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Google Slides Lessons Preview





Ontario History Curriculum

Creating Canada, 1850-1890 – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

CONFEDERATION

LEARNING GOAL

We are learning to **explain why** and **how** Canadian Confederation happened so we can **understand** how Canada's provinces united under one government to share power, protect trade, and build a stronger nation.

Two Truths & A Lie

Move the boxes to show which ones are true and which one is a lie!

Truth

Lie

A	The British colonies united on July 1, 1867, to form Canada.	
B	Confederation created a new country that remained fully British-controlled.	
C	Nova Scotia and New Brunswick were founding members of Confederation.	

A	Britain supported uniting the colonies to reduce its defence costs.	
B	Political gridlock existed between colonies because they shared equal votes.	
C	Canada East was mostly English-speaking and became Ontario.	

A	Confederation helped colonies build railways and strengthen internal trade.	
B	Manitoba was already part of Canada when Confederation began.	
C	The Statute of Westminster gave Canada more control in 1931.	

A	Confederation led directly to Canada gaining full independence from Britain.	
B	The War of 1812 made Britain feel less responsible for defence.	
C	Confederation was meant to unite colonies under one central government.	

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!



Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Consolidation

REFLECT AND CONNECT

Looking back, what different choices could the colonies and their leaders have made about joining **Confederation**, and how might those choices have changed the future of Canada?





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Put A Check

Put a ✓ only beside the statements that are true about George-Étienne Cartier.

<input type="checkbox"/>	George-Étienne Cartier was born in Saint-Antoine-sur-Richelieu, Canada East.	<input type="checkbox"/>	He promised that French language and culture would be protected in Quebec.
<input type="checkbox"/>	Cartier helped protect the French language, religion, and way of life.	<input type="checkbox"/>	Cartier led the fight against Confederation and refused to join.
<input type="checkbox"/>	Cartier supported unfair treatment of French Canadians during the Rebellion of 1837.	<input type="checkbox"/>	Bill 101 made French the official language of Quebec.
<input type="checkbox"/>	He worked closely with John A. Macdonald from Canada West.	<input type="checkbox"/>	Cartier served as Minister of Militia and Defence after Confederation.
<input type="checkbox"/>	Cartier was Canada's first Prime Minister after Confederation.	<input type="checkbox"/>	He opposed expanding Canada into Rupert's Land and the North-West Territories.

True or False

Can you answer these True or False questions?

- 1) Canada East had a larger population than Canada West in the 1850s.
- 2) The dispute over the capital city was part of political deadlock.
- 3) Political deadlock meant both sides often agreed on new government decisions.
- 4) Equal votes in Canada East and West made decisions difficult to pass.
- 5) George Brown and John A. Macdonald belonged to the same political party.
- 6) The Clear Grits were led by George Brown from Canada East.
- 7) The Queen of England suggested Ottawa as a compromise for the capital.
- 8) George Brown disagreed strongly with both French and English leaders.

True
False

Read Each

Cause

The Fenians wanted to weaken British power in Ireland.
The Fenians formed secret societies in the United States and Ireland.
Canada had spies who learned about Fenian plans.
The Fenians crossed the Niagara River in 1866.
The Fenians lost the Battle of Ridgeway.
John A. Macdonald saw the need for stronger defence.

A The battle was at Port Colborne.

B They decided to attack British colonies in North America instead.

C He used the raids as a reason to unite the colonies.

D The Canadians were ready to defend their borders during the raids.

E They retreated to the United States after heavy losses.

F They were able to organize thousands of men to plan attacks.

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GROWTH OF CONFEDERATION

MAP TALK

What do you notice about how Canada's size and provinces changed between 1870, 1871, and 1886?



MINDS ON

Do the crossword!

ACROSS

3. Mixed French-Cree language of Métis communities.
4. Distinct Indigenous group with both European and First Nation roots.
6. Faith many Métis practised alongside traditions.

DOWN

1. Game animal hunted for food and clothing.
2. Instrument at the centre of Métis music.
5. Woven belt often worn at celebrations.

MAP TALK

What do you notice about how Canada's size and provinces changed between 1870, 1871, and 1886?

Compass

Question

	A	B	C	Answer
1) Why did the government create the Métis Scrip System?	To provide Métis with land or money	To punish Métis for rebellion	To give settlers more power	
2) What did one type of scrip give the Métis?	Free houses and cattle	160 acres of land	Farming tools and clothes	
3) How was the scrip system unfair to the Métis?	It gave equal land to all	It allowed fraud and cheating	It protected Métis land rights	
4) Who often bought scrip for very low prices?	Government workers	Métis leaders	Land speculators	
5) How much of the scrip land did Métis actually get?	1%	10%	25%	
6) Which law said Métis must get land before settlers?	The Dominion Lands Act	The Indian Act	The Manitoba Act	

ACTION



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3-Part Lesson Format

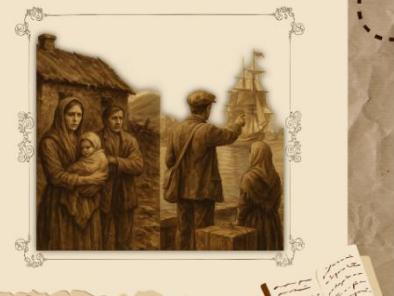
Part 1 – Minds On!

