



# Preview - Information



Thank you for your interest in this Mega Bundle. This product contains multiple Workbooks and Google Lesson Slides. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Lesson Slides for each unit.
- ✓ A selection of worksheets included in each workbook.

When you make a purchase, you will receive a folder that contains each of the .pdf workbook files and links to where you can make copies of the Google Lessons units to your Google Drive.

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# Google Slides Lessons Preview





## Ontario Geography

### Global Settlement: Patterns & Sustainability – Grade 8

# 3-Part Lesson Format

## Part 1 – Minds On!

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

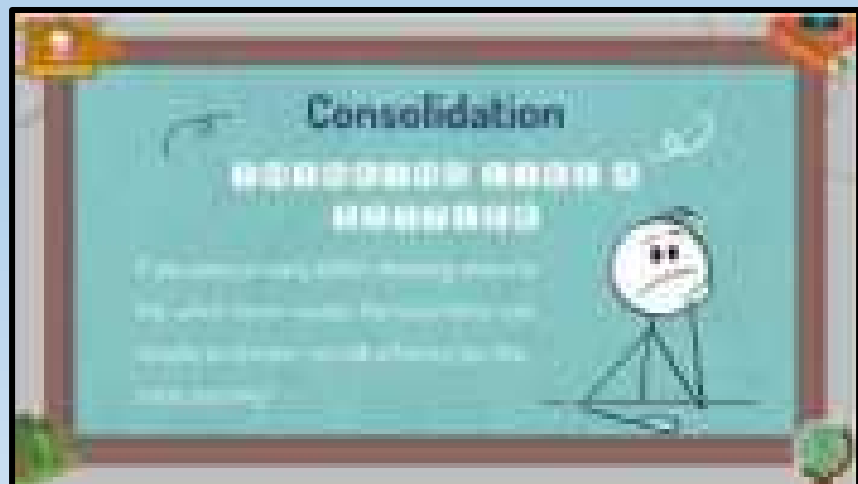


## Part 2 – Action!

- Surveys/Polls
- Matching
- Drag and Drop
- Videos
- And More!

## Part 3 – Consolidation!

- Exit Cards
- Quick Draw
- 3-2-1 Reflection
- One-Sentence Summary






# Ontario Geography

## Global Settlement: Patterns & Sustainability – Grade 8

### Population Distribution


Can you answer these True or False questions?

1. Population density is highest in urban areas.	
2. The population of Canada is higher than that of the United States.	
3. The population of Canada is higher than that of the United Kingdom.	
4. The population of Canada is higher than that of the United Kingdom.	
5. Population density is highest in urban areas.	
6. The population of Canada is higher than that of the United States.	
7. The population of Canada is higher than that of the United Kingdom.	
8. The population of Canada is higher than that of the United Kingdom.	
9. The population of Canada is higher than that of the United Kingdom.	
10. The population of Canada is higher than that of the United Kingdom.	

A cartoon character wearing a white lab coat and a stethoscope around their neck. They are holding a tablet computer in their right hand and a pair of glasses in their left hand.

### Population Density and Ghost Towns

1. Population density is highest in urban areas.	
2. The population of Canada is higher than that of the United States.	
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4. The population of Canada is higher than that of the United Kingdom.	
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A cartoon character wearing a white lab coat and a stethoscope around their neck. They are holding a tablet computer in their right hand and a pair of glasses in their left hand.

### Population Density and Ghost Towns

Answer the questions below.

1. Population density is highest in urban areas.

2. The population of Canada is higher than that of the United States.

3. The population of Canada is higher than that of the United Kingdom.

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9. The population of Canada is higher than that of the United Kingdom.

10. The population of Canada is higher than that of the United Kingdom.

A diagram showing a grid of streets. The grid is composed of several vertical and horizontal lines, forming a series of rectangular blocks. The grid is shown in a perspective view, with the lines receding into the distance.



# Ontario Geography

## Global Settlement: Patterns & Sustainability – Grade 8

### Urbanization

This worksheet is titled 'Urbanization' and features a word search grid on the left and a table on the right. The word search contains various letters and words related to urbanization. The table on the right is organized into two columns: 'Types' and 'Risks'. The 'Types' column lists 'Rural', 'Suburban', 'Urban', and 'Metropolitan'. The 'Risks' column lists 'Air Pollution', 'Water Pollution', 'Noise Pollution', and 'Traffic Congestion'.

Types	Risks
Rural	Air Pollution
Suburban	Water Pollution
Urban	Noise Pollution
Metropolitan	Traffic Congestion

### Land Use

This worksheet is titled 'Land Use' and contains a table with multiple rows and columns. The table is designed for students to record information about different land use types, such as residential, commercial, industrial, and agricultural. The columns likely represent different categories or characteristics of land use.

### The Three Rs

This worksheet is titled 'The Three Rs' and features a grid of images and text boxes. The images include a recycling symbol, a tree, and a water drop, representing the three R's: Reduce, Reuse, and Recycle. The text boxes are intended for students to write about the importance of each R and how they can be applied in daily life.



# Workbook Preview



# GRADE 8 GEOGRAPHY UNIT

## A. Global Settlement: Patterns and Sustainability

	Curriculum Expectations	Pages
A1.1	Analyse some of the ways in which the physical environment has influenced settlement patterns in different countries and/or regions around the world	7-22, 27-49, 57-66, 142-147
A1.2	Analyse how processes related to the physical environment may affect human settlements in the future	50-51, 54-56, 81-95, 120, 142-147
A1.3	Describe possible features of a sustainable community in the future.	96-119, 120-136
A2.1		29, 32, 54-56, 6, 123
A2.2	and using various technologies to investigate issues related to the interrelationship between human settlement and sustainability from a geographic perspective	45, 50-51, 62-63, 102, 108-109, 123
A2.3	Analyse and construct various print and digital maps as part of their investigations into issues related to the interrelationship between human settlement and sustainability, with a focus on investigating the spatial boundaries of the issue	12-14, 30-31, 37-38, 77
A2.4	Interpret and analyse data and information relevant to their investigations, using various tools and spatial technologies	12-14, 30-31, 37-38, 84-85, 110-120, 129
A2.5	Evaluate evidence and draw conclusions about issues related to the interrelationship between human settlement and sustainability	12-14, 33, 78, 84-85, 110-120, 129, 142-147

**Preview of 100 pages from  
this product that contains  
217 pages total.**

	Curriculum Expectations	Pages
<b>A2.6</b>	Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences	23–26, 76–77, 137–147
<b>A3.1</b>	Identify significant spatial patterns in human settlement on a global scale	7–22, 27–38, 64–66, 137–141
<b>A3.2</b>	Identify and describe some ways in which the physical environment can influence the general location and patterns of human settlements	39–53, 57–63, 137–141
<b>A3.3</b>	Identify significant land-use issues, and describe responses of various groups to these issues	67–80, 137–141
<b>A3.4</b>	Identify and describe significant current trends in human settlement	86–109, 137–141
<b>A3.5</b>	Describe various ways in which human settlement has affected the environment	52–53, 57–63, 81–95, 110–123
<b>A3.6</b>	Describe some practices that individuals and communities have adopted to help make human settlements more sustainable	124–136
<b>A3.7</b>	Demonstrate the ability to analyse and construct choropleth maps on topics related to human settlement	30–31

**GLOBAL SETTLEMENT:**

**PATTERNS AND SUSTAINABILITY**

**PREVIEW**



# Global Settlement

## What is Global Settlement?

A **settlement** is a place where people choose to live. The word **global** means the entire world. Together, **global settlement** describes where humans live across the planet and why those choices are made. Settlement patterns are shaped by the natural environment, the availability of resources, and historical developments. While modern technology allows food and water to be transported over long distances, people in the past had to rely directly on the land around them.

## Factors That Influence Settlement

Early settlers made careful decisions about where to establish communities. **Physical geography** and **available resources** were the most important factors.

- **Rivers** provided drinking water but also routes for transportation, irrigation, and trade. The Nile, Indus, and St. Lawrence Rivers demonstrate the importance of water.
- **Flat land** allowed for the construction of roads and buildings. The fertile plains of Mesopotamia, the "Cradle of Civilization," supported some of the first permanent settlements.
- **Fertile soil** supported the growth of agriculture. In Canada, the Red River Valley became a hub for wheat farming because of its nutrient-rich earth.
- **Forests** supplied timber, fuel, and raw materials. In the 19th century, lumber was one of British North America's largest exports.

## Global Settlement Patterns

**Geographers** track settlement patterns to study how humans interact with their environment. These patterns show that most people live in **lowland** and **river valleys**. For example, nearly 60% of the world's population lives in **lowland** regions like the **Ganges River Basin** or **coastal China**. In contrast, **highland** deserts and high mountains have very low population density.

## Facts About Settlements

- The world's three largest urban areas are **Tokyo** (37 million), **Delhi** (32 million), and **Shanghai** (29 million).
- Over 70% of **Australia's** population lives within 50 kilometres of the coast.
- In Canada, **Nunavut** has a population density of only 0.02 people per square kilometre, the lowest in the country.
- The **Netherlands** has some of the densest settlement in Europe, with more than 500 people per square kilometre.
- **Lagos, Nigeria**, adds over 600,000 residents each year, making it one of the fastest-growing cities globally.



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

8

Geography Chapter  
4.1-4.3

**Define**

What do the terms below mean?

Global	_____
Settlement	_____
Global Settlement	_____
Fertile	_____

**True or False**

Write if the statement is true or false

1) People choose where to live because of the weather.	True	False
2) Fertile land is land with good soil that you can grow in.	True	False
3) In the past, people needed to live in areas with good soil and flat land.	True	False
4) In today's world, it is very important for people to live on good soil.	True	False
5) Forests are a valuable natural resource that provide wood.	True	False

**Question**

List and explain factors that influence where people live.

_____
_____
_____
_____

**Making Connections**

Why do you think people live in your city/town?

_____
_____
_____

# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

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

Mark: \_\_\_\_\_

List the 4 main factors that influenced early settlement.

1	
2	
3	
4	

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

Mark: \_\_\_\_\_

List the 4 main factors that influenced early settlement.

1	
2	
3	
4	

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

Mark: \_\_\_\_\_

List the 4 main factors that influenced early settlement.

1	
2	
3	
4	

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

Mark: \_\_\_\_\_

List the 4 main factors that influenced early settlement.

1	
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3	
4	

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

Mark: \_\_\_\_\_

List the 4 main factors that influenced early settlement.

1	
2	
3	
4	

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

Mark: \_\_\_\_\_

List the 4 main factors that influenced early settlement.

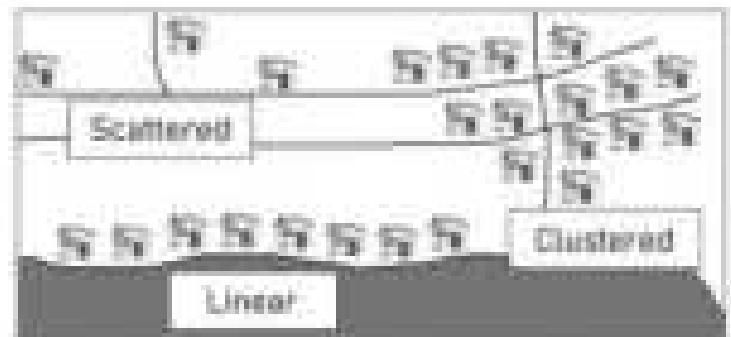
1	
2	
3	
4	

**PREVIEW**

## Settlement Patterns

### Spatial Patterns in Human Settlement

Human settlement refers to the places where people choose to live and build communities. The way these homes and buildings are arranged is called a **spatial pattern**. Geographers study these patterns to understand how people adapt to their environment and make choices about land use. These patterns reveal information about resources, transportation, and population size.

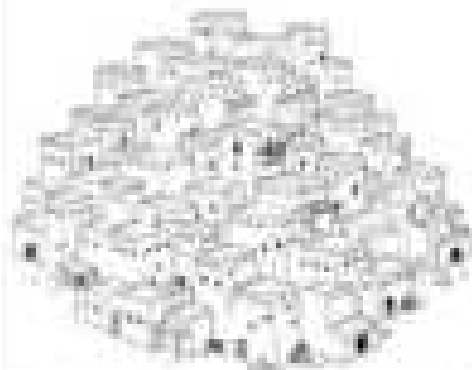


### Linear Settlement

A **linear settlement** is where houses or buildings are arranged in a line, often following a natural feature like a river, valley, or transportation route such as a road and railways. For example, in Canada, many towns grew along the St. Lawrence River. The waterway was vital for trade and travel. Another modern example is a two-lane highway outside of a city. Linear patterns are efficient for transportation and communication because everything is built close to one route, but they may have limitations if the line runs out.

### Scattered Settlement Pattern

A **scattered settlement pattern** occurs when houses and buildings are spread apart with no set order. This is common in rural areas with low population density. This spread is that the land lacks concentrated natural resources such as fertile soil or water. Families may live kilometres apart, sometimes making social interactions and services harder to access. In parts of northern Canada, scattered patterns are common. Harsh winters, poor soil, and limited infrastructure make it difficult for people to live together. These settlements often rely heavily on farming, hunting, or fishing for survival.



Stacked adobe structures form a compact hillside settlement.

### Clustered Settlement Pattern

A **clustered settlement pattern** happens when houses and buildings are grouped close together. This usually develops around shared resources or community services. For example, in rural Canada, clusters formed near freshwater lakes, rivers, or reliable wells. Other clusters grew around churches, schools, or places that offered electricity. A cluster does not mean a large city, but instead a tightly packed community in a small area. This type of settlement allows people to support each other, share services, and build stronger local economies.

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

**Settlement Pattern**

Circle the correct settlement pattern.

1) Many houses are in a line along a river...	Linear	Scattered	Clustered
2) Houses are built together around a water supply...	Linear	Scattered	Clustered
3) One house is out in the middle of nowhere...	Linear	Scattered	Clustered
4) Many houses are built around a city...	Linear	Scattered	Clustered
5) In a rural area, houses have large farmlands...	Linear	Scattered	Clustered

**Examples**

Examples of people you know that live in each settlement pattern.

Linear	_____
Scattered	_____
Clustered	_____

**Making Connections**

Why do you think people live in the \_\_\_\_\_ as \_\_\_\_\_ city?

_____
Linear

_____
Clustered

_____
Scattered

**PREVIEW**

**Analyze**

Examine the picture and circle which settlement pattern it is and why



Linear   Scattered   Clustered

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Linear   Scattered   Clustered

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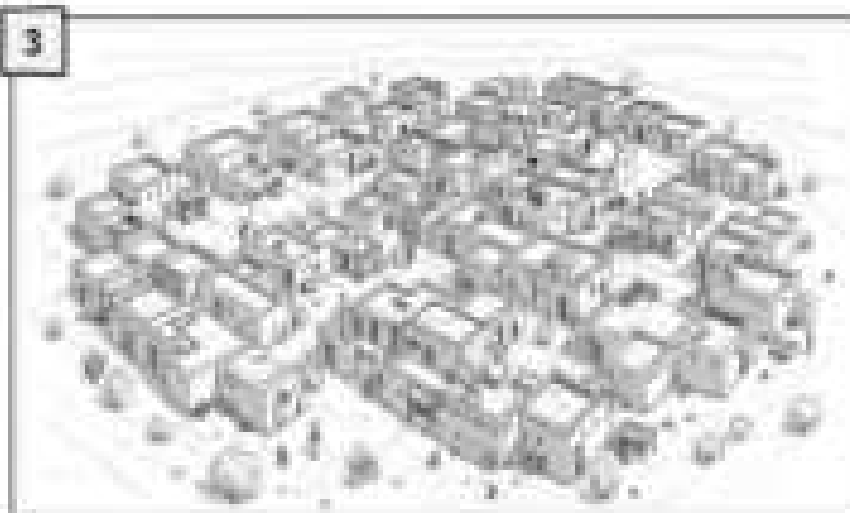
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Linear   Scattered   Clustered

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**PREVIEW**

Analyze

Examine the picture and circle which settlement pattern it is and why



Linear    Scattered    Clustered

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---

Linear    Scattered    Clustered

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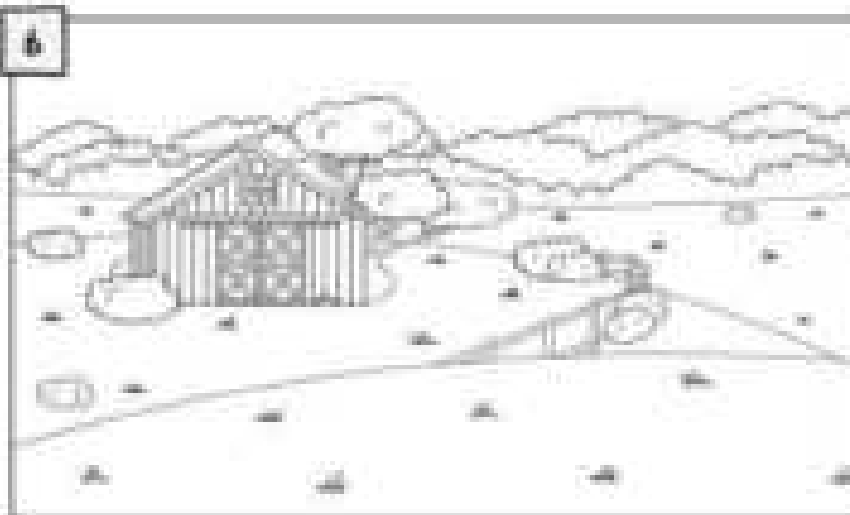
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Linear    Scattered    Clustered

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Analyze

Examine the picture and circle which settlement pattern it is and why

7



Linear   Scattered   Clustered

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**PREVIEW**

8

Linear   Scattered   Clustered

---

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9



Linear   Scattered   Clustered

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

15

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## Settlement Patterns - Assignment

### Directions

Draw a bird's eye view of a region that has all three types of settlement patterns. Draw the physical features (river, roads, farmlands) that would affect the settlement pattern as well.

**PREVIEW**

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

**Research**

Research real-life examples of the settlement patterns

	Where is it in the world? Name of village/city?	What features caused the pattern? River, farmland, roads, church, etc.
Linear		
Scattered		
Clustered		

**PREVIEW**

## Word Search – Geographic Terms

**Objective** What are we learning about?

Students will review key geography terms by creating and completing a word search. Each student will choose 10 important words related to geography (such as mountain, climate, density, or reclamation). This activity helps students practise spelling and strengthen their understanding of landforms, patterns, and settlement features.

**Materials** What do you need for the activity?

- Blank word search template (paper)
- Word list
- Pencils and erasers



**Instructions** How will you complete the activity?

1. Begin by reviewing important geography terms and definitions in class.
2. Hand out the blank word search templates and the word list.
3. Instruct students to create their own word searches by placing words in the grid, either horizontally, vertically, or diagonally.
4. Encourage them to fill the remaining spaces with random letters.
5. Once they have created their word searches, ask them to exchange papers with a classmate.
6. Each student then tries to find all the terms in the word search they received.
7. After completing the word searches, discuss the meanings of each term as a class.
8. Encourage students to ask questions about any terms they found confusing or interesting.
9. Celebrate their efforts in learning and creating.

## Words

## List of words for the word search

Urbanization	Settlement	Sustainability	Population
Density	Distribution	Climate	Migration
Desertification	Resource	Infrastructure	
Reclamation	Deforestation	Megacity	Agriculture
Industry	Environmental	Community	Geography
Pollution	Transportation	Scattered	
Ecosystem	Urban	Rural	ment
Coastline	Floodplain	Topography	Adaptation
Housing	Waterway	Economy	Tourism
Culture	Trade	Citizenship	Growth

**PREVIEW**



## Population Density

### Population Density

**Population density** is a measure that shows how crowded a place is. It tells us the average number of people living within a specific area. To calculate population density, we divide the **total population** by the **land area** in square kilometres.

For example, if a region has one million people spread across 100,000 square kilometres, its population density would be ten people per square kilometre. This statistic helps governments and planners understand what is being used and where services such as hospitals and transportation are most needed.



### Low versus High Population Density

A **low population density** describes rural areas, where people are spread out over large areas of land, forest, or wilderness. In these places, residents often need to travel longer distances to visit schools, or businesses. Historically, many families lived rurally to grow their own food. Rural regions also tend to support more wildlife, since there is less human activity. Northern Canada, with its small and scattered communities, is a classic example of low population density.

By contrast, urban centres such as Toronto, Vancouver, and Ottawa show **high population densities**. In these cities, land is limited, so buildings are taller and closer together. High-rise apartments and condominiums allow thousands of people to live within just a few city blocks. Cities also provide more jobs, education, and entertainment, which explains why people migrate there. The demand for housing and services in urban areas continues to increase as populations grow.

