Bank. Write the name under the description.

The legendary Mountie evicts an American gambler from the Yukon during the Klondike Gold Rush.

Young Chinese workers were given dangerous jobs during the building of the railroad. Like

HISTORICAL MINUTES

W
☐
☐
☐
☐ Sam Steele

the same sod that they broke to grow their crops.

He stood up for the Rights of the Métis people who were being mistreated by the Canadian government.

PRIMARY SOURCE IMAGE ANALYSIS

Instructions:

1. Examine the image.
2. Look carefully at the details of the image.
3. Answer the following questions in complete sentences.



What is this image?

PRIMARY SOURCE — IMAGE ANALYSIS

What might a modern version of this image look like?

LESSON 3 & 4



LEGAL DOCUMENTS

Document Name	The Robinson Treaties of 1850
Purpose	The government created these treaties because they wanted the resources found in the mines on the First Nations' land. They also needed to legally get the land for the settlers who wanted this land, from the First Nations people.
Impact on	The First Nations people gave up their traditional lands and were relocated to 24
LEGAL DOCUMENTS	
Document Name	Act for the Better Protection of the Lands and Property of Indians in Lower Canada
Purpose	It outlined who had farming and hunting rights in certain areas. It also started to define the term "Legal Indian".
Impact on Indigenous Peoples	The government starts denying the First Nations peoples their rights based on their bloodlines and marriages.

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EXPANSION OF THE DOMINION



Instructions: Glue the land descriptions in the correct date order to the timeline.

Year	Land Added to Canada
1867	
1870	

THE SETTLEMENT OF WESTERN CANADA: SODDIE

1905	
1949	
1999	

LESSON 5 & 6



MANITOBA ACT OF 1870

Instructions: Using the words from the Word Bank, fill in the blanks using the information from the readings.

Word Bank

government Manitoba Rupert's Land

Métis scrip

1. The land that now belongs to the Province of Manitoba was originally part of _____.

THE MANITOBA ACT OF 1870

4. _____ was proclaimed the fifth province of Canada and the Métis people were promised protection and land.
5. The Government of Canada issued _____, instead of giving the Métis the land that they were promised.



INTERACTIVE NOTES

Cut out the tabs below. Then fold and glue each tab into your notebook.

Fold here and glue

Fold here and glue

THE INDIAN ACT 1876



When the Europeans arrived in what is now known as Canada, they relied on the knowledge of the Indigenous Peoples to survive winter and settle on the land.

This changed a lot when the British arrived in 1812. The British no longer needed the knowledge of the Indigenous Peoples to survive.

The Indian Act is a federal law that governs the relationship between the federal government and the First Nations.

- The people who are registered under the Indian Act must:
- ☐ Be registered as a First Nations person.
 - ☐ Had to live on a reserve.
 - ☐ Had to be related to other First Nations people by blood.

This status was not permanent, and it could be lost or taken away. This status could be lost in different ways. One way to lose a status was to voluntarily give up being First Nations and accept British citizenship through a process called enfranchisement.

People could also lose their status by obtaining a university degree or if a woman married a non-status man. Men who were granted enfranchisement had the right to own land and vote. Very few First Nations people accepted the offer of enfranchisement from the British.

How could First Nations people lose their status?



