



# Preview – Information



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# Google Slides Lessons Preview





# Ontario History Curriculum

## Creating Canada, 1850-1890 – Grade 8

### 3-Part Lesson Format

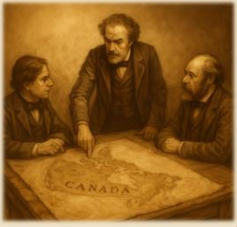
#### Part 1 – Minds On!

- 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.



MINDS ON

### 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.	<input type="checkbox"/>	<input type="checkbox"/>
B Confederation created a new country that remained fully British-controlled.	<input type="checkbox"/>	<input type="checkbox"/>
C Nova Scotia and New Brunswick were founding members of Confederation.	<input type="checkbox"/>	<input type="checkbox"/>
A Britain supported uniting the colonies to reduce its defence costs.	<input type="checkbox"/>	<input type="checkbox"/>
B Political gridlock existed between colonies because they shared equal votes.	<input type="checkbox"/>	<input type="checkbox"/>
C Canada East was mostly English-speaking and became Ontario.	<input type="checkbox"/>	<input type="checkbox"/>
A Confederation helped colonies build railways and strengthen internal trade.	<input type="checkbox"/>	<input type="checkbox"/>
B Manitoba was already part of Canada when Confederation began.	<input type="checkbox"/>	<input type="checkbox"/>
C The Statute of Westminster gave Canada more control in 1931.	<input type="checkbox"/>	<input type="checkbox"/>
A Confederation led directly to Canada gaining full independence from Britain.	<input type="checkbox"/>	<input type="checkbox"/>
B The War of 1812 made Britain feel less responsible for defence.	<input type="checkbox"/>	<input type="checkbox"/>
C Confederation was meant to unite colonies under one central government.	<input type="checkbox"/>	<input type="checkbox"/>

ACTION

#### 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?



CONSOLIDATION





# Ontario History Curriculum

## Creating Canada, 1850-1890 – Grade 8

### 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. |



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. ☐



### Cause

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

- |          |  |
|----------|--|
| <b>A</b> | The Fenians attacked Port Colborne.                                |
| <b>B</b> | They decided to attack British colonies in North America instead.  |
| <b>C</b> | He used the raids as a reason to unite the colonies.               |
| <b>D</b> | The Canadians were ready to defend their borders during the raids. |
| <b>E</b> | They retreated to the United States after heavy losses.            |
| <b>F</b> | They were able to organize thousands of men to plan attacks.       |





# Ontario History Curriculum

## Creating Canada, 1850-1890 – Grade 8

### GROWTH OF CONFEDERATION

#### MAP TALK

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



#### 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.

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	



# Google Slides Lessons Preview





# Ontario History Curriculum

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

### 3-Part Lesson Format


#### Part 1 – Minds On!

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

### 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.**




MINDS ON

### 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"/>

ACTION



#### 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, 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?



CONSOLIDATION





# 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.

farmers

Treaty 8

Canada West

Europe

western

Ukrainians

Canada East

Indigenous

Superintendent

Homestead

ACTION



### Truth & A Lie

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

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	

### Word Search

Find the words related to the Industrial Revolution in the word search.

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

### Agree or Disagree

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

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

**Agree**  
**Disagree**