### Population Density – Canada and Japan

Canada is known for its vast size and small population. With about 41.6 million people spread across nearly 10-million square kilometres, Canada has an average density of only 4.4 people per square kilometre. Large portions of the country, especially in the Arctic and northern provinces, remain sparsely populated.



Japan offers a striking contrast. Despite being about 25 times smaller in-land area, Japan has 125 million people. This creates a population density of about 340 people per square kilometre—more than 80 times Canada's figure. Cities like Tokyo are among the most crowded places on Earth, with advanced subway systems, limited living space, and extremely high real-estate prices. This difference highlights how geography and land size strongly affect settlement patterns.

**Think**

Write 3 examples of cities/towns that have high and low population densities.

High Population Density	1	
	2	
	3	
Low Population Density	1	
	2	

True or False? Write whether the statement is true or false.

1) Toronto has a high population density.	True	False
2) Population density of a city/town/country is _____.	True	False
3) Rural areas have a low population density.	True	False
4) More people are deciding to move to rural areas.	True	False
5) Canada has a high population density.	True	False

**Questions**

Answer the questions below.

1) How does population density affect access to healthcare services?

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2) Describe what Japan would be like based on its population density.

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3) Does your city or town have a high or low population density? Explain why.

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**Calculating Population Density**

Divide the total population by the land area.

1)

Area - Square Kilometres	10
Population	500
Population Density	

2)

Area - Square Kilometres	100
Population	7 000
Population Density	

3)

Area - Square Kilometres	800
Population	4 000
Population Density	

4)

Area - Square Kilometres	50
Population	10 000
Population Density	

5)

Area - Square Kilometres	2 000
Population	2 000 000
Population Density	

6)

Area - Square Kilometres	25 000
Population	5 000 000
Population Density	

**Order**

Rank the top 7 countries/territories in the world by population density.

Country	Land Area	Population	Pop Density
Monaco	2 km <sup>2</sup>	39,783	
Singapore	710 km <sup>2</sup>	5,943,546	
Gibraltar	6 km <sup>2</sup>	33,704	
Hong Kong	1 104 km <sup>2</sup>	7,604,299	
Macau	30 km <sup>2</sup>	667,490	
Maldives	298 km <sup>2</sup>	521,000	
Bahrain	778 km <sup>2</sup>	1,564,000	

1)	
2)	
3)	
4)	
5)	
6)	
7)	



# Choropleth Map – World Population Densities

World Density by Countries (2008)



Question

What is a choropleth map?


Interpret

Write 3 things that you learned from the population density map.

1)	
2)	
3)	

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

## Creating a Choropleth Map – Canada's Pop Density

Create a choropleth map that represents the population density of Canadian provinces/territories.

Mapping



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

32

Population Density  
ALL ABOUT CANADA

## Population Density in Canada

### Directions

Imagine the boxes below represent a city or a town. Draw dots to represent people on each city or town to show low, average, and high population densities.

Low Population Density

Average Population Density

High Population Density

### Calculate

Find the population density of the provinces/territories below.

Provinces and Territories	Population	Land Size in Km <sup>2</sup>	Population Density
Saskatchewan	1,027,986	649,950	
British Columbia	4,603,591	944,795	
Manitoba	1,279,365	552,937	
New Brunswick	747,101	281,293	
Newfoundland and Labrador	519,716	311,291	
Prince Edward Island	142,907	5,686	
Quebec	8,164,361	1,356,625	
Nova Scotia	923,598	52,942	
Ontario	13,448,494	908,699	
Yukon	35,874	474,712	
Nunavut	35,944	1,877,778	
Northwest Territories	41,786	1,143,793	
Alberta	4,067,175	640,330	
Canada	35,151,728	8,965,588	

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

**Rank** Rank the provinces and territories in Canada

**Highest Population Density**

**Lowest Population Density**

1)	
2)	
3)	
4)	
5)	

1)	
2)	
3)	
4)	
5)	

**Questions** Answer the questions below.

1) What do you notice about the provinces/territories with the highest population densities?

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2) What did you notice about the provinces/territories with the lowest population densities?

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3) Does the population density vary from city to city? Does Toronto have the same population density as Dryden?

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4) Why do most Canadians live close to the United States border?

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## Population Distribution

### Population Distribution vs Population Density

**Population density** refers to the average number of people living in a specific area, usually measured per square kilometre. It helps us compare how crowded different places are. Another important term is **population distribution**. **Population distribution** describes exactly where people live within a region. For example, two areas can have the same density, but one might have everyone living in one city, while the other has people spread evenly in towns and villages. Understanding distribution gives us a clearer picture of how people interact with the land and resources.

### Population Distribution in Canada

In Canada, the **population density** is very low—only about 4 people per square kilometre. However, this average does not reflect the reality most Canadians experience. In large urban centres like Vancouver, or Montreal, densities are extremely high, with thousands of people per each square kilometre. For example, Toronto's density reaches 4,100 people per square kilometre, showing how concentrated the population can be.

The map of Canada reveals a stark contrast. Northern provinces like Nunavut and northern Quebec often have 0 people per square kilometre. These areas are vast, covering hundreds of thousands of square kilometres, yet remain mostly empty. This size lowers the national average significantly. By contrast, southern Ontario, Quebec, and parts of British Columbia are filled with major urban and industrial centres.



**Geography** plays a key role in this distribution. Most densely populated areas are along the southern border, where access to fertile farmland, trade routes, and economic opportunities has historically encouraged settlement there. Cities like Winnipeg, Toronto, and Montreal grew along rivers and coasts that supported transportation and industry. Meanwhile, the northern regions are colder, less fertile, and harder to access, discouraging large-scale settlement.

Therefore, Canada's **population distribution** is very uneven. While the country has the world's second-largest landmass, nearly 90% of Canadians live within 200 kilometres of the U.S. border. This southern concentration highlights how climate, resources, and economic opportunities shape where people choose to live.

**True or False**

Decide if the statement is true or false.

1) Population distribution is how many people live in an area.	True	False
2) Population distribution is where people live in an area.	True	False
3) Canada has an evenly spread-out population distribution.	True	False
4) Most Canadians live in the southern parts of Canada.	True	False
5) Not many people live in the northern parts of Canada.	True	False

**Questions**

Answer the questions below.

1) Describe population and population distribution in your own words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) How would you describe Canada's population?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) Do most people in your community live close together or spread out?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Questioning**

What questions do you have about the reading?

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

3) \_\_\_\_\_

\_\_\_\_\_

# World Population Distribution – By Countries

## WORLDWIDE POPULATION DISTRIBUTION THE WORLD'S MOST POPULATED COUNTRIES



### Questions

Read the map and answer the questions.

1) Do many people live in the northern parts of the United States?

2) What is the name of the island that is circled to the northeast of North America?

3) Which countries/continents do you notice have a high population density?

4) In South America and Australia, describe the population distribution. Do most people live on the coastal regions or in the middle of the continents? Why?

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

## Population Distribution in Provinces

**Mapping** Shade each province and territory to show population distribution. Darker = more people, lighter = fewer people.



**PREVIEW**

## Effect of Climate on Settlement Patterns

### What Does Climate Mean?

**Climate** is the long-term pattern of weather in a region. It is not based on a single storm or one hot summer but is determined after at least 30 years of recorded data are collected and averaged. The climate of an area changes through the year as the seasons shift. When we describe climate, we mostly focus on three major factors: **temperature, precipitation, and wind.**

For example, the **Canadian Prairies** experience cold winters with heavy snowfall and dry summers. In contrast, coastal **British Columbia** is milder with steady rainfall. These variations in climate influence where people choose to live.

### How Climate Affects Settlement Patterns

Throughout history, humans have preferred to live in warmer climates. In Canada, most of the population is concentrated in the southern regions, close to the **Canada–United States border**. This is because the climate in these areas is warmer and far more suitable for daily life and economic activities. In contrast, the northern part of Canada is extremely cold, with average January temperatures around  $-20^{\circ}\text{C}$ , making it nearly uninhabitable for large communities.



The main reason why agriculture is concentrated in southern Canada is **agriculture**. Farmers in Ontario, Quebec, and the Prairies benefit from longer growing seasons that allow for a variety of crops—such as wheat, corn, and soybeans. In northern Canada, the climate brings very short growing seasons and long, harsh winters that prevent large-scale agriculture. Climate has shaped the distribution of Canadian crops.

Another factor is **personal preference**. As agriculture became a necessity for survival, Canadians could buy food from grocery stores rather than farm themselves. Despite this, most people still chose not to move north. Living in colder climates means facing long winters with dangerous icy roads, frozen water pipes, and extremely short daylight hours. These conditions discourage large-scale migration to northern communities and explain why most major cities—Toronto, Vancouver, Montreal, Calgary, and Ottawa—are in the south.

The challenges of the northern climate have slowed the growth of northern cities such as **Yellowknife, Whitehorse, and Iqaluit**. While these areas are important for mining and Indigenous communities, their populations remain small compared to southern urban centres. Climate, therefore, has been one of the most powerful forces shaping Canadian settlement patterns.



**True or False**

Decide if the statement is true or false.

1) The growing season is longer in colder climates.	True	False
2) The climate in our area is the temperature today.	True	False
3) Climate is a 30-year average of weather patterns.	True	False
4) Southern parts of Canada have longer growing seasons.	True	False
5) People tend to prefer to live in warmer climates.	True	False

**Questions**

Answer the questions below using evidence from the text.

1) What are the factors used to describe climate?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Describe the climate of \_\_\_\_\_ in your region?  
(temperature/precipitation)

Summer	
Fall	
Winter	
Spring	

3) What are some of the benefits of living in a warmer climate?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Making Connections**

Describe the type of climate you would like to live in.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Physical Features – Effect on Settlement

### What are Physical Features?

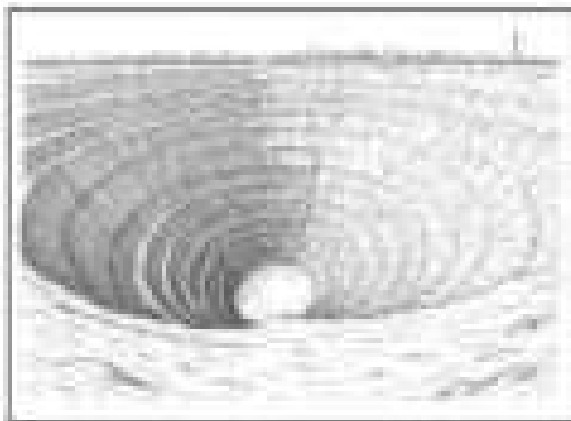
**Physical features** are natural landforms we can see on our land. When you look outside, you will see natural landforms around you. Examples of landforms are lakes, rivers, mountains, hills, deserts, valleys, and flat lands. Check out the human settlements below to learn more about how physical features affect where people live.



### Venice, Italy

Venice is a city in Italy that has no roads, just canals. Venice has 120 islands, with 177 canals to get around. The city had 120,000 people 50 years ago, but now only has 60,000. 50 years ago, people preferred to use boats to get around, but today, people prefer vehicles.

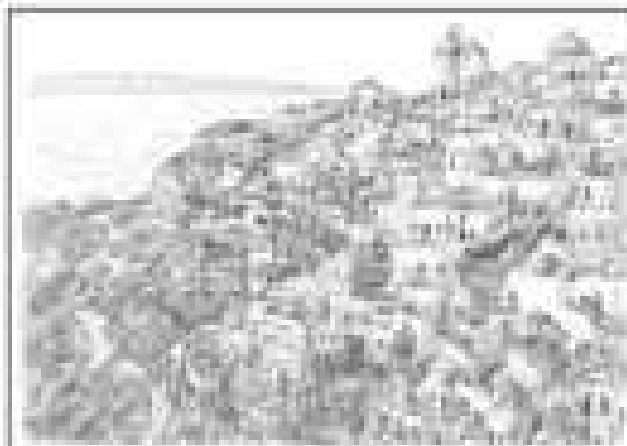
The other problem is that Venice is sinking at a rate of 1-2 millimetres each year. By 2050, the population could be zero, with only



### Mirny, Russia

Mirny is a city in Russia built around a diamond mining pit. The city has 25,000 people. Most of the residents work in the mine. The mine is the largest diamond mine in the world.

The valuable diamonds caused the population to settle around the mine. Many people moved to this area to find a job. The pit is 525 metres deep!



### Fira, Greece

Fira is the capital city on the island of Santorini, Greece. The island of Santorini is actually a dormant volcano. Living in Fira means you get incredible views of the Aegean Sea.

The city of Fira and other cities in Greece were built high up so the residents could see if they were being attacked. Being above their attackers gave them an advantage in defending their territory.

**True or False** Decide if the statement is true or false.

1) In Venice, there are no roads, just canals.	True	False
2) Mirny is a mining town where people live around a diamond pit.	True	False
3) Venice is growing in population.	True	False
4) Fira is on the island of Santorini, which is a dormant volcano.	True	False
5) Living high on a mountain gives your military an advantage.	True	False

**Questions** Answer the questions below using evidence from the text.

1) Why is the population increasing in Venice?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Why did the population in Mirny grow?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) Why were Greek cities like Fira built high up?

\_\_\_\_\_

\_\_\_\_\_

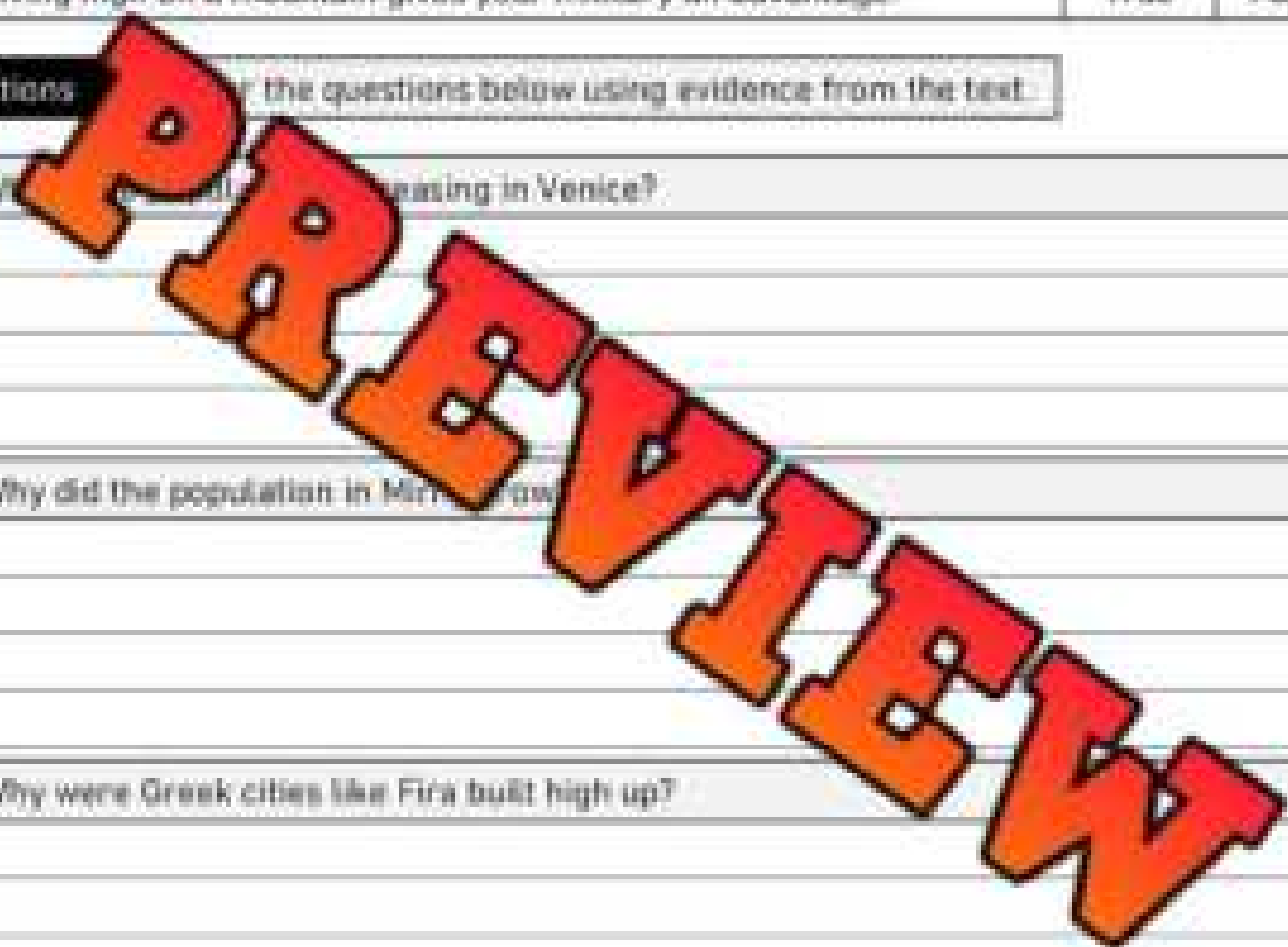
\_\_\_\_\_

**Making Connections** What physical features do you have in your city/town?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Physical Features – Effect on Settlement



### Blucher, Saskatchewan

Blucher is a rural town in Saskatchewan. Blucher has large areas of flat grassland with moderate temperatures, moderate rainfall, and not many trees.

These characteristics allow Blucher to be a great place to farm. The soil is arable, which means it is nutrient rich and can be used to grow many crops.

The population settlement pattern is scattered as the farms need a lot of land to grow their crops.

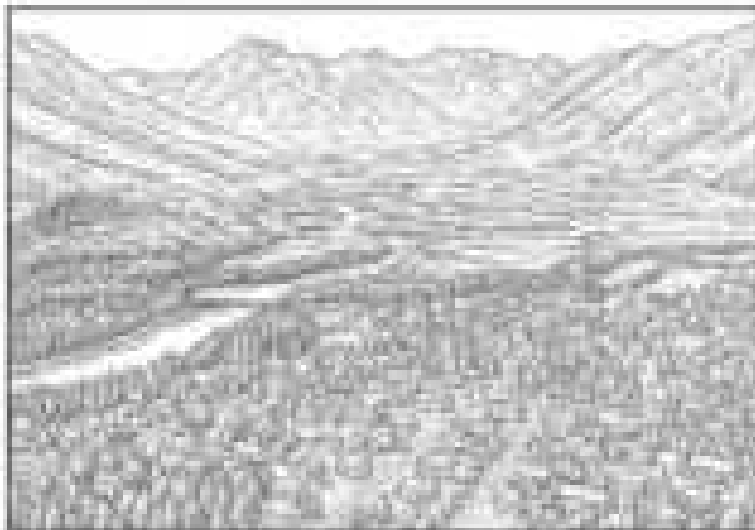


### Ottawa, Ontario

The city of Ottawa has many physical features. For one, the Rideau Canal connects the Ottawa River with Lake Ontario. The canal is still important in the transportation of goods.

There are many hills in Ottawa, including Parliament Hill.

There are also many forests, which produce a lot of lumber. The forests are made up of pine, spruce, cedar, and maple.



### Banff, Alberta

In Banff, communities have been built at the bottom of huge mountains. Banff is home to only 8,000 people.

Banff has tall mountains, valleys, peaks, glaciers, forests, meadows and rivers. These physical features brought people to Banff.

The population settlement is clustered as houses were built strategically on flat areas.

**True or False**

Decide if the statement is true or false.

1) Blucher is a rural town in Saskatchewan.	True	False
2) Blucher has many mountains, which makes it great for farming.	True	False
3) Ottawa has many physical features, like rivers, canals and forests.	True	False
4) Banff is a town at the bottom of huge mountains.	True	False
5) People move to Banff to build a farm.	True	False

**Questions**

Answer the questions below using evidence from the text.

1) What physical features are important to the city of Ottawa?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) What physical features does Banff have? What types of houses built in Banff?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) Explain why flat grasslands are important for farming communities.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Making Connections**

Which city would you want to live in – Blucher, Ottawa or Banff? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Hurricane Katrina – Living Below Sea Level

**Research**

Answer the questions to learn more about Hurricane Katrina.

1) What city did Hurricane Katrina devastate the most?

2) Find statistics about how Hurricane Katrina affected New Orleans (death toll, building damages).

3) Define the terms below.

Levee

Seawall

4) What percentage of New Orleans was under sea level?

5) Why is living under sea level a bad idea?

**PREVIEW**

6) Why is New Orleans at risk of flooding?

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7) Why are sea levels rising?

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8) Is New Orleans sinking? How much is it sinking each year?

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9) Will New Orleans eventually be underwater? Explain.

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10) What role did the levee failures play in the flooding?

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11) What actions did the government take after the flooding?

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12) What lessons can we learn about living in areas below sea level?

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**PREVIEW**

## Newspaper Article: Fort McMurray Wildfire

### Breaking News: Alberta's Fort McMurray Evacuated After Record Wildfire

Published: May 3, 2016

This afternoon, officials ordered a full evacuation of Fort McMurray, Alberta, as a massive wildfire swept through the city. More than 80,000 residents were forced to flee in what has been the largest wildfire evacuation in Canadian history. The wildfire spread quickly because of hot, dry conditions and strong winds, making it almost impossible for firefighters to contain the blaze.