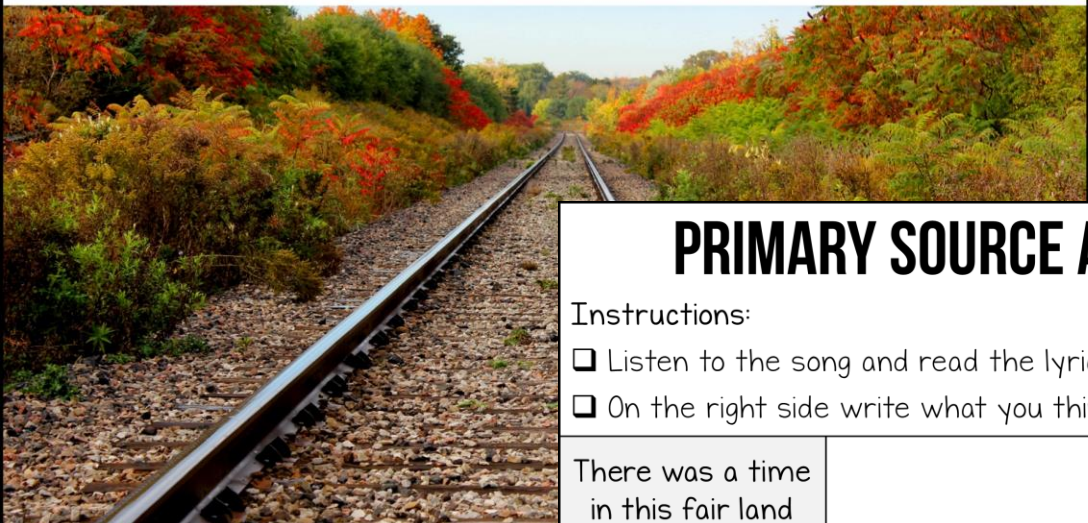
THE INDIAN ACT OF 1876



LESSON 7 & 8



PRIMARY SOURCE ANALYSIS



PRIMARY SOURCE ANALYSIS

Instructions:

- ☐ Listen to the song and read the lyrics.
- ☐ On the right side write what you think the lyric means.



There was a time
in this fair land

SONG LYRIC ANALYSIS

- ☐ What images come to
- ☐ How does the music m

Bendin' our backs
'til the long days
are done

We have opened
up her soil/with
our teardrops
and out toil

NEWSPAPER ARTICLE



Word Bank

- ☐ 15,000
- ☐ Railway
- ☐ Regulate
- ☐ Chinese

BUILDING THE CPR

You are now a reporter for the British Columbia Chronicle. You have been assigned to write an article about the Chinese railway workers. Complete the headline and sentences with the best word from the Word Bank to complete the article.

LESSON 9 & 10



CHINESE IMMIGRATION ACT

Directions: Read each statement. Then circle whether the statement is true or false.

The Act placed a head tax on all Chinese immigrants.	True/False
Chinese workers	

THE CHINESE IMMIGRATION ACT OF 1885

sponsor their relatives to come to Canada.	True/False
Chinese workers were paid much lower wages.	True/False

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INDIGENOUS CASE LAW



ARCTIC INTERESTS AND INDIGENOUS CASE LAW

provincial and federal governments as to who would control the land. The dispute went to court in 1888. After three appeals, it was decided that First Nations could use the land only as the government said. This interpretation of the law was in use until it was overturned in 1973. The ruling continues to frustrate modern-day Treaty 3 people. They argue that their ancestors were never consulted during the trial and their rights to the land were never considered.

LESSON 11 & 12



INTERACTIVE NOTES

Cut out the tabs below. Then fold and glue each tab into your notebook.

Fold here and glue

TREATY
1 & 2

NUMBERED
TREATIES

TREATY
#4

Fold here and glue

INTERACTIVE NOTES

Cut out the sentences below. Then glue each sentence under the matching tab in your notebook.

☐ Traditional Indigenous land was given to the Crown.
☐ An agreement was reached that the

☐ The Anishinaabe were promised land of 160 acres for each family of five, as well as annual
☐ Each family (up to 5 people) would get 640 acres of land.
☐ \$12 per community member upon signing the treaty.

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CHANIE WENJACK	
Where did Chanie go to school?	
RESIDENTIAL SCHOOLS	
What was the goal of residential schools?	
What happened to Chanie?	
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LESSON FORMATS



PDF

✓ Individual & Whole Unit



DIGITAL

✓ Google Slides

RESOURCE CAN BE USED IN-PERSON OR ONLINE