- Learning Goals
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IMMIGRATION – PUSH & PULL FACTORS

LEARNING GOAL

We are learning to **explain why** people move from one country to another so we can understand how push and pull factors shaped immigration to Canada and influenced people's choices during this time.

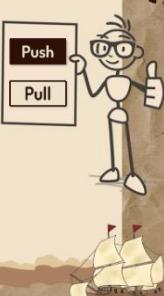


Push or Pull

Sort each statement as a **push factor** or a **pull factor**.

1) A severe drought destroys crops and leaves families with little food.	<input type="checkbox"/>
2) A new country promises fair laws and safe, stable communities.	<input type="checkbox"/>
3) A region offers free schooling and strong education for children.	<input type="checkbox"/>
4) Factories close down, causing long-term unemployment for local workers.	<input type="checkbox"/>
5) A country is known for freedom of speech and open political debate.	<input type="checkbox"/>
6) Flooding forces families to leave damaged homes and farmland behind.	<input type="checkbox"/>
7) A government provides good healthcare and many public services for residents.	<input type="checkbox"/>
8) A nation encourages newcomers by offering land for farming and settlement.	<input type="checkbox"/>

PUSH **PULL**



Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Consolidation

REFLECT AND CONNECT

Looking back, how might different **push and pull factors** have changed a family's choice to leave their home country, and how could those choices have shaped their future in Canada?



Part 3 – Consolidation!

- Exit Cards
- Quizzes
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Ontario History Curriculum

Canada, 1890-1914: A Changing Society – Grade 8

Cloze Passage

Read the paragraph. Use the word bank to fill in the missing words.

Clifford Sifton was born in [] and became [] in Prime Minister Laurier's government. He worked to bring settlers to [] Canada and encouraged hardworking [] to move to the Prairies. His team advertised across [] to spread news that land was open. Sifton mainly targeted [], Poles, and Scandinavians used to farming. He supported the [] Act, which offered free land to new settlers. In 1899, he approved [], which transferred large areas of land. These actions caused major disruptions for [] communities.

Word Bank:

- farmers
- Treaty 8
- Canada West
- Europe
- western
- Ukrainians
- Canada East
- Indigenous
- Superintendent
- Homestead

ACTION

True or False & A Lie

Check the boxes to show which ones are true and which one is a lie!

	Truth	Lie
A Sifton believed harsh climates required strong, experienced settlers.		
B Ukrainian peasants worked long hours for limited pay.		
C Average Ukrainian farms were far larger than Canadian homesteads.		
A Ukrainian bloc settlements encouraged shared traditions and farming practices.		
B Prairie winters challenged newcomers more than forest clearing did.		
C Settlers joked that mosquitos preferred Ukrainian blood specifically.		
A Treed parkland regions were preferred by Ukrainian newcomers.		
B The Edna-Star Colony formed west of Edmonton originally.		
C New arrivals cleared forests mainly for shelter and heat.		
A Ukrainian settlers first chose coastal regions before the Prairies.		
B Ukrainian peasants often struggled with hunger and heavy taxes.		
C Many settlers valued prairie soil as fertile and workable.		

ACTION

Rearrange the words to make the complete sentence.

starvation left war civil Chinese to due immigrants China

very low railway daily workers wages while Chinese built earning Canada's

immigration the restrict to Canada Chinese Tax created Chinese severely Head

ACTION



Ontario History Curriculum

Canada, 1890-1914: A Changing Society – Grade 8

ABC Choice
Move the correct letter (A, B, or C) in the Answer column

Question	A	B	C	Answer
1) Why were many Canadians opposed to Asian immigration?	Fear of job loss	Strong racist beliefs	Trade concerns	
2) What rule blocked most Indian immigrants?	Health checks	Continuous journey rule	Quick entry rule	
3) How long were passengers trapped on the ship?	Two days	Two weeks	Two months	
4) Who helped raise money for the passengers' fees?	A shore committee	British soldiers	Local merchants	
5) What did the court decide about the case?	It could not interfere	It supported passengers	It ordered entry	
6) What was the final outcome for the passengers?	They settled in B.C.	They stayed in harbour	They went back to Asia	

Agree or Disagree
Move the box to "Agree" or "Disagree" for each sentence.

1) Coal mining conditions showed employers ignored worker health and safety.	Agree
2) Low wages for long shifts were acceptable during rapid industrial growth.	Agree
3) Harsh factory schedules were necessary to keep growing cities supplied.	Agree
4) Strict factory rules helped workers stay focused and avoid costly errors.	Agree
5) Long work hours seemed needed but hurt workers badly.	Agree
6) Poor ventilation in mines proved safety was not a priority.	Agree
7) Immigrant workers accepted danger because they needed any job.	Agree
8) Wage cuts for errors improved workers' overall happiness.	Agree

Agree
Disagree

Textile **Steam**
Spinning **Jenny**
Cotton **Bessemer**
Steel **Skyscraper**
Trolley **Production**
Electricity **Tenement**

Agree or Disagree
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Agree
Disagree

ACTION