The fire began on May 1, 2016, southwest of Fort McMurray. By May 3, it had entered the city, destroying neighbourhoods, schools, and businesses. Over 2,400 homes and buildings were burned, while about 25,000 more were saved by emergency crews. At its peak, the fire grew to nearly 590,000 hectares—roughly the size of Prince Edward Island.

Many residents fled north to oil sands camps, while others drove south on Highway 63 through thick smoke and walls of flame. "It was like driving through hell," said Amy Wilson, a Fort McMurray resident who escaped with her family.

“We saw cars abandoned on the side of the road as people ran for safety.”

Experts say the disaster shows the risks of living in resource towns built in fire-prone boreal forests. Dr. Mike Flannigan, a wildfire scientist at the University of Alberta, explained,

“The physical environment of northern Alberta is a perfect setting for fire—thick forest, dry spring weather, and rising temperatures. When people settle here in large numbers, the risks are even greater.”



The impact on the oil industry was also severe. The temporary shutdown of several major oil sands operations, cutting Alberta's oil production by more than one million barrels per day. Insurance claims from the disaster later topped \$3.6 billion, making it the costliest natural disaster in Canadian history at the time.

Although no deaths were reported directly from the flames, two people died in a vehicle crash during the evacuation. Many residents now face the challenge of rebuilding their lives while also coping with the emotional toll of losing their homes.

**Questions**

Answer the questions below using evidence from the text.

1) Why does northern Alberta's environment increase wildfire risks for communities?

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2) How does resource-based settlement affect vulnerability to natural disasters?

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3) How do wildfires link between climate and human activity?

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**True or False**

Decide if the statements are true or false.

1) The Fort McMurray wildfire evacuation became the largest in Canadian history.	T	F
2) Over 100,000 residents of Fort McMurray were evacuated.	T	F
3) More than 25,000 buildings were destroyed completely.	T	F
4) Oil sands camps became temporary shelters for many displaced residents.	T	F
5) Canada's oil production was reduced by over one million barrels per day.	T	F
6) Directly from the flames, more than 200 people tragically lost their lives.	T	F

**Summarize**

Write the important details from the newspaper article.

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## Four Corners: Environment and Settlement

### Objective

What are we learning about?

Students will share opinions about settlement, environment, and sustainability through Four Corners questions, discussing how people live and impact the environment while thinking critically about human choices, geography, global community connections, and future sustainability.

### Materials

What do you need for the activity?

- A list of questions
- Labels for each corner



### Instructions

How will you complete the activity?

- 1) Label the four corners of the classroom with letters A, B, C, and D.
- 2) Tell students that you will read a question out loud and give them 15 seconds to choose.
- 3) Each student should listen carefully and choose the answer they agree with most.
- 4) After choosing, students walk to the corner that matches their answer.
- 5) Once in their corners, students talk with others about why they chose that answer.
- 6) Pick a few students to share their thoughts with the class.
- 7) Discuss how the question connects to life in Ontario.
- 8) Repeat with more questions. Use as many as time allows.
- 9) At the end, sit together and talk about what they learned from the activity.

## Four Corners

Read the questions to the class.

	Question	Option A	Option B	Option C	Option D
1	Which area would you rather live in?	Urban	Rural	Coastal	Mountain
2	What matters most when choosing where to live?	Job opportunities	Climate	Culture	Safety
3	Which natural feature do you find most interesting?	Mountains	Plains	Rivers	Oceans
4	What do you think is the biggest problem in your city today?	Overcrowding	Pollution	Traffic	Cost of living
5	Which area would you want to explore one day?	Arctic	Tropical	Desert	Rainforest
6	What kind of climate would you like to live in?	Warm and sunny	Warm and rainy	Cool and rainy	Hot and dry
7	What is your favourite kind of transportation?	Car	Train	Motorcycle	Bus
8	What kind of energy should we use most in the future?	Solar	Wind	Hydro	Gas
9	Which do you think is the best place to build a city?	Near forests	In the hills	On flat land	Near water
10	What is the most important thing to protect for the future?	Forests	Oceans	Animals	Fresh water
11	What is your favourite kind of community to visit?	Beach town	Big city	Mountain village	Countryside
12	What do you think is the hardest part of living in a big city?	Traffic	Noise	Cost	Pollution

## Resource and Ghost Towns

### Resource and Ghost Towns

A **resource town** is a community that develops when people move to live near a valuable natural resource. Living close to a natural resource often means steady employment, since industries grow around extracting, processing, or transporting that resource.

For example, in a logging community, most jobs are connected to harvesting trees, sawing logs, and moving them to sawmills. In a mining settlement such as Mirny, Russia, many residents earn a living from extracting diamonds and other minerals from deep underground. Industries shape not only the economy but also the daily life, schools, and housing.

To spruce up opportunities, resource towns often experience **population booms**. This happened during the gold rushes of the 1800s, especially along the west coast of North America. Thousands of people travelled long distances to goldfields in California, British Columbia, and the Yukon. The sudden increase in population led to the building of houses, banks, hotels, and general stores. The small town became a busy town.

### Examples of Resource Towns

- Fort McMurray, Alberta - Oil industry
- Elliot Lake, Ontario - Uranium mining
- Dubai, United Arab Emirates - Oil and gas hub
- Melbourne, Australia - 1850s Gold Rush
- Aberdeen, United Kingdom - North Sea oil



However, resource towns can decline when the resource is used up or the price declines. A once-thriving town can become a **ghost town** if the resource is gone, the forest is cut down, or the oil well runs dry. Most resource towns are in rural areas close to the resource, so when jobs disappear, residents move elsewhere. Buildings such as grocery stores, schools, and post offices close when there are no longer enough customers, leaving empty streets and abandoned homes.

Not every resource town disappears completely. Fort McMurray, for instance, continues to thrive despite downturns in oil prices, because it still has infrastructure, schools, and people committed to staying. Some ghost towns, like **Barkerville** in British Columbia, remain preserved as historic sites, showing how quickly towns could rise and fall depending on the fate of their resource.

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

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**True or False**

Decide if the statement is true or false.

1) Resource towns are often built near oil fields, forests, or mining pits.	True	False
2) Oil is a resource that brings a lot of people to a city/town.	True	False
3) A ghost town is a town full of people.	True	False
4) Ghost towns happen when resources run out and people move away.	True	False
5) All resource towns become ghost towns eventually.	True	False

**Questions**

Answer the questions below using evidence from the text.

1) Why do resource towns form? Give an example of how a resource town could form.

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2) What is a ghost town? How do ghost towns form?

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3) Why might some resource towns, like Fort McMurray, continue to exist?

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**Summarize**

What is the reading all about? Summarize using the important details.

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# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

Name: \_\_\_\_\_ Mark: \_\_\_\_\_

Write an advantage and a disadvantage of living in a resource town.

Advantages	Disadvantages
_____	_____
_____	_____
_____	_____
_____	_____

Name: \_\_\_\_\_ Mark: \_\_\_\_\_

Write an advantage and a disadvantage of living in a resource town.

Advantages	Disadvantages
_____	_____
_____	_____
_____	_____
_____	_____

Name: \_\_\_\_\_ Mark: \_\_\_\_\_

Write an advantage and a disadvantage of living in a resource town.

Advantages	Disadvantages
_____	_____
_____	_____
_____	_____
_____	_____

Name: \_\_\_\_\_ Mark: \_\_\_\_\_

Write an advantage and a disadvantage of living in a resource town.

Advantages	Disadvantages
_____	_____
_____	_____
_____	_____
_____	_____

**PREVIEW**

## Resource Town - Dawson City

### Dawson City - Gold Rush

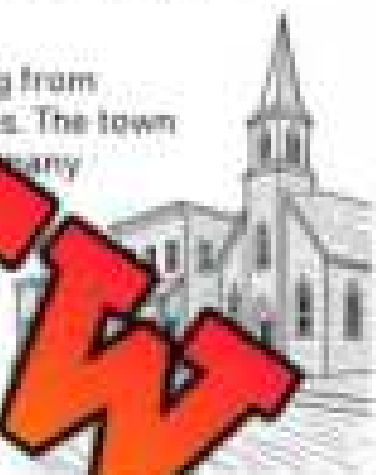
Dawson City became the centre of the Klondike Gold Rush in the Yukon during the late 1800s. In 1885, a few hundred members of the Trondëk Hwëch'in (Han) First Nation lived in the area, long before it was called Dawson City. Their community had survived in the Yukon for thousands of years by hunting, fishing, and trading along the Yukon River. Everything changed in 1886 when George Carmack, an American prospector, discovered gold in the Klondike region. His find sparked one of the most famous gold rushes in history.

Over 30,000 people had braved rivers, mountain passes, and treacherous trails to reach Dawson City, each hoping to strike it rich. Some traveled by boat along the Yukon River, while others trekked through the Chilkoot Pass carrying heavy loads of supplies. Dawson's population exploded to 30,000, making it larger than any city as large as Ottawa at the time.



### Booming City

The town grew rapidly. In 1899, over 300 businesses ranging from grocery stores and dress shops to blacksmiths, hotels, and saloons. The town developed wooden sidewalks, theatres, and even a city hall. Many southern Canadian towns. Wealthy residents spent money for champagne, oysters, and caviar, enjoying luxuries of the northern settlements. In contrast, poor miners survived on bread, lard, tea, or canned beans eaten three times a day. A disease caused by lack of fresh vegetables, was common among those who couldn't afford proper food.



### Ghost Town

By 1900, new gold discoveries in Nome, Alaska drew thousands away. Dawson's population plummeted from 30,000 to 8,000 in a single year. By 1902, the rise of large corporate mining companies, with access to better equipment and steam-powered dredges, pushed out smaller prospectors. These changes forced many to leave in search of new opportunities.

By 1918, the population had dropped below 1,000. Dawson, once a bustling city, became known as a ghost town. Today, it is home to about 1,375 residents, but its streets, historic buildings, and museums continue to tell the story of a community that once captured the world's attention.



**Ordering**

Number the events of Dawson City's history from 1 to 8.

_____	The town grew quickly with over 300 businesses, theatres, and electricity.
_____	Gold discoveries in Nome, Alaska caused thousands to leave Dawson City.
_____	Dawson City's population dropped below 1,000, leaving it nearly empty.
_____	George Carmack discovered gold in the Klondike region.
_____	Today Dawson City is home to about 1,375 residents, keeping its history alive.
_____	The Hwetch'in (Han) First Nation lived in the area.
_____	The population reached 30,000, larger than Vancouver at the time.
_____	In 1902, competing companies with dredges pushed out small miners.

**Questions**

Answer the questions using evidence from the text.

1) Why did Dawson City become a ghost town?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Why do you think more people didn't stay or move to Dawson City during the gold rush?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Word Search**

Find the words in the wordsearch.

Gold	Rush
Natural	Resource
Town	Ghost
Dawson	Alaska
Klondike	Champagne
Historic	Business

J	A	R	A	R	U	S	H	U	B	P	M	Z	V	G	G	D		
D	N	L	N	U	F	F	Y	J	S	C	R	E	S	O	U	R	C	E
S	A	N	A	T	U	R	A	L	O	L	C	C	D	N	C	E	K	M
J	M	W	T	S	H	I	S	T	O	R	I	C	L	D	T	O	J	J
G	H	O	S	T	K	Y	T	J	W	D	P	K	O	S	F	P	T	F
B	U	Z	S	O	V	A	C	H	A	M	P	A	G	N	E	O	G	X
R	R	K	L	O	N	D	I	K	E	Z	T	T	M	O	W	Z	P	B
D	I	B	J	N	B	U	S	I	N	E	S	S	D	H	P	J	U	Y

## Research Activity – Resource Town

Research the growth of a resource town. Choose from the list below or find your own resource town.

Fort McMurray, Canada	Elliot Lake, Canada	Mirny, Russia	Barkerville, Canada
Centralia, Pennsylvania	Nome, Alaska	Prigyat, Ukraine	Ashiodoran, Japan

**Research** Answer the questions to learn more about the resource town.

1) Why did you choose this resource town?

2) What resource did people move to this city/town?

3) What was the population when the town was booming?

4) What is the population of the resource town?

5) What jobs do/did people have when they moved to this town?

6) Describe the growth of the resource town. Did it grow really fast? Provide population statistics that show the growth?

7) Is the resource town now a ghost town? Explain how it became a ghost town.

PREVIEW

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

Then and  
Now

Draw two pictures of the resource town you researched. In the first box, draw the town when it was booming. In the second box, draw what the town looks like today.

Then

**PREVIEW**

Now

# Fact or Fiction: World Settlements Edition

## Objective

What are we learning about?

Students will explore global settlement patterns through a fact or fiction activity. They will analyze where people live, why some areas are more crowded, and how the environment influences human settlement and population distribution.

## Materials

What do you need for the activity?

- Fact or Fiction statements
- A 'Fact' sign and a 'Fiction' sign (attach the two sides of the room)
- Designated areas in the classroom for 'Fact' and 'Fiction' signs, allowing space for students to move to either side

FACT  
OR  
FICTION



## Instructions

How will you complete the activity?

- 1) Your teacher will read statements. Pay close attention as each is read.
- 2) Consider carefully whether you think the statement is true or false.
- 3) If you decide the statement is true, walk to the 'Fact' side of the room.
- 4) If your guess is that it's not true, move to the 'Fiction' side of the room.
- 5) Stay on your chosen side and listen attentively for the correct answer to be revealed.
- 6) When the right answer is announced, return to your seat, ready for the next round.
- 7) Have fun getting up and moving!

## Fact or Fiction

Read the statements to the class.

#	Statement	
1	Tokyo has a population larger than all of Canada's provinces combined.	Fact
2	Egypt's largest cities developed along the banks of the Nile River.	Fact
3	About 70% of Australians live within one hour of the coast.	Fact
4	Iceland's capital city was built near hot springs for natural heating.	Fact
5	Manila is built below sea level, making it prone to floods.	Fact
6	The Netherlands is built from the sea to make room for houses.	Fact
7	The Amazon rain forest is home to more than 50 million people.	Fiction
8	People in Venice, Italy, use gondolas instead of cars.	Fact
9	Most of India's biggest cities are located along rivers.	Fact
10	More than 97% of Canadians live in the southern area of the country.	Fiction
11	More people live in Asia than in all other continents combined.	Fact
12	People in the Sahara build underground homes to keep cool.	Fact
13	Mexico City was built on top of an ancient lake bed.	Fact
14	Calgary was once a small trading post before oil was discovered.	Fact
15	Most people in Russia live in the far northern Arctic region.	Fiction
16	In Japan, land is so limited that people build underground malls.	Fact
17	Africa has more megacities than Europe does today.	Fact
18	The Canadian Prairies are densely populated because of gold mining.	Fiction
19	Many cities in China limit cars to reduce air pollution.	Fact
20	The highest city in the world is located in Switzerland.	Fiction

Quiz  
Check-In

This quiz will assess students' understanding of the concepts covered in the Fact or Fiction activity. Cut along the lines and give each section to a student.

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

Mark: \_\_\_\_\_

Is the statement true or false?

1) The Canadian Prairies are densely populated because of gold mining.	True	False
2) Fewer than half of Australians live close to the coastline.	True	False
3) The Netherlands created new land from the ocean for housing.	True	False
4) India's largest cities are mostly located far from major rivers.	True	False
5) Fewer than 90% of Canadians live in urban areas today.	True	False
6) Calgary began as an oil town before becoming a trading post.	True	False

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

Mark: \_\_\_\_\_

Is the statement true or false?

1) The Canadian Prairies are densely populated because of gold mining.	True	False
2) Fewer than half of Australians live close to the coastline.	True	False
3) The Netherlands created new land from the ocean for housing.	True	False
4) India's largest cities are mostly located far from major rivers.	True	False
5) Fewer than 90% of Canadians live in urban areas today.	True	False
6) Calgary began as an oil town before becoming a trading post.	True	False

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

Mark: \_\_\_\_\_

Is the statement true or false?

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4) India's largest cities are mostly located far from major rivers.	True	False
5) Fewer than 90% of Canadians live in urban areas today.	True	False
6) Calgary began as an oil town before becoming a trading post.	True	False

## Land Claims - Indigenous Groups & the Crown

### Numbered Treaties (1871-1921)

The **Numbered Treaties** were a series of agreements signed between the Canadian government and Indigenous nations from 1871 to 1921. In total, 11 treaties were made, covering most of western and northern Canada. The government's goal was to gain control of Indigenous lands for settlement, farming, and resource development. In return, Indigenous groups exchanged reserves, annual payments (annuities), and the right to continue hunting and fishing on what became Crown land. A **reserve** is a legally defined area of land for First Nations use. While reserves provided access to services like schools and health care, the government still controlled how the land was used. Hunting and fishing were also heavily restricted.



Annuities were promised by the Crown to Indigenous signatories. Each treaty was negotiated separately, but the average payment was about \$5 dollars per year per person, a sum that was not adjusted for inflation. When the treaties were first signed, the government also provided a one-time payment of fifteen dollars per person, which was still even at the time and reflected how unequal the treaties had been.

### The Indian Act of 1876

The **Indian Act**, passed in 1876, gave the Canadian government direct control over First Nations' land, resources, and education. Reserves were legally created under this Act. However, the Act also introduced the category of "Status Indian," meaning only those recognized by the government could live on reserves. People with this status were considered "wards of the state," giving the federal government authority over most aspects of their lives.



### Crown Ownership and Land Claims

Even with reserves, the **Crown retained ownership** of the land. This meant Indigenous people could not hold title to their homes or sell the land, and the government could remove communities if they wished to use the land for other purposes. These policies led to repeated **land claim disputes**, as the Crown sometimes relocated First Nation communities to gain access to resources like timber, minerals, or farmland. The imbalance of power in these agreements has had lasting impacts, as Indigenous groups continue to fight for recognition of their original rights and the promises made in the treaties.

**Multiple Choice**

Circle the correct answer.

1) Land on a reserve is owned by the...	Indigenous	Crown
2) How many Numbered Treaties are there?	8	11
3) Who can live on a reserve?	"Status Indians"	Anyone
4) The average annuity paid per year is...	\$15	\$5
5) The Numbered Treaties were...	Unfair	Fair

**Questions**

Answer the questions below using evidence from the text.

1) What are the rights of the treaties?

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2) Who owns the land on a reserve? What problems could arise?

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**Inferencing**

Use your inferencing skills to answer the questions below.

1) Where do you think most of the reserves are located in Canada - North or south?  
Desirable land or undesirable land?

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2) Why do you think the Crown sometimes wants access to these lands?

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## Land Use Issues – Indigenous Communities

### Indigenous Land Claims

Indigenous groups in Canada, which include **Inuit**, **First Nations**, and **Métis** peoples, currently hold about 6% of the total land in the country. This amounts to roughly 626,000 square kilometres, an area larger than France. The majority of this land is located in the northern regions of Canada, particularly in the Yukon, Northwest Territories, and Nunavut, as well as northern parts of provinces such as Quebec, Manitoba, and British Columbia. These regions are often remote, sparsely populated, and rich in natural resources such as minerals, oil, and forests.

From the 1950s, the Canadian government has expressed interest in developing these northern territories. For example, projects included building highways, pipelines, and railways to connect communities or to move resources to southern markets. However, if the land is protected under Indigenous laws, Indigenous groups retain the right to use the land for traditional activities like hunting, trapping, and fishing. Any plans to develop the land must consider these rights.



### Government Duty to Consult and Accommodate

An important principle in Canadian law is that the government has a duty to consult Indigenous groups before altering land they hold rights to. In the 1990s, when the Supreme Court of Canada issued a ruling, it established that both provincial and federal governments must act honorably when Indigenous rights are at stake. This duty requires governments to meaningfully consult with Indigenous groups and, where necessary, make accommodations.

Consultation does not simply mean informing Indigenous groups about a project. Instead, governments are legally obligated to listen to the needs and concerns of affected communities. If Indigenous groups oppose a project, governments may need to modify plans, delay construction, or provide compensation. In some cases, projects have been cancelled or redirected because Indigenous concerns were not adequately addressed.

### Stakeholders – Crown and Indigenous Groups

The two main stakeholders in land use disputes are the **Crown**, which represents government authority, and **Indigenous nations**, who rely on these lands for cultural survival, food security, and economic opportunities. Power often rests more heavily with the government, but Indigenous communities have organized protests, legal challenges, and negotiations to defend their rights. These actions have sometimes forced governments and corporations to pause or alter development, showing how land claim issues remain a significant challenge in Canada today.

**Yes or No** Answer the following questions with either "Yes" or "No".

1) Do Indigenous groups in Canada currently hold about 50% of land?	Yes	No
2) Is most Indigenous-held land located in southern Ontario and Quebec?	Yes	No
3) Are treaties the only protection Indigenous groups have over their lands?	Yes	No
4) Do Indigenous groups rely on land for culture, food, and economy?	Yes	No
5) Is Indigenous land in Canada larger than the country of France?	Yes	No
6) Does the duty to consult apply to both federal and provincial governments?	Yes	No

**Questions** Answer the questions below using evidence from the text.

1) What does it mean for a government to have to consult and accommodate Indigenous groups?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

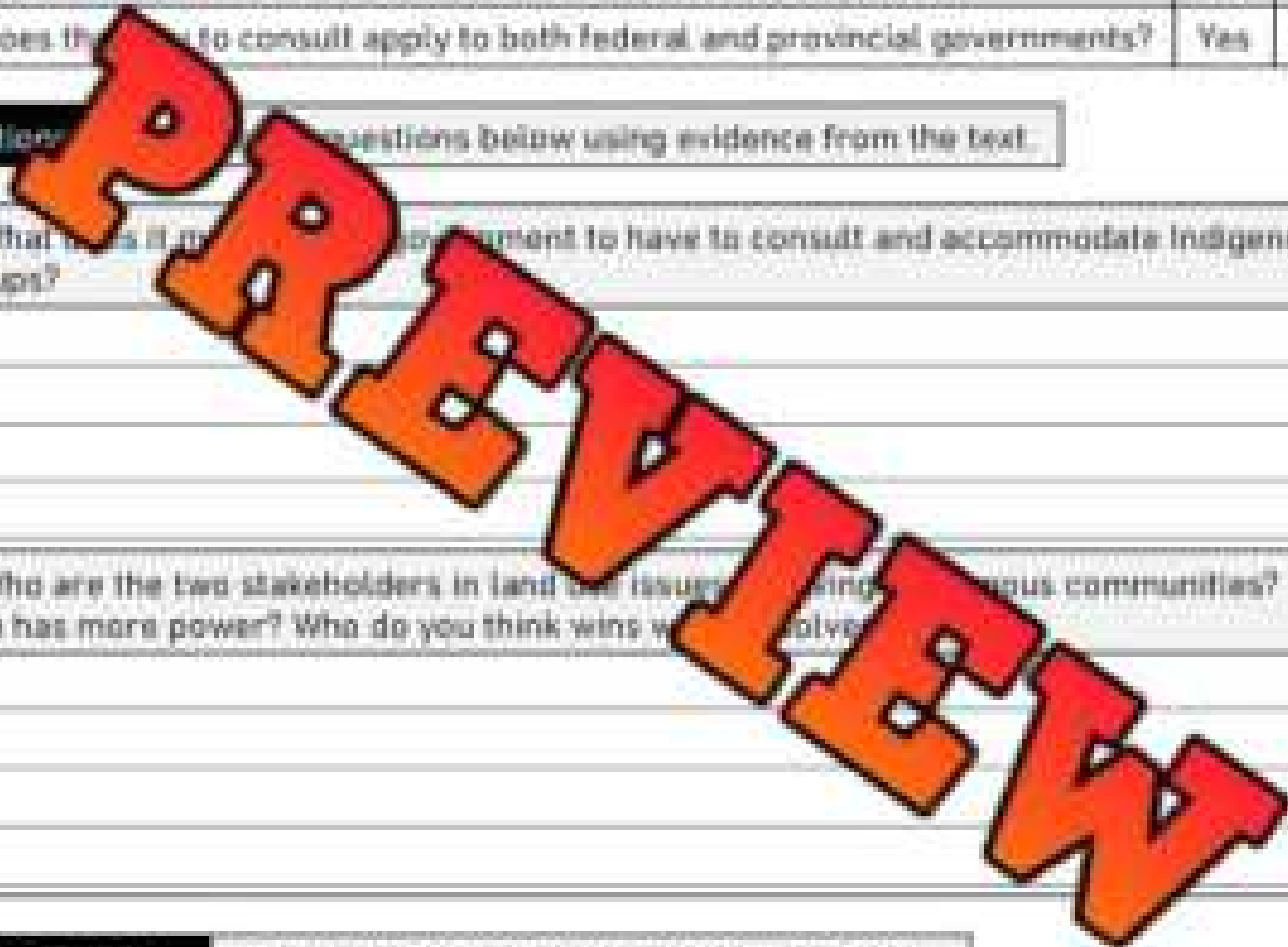
2) Who are the two stakeholders in land use issues involving Indigenous communities? Who has more power? Who do you think wins when they resolve a dispute?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Word Scramble** Unscramble the words from the word bank.

Word Bank				
Inuit	Pipelines	Indigenous	Territories	Crown
Consultation	Trapping	Government	Compensation	Highways
opictarmanno			osicttrnauilo	
niuceodng			eritrtareio	
oengertvnr			esinltppe	

# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Indigenous groups hold about half of Canadian land.	T	
	F	
2) Most Indigenous land is in northern Canadian territories.	T	
	F	
3) Treaties remove all Indigenous rights to their territories.	T	
	F	
4) Consultation means listening to Indigenous views and traditions.	T	
	F	
5) Indigenous nations depend on land for food and culture.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Indigenous groups hold about half of Canadian land.	T	
	F	
2) Most Indigenous land is in northern Canadian territories.	T	
	F	
3) Treaties remove all Indigenous rights to their territories.	T	
	F	
4) Consultation means listening to Indigenous views and traditions.	T	
	F	
5) Indigenous nations depend on land for food and culture.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Indigenous groups hold about half of Canadian land.	T	
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2) Most Indigenous land is in northern Canadian territories.	T	
	F	
3) Treaties remove all Indigenous rights to their territories.	T	
	F	
4) Consultation means listening to Indigenous views and traditions.	T	
	F	
5) Indigenous nations depend on land for food and culture.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Indigenous groups hold about half of Canadian land.	T	
	F	
2) Most Indigenous land is in northern Canadian territories.	T	
	F	
3) Treaties remove all Indigenous rights to their territories.	T	
	F	
4) Consultation means listening to Indigenous views and traditions.	T	
	F	
5) Indigenous nations depend on land for food and culture.	T	
	F	

## Land Use Issue – Coastal GasLink Pipeline

### Coastal GasLink Pipeline – Land Use Dispute

The company Coastal GasLink proposed building a large natural gas pipeline across northern British Columbia, through Wet'suwet'en First Nation territory. This project became a major land use conflict between resource development and Indigenous rights. The pipeline, estimated to cost \$6 billion, was designed to stretch 670 kilometres, carrying natural gas from Dawson Creek in northeastern B.C. to a liquefied natural gas (LNG) plant near Kitimat, where the gas would be shipped to international markets. The plan promised jobs and revenue for the province, but it also raised deep concerns about Indigenous sovereignty.

The area where the pipeline was routed is **unceded territory**, meaning it is not covered by the numbered treaties signed between 1871 and 1921. Because the Wet'suwet'en never ceded or sold their land to the Canadian government, they have no legal obligations and responsibilities to the territory. The Wet'suwet'en have lived on their land for thousands of years, relying on it for hunting, trapping, and fishing, and they believe that the pipeline threatens both their land and their way of life.



But the Coastal GasLink pipeline was approved after receiving approval from the provincial government, which consulted with some Wet'suwet'en leaders. The hereditary chiefs of the Wet'suwet'en argued that their land rights were not extinguished because the territory was never covered by any treaty. Believing the project violated their sovereignty, Wet'suwet'en chiefs and supporters organized opposition and called for the pipeline to stop.

### Protesting the Pipeline

A key protest location was a single road leading north to the construction site. Wet'suwet'en members blocked this road, preventing workers and equipment from reaching the area. Their actions sparked solidarity protests across Canada, with Indigenous and non-Indigenous supporters joining in. In 2018, the B.C. Supreme Court issued an injunction ordering the road cleared. The RCMP were sent to enforce it, resulting in over 30 arrests of Wet'suwet'en supporters. Despite months of protests and national attention, construction eventually resumed. Still, the dispute highlighted the unresolved issues of Indigenous land rights in Canada, showing how unceded lands continue to fuel conflict between governments, corporations, and Indigenous communities.

**Perspectives**

What are both stakeholders thinking about the land use dispute?

Wet'suwet'en's Perspective	The Government's Perspective

**True or False**

Decide if each statement is true or false.

1) Unceded land is land that is not covered by treaties.	True	False
2) The pipeline was built without the consent of the government.	True	False
3) The Wet'suwet'en protested the pipeline.	True	False
4) Eventually the building was stopped because the pipeline was built.	True	False
5) The government sent RCMP officers to arrest the protesters.	True	False
6) Wet'suwet'en land is part of the historic Numbered Treaties.	True	False

**Questions**

Answer the questions below using evidence from the text.

1)	What is unceded land? Who do you think should own unceded land?
2)	Should the pipeline have been built? Explain your opinion.

## Land Use Issues – Canada's Parks

### What are Canada's Parks and Protected Areas?

Canada has **national parks** and **protected areas** that the federal government controls to preserve natural heritage. A national park and protected area is an area that the federal government owns and allows visitors to enjoy. Parks Canada is the government agency that controls the parks. Canada now has 48 national parks that cover more than 340,000 kilometres squared, which is over 3 percent of Canada's landmass.

### Protection and Preservation – Why Are Canada's Parks and Protected Areas Important?

One of the main reasons of Canada's parks and protected areas is to preserve or keep natural lands for future generations. If all land was bought and sold by the public, there wouldn't be any natural areas left to visit. We'd have more factories, houses, and farms, but less land that is left unspoiled.

Undeveloped forests are best at protecting our landscapes and wildlife. When we develop land by building houses, farms and industry, we are destroying **habitats** and **ecosystems**. This is why, when you visit a national park, you are encouraged to leave the park or protected area the way you found it before you entered.

### Banff National Park

One of the most popular national parks in Canada is **Banff National Park**, which is located in the **Rocky Mountains** on Alberta's western border with British Columbia. The Banff National Park is famous for its surreal coloured lakes, snow-capped mountains, and outdoor adventures. The Banff National Park was the first national park in Canada and the world's third national park. It was established in 1887 when it was named the **National Park of Canada**.



It is special because it is the only national park in Canada that is **unspoiled wilderness** of the Canadian Rockies. The park is unspoiled because very limited development has been done on the lands, which means nature was able to develop on its own timeline. The park spans 5,641 square kilometres of mountainous terrain, full of scenic valleys, peaks, glaciers, forests, meadows and rivers.

### Land-Use Issues – Banff National Park

The Banff National Park is protected, but the areas just outside the gates are not. Businesses look to benefit from the park by building condominiums and golf courses just outside. The massive development projects outside of the park go against everything the park stands for.

An inter-governmental organization called **Man and the Biosphere** has worked to slow down development outside of the park. People are getting better at understanding that quality of life is more important than making money.

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

**True or False**

Decide if the statement is true (T) or false (F)

1) The Alberta government owns Banff National Park.	T	F
2) No one can buy land from a national park.	T	F
3) When humans develop land, they are destroying ecosystems and habitats.	T	F
4) Banff National Park was the first national park in the world.	T	F
5) Parks Canada is in control of all national parks across Canada.	T	F

**Questions**

Answer the questions below using evidence from the text.

1) Why are national and protected areas important?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) What does balancing development with nature mean, and why is it important?

\_\_\_\_\_

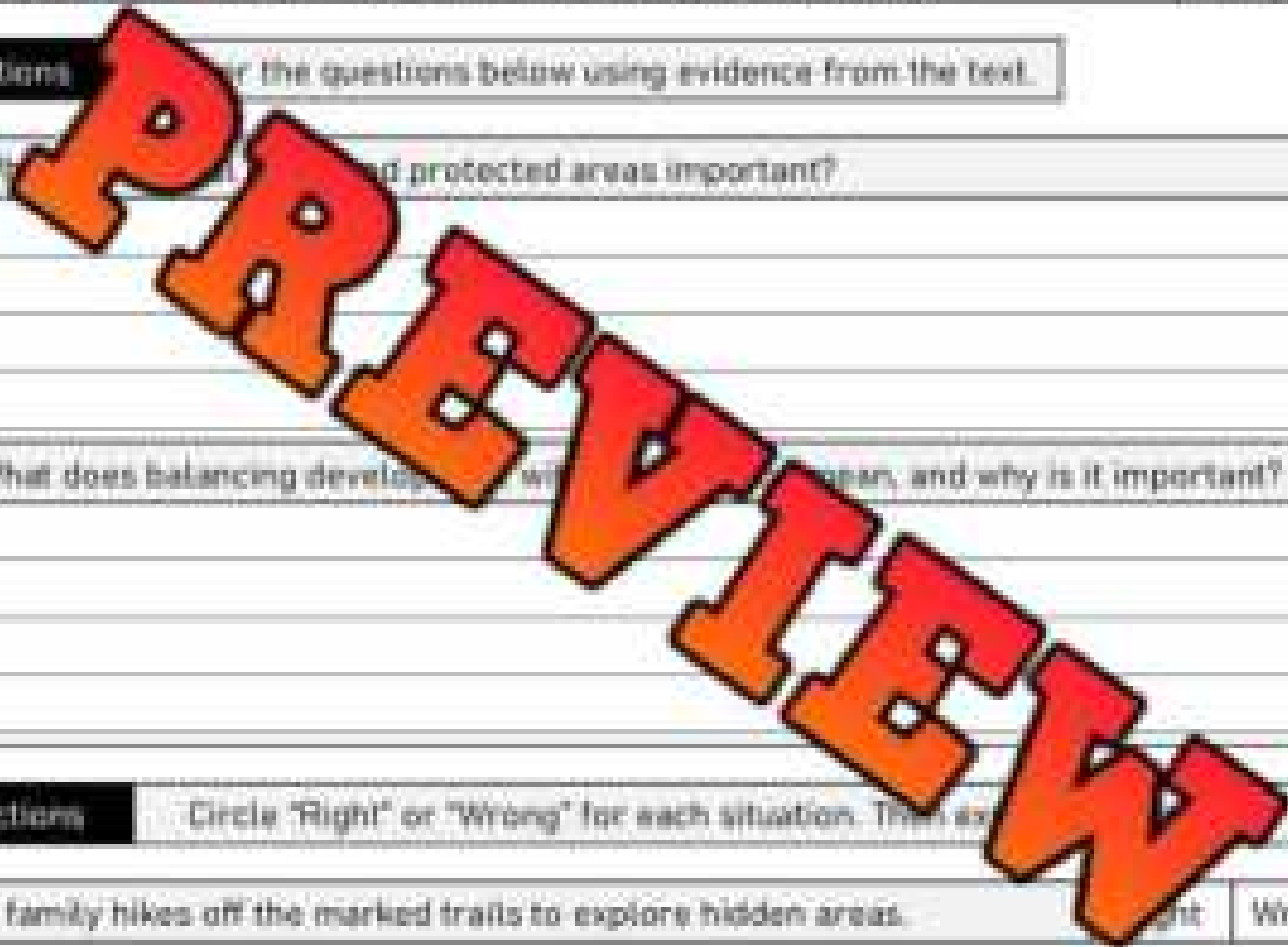
\_\_\_\_\_

\_\_\_\_\_

**Directions**

Circle "Right" or "Wrong" for each situation. Then explain.

1) A family hikes off the marked trails to explore hidden areas.	Right	Wrong
_____		
2) A group of hikers feeds wild animals to get better pictures.	Right	Wrong
_____		
3) A developer clears forest near the Rockies to build a golf course.	Right	Wrong
_____		



## Desertification

### What is Desertification?

**Desertification** is the process where fertile land slowly changes into desert or arid land, losing its ability to support plants, animals, and human life. **Arid land** is soil that is extremely dry, with no water or nutrients left, which means nothing can grow in it. This problem is caused both by human activities and by natural changes in the climate. Areas that once produced crops and supported communities can become barren, leading to food shortages, migration, and economic problems. Today, desertification is seen as one of the most serious environmental issues in the world.

### Climate

Climate is a major cause of desertification. Fertile soil that can grow crops may become arid if the land faces repeated droughts, fires, or floods. These events strip away nutrients and break apart soil. **Global warming**, caused by humans burning fossil fuels, traps heat in the atmosphere, trapping heat and raising temperatures. As the earth's temperature changes, some regions get less rain. Regions near the equator, which are already warm, rise just 1–2 degrees Celsius can make dry areas much drier. Sub-Saharan Africa, the Middle East, South America, and parts of Asia are all at high risk, with millions of people already struggling as fertile land disappears.

### Human Activities Causing Desertification

- 1) **Overgrazing** – When livestock like cows, pigs, or goats eat all the overall plants in one place, vegetation cannot grow back. Without plants to protect it, the soil becomes loose and erodes.
- 2) **Deforestation** – Cutting down trees destroys wildlife habitats and removes the protective tree cover. Without roots to hold it together, the soil becomes weak and infertile.
- 3) **Farming Practices** – Some farmers overuse land, stripping away all its nutrients before moving to a new plot. This leaves the old soil infertile, contributing to desertification.
- 4) **Fertilizers and Pesticides** – Using too many chemicals damages the soil and contaminates water. Overuse makes the land dry, polluted, and unable to grow crops.
- 5) **Extracting Natural Resources** – Mining for gas, oil, or minerals kills or forces out wildlife. The land is left scarred and cannot recover, becoming barren over time.

These combined forces are shrinking fertile regions around the globe and creating challenges for future generations who depend on the land for food and survival.

**Questions**

Answer the questions below using evidence from the text.

1) What does desertification mean?

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2) Describe how each of the human activities causes desertification.

Overgrazing	<hr/> <hr/> <hr/>
Deforestation	<hr/> <hr/> <hr/>
Farming Practices	<hr/> <hr/> <hr/>
Fertilizers and Pesticides	<hr/> <hr/> <hr/>
Extracting Natural Resources	<hr/> <hr/> <hr/>

**PREVIEW****Two Truths and a Lie**

Read each group. Tick ✓ the two true ones. Mark ✗ the one lie.

<input type="checkbox"/>	Arid land has little water and almost no nutrients left.
<input type="checkbox"/>	Too many chemicals leave soil polluted and infertile.
<input type="checkbox"/>	Desertification is only caused by natural events, not human activities.

<input type="checkbox"/>	Resource extraction damages habitats and scars the land.
<input type="checkbox"/>	Africa and the Middle East are safe from desertification.
<input type="checkbox"/>	Overgrazing by livestock leaves soil exposed and easily eroded.

# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

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

Mark: 

--

Check the human activities that cause desertification.

	Overgrazing
	Deforestation
	Recycling
	Fertilizers and Pesticides
	Organic Farming
	Sustainable Grazing
	Extracting Natural Resources
	Farming Practices
	Reforestation

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

Mark: 

--

Check the human activities that cause desertification.

	Overgrazing
	Deforestation
	Recycling
	Fertilizers and Pesticides
	Organic Farming
	Sustainable Grazing
	Extracting Natural Resources
	Farming Practices
	Reforestation

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

Mark: 

--

Check the human activities that cause desertification.

	Overgrazing
	Deforestation
	Recycling
	Fertilizers and Pesticides
	Organic Farming
	Sustainable Grazing
	Extracting Natural Resources
	Farming Practices
	Reforestation

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

Mark: 

--

Check the human activities that cause desertification.

	Overgrazing
	Deforestation
	Recycling
	Fertilizers and Pesticides
	Organic Farming
	Sustainable Grazing
	Extracting Natural Resources
	Farming Practices
	Reforestation

PREVIEW

## Activity – Deforestation Infographic

**Objective** What are we learning more about?

Students will learn how cutting down forests to build farms affects animals, plants, and the environment. They will show their learning by making an infographic using facts and drawings.

**Material** What do we need?

- ✓ Print deforestation statistics sheet (provided)
- ✓ Large blank paper (chart paper is best) (one per group)
- ✓ Infographic planning page
- ✓ Blank infographic page
- ✓ Example infographic



**Method** How do we complete the activity?

- 1) Get into groups of 3 or 4 students.
- 2) Look at the example infographic with your group to see what it looks like.
- 3) Read the deforestation statistics sheet together and talk about what the facts mean.
- 4) Use the infographic planning page to pick and write down 5 to 7 facts you will include.
- 5) Plan where the facts, drawings, and graphs will go on your large paper.
- 6) Start creating your infographic on the large paper using neat writing, drawings, and colour.
- 7) Use symbols, arrows, or charts to help show the meaning of the facts.
- 8) Present your group's infographic to another group and explain what the facts mean.

## How To Guide

How To Guide: Follow these steps to create your infographic.

	Step	Description
1	Join Your Group	Work in a group of 3 or 4. Make sure everyone has the materials: <ul style="list-style-type: none"> <li>• Deforestation fact sheet</li> <li>• Planning page</li> <li>• Example infographic</li> <li>• Big paper for your poster</li> </ul>
2	Read the Fact Sheet	Read the deforestation facts together with your group. Circle or underline the facts that are important or surprising.
3	Pick Your Favourite Facts	Choose one fact for your infographic. Write them on your planning page. Make a list of ideas.
4	Look at the Example	Look closely at the example infographic. What makes it easy to read? What pictures help explain the facts?
5	Plan Your Infographic	Use a pencil to lightly sketch your layout on the big paper. Where will your title go? Where will the facts and pictures go?
6	Draw and Create	Now it's time to make your infographic! Write neatly, use colour, and add pictures, arrows, and symbols.
7	Share With Another Group	Show your infographic to another group or to the class. Take turns explaining what each fact means.
8	Think and Reflect	Answer the 8 reflection questions to show what you learned. Talk with your group or write your answers on your own.

**Criteria** Use the criteria below to complete the activity.

Criteria	Description
Message Clarity	The infographic has a clear message about deforestation and farming.
Fact Choice	5-7 accurate facts were chosen from the data sheet.
Visual	The page includes drawings, symbols, or graphs to explain the facts.
Layout	The page is easy to read, and colour helps highlight ideas.
Team Effort	Everyone in the group shared ideas and helped with the work.

**Example Model** Use the following infographic as a guide to create your own infographic below.



**Infographic Data** Use the information below to help you build your infographic.

The rate we are developing our land is affecting the environment. When we cut down forests to build farmlands, we are destroying ecosystems that many different species of animals depend on. The destroying of these ecosystems causes less biodiversity, which has led to many species going extinct. Check out the statistics below:

- The world has lost one-third of its forest due to deforestation.
- 10 million hectares of forest is lost each year for farmland and settlements.
- 2,500 hectares are lost each minute.
- Every second, an area the size of a football field is cut down.
- In the last 100 years, 150 species have been declared extinct.
- 53% of all land mammals have been lost.
- In the last 50 years, 68% of bird populations worldwide have declined 68%.
- By 2030, projections are that only 10% of the world's rainforests left.
- Over half of the world's wildlife species live in the forest.
- 25% of all cancer fighting medicines come from plants in the rainforest.
- 75% of deforestation in South America is due to logging.
- Canada has over 300 million hectares of forest land.
- Almost 90% of Canada's forests are owned by provinces and territories.
- Forests clean the air by absorbing carbon dioxide and giving out oxygen.
- Trees help stop floods by soaking up rainwater.
- Many First Nations communities depend on forests for food and medicine.
- The Amazon rainforest makes 20% of the world's oxygen.
- In Canada, wildfires destroy millions of trees every year.
- Farming, logging, and mining are the top causes of deforestation in Canada.
- Canada has 9% of the world's forests — more than almost any other country.
- About 134,000 people in Canada work in forest-related jobs.
- Around 2.3 million hectares of forest are cut each year in Canada.
- Forests cover about 38% of Canada's total land area.



**PREVIEW**

**Planning**

Answer the questions below.

1) **Group Plan:** What will your infographic show? What message do you want to share?

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2) **Choose 5 Facts:** Write 5 to 7 facts your group will use in the infographic.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3) **Picture Ideas:** What pictures, charts, or maps will explain your facts?

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5) **Steps:** What steps will your group follow to make your infographic? Write them in order.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**PREVIEW**

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

93

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**Draft**

Sketch your infographic in the space below.

**PREVIEW**

**Class Gallery Walk**

Walk around the classroom to look at each group's infographic. Write down three things you learned.

1

2

3

**PREVIEW**

**I Am Proud Because...**

Write a sentence about what you are proud of your infographic and what message it shows.

**Next Time I Will Improve By...**

Write a sentence about what you would do better next time to make your infographic even more clear or detailed.

**Rubric**

How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
<b>Message Clarity</b>	Message is missing or unclear	A message is there but confusing	Message is mostly clear	Clear, strong message shown
<b>Fact Check</b>	Wrong or no facts used	Some facts correct	Mostly correct facts	All facts correct and match topic well
<b>Design</b>	None or very few visuals added	A few visuals are added	Helpful visuals support the facts	Creative and clear visuals throughout
<b>Neat Work</b>	Handwritten and messy	Mostly neat, some colour used	Mostly neat with some colour	Very neat with colour used well
<b>Team Effort</b>	One person did most work	A few people helped	Most group members helped	Everyone helped and shared ideas

**Teacher Comments**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Mark \_\_\_\_\_

**Student Comments - What Could You Do Better?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



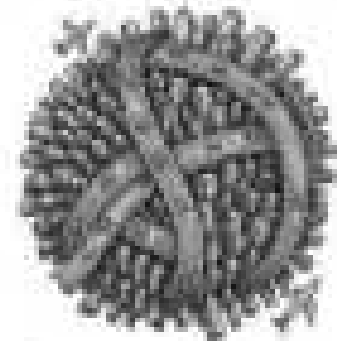
## Urbanization

### Urbanization

The term **urbanization** refers to the process by which towns grow into cities and a larger share of people live in urban areas compared to rural ones. Over time, more people have chosen to leave farming villages and small towns to live in cities where there are usually more jobs, services, and opportunities. Urbanization has been a global trend, and it continues today as people search for better education, healthcare, and employment in cities. Many countries have seen rapid changes in the last century, with cities expanding at fast rates and rural land becoming less populated.

### Urban

- In 1950, 15% of the world's population lived in cities. This means that 85% lived in rural areas, farming and growing crops.
- By 1980, this number grew to 29% as industries and factories created jobs.
- In 2015, the percentage rose to 54%, meaning that more than half the world was living in cities for the first time in history.
- Experts predict that by 2050, 68% of the world's people will live in cities, making rural populations much smaller.
- In Canada, the change has been even more dramatic. In 1950, 82% of Canadians lived in urban areas, with most concentrated in cities like Toronto, Vancouver, and Montreal.



### Megacities

As populations shift to urban areas, the rise of **megacities** has transformed the world. A megacity is defined as an urban area with more than 10 million people. Only two cities—Tokyo and New York—fit this category. By 2020, however, there were 10 megacities worldwide. The largest increases occurred in Asia, especially in India and China. Cities such as Mumbai, Delhi, and Shanghai have populations that exceed 20 million, making them larger than many countries. The growth of megacities has created massive demand for housing, transport systems, and public services.

### Challenges with Urbanization

The rapid pace of migration to cities also creates major challenges. In India, about 30 people move from rural areas to cities every 60 seconds. Such growth overwhelms infrastructure, since many cities were not built to support millions of new residents. Problems include heavy traffic, severe air pollution, limited clean water, rising crime, and housing shortages. Cities with weak planning and few resources often struggle to meet demand, leading to overcrowded neighbourhoods, unsafe living conditions, and strained public services. These challenges show the importance of city planning to ensure people live safely and comfortably as urbanization continues worldwide.

**True or False**

Decide if the statement is true or false.

1) Most people in Canada live in rural areas.	True	False
2) Urbanization causes infrastructure problems in cities.	True	False
3) A megacity is a city with over 500,000 people.	True	False
4) Most megacities are in China and India.	True	False
5) Tokyo and New York were the only megacities in 1970.	True	False

**Questions**

Answer the questions below using evidence from the text.

1) What does the word "urban" mean?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) What is the current trend in the world getting more urban or rural?

\_\_\_\_\_

\_\_\_\_\_

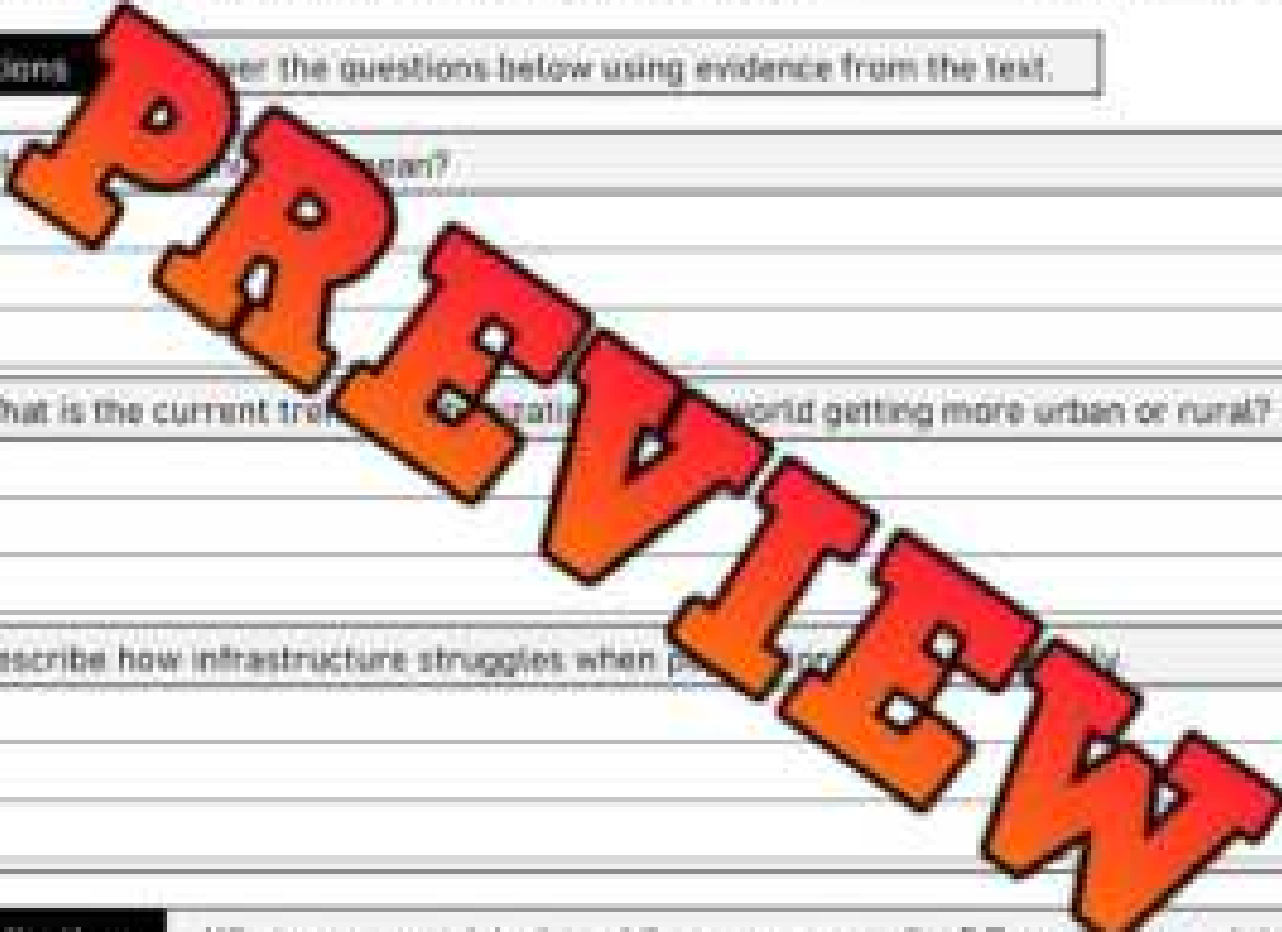
\_\_\_\_\_

3) Describe how infrastructure struggles when people move to cities.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Visualization**

What were you picturing while you were reading? Describe your picture.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Urban Sprawl

### What Does Urban Sprawl Mean?

**Urban sprawl** is when a city spreads outward into nearby undeveloped land. This usually happens when new suburban neighbourhoods are built around the edges of an existing city. These areas, called **suburbs**, have a much lower population density than the central city, meaning fewer people live on each square kilometre of land.

Many families move to the suburbs because they offer larger homes, private yards, and quieter streets compared to crowded downtown areas. Houses are often less expensive than those in the city core, making them attractive to young families. Many urban residents often commute into the city for work, shopping, and cultural events, balancing the benefits of suburban life with more space and privacy at home.



### Problems with Urban Sprawl

Urban sprawl causes several problems, including increased traffic, loss of green space, and poor city planning.

- 1) Increased Traffic and Pollution:** Suburbs depend on cars. Daily commuting means long traffic jams, leading to higher air pollution. For example, in Toronto and Vancouver, commuters spend hours each week stuck in traffic, which increases greenhouse gas emissions and contributes to climate change.
- 2) Loss of Wildlife and Green Space:** Sprawl destroys farmland, parks, and forests as land is cleared for housing and shopping plazas. This destroys habitats for deer, foxes, and bird species. Once farmland is converted, it cannot easily be returned to agricultural use, leading to long-term food security concerns.
- 3) Poor City Planning:** Suburbs often grow faster than roads and public transit can be built. Some neighbourhoods lack sidewalks or reliable public transportation, forcing residents to drive everywhere. In poorly designed areas, houses may be built near busy highways or industrial sites, lowering quality of life.

### Environmental Costs of Urban Sprawl

Urban sprawl has serious environmental effects. The average North American spends about 27 minutes travelling to work one way, which adds up to hours of fuel burning every week.

- **Air pollution:** Cars release nitrogen oxides and carbon monoxide, which contribute to smog and increase asthma rates.
- **Climate change:** Transportation is one of Canada's largest sources of carbon emissions. Millions of cars add significantly to global warming.
- **Energy use in suburbs:** Larger homes use more electricity for heating and cooling. Combined with higher car use, suburban living consumes much more energy than dense urban living.

**Questions**

Answer the questions below using evidence from the text.

1) What does urban sprawl mean?

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2) What are the three problems with urban sprawl? Write them in your own words.

1)	
2)	
3)	

3) Name three reasons families prefer to live in downtown areas.

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**Making Connections**

Name a city near you with suburbs. List the names of the suburbs.

City			
Suburbs			

Where you live, do your parents end up driving more or less? Why?

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## Social Media Post – Rural to Urban Migration

**UrbanWatcher88** 

Should people keep moving from rural villages to large cities for better jobs and services, or does this migration create problems like overcrowding, pollution, and inequality? How does this trend shape Canada's future?

11:30 AM - 31/08/2025 - 1,929 SHARES 4,721 LIKES    



4 LIKES

**DanielRivera13**: Moving to cities provides access to hospitals, schools, and employment. In 2021, 82% of Canadians lived in urban areas, showing people see long-term benefits in services and opportunities not available in rural communities.



4 LIKES

**EmilyTran24**: Urban migration causes overcrowding. Toronto's population density exceeds 4,700 people per km<sup>2</sup>. That pressure creates housing shortages, higher rents, and long commutes. Rural areas may lose young workers while cities struggle to support rapid growth.



11 LIKES

**LiamPatel09**: Cities offer jobs but also waste and air pollution. In 2020, transportation contributed 15% of Canada's greenhouse gases. Planning sustainable transit and green spaces can balance growth and environment.



9 LIKES

**DanielRivera13**: Families migrate for economic stability. Rural jobs are seasonal and unstable. Urban centres offer steady employment, healthcare, and services. Migration is driven by economic survival, not simply preference for city living.



4 LIKES

**EmilyTran24**: Yet farming communities depend on rural Canada for food security, but fewer farmers mean less production. The migration pattern weakens rural economies and increases the cost of food.



10 LIKES

**LiamPatel09**: Governments can support both sides—improve rural infrastructure, health clinics, and local jobs, while also managing city housing policies. Smart planning reduces the "push" factors that force people out of villages.



10 LIKES

**DanielRivera13**: In developing regions, rural-urban migration reduces poverty by giving access to wage-paying jobs. Canada reflects this trend too, especially among newcomers who settle in urban centres first, then support relatives back home.



7 LIKES

**EmilyTran24**: But growth often outpaces infrastructure. Montreal faces traffic congestion costing billions annually in lost productivity. Without strong planning, more migration can lower quality of life for both migrants and long-time residents.



10 LIKES

**LiamPatel09**: Urbanization is global. By 2050, nearly 70% of people worldwide are expected to live in cities. The challenge isn't stopping migration—it's creating resilient, sustainable cities that don't collapse under population pressure.



10 LIKES

**DanielRivera13**: Ultimately, urban migration reflects opportunity gaps. If rural areas received equal investments in jobs, health care, and education, fewer people would need to leave. Migration highlights inequalities Canada must address.

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

**Agree or Disagree** Read each statement and circle either Agree or Disagree.

1) Cities always give people better health care and schools.	Agree	Disagree
2) Urban migration weakens farming communities and food supply.	Agree	Disagree
3) Montreal's traffic proves migration hurts the economy.	Agree	Disagree
4) By 2050, cities will fix rural and urban inequality.	Agree	Disagree
5) Urbanization helps cities but leaves farming unaffected.	Agree	Disagree
6) Migration is about survival, more than lifestyle choice.	Agree	Disagree

**Questions** Write answers to the questions below.

1) Why do many young people move away from farming towns?

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2) How can moving to cities help people in poor countries?

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3) What ideas could help make both villages and cities better?

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**Opinion** Write a comment that you would add to this conversation.

Username: \_\_\_\_\_

Date: \_\_\_\_\_

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# Land Reclamation

## What is Land Reclamation

**Land reclamation** is the process of changing land that humans have disturbed back into its natural state or into a new, environmentally friendly condition. These projects are meant to repair or reverse the damage caused when natural resources such as coal, oil, or timber are removed from the Earth. Reclamation is especially important in Canada, where resource industries have left behind large open pits, waste piles, and stripped forests.

For example, when a forest is clear-cut to harvest timber, it does not simply grow back on its own. To reclaim the forest, workers plant new trees, test the soil for contaminants, and add it with nutrients so plants can thrive again. Over time, this allows animals that lived there to return, restoring the balance of the ecosystem. Without reclamation, the land would remain barren, causing erosion, flooding, and permanent loss of natural resources.

## Land Reclamation in Alberta



### 1. Oil Sands Reclamation in Alberta

Oil sands extraction in Alberta has created massive pits that have polluted the soil. An innovative project will help to enrich the mined soil by planting crops that grow quickly and can be harvested for biomass, which is a source of renewable energy. This project will also help to extract non-renewable fossil fuels and transform them into a source of clean energy. The project will reduce greenhouse gas emissions while giving the land a new purpose. By recycling the soil and vegetation, the reclamation project will reduce erosion and help water systems recover.

### 2. Syncrude Reclamation

In 2008, Syncrude launched a landmark project that turned an old oil mine into a wetland ecosystem called a fen. Scientists and workers planted more than 100,000 native trees and shrubs. These included species that could survive Alberta's harsh climate and eventually grow without human care. The wetland provided a natural filter for water, improved soil conditions, and offered shelter for wildlife. Today, this reclaimed fen supports thousands of species, from insects to large mammals. The project won awards for showing that even heavily damaged oil sands land can be restored. It became one of the first examples in Canada where an industrial oil site was transformed into a functioning natural environment.



## Questions

Answer the questions below using evidence from the text.

1) What is land reclamation? Why is it needed?

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2) How was the Alberta coal mine reclaimed, and why does it matter?

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3) What might happen to the land if it is not reclaimed?

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## Matching

Match each word to the correct definition.

Open-pit coal mine Willow crops Syncrude Fen  A shallow wetland ecosystem created during a reclamation project. A large excavation made by cutting out of the ground. A type of tree that is planted in mined soil to help restore the site. A type of oil that is extracted from the ground. A type of coal mine that is used to produce energy.

## True or False

Decide if the statement is true or false.

1) Land reclamation is needed because sometimes we destroy our land.	True	False
2) Reclaiming land means we can restore ecosystems.	True	False
3) Land reclamation means we clear-cut forests so we can build houses.	True	False
4) In Alberta, a coal mine was turned into a source of renewable energy.	True	False
5) Mines cannot be converted into environmentally friendly land.	True	False

## Interview: Waste Management Issues

**Student:** Hi! Can you explain what Solid Waste Management Services does in Toronto?

**Official:** Certainly. Our division is responsible for collecting, processing, and disposing of all residential waste in Toronto. With almost 3 million residents, we manage more than 900,000 tonnes of residential waste annually. Without proper systems, this amount of garbage would harm the environment and public health.

**Student:** What happens after garbage is picked up from homes?

**Official:** It goes to one of our transfer stations. At the station, it's sorted: blue bin recycling goes to recycling recovery facilities, green bin organics go to digestion plants, and the rest goes to landfill. Right now, about 53% of residential waste is diverted through recycling and composting.

**Student:** What about incineration? We hear it's used for energy?

**Official:** Toronto does not incinerate residential waste. Organics are turned into biogas and compost. The biogas can be upgraded to biomethane gas, which powers city vehicles, while the compost enriches soil. Incineration is used in some countries, but it produces emissions we want to avoid.

**Student:** Can you explain the landfill Toronto uses?

**Official:** Yes. Our main disposal site is the Green Lane Landfill, which was purchased by the city in 2007. It receives about 3,000 tonnes of Toronto's waste daily. Unlike old dumps, a sanitary landfill uses clay and plastic liners to prevent groundwater contamination. Each layer of waste is compacted and covered with soil. The landfill also captures methane gas, which is converted into electricity for the power grid.

**Student:** Are there risks with landfills?

**Official:** Even modern landfills face challenges. They produce leachate, a liquid that must be collected and treated, and they take up large areas of land. Capacity is limited — Green Lane is expected to be full by the late 2030s or early 2040s if current trends continue.

**Student:** What steps is Toronto taking to improve?

**Official:** We're investing in waste diversion and resource recovery. This includes programs for textiles, electronics, hazardous waste, and yard waste. The city also promotes the 3Rs — reduce, reuse, recycle — plus recover, aiming for a zero waste future. Success depends on residents making smart choices every day.



**PREVIEW**

## Questions

Answer the questions below using evidence from the text.

1) Why is waste management needed? Why is it becoming more challenging?

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2) Explain why Toronto does not use incineration for household waste.

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3) What do you think is the best way to manage waste?

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## Multiple Choice

Circle the correct answer.

1) Toronto produces how much residential waste?	5 million tonnes	90,000 tonnes
2) What do organics become after processing?	plastic	glass
3) Which landfill receives Toronto's daily garbage?	Valley View	Green Lane
4) What gas is collected from landfills?	hydrogen	methane
5) Where does waste go first after pickup?	Transfer stations	Recycling plants

## Questioning

What questions would you ask the official if you were the interviewer?

1)

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2)

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3)

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## Research – Local Waste Disposal

Research how your community gets rid of waste. Go online and search "waste disposal" along with your city/town name. Example: garbage disposal Kingston. Most cities and towns will have their waste disposal methods available for residents to read about online. Answer the questions below about the waste disposal methods used in your city/town.

1) How is household waste collected in your town/city?

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2) What do you do with your recyclable waste, and what rules apply locally?

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3) How should you get rid of your car?

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4) What do you do if you have large items for waste disposal (e.g. furniture, appliances)?

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5) How is the waste that is collected disposed of by the city or township?

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6) Do you think your city disposes of waste in an environmentally friendly manner?

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**PREVIEW**

## Beyond the Three Rs

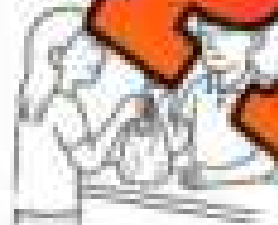
### Beyond the Three Rs

Waste is a big problem and the **three Rs** are a great start to solving it. But there is more we can do to stop how much we are wasting. We should consider the new **7 R**! Calgary is the world's cleanest city, and they do it by having their residents follow the **7 Rs**. Beyond the three Rs, we can add 4 more – **Refuse, Repair, Regift, and Recover**.

### Refuse

The term **refuse** means all things left over after use. It is similar to waste, but waste means all things that cannot be recycled. When we buy things, we should consider the

amount of refuse that will be leftover after we use the item. We should



things like

Are products available somewhere else with less packaging?

Do we really need it?

Can we reuse it?

### Repair

We quite often buy new things because the old ones have stopped working. To cut down on buying new things, we should consider **repairing** what we already have. For example, our old shoes can have new soles put on them to allow them to last longer. We could also have our old TV or washing machines fixed before buying new ones.



### Regift

If we have items that we don't like or don't use, we shouldn't just throw them in the trash. Instead, we can **regift** them to someone who will appreciate them. If you give these items for free, you will quite often find someone who will love them. This means the item did not end up in the trash and it is helping someone else.

### Recover or Rot (Compost)

We need to remember that organic waste is helpful for our environment. We should never throw away food scraps, glass clippings and other organic waste because we can **compost** it. **Composting** organic waste means the waste becomes nutrient rich soil. Allowing organic waste to rot in composters is good for our environment.



**Questions**

Answer the questions below using evidence from the text.

1) What can we do beyond the 3 Rs?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) Does the city or town you live in have thrift shops? Can you easily regift or sell some of your old things?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) Explain why certain items can help reduce waste overall.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**True or False**

Circle whether the statement is true or false.

1) Letting organic material rot is good for our environment.	True	False
2) Throwing out old food is okay because it is old.	True	False
3) We can reduce waste by regifting or reselling our old stuff.	True	False
4) Refuse is only the leftover waste that can't be recycled.	True	False
5) You can repair your old things so you don't have to throw them away.	True	False

**Making Connections**

What does this reading remind you of in your life?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Sustainable Development

### What is Sustainable Development?

Sustainability is the concept that something can continue for a long time without being destroyed or losing its value. We use the term **sustainable development** to describe the careful growth of our planet in ways that do not deplete natural resources, damage ecosystems, or create long-term harm. It is about balancing human needs with environmental protection. For example, instead of cutting down forests without replanting, sustainable development would involve responsible forestry, where new trees are planted to replace those that are used.

It is important that we manage our planet wisely to support a growing global population. Today, the world has over 8 billion people, and the number continues to rise. This creates greater demand for food supplies, fresh water, energy, and land. If we use our resources too quickly, future generations may struggle to survive. Sustainable development ensures that our children and grandchildren can enjoy the earth just as we do.

### Achieving Sustainable Development

Meeting human needs while considering the environment requires innovation and responsibility. Below are detailed ways to make a difference.

- **Conserve energy** – Simple actions like turning off lights, using LED bulbs, buying efficient appliances, and taking shorter showers can add up. In Canada, households use nearly 11% of the country's total energy. By reducing energy use, we reduce demand on power plants.
- **Use less fossil fuels** – Fossil fuels such as coal, oil, and natural gas emit greenhouse gases that cause climate change. Choosing to walk, bike, take public transit, or walk instead of driving reduces emissions and improves air quality.
- **Use renewable energy** – Solar panels, geothermal heating, and wind turbines capture clean energy that does not run out. In Ontario, over 90% of electricity already comes from low-carbon sources, showing renewable power can be scaled successfully.
- **Gardens** – Growing food in backyards, rooftops, or community gardens decreases reliance on imported groceries, cuts transportation emissions, and provides fresher, healthier food.
- **Buy electric vehicles** – EVs use around 76% less energy than gasoline cars. As battery technology improves, their driving range increases and charging stations are expanding across Canadian cities.
- **More parks and local farms** – Building green spaces and supporting local farmers' markets reduce food miles and encourage outdoor activity. Local farms also keep money within the community, supporting economic and environmental health together.

Questions

Use information from the text to support your answer

1) What does sustainable development mean? Why is it important?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) How can we achieve sustainable development?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) Why do you think conserving energy with the environment important?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

True or False

Circle whether the statement is True or False

1) Sustainable development will help the future generations	True	False
2) Conserving energy will help with sustainable development	True	False
3) EVs burn the same amount of fossil fuels as gas burners	True	False
4) Having more local farms and parks is bad because it takes more land	True	False
5) Using renewable sources of energy is important for sustainability	True	False
6) Ontario generates over 90% of its electricity from low-carbon sources	True	False

Reflect

What are you doing to help achieve sustainable development?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Rainwater Harvesting

### Rainwater Harvesting

**Rainwater harvesting** is the practice of collecting and storing rainwater run-off from a structure, such as a house roof, so it can be used later. By directing water through gutters and downspouts into storage tanks, families can save water for daily use. Harvesting rainwater can be as simple as setting out a barrel to catch rain, or as complex as installing large tanks with filters, pumps, and piping that meet the needs of an entire household.

Rainwater can be used for many everyday purposes. It can be used to water lawns, wash clothes and vehicles, or flush toilets. When rainwater is filtered and treated, it may also be safe for drinking. In many areas, these systems reduce reliance on city water and help lower monthly utility bills.

Some key uses of rainwater include:

- **Garden irrigation:** Watering lawns, lawns, and plants without using municipal water.
- **Household needs:** Toilet flushing, laundry, and washing.
- **Emergency supply:** Stored water during droughts or disruptions in water services.



Rainwater harvesting is a modern idea—it is used worldwide by millions of people. Rural communities in Brazil, India, and Thailand often rely on these systems, especially where fresh water is limited. In Brazil, the situation is particularly dire: it holds 18% of the world's freshwater, yet only 10% have reliable water services. Droughts affect rural families, and rainfall can be unpredictable.

In response, the Brazilian government launched the “Programa Um Milhão de Cisternas” (One Million Cisterna Program) in 2003. The project aimed to equip one million households with rooftop collection systems. Each system included gutters, pipes, and a massive 16,000-litre storage tank. Families could then use a manual pump to access water during the dry season. This initiative has provided clean, accessible water to millions of Brazilians, especially in the country's northeast region, where droughts are most severe.

Rainwater harvesting shows how simple technology can solve complex global problems. By making use of a free natural resource, communities can secure water for drinking, farming, and daily survival, even in times of scarcity.



**PREVIEW**

## Questions

Use information from the text to support your answer.

1) What is rainwater harvesting? What can you do with rainwater?

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2) How is rainwater harvesting helping rural areas in Brazil?

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3) In your opinion, is it safe to drink if rainwater is untreated?

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## True or False

Circle whether the statement is True or False.

1) Rainwater can be used to drink without treatment in most countries.	True	False
2) Rainwater harvesting is done by collecting water from roofs.	True	False
3) Rainwater harvesting allows rural areas in some countries to have access to water.	True	False
4) All of Brazil has access to freshwater.	True	False
5) Rainwater is the same as ocean water.	True	False

## Diagram

Draw a diagram of how a rainwater harvesting system works.

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## Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

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

Mark \_\_\_\_\_

Multiple Choice: Circle the correct answer

1. Rainwater harvesting means...

- a) Building dams to stop floods
- b) Collecting and storing rain for use later
- c) Using only water from lakes and rivers
- d) Boiling water to make it clean

2. One benefit of using rainwater is...

- a) It saves money on water bills.
- b) It reduces city water use.
- c) It helps during dry seasons.
- d) All of the above.

3. Brazil's "One Million Cisterns Program" was designed to...

- a) Build dams along rivers
- b) Provide water for one city only
- c) Give rural families rainwater tanks
- d) Ban rainwater collection systems

4. Which is **not** a key use of rainwater?

- a) Watering crops and gardens
- b) Flushing toilets and washing clothes
- c) Cleaning sidewalks and driveways
- d) Drinking directly without filtration

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

Mark \_\_\_\_\_

Multiple Choice: Circle the correct answer

1. Rainwater harvesting means...

- a) Building dams to stop floods
- b) Collecting and storing rain for use later
- c) Using only water from lakes and rivers
- d) Boiling water to make it clean

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- d) Ban rainwater collection systems

4. Which is **not** a key use of rainwater?

- a) Watering crops and gardens
- b) Flushing toilets and washing clothes
- c) Cleaning sidewalks and driveways
- d) Drinking directly without filtration

## Memory Game – Human Settlement

**Objective**

What are we learning about?

Students will learn key settlement terms and real-world examples by playing a memory match game. Each card will show either a term or an example that matches it. Students will match each term with its correct meaning and discuss how these ideas show patterns and trends in settlement.

**Materials**

What do you need for the activity?

- Set of Memory Game cards for each group (provided)
- A small table or clear area for the activity

**Instructions**

How will you complete the activity?

- 1) Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards (provided).
- 2) Have each group lay all the cards face down in a grid on the table.
- 3) The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
- 4) If a student finds a match, they remove those cards from the grid and keep them.
- 5) If the cards do not match, they are turned back over, and the next student takes a turn.
- 6) The game continues until all the cards have been matched.
- 7) After the game, review the terms and definitions with the class.
- 8) Discuss why these terms are important to understand and how they relate to the topic.

**Urbanization**

The growth of cities as more people move from rural areas.

**PREVIEW**

**Population Distribution**

The way where people live across the world.

**Settlement Pattern**

The way homes and cities are arranged on the land.

**Land Reclamation**

The process of creating new land by filling water or wetlands.

**Sustainability**

Using resources in a way that meets needs now and in the future.

**PREVIEW**

The spreading of cities into nearby countryside, often causing pollution.

**Resource Town**

A community built around one resource, such as oil.

**Ghost Town**

A town once full of people that becomes empty after people moved away.

**Deforestation**

The clearing of forests to make room for farms or buildings.

**Desertification**

The process where land becomes dry and turns into desert.

An area that has a specific type of weather over many years.

**Floodplain**

Land near a river that often floods but has fertile soil.

**Waste Management**

The way garbage, recycling, and pollution are controlled in a city.

**Economic Migration**

Moving to another place to find better work or income.



## Role-Play: Human Settlement and the Environment

**Objective** What are we learning about?

Students will explore how human settlement patterns, land use, and environmental sustainability are connected. They will examine how people adapt to, depend on, and impact the environment in *Global Settlement: Patterns and Sustainability*.

**Materials** What do we need for our activity?

- Scenario cards (see Appendix A for situations) (provided)
- Props or costumes (optional)
- Timer or stopwatch



**Instructions** How will we complete our activity?

- 1) Divide the class into small groups of 3 to 4 students.
- 2) Provide each group with a scenario card that outlines a specific situation related to the topic being studied.
- 3) Give out roles to each student in the group, assigning them a character or role within the scenario, or let them decide and take roles.
- 4) If available, distribute props or costumes that may help students embody their roles more effectively.
- 5) Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
- 6) Allow each group to present their role-play to the class.
- 7) After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
- 8) Distribute reflection sheets for students to express what they learned and felt during the activity.

**Criteria**

Use the criteria below to complete the activity.

Criteria	Description
<b>Creativity</b>	Show what your character thinks and feels. Use ideas that make the role-play more real and interesting.
<b>Voice</b>	Speak clearly and loudly so others can hear. Change your voice to match your character's feelings.
<b>Actions</b>	Use body movements, facial expressions, and actions that match your character's story.
<b>Stay in Character</b>	Stay in character. Don't break role until you're finished.
<b>Teamwork</b>	All roles must take turns and make sure everyone joins.

**Scenario Cards**

Scenario	Description
1 <b>The Pipeline Debate - Wet'suwet'en and the Crown</b>	In northern British Columbia, the approval of a new natural gas pipeline is approved to pass through traditional territory. Government officials and developers promise new jobs and energy exports. Hereditary chiefs declare the land unceded. Wet'suwet'en blockades roads across the country. Police vehicles appear in the area. Emotional confrontations. Across Canada, citizens debate whether economic growth can justify the violation of hereditary rights, and whether the environment can endure another major project.
2 <b>The Resource Town Boom</b>	A remote northern town transforms overnight after miners discover oil deep beneath the rocky hills. Workers flood in by the hundreds, and streets fill with trucks, bars, and glowing neon signs. The mayor celebrates new schools and shops, but water from the nearby river begins to darken with waste. Families buy large houses only to lose them when oil prices crash. Once-busy stores stand empty, and neighbours quietly pack up their cars to leave. The wind howls through abandoned buildings, leaving behind a community that rose and fell with the resource beneath its soil.

## Scenario Cards

Cut out the topics below

Scenario	Description
3 <b>The Flooded City: Climate Change Crisis</b>	In a coastal city surrounded by seawalls and fishing docks, storm warnings flash across the news as waves grow taller each year. Streets that once echoed with children's voices now flood with salty water at high tide. The mayor struggles to convince citizens to relocate, while business owners refuse to leave the land they built their lives on. Scientists warn that sea levels will continue to rise, threatening hospitals and schools near the shore. Tempers flare at city hall as residents argue about cost, loyalty, and survival while the ocean continues to advance.
4 <b>Land Reclamation in Japan</b>	In a bustling port city of Kobe, Japan, engineers present a plan to reclaim lost land by filling in part of the bay. Tower cranes rise against the sky as politicians promise affordable homes and jobs for the city's citizens. Environmentalists worry that marine life will be lost and the bay will hit harder with nowhere for floodwaters to go. As the project continues, whispers of risk grow louder until a powerful earthquake tests both the strength of the sea walls and the choices of those in charge.
5 <b>Urban Sprawl in Toronto</b>	North of Toronto, golden fields stretch to the horizon where developers mark new subdivisions. Bulldozers and heavy machines plow through soil that once produced food for the city's markets. Farmers plead for protection, but the city's needs keep rising, pulling highways and shopping centers closer. City planners face pressure to provide housing for the thousands moving in each year. Soon, traffic jams crawl past, turning into pavement. The city spreads wider and wider, and many begin to ask if endless expansion can ever lead to sustainable living.
6 <b>Desertification in the Sahel</b>	In the Sahel region of West Africa, families watch as fertile soil turns to cracked earth beneath the hot sun. Livestock search for grass among dusty plains where green once grew. Droughts stretch longer each year, forcing herders and farmers to fight over the shrinking land. The government sends aid trucks with seeds and tools, but they arrive too late for some villages. Young people leave for cities, hoping to find food and work. As sandstorms sweep across the horizon, the future of the land and its people hangs in a fragile balance.

## Scenario Cards

Cut out the topics below

	Scenario	Description
7	<b>The Disappearing Forest: Deforestation Dilemma</b>	<p>In a tropical forest rich with wildlife, the sound of chainsaws replaces the songs of birds. Massive trees fall one by one to make room for palm oil plantations. Indigenous communities watch rivers dry up and sacred plants disappear, while loggers celebrate their growing profits. Government officials defend the decision as economic progress, claiming the factories will bring jobs and schools. Across the country, citizens argue whether development is worth losing one of the planet's most important ecosystems. Smoke rises from burning tree stumps as tension builds between those seeking wealth and those determined to protect the forest.</p>
8	<b>Climate and Settlement in Northern Canada</b>	<p>In a town surrounded by tundra, cracks spread across frozen streets as the ground begins to sink. Houses tilt, pipes burst, and the infrastructure that held everything firm now melts into slush. Residents notice caribou migrating farther north, while the trail of reindeers that never ended this way. Scientists warn of rapid change, carrying instruments that measure the new. Citizens face an impossible decision—whether to rebuild their lives or live or move south for safety. The ice that kept them safe is melting before their eyes.</p>
9	<b>Building a Megacity</b>	<p>In a rapidly growing nation, skyscrapers pierce a sea of concrete stretching to the horizon. Commuters carry bags and dreams of better lives. Skyscrapers rise as towers rise beside crowded streets where millions live. Pollution clouds the air, and children play in parks used to be. City planners promise new towers, but water shortages and housing crises grow worse. As the city rises, protests fill the squares, and people demand a city that can sustain both life and opportunity for generations to come.</p>
10	<b>Protected Parks: The Banff Dilemma</b>	<p>In the Rocky Mountains of Alberta, Banff National Park glows with turquoise lakes and snow-tipped peaks. Tourists arrive in record numbers, filling hotels and restaurants near the park's border. Developers plan new resorts just outside the gates, promising jobs and luxury vacations. Park rangers worry that wildlife corridors will vanish, and conservation groups call for restrictions. Locals argue about the future, divided between profit and preservation. The mountains stand silent as people debate whether nature's beauty should serve the economy or remain untouched for the generations yet to come.</p>

**Rubric**

How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
<b>Creativity</b>	Did not try to pretend.	Tried a little but didn't add ideas.	Used imagination and helped make the scene better.	Used great ideas and made the role-play exciting and real.
<b>Voice</b>	Hard to hear or too quiet.	Sometimes clear, but not loud or strong.	Clear and matched the feelings of the character.	Loud, clear, and showed strong feelings with voice.
<b>Action</b>	Did not use actions.	A few actions, not always connected to role.	Used actions that matched the character's role.	Used many strong actions that were clear and realistic.
<b>Stay in Role</b>	Acted like themselves, not the character.	Mostly acted like the character.	Mostly stayed in character during the scene.	Stayed in character the whole time.
<b>Teamwork</b>	Did not help or listen.	Helped others but not listened.	Helped others and listened to them.	Shared, listened, and helped make the group's work better.

**Teacher Comments**

_____ _____ _____ _____	Mark <input type="text"/>
----------------------------------	------------------------------

**Student Comments – What Could You Do Better?**

_____ _____ _____ _____	
----------------------------------	--

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

Date: \_\_\_\_\_

Total
/

## Global Settlement: Patterns and Sustainability

Mark	/
------	---

1) When people live in a line along a river, they live in a... a) Linear settlement b) Cluster settlement c) Scattered settlement d) All of the above	2) When people live away from each other in a rural area, they live in a... a) Linear settlement b) Cluster settlement c) Scattered settlement d) All of the above
3) Which Canadian province has the highest population density? a) Ontario b) British Columbia c) Prince Edward Island d) Nunavut	4) Which country has the highest population density? a) Canada b) Macau c) China d) India
5) When urban cities have suburbs around them that grow the city... a) Urbanization b) Desertification c) Megacity d) Urban Sprawl	6) The term that most Canadians live along the coast is... we are describing the... a) Population Density b) Population c) Settlement d) Population Distribution
7) Using run-off water from a roof structure is called... a) Rainwater Harvesting b) Greywater c) Blackwater d) Eco Watering	8) Which process gives more land that it can be reused for wildlife... settlement? a) Desertification b) Land Reclamation c) Urbanization d) Urban Sprawl
9) Dawson City was known for... a) Coal mining b) Diamond mining c) Farming d) Gold mining	10) Canada is in which climate zone? a) Polar zone b) Sub-Polar Zone c) Temperate Zone d) Tropical Zone

**PREVIEW**

Define

What do the terms below mean?

Mark

/

Term	Definition - What does it mean?
Desertification	<hr/> <hr/> <hr/>
Sustainable Development	<hr/> <hr/> <hr/>
Fair Trade	<hr/> <hr/> <hr/>

Short Answer

Answer in 1-2 sentences

Mark

/

1) Which settlement pattern do you live in?

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2) What is deforestation? Why is it bad for the environment?

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3) Why would a resource town become a ghost town? Explain.

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# Google Slides Lessons Preview





# Ontario Geography Curriculum Economic Dev't & Quality of Life – Grade 8

## 3-Part Lesson Format

### Part 1 – Minds On!

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



### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





# Ontario Geography Curriculum

## Economic Dev't & Quality of Life – Grade 8

### Scatter Plots and Quality of Life

Does the graph show a strong positive correlation?

Does the graph show a strong negative correlation?

Does the graph show a weak positive correlation?

Does the graph show a weak negative correlation?

Does the graph show no correlation?

YES

### Human Development Index (HDI)

Country	Life expectancy at birth (years)	Mean years of schooling (years)	GNI per capita (PPP, constant 2010 US\$)	HDI
Canada	82.5	11.5	40,000	0.925
USA	78.5	12.0	45,000	0.915
UK	81.5	11.0	42,000	0.905
France	82.0	11.5	41,000	0.900
Germany	81.0	11.0	40,000	0.895
Japan	84.5	11.5	38,000	0.885
China	74.5	7.5	10,000	0.715
India	73.5	6.5	5,000	0.615
South Africa	54.5	9.5	12,000	0.615

Life expectancy at birth (years)

Mean years of schooling (years)

GNI per capita (PPP, constant 2010 US\$)

HDI

### Demography

What factors influence population change and demography?

What are the effects of population change on public services, housing, and the environment?

How do population change and demography affect development, care, jobs, population, urban, and growth, health?



# Ontario Geography Curriculum

## Economic Dev't & Quality of Life – Grade 8

### Child Labour

Word Search

L	a	b	o	r		P	o	o	r	y								
E	B	C	A	U	M	I	V	O	N	I	L	N	E	S	S	A		
C	T	F	E	T	S	T	A	W	A	H	E	S	E	S	O	N		
N	L	O	S	V	E	L	P	E	S	A	D	O	H	I	Y	S	C	A
L	I	O	F	A	S	T	E	C	H	I	L	D	H	E	N	S	I	S
C	R	F	E	V	O	R	H	O	C	T	E	D	E	C	A	T	O	S
K	T	T	E	D	G	E	N	A	R	E	J	N	C	E	S	S	O	G
P	R	L	D	V	P	I	N	D	R	A	T	E	S	W	L	Z	O	Q
A	T	I	U	O	G	H	L	O	B	A	L	E	D	K	R	O	D	S
C	T	E	R	T	H	E	T	H	E	U	L	F	I	L	E	S	P	E

Labour	Poverty
Children	Education
Skilled	Health
Safety	Rights
School	Business
Foodless	Slavery

1. What is child labour?	
2. Why is child labour a problem?	
3. How does child labour affect children's health and education?	
4. What are the causes of child labour?	
5. How can we stop child labour?	
6. What are the rights of children?	
7. How can we protect children's rights?	
8. What are the consequences of child labour?	
9. How can we help children who are working?	
10. What are the benefits of education for children?	

### Water for People Organization

Water for People is a global organization that provides clean water and sanitation to people in need.

1. What is the mission of Water for People?	
2. How does Water for People provide clean water and sanitation?	
3. What are the benefits of clean water and sanitation?	
4. How can we support Water for People's work?	
5. What are the challenges of providing clean water and sanitation?	
6. How can we overcome these challenges?	
7. What are the goals of Water for People?	
8. How can we help Water for People reach its goals?	
9. What are the impacts of Water for People's work?	
10. How can we learn more about Water for People?	



# Workbook Preview



# GRADE 8 GEOGRAPHY UNIT

## B: GLOBAL INEQUALITIES: Economic Development And Quality Of Life

	Curriculum Expectations	Pages
B1.1	Analyse some interrelationships among factors that can contribute to quality of life	7-14, 16, 18-21, 23-33, 34, 38-44
B1.2	Analyse how various factors have affected the economies of specific developed and developing countries around the world and explain the interrelationship between these factors and quality of life in some of these countries	9-10, 37-38, 45-51, 101-143
B1.3	Assess the effectiveness of various programs and policies aimed at improving the quality of life in various countries	9-10, 68-91, 95-100
B1.4		97
B2.1		55, 71-74, 85, 140
B2.2	Gather and organize data and information from a variety of sources and using various technologies to investigate issues related to global development and quality of life from a geographic perspective	2, 39, 41-42, 88-91, 95-97, 103-104, 108-109, 130-133, 139-140
B2.3	Analyse and construct digital and print maps as part of their investigations into issues related to global development and quality of life	40, 58-67
B2.4	Interpret and analyse data and information relevant to their investigations, using various tools and spatial technologies	14-18, 20, 31, 33-35, 54, 56-57, 60-67, 103-104, 117-118
B2.5	Evaluate evidence and draw conclusions about issues related to global development and quality of life	14-15, 17, 19, 21, 46-51, 90-91, 96-102, 117-118, 121-124

Preview of 100 pages from  
this product that contains  
226 pages total.

	Curriculum Expectations	Pages
<b>82.4</b>	Identify and describe the significance of several indicators that are commonly used to measure quality of life on a global scale	23-27, 141-148
<b>83.1</b>	Identify and describe the significance of several indicators that are commonly used to measure quality of life on a global scale	7-14, 17-21, 23-34, 36-51, 60-67, 141-148
<b>83.2</b>	Compare findings with respect to selected quality of life indicators in some developing and more developed countries	16-17, 23-34, 36-51, 60-67, 141-148
<b>83.3</b>	Demonstrate the ability to analyse and construct scatter graphs, both on paper and using a graphing program, when studying global development and/or quality of life	15-22, 141-148
<b>83.4</b>	Demonstrate the ability to analyse and construct population pyramids, both on paper and using a graphing program, when studying demographic patterns and trends in developed and developing countries	34-35, 52-67, 141-148
<b>83.5</b>	Identify various groups and organizations that work to improve quality of life	68-100, 141-148
<b>83.6</b>	Identify different types of economic systems (e.g., traditional, command, market, mixed), and describe their characteristics	108-111, 121- 124, 141-148
<b>83.7</b>	Explain how the four main economic sectors (i.e., primary, secondary, tertiary, and quaternary) are related to global development	101-105, 141-148
<b>83.8</b>	Identify and describe various factors that can contribute to economic development	98-100, 119-148
<b>83.9</b>	Describe the spatial distribution of wealth, both globally and within selected countries/regions	112-118, 141-148

# GLOBAL INEQUITIES:

Economic Development And Quality of Life

# PREVIEW



## Quality of Life

### What Does Quality of Life Mean?

**Quality of life** is a measure that tells us the degree to which someone is **healthy, comfortable, and able to participate in things they enjoy**. It includes both **physical and emotional well-being**. We can research the quality of life in different countries to help us decide where we might want to move, live, or travel. For example, countries like Norway, Canada, and Japan often score high because they provide strong health care systems, clean environments, and access to education. A country will have a high quality of life if its citizens are **healthy, comfortable, and happy**. Governments and organizations such as the United Nations use these measurements to compare living standards across nations. So how do we measure how healthy, comfortable, and happy people are?

### Using Indicators to Measure Quality of Life

We can use the following indicators to determine how healthy, comfortable, and happy a population is. These are measurable data that help us rank countries based on their quality of life.

- **Infant mortality** – the number of deaths for every 1,000 births. A low infant mortality rate shows good health care for mothers and babies.
- **Life expectancy** – how long people are expected to live. Higher life expectancy often means better health care and living conditions.
- **Fertility rate** – the average number of children born to a woman, which can reflect access to contraception and education.
- **Birth rate** – the number of live births per thousand of a population per year.
- **Death rate** – number of deaths compared to the population, expressed per 1,000 people.
- **Access to medical care** – the percentage of people who have access to health care, including hospitals and clinics.
- **Access to clean water** – the percentage of people who have safe water available for drinking and hygiene.
- **Literacy rate** – the percentage of people over age 15 who can read and write, showing access to education.
- **Access to education** – the percentage of school-aged people who receive formal schooling.
- **Poverty rate** – the percentage of people living in poverty, unable to meet basic needs.
- **Per capita income** – the average income earned per person in a country, showing economic stability.
- **Unemployment rate** – the percentage of people who do not have a job, which can lower overall life satisfaction.



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

8

Geography Connections  
Unit 1, Lesson 1

**Definitions**

What do the terms below mean?

Quality of Life	_____
Life Expectancy	_____
Literacy Rate	_____
Per Capita Income	_____

**Questions**

Use the text to support your answer.

1) Why would having a higher literacy rate lead to a higher quality of life?

\_\_\_\_\_

\_\_\_\_\_

2) Why would having a higher life expectancy lead to a higher quality of life?

\_\_\_\_\_

\_\_\_\_\_

3) What does a low infant mortality rate tell us about a country?

\_\_\_\_\_

\_\_\_\_\_

**Making Connections**

How would you describe the quality of life in Canada?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PREVIEW**

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

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## Quality of Life Indicators

**Explain**

How do the indicators below help us understand the quality of life in a country?

**Infant Mortality Rate**

**Example:**

If the infant mortality is high, it means more children are dying at birth. This shows a poor health care system. If people are not healthy, they will not have a good quality of life.

**Life Expectancy**

**Access to Education**

**Literacy Rate**

**Fertility Rate**

**PREVIEW**

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

Access to  
Medical Care

Access to

Poverty Rate

Unemployment  
Rate

Per capita  
income

**PREVIEW**

# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

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

Mark	_____
------	-------

Draw a line from each quality of life indicator to its correct meaning.

Life Expectancy <input type="checkbox"/>	<input type="checkbox"/> Number of deaths per 1,000 people
Death Rate <input type="checkbox"/>	<input type="checkbox"/> Percentage of people over age 15 who can read & write
Literacy Rate <input type="checkbox"/>	<input type="checkbox"/> Average income earned per person in a country
Per Capita Income <input type="checkbox"/>	<input type="checkbox"/> How long a person is expected to live

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

Mark	_____
------	-------

Draw a line from each quality of life indicator to its correct meaning.

Life Expectancy <input type="checkbox"/>	<input type="checkbox"/> Number of deaths per 1,000 people
Death Rate <input type="checkbox"/>	<input type="checkbox"/> Percentage of people over age 15 who can read & write
Literacy Rate <input type="checkbox"/>	<input type="checkbox"/> Average income earned per person in a country
Per Capita Income <input type="checkbox"/>	<input type="checkbox"/> How long a person is expected to live

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

Mark	_____
------	-------

Draw a line from each quality of life indicator to its correct meaning.

Life Expectancy <input type="checkbox"/>	<input type="checkbox"/> Number of deaths per 1,000 people
Death Rate <input type="checkbox"/>	<input type="checkbox"/> Percentage of people over age 15 who can read & write
Literacy Rate <input type="checkbox"/>	<input type="checkbox"/> Average income earned per person in a country
Per Capita Income <input type="checkbox"/>	<input type="checkbox"/> How long a person is expected to live

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

Mark	_____
------	-------

Draw a line from each quality of life indicator to its correct meaning.

Life Expectancy <input type="checkbox"/>	<input type="checkbox"/> Number of deaths per 1,000 people
Death Rate <input type="checkbox"/>	<input type="checkbox"/> Percentage of people over age 15 who can read & write
Literacy Rate <input type="checkbox"/>	<input type="checkbox"/> Average income earned per person in a country
Per Capita Income <input type="checkbox"/>	<input type="checkbox"/> How long a person is expected to live



## Women's Quality of Life

### Women's Quality of Life

Inequalities between men and women still exist in many parts of the world today, especially in developing regions where access to education, healthcare, and job opportunities can be limited. To determine the **quality of life** for women, researchers often study three main indicators:

- (1) fertility rate,
- (2) infant mortality rate, and
- (3) average number of completed years of education.

To help us understand the social and economic factors that affect women's well-being and opportunities for growth,



### Fertility Rate

The **fertility rate** of a country is the average number of children born alive in that country each year. A high fertility rate often suggests that women have limited access to healthcare, contraception, or education. In countries where women have many children, their average life expectancy tends to be lower.

- 1) Women in developing countries often have more children because they face a higher risk of losing a child during or after birth due to limited healthcare access.
- 2) Women are more likely to have multiple children when pursuing higher education or formal employment, as early marriage and childbearing roles remain common.
- 3) High fertility rates are also linked to low availability of reproductive health services, which limits women's ability to plan their families and enter the workforce.

### Infant Mortality Rate

The **infant mortality rate** shows how many infants die per 1,000 live births. High infant mortality rates are often signs of poor healthcare systems and lack of maternal health support. In developing nations, many women do not receive prenatal vitamins, proper nutrition, or medical assistance during childbirth. This indicator helps us understand women's access to healthcare and the overall well-being of families.

### Average Number of Completed Years of Education

Education strongly influences women's quality of life. In developed nations, women now attend school longer than men on average. However, in countries like Niger, women attend school for less than one year, compared to 13.4 years for Canadian women. Longer education empowers women to earn higher incomes, make informed health decisions, and contribute more equally to society.

**True or False**

Decide if the statement is true or false.

1) A higher fertility rate means a higher quality of life for women.	True	False
2) The more years of education means a higher quality of life.	True	False
3) A higher fertility rate means a woman goes to school less.	True	False
4) A higher infant mortality rate means a better health care system.	True	False
5) A higher fertility rate means a woman is more likely to work.	True	False
6) Access to contraception usually lowers fertility rates among women.	True	False

**Questions**

Answer the questions below using evidence from the text.

1) What are the three indicators used to study women's quality of life?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Which indicator do you think is the best indicator of the quality of life of a woman?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) How does the fertility rate of women affect their quality of life?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Questioning**

Write 3 questions you have about the reading.

1) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) \_\_\_\_\_

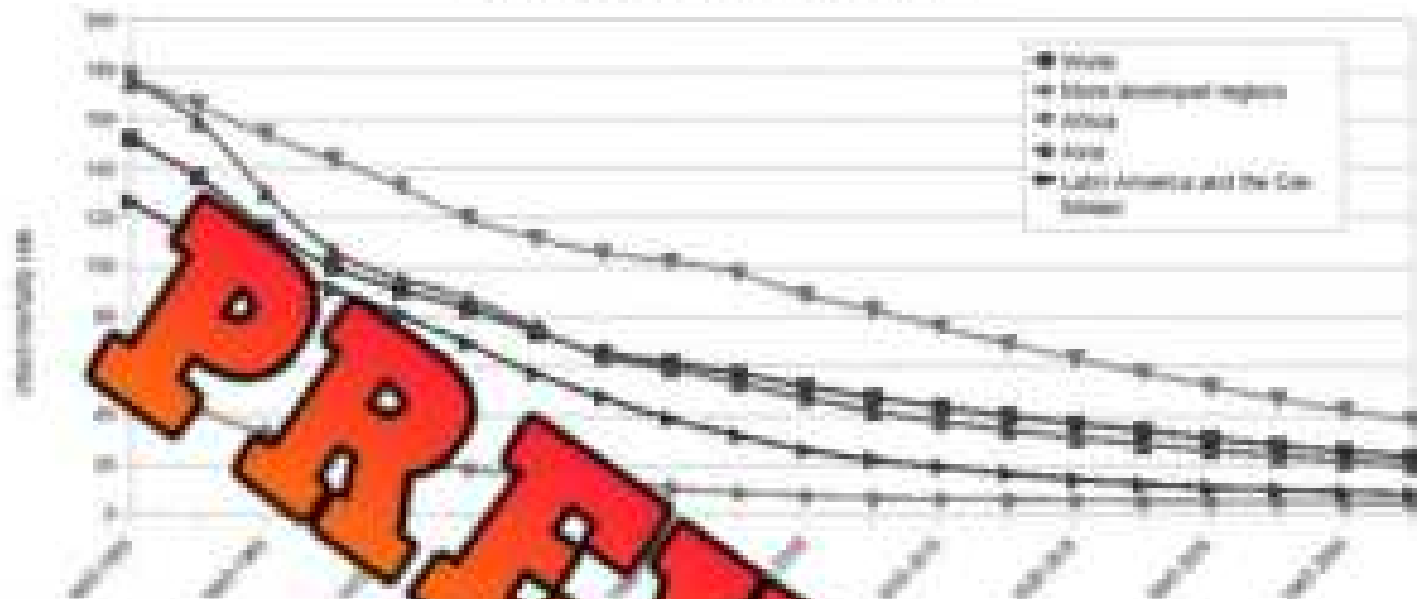
\_\_\_\_\_

\_\_\_\_\_

# Infant Mortality Rate

Infant Mortality Rate by Region, 1950-2000

Source: UN World Population Prospects, 2008



**PREVIEW**

## Questions

Answer the questions below.

1) What does infant mortality rate mean?

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---

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2) Which continent has the highest infant mortality rate?

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---

3) How has the infant mortality rate changed around the world since 1950?

---

---

---

4) Based on the graph, do you think the gap between developed and developing regions is closing? Explain why or why not.

---

---

---

## Introduction to Scatter Plot

A scatter plot is a graph in which the values of two variables are plotted along the x and y axis. Using a scatter plot allows us to quickly see what type of relationship there is between the two variables.



Weak Negative Relationship



Weak Positive Relationship



Strong Negative Relationship



Strong Positive Relationship

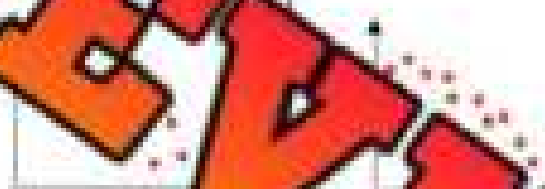


No Relationship

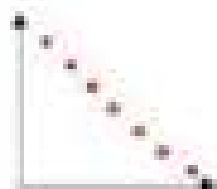
Practice Describe the relationship between the variables.



1)



2)



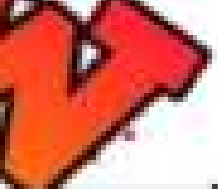
5)



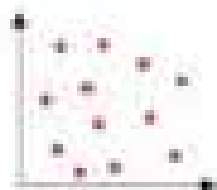
6)



7)



8)



9)



10)

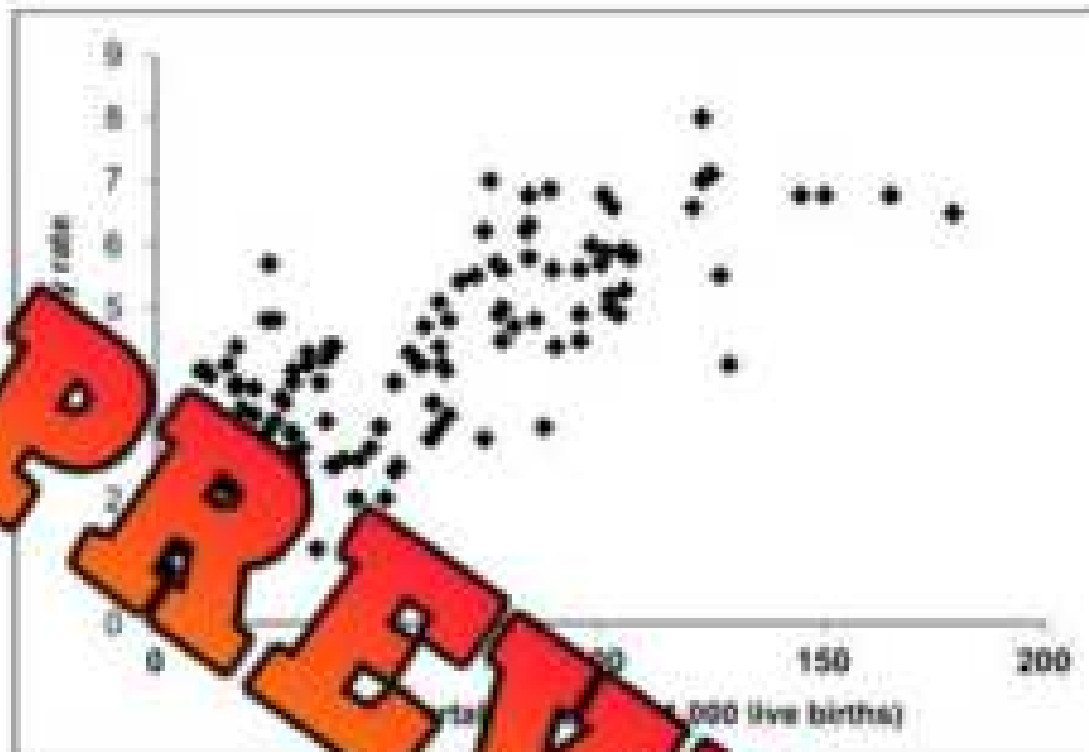


11)



12)

## Scatter Plot – Infant Mortality Rate vs Fertility Rate



### Questions

Answer the questions below.

1) What two variables are being presented in this graph?

---



---

2) Is there a correlation between the two variables or are they independent?

---



---



---

3) Based on the data, explain the relationship between the variables by filling in the blanks.

a) The higher the fertility rate, the \_\_\_\_\_ the infant mortality rate will be.

b) The higher the infant mortality rate, the \_\_\_\_\_ the fertility rate will be.

4) Does the correlation make sense? Would you have predicted this relationship? Explain.

---



---



---

# Scatter Plot – Health Expenditure vs Life Expectancy

Life Expectancy and Health Care Spending Per Capita



**PREVIEW**

**Questions**

Answer the questions below

1) What two variables are being presented in the scatter plot?

\_\_\_\_\_

2) Is there a correlation between the two variables or are the plots scattered?

\_\_\_\_\_

\_\_\_\_\_

3) Based on the data, explain the relationship between the variables by filling in the blanks.

The more you spend on health, the \_\_\_\_\_ the life expectancy will be.

4) Does the correlation make sense? Would you have predicted this relationship? Explain.

\_\_\_\_\_

\_\_\_\_\_

## Scatter Plot – GDP vs Unemployment

**Directions:** Display the data below in a scatter-plot.

GDP per capita is how much money a country earns divided by the number of people living in the country. It tells us how strong the economy is in a country. Does GDP have a relationship with unemployment rates? If more people can't find jobs, will that bring down GDP?

Unemployment rate	25	3	33	32	6	19	7	12	15
GDP Per Capita	40000	20000	20000	50000	25000	38000	17000	12000	
Country	Canada	China	India	Angola	Qatar	Lithuania	France	Denmark	Costa Rica



**Definitions**

What do the indicators below tell us?

<b>GDP Per Capita</b>	_____
<b>Unemployment Rate</b>	_____

**Questions**

Answer the questions below.

1) What relationship is there between the variables - GDP and unemployment rate? Explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Why do you think there is a relationship between two variables?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) Were you surprised by the results of your scatter plot? Describe the relationship that you found? Explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4) The United States has an unemployment rate of 4%. What do you think their GDP Per Capita is?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PREVIEW**

## Scatter Plot – Literacy vs Life Expectancy

**Definitions**

Display the data below in a scatter-plot.

Literacy Rate	99	68	87	79	92	75	59	40	99	94
Life Expectancy	82	66	77	68	76	72	55	55	72	77
Country	USA	Tanzania	Iran	Laos	Brazil	Egypt	Nigeria	China	Russia	Persia

**Question**

Does the literacy rate of a country affect the life expectancy for that country? Is there a correlation between the variables?

---

---

---

**Definitions**

What do the indicators below tell us?

<b>Literacy Rate</b>	_____
<b>Life Expectancy</b>	_____

**Questions**

Answer the questions below.

1) What relationship is there between the variables - Literacy Rate and Life Expectancy? Do you know?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Why do you think there is a relationship between two variables?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) Were you surprised by the results of your scatter plot? Do you have a hypothesis that you found? Explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4) Afghanistan has a literacy rate of 43%. What do you think the life expectancy is in Afghanistan?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PREVIEW**

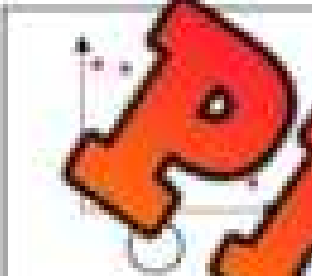
# Exit Cards

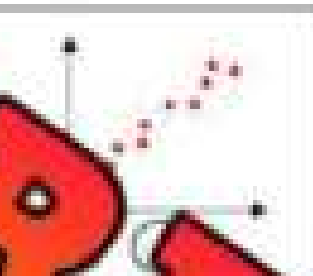
**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

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

Mark

Draw a line to match each scatter plot with the correct type of relationship.

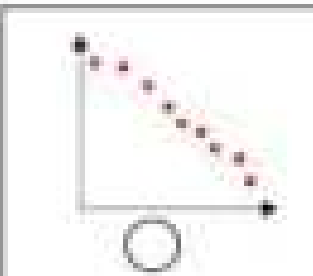
  
  
Strong Negative Relationship

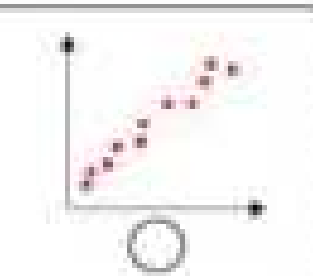
  
  
Strong Positive Relationship

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

Mark

Draw a line to match each scatter plot with the correct type of relationship.

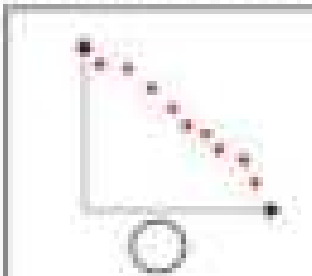
  
  
Strong Negative Relationship

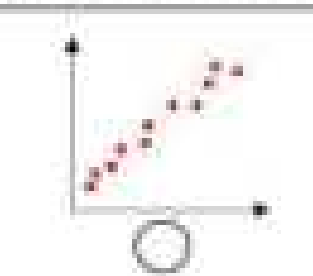
  
  
Strong Positive Relationship

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

Mark

Draw a line to match each scatter plot with the correct type of relationship.

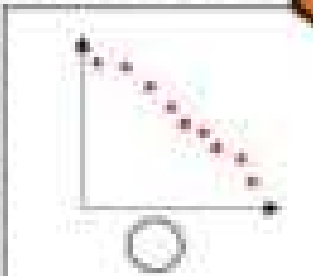
  
  
Strong Negative Relationship

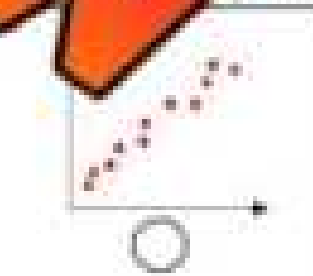
  
  
Strong Positive Relationship

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

Mark

Draw a line to match each scatter plot with the correct type of relationship.

  
  
Strong Negative Relationship

  
  
Strong Positive Relationship

**PREVIEW**

## Memory Game – Match the Indicator

### Objective

What are we learning about?

Students will learn key global development indicators and what they reveal about a country's quality of life. Each card shows either a term or an example that matches it. Students will strengthen understanding of how GDP, life expectancy, and literacy rate measure development and differences between countries.

### Materials

What do you need for the activity?

- Set of Memory Game cards for each group (provided)
- A small table or clear area for the activity



### Instructions

How will you complete the activity?

- 1) Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards (provided)
- 2) Have each group lay all the cards face down in a grid on the table.
- 3) The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
- 4) If a student finds a match, they remove those cards from the grid and keep them.
- 5) If the cards do not match, they are turned back over, and the next student takes a turn.
- 6) The game continues until all the cards have been matched.
- 7) After the game, review the terms and definitions with the class.
- 8) Discuss why these terms are important to understand and how they relate to the topic.

**Infant Mortality Rate**

The number of babies who die before their first birthday per 1,000 births, showing access to good healthcare.

**Life Expectancy**

The average number of years a person is expected to live, reflecting a country's health care and living conditions.

**Fertility Rate**

The average number of children born to a woman, often linked to education, family planning, and economic conditions.

**Birth Rate**

The number of births per 1,000 people each year, showing how quickly a country's population is growing.

**Death Rate**

The number of deaths per 1,000 people each year, used to measure population change and health outcomes.

**PREVIEW**

**Access to Medical Care**

The percentage of people who can receive needed healthcare services, including hospitals, doctors, and medicines.

**Access to Water**

The percentage of people who have safe, reliable water for drinking and hygiene, showing living conditions.

**Literacy Rate**

The percentage of people aged 15 and over who can read and write, showing access to

**Access to Education**

The percentage of aged children who are enrolled in and attend formal schooling regularly.

**Poverty Rate**

The percentage of people living below the poverty line, unable to afford basic needs like food and shelter.

**PREVIEW**

**Per Capita Income**

The average amount of money earned per person in a country, showing general income and economic stability.

**Unemployment Rate**

The percentage of people who want to work but cannot find jobs, affecting living standards and life satisfaction.

**Gender Equality Index**

Measures differences between men and women in education, income, and opportunities, reflecting equality in society.

**Gross Domestic Product (GDP)**

The total value of goods and services produced within a country during one year, showing overall economic size.

**GDP per Capita**

The country's total GDP divided by its population, showing the average income and standard of living.

## Human Development Index (HDI)

### Human Development Index (HDI)

#### What is the Human Development Index (HDI)?

The Human Development Index (HDI) was created by the United Nations in 1990 to evaluate how effectively countries provide a good quality of life for their citizens. It combines three major indicators to measure overall well-being: (1) **living a long and healthy life**, (2) **receiving a quality education**, and (3) **having a high standard of living**. This composite index allows countries to be ranked annually on a scale from 0 to 1, where values closer to 1 indicate higher human development.

Bottom 5	
1) Norway - 0.954	5) South Sudan - 0.432
2) Ireland - 0.948	4) Burkina Faso - 0.433
3) Switzerland - 0.955	3) Niger - 0.434
4) Hong Kong - 0.949	2) Bangladesh - 0.435

Norway consistently ranks first on the HDI, reflecting its strong healthcare system, access to education, and high-income economy. Citizens in Norway enjoy long lives, free or affordable post-secondary education, and social programs that reduce poverty and inequality. In contrast, Niger ranks at the bottom, showing that its citizens struggle to access healthcare, education, and financial stability. These rankings highlight the global inequality between developed and developing nations.

#### Long and Healthy Life

This component measures **life expectancy at birth**, which is the average number of years a newborn is expected to live. In Norway, the life expectancy is 82.5 years, one of the highest in the world, thanks to universal healthcare and advanced medical technology. In Niger, life expectancy is only 62.43 years, affected by poor nutrition, lack of healthcare, and diseases such as malaria and cholera. This 20-year gap illustrates the difference in living conditions and health resources.

#### Education

Education is measured using two key metrics: the **expected years of schooling** and the **average years of schooling**. In Norway, citizens average 13 years of schooling, supported by free education and high literacy rates. In Niger, the average is just 2 years, where many children, especially girls, are unable to attend school due to poverty and lack of access. Education directly influences employment, income, and future development.

#### Good Standard of Living

The final indicator is **Gross National Income (GNI) per capita**, which reflects the average income per person. Norway's GNI per capita is \$66,600, while Niger's is only \$1,200. This economic contrast shows how wealth, education, and health are deeply connected in determining a country's overall human development.

**Explain** Explain why each of the 3 measures below leads to a high quality of life.

<b>Long and Healthy Life</b>	_____
	_____
	_____
<b>Education Levels</b>	_____
	_____
	_____
<b>Money Made and Cost of Living</b>	_____
	_____
	_____

**True or False** Write whether the statement is true or false.

1) The Canadian government is the best at providing health care.	True	False
2) Norway has the highest HDI ranking.	True	False
3) Norway provides the best life for its citizens.	True	False
4) The HDI focuses on health, education, and income.	True	False
5) Niger has good education statistics but a low life expectancy.	True	False
6) Countries are ranked on an HDI scale ranging from 0 to 1.	True	False
7) Life expectancy at birth is a key measure of healthy living.	True	False

**Compare** What would life be like in Niger vs life in Norway?

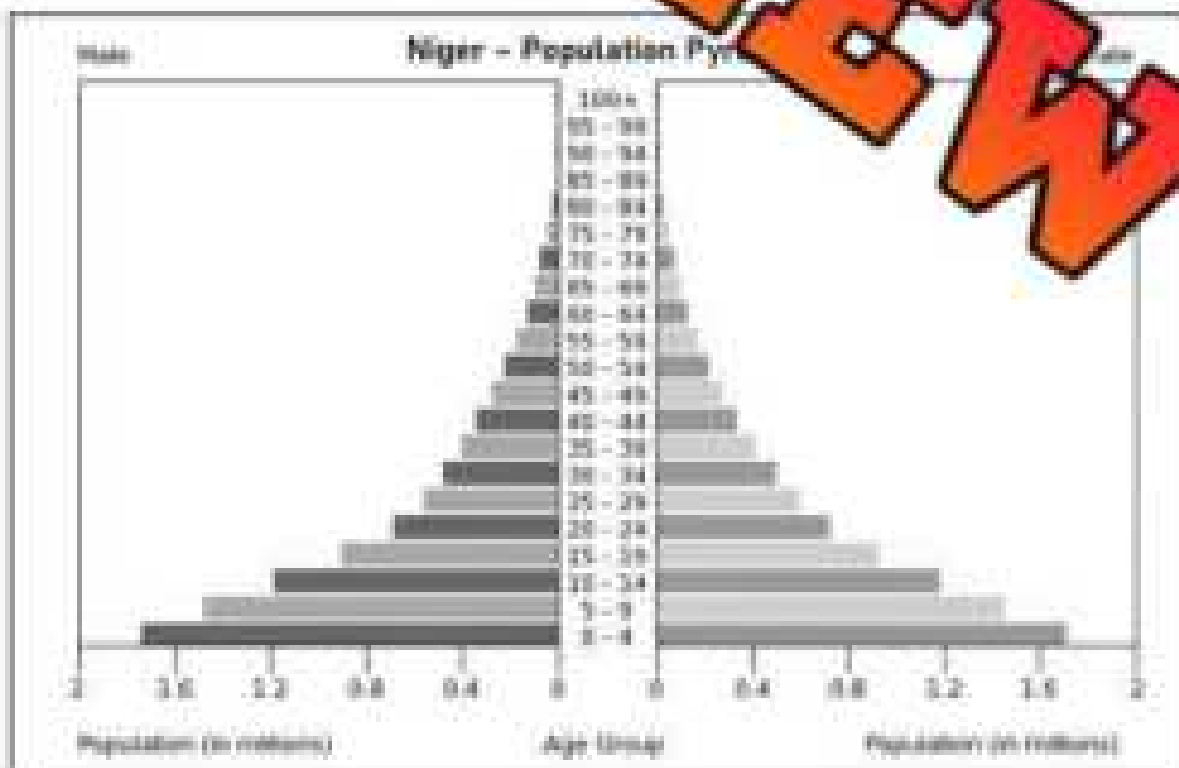
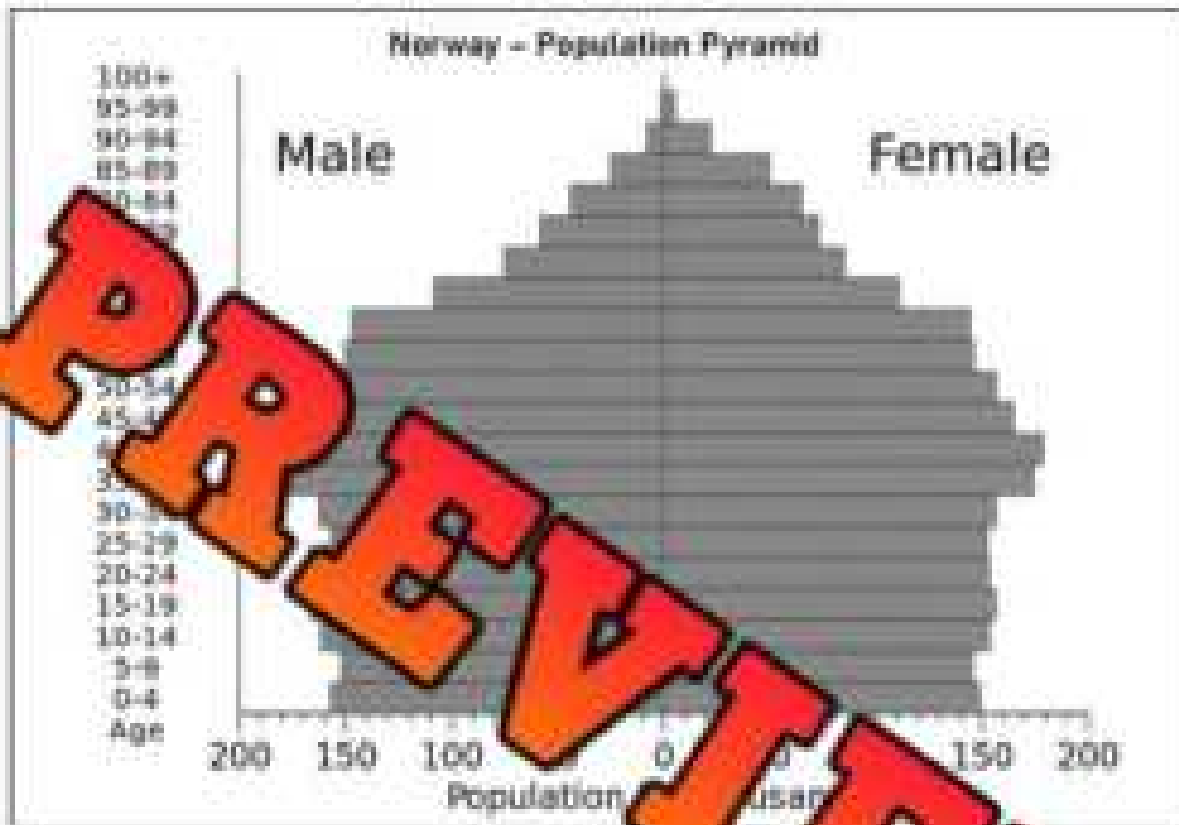
Niger	Norway
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



# Compare Population Pyramids

Compare

Analyze the differences in population pyramids between countries.



**PREVIEW**

**Compare**

Answer the questions below using the statistics you found.

1) Which country has more people? How do you know?

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2) What are 3 things that are different between the two countries' populations?

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3) Which country has more people over the age of 65? What does this tell you about the health care in the country?

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4) In Norway, which gender is more likely to live beyond 80?

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5) In Niger, which gender is more likely to live beyond 80?

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6) What is the most populated age group in both countries?

Norway	Niger

# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

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

Mark

What three main indicators are used to measure the Human Development Index? Explain each briefly.

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

Mark

What three main indicators are used to measure the Human Development Index? Explain each briefly.

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

Mark

What three main indicators are used to measure the Human Development Index? Explain each briefly.

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

Mark

What three main indicators are used to measure the Human Development Index? Explain each briefly.

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**PREVIEW**

## Developed vs Developing Countries

### Developed vs Developing Countries

A **developed country** provides a higher quality of life for its citizens as it has a strong, diversified economy and advanced infrastructure that supports daily life. Developed countries are also called **industrialized countries** because they have industries that transform natural resources into valuable goods and services. These countries, like **Canada, Japan, and Germany**, have large manufacturing and technology sectors that create millions of jobs for citizens. When people have stable jobs, they earn income to buy products, services, and invest in their communities. This cycle of earning and spending strengthens the economy and improves living conditions. Citizens in developed nations usually have access to healthcare, education, and clean water, which contributes to long life expectancy and higher literacy rates.

A **developing country**, on the other hand, offers a lower quality of life as its industries are limited and often rely heavily on **agriculture and raw materials**. Many people in developing nations, such as **Burkina Faso or Mali**, rely on farming to survive. Because they spend most of their time growing food for their own families, they cannot sell many goods or services to generate income. This results in limited economic growth and fewer employment opportunities. With less money circulating in the economy, governments struggle to build strong health, education, and transportation systems. As a result, citizens often live in poverty, and the country's economy grows more slowly.

### Infrastructure

The term **infrastructure** refers to the physical systems and structures that support a country, such as roads, buildings, and utilities.

### Buildings:

In developed countries, hospitals, schools, libraries, and courts are accessible and well-maintained. For example, in **Canada**, education is free, and most children attend school for over 12 years, while in **Mali**, the average person receives only 2 years of schooling. In **Afghanistan**, there are just 0.37 hospitals per 100,000 people, showing limited healthcare access.



### Roads:

Roads are crucial for connecting people to opportunities. In developed countries like the **United States**, cities have complex road networks, such as the **highways in Dallas, Texas**. In developing nations, fewer and poorly maintained roads—like the **dirt roads in Mapai, Mozambique**—make travel difficult, limiting access to jobs, schools, and hospitals. Poor road systems weaken trade and reduce overall economic growth.

**True or False**

Decide if the statement is true or false.

1) Developing countries have weaker economies than developed nations.	True	False
2) Developed nations have strong industries.	True	False
3) Developing nations have complex roads.	True	False
4) Citizens in developing countries focus on farming.	True	False
5) Citizens in developed nations get jobs in different industries.	True	False
6) Limited access to education in Mali is evidence of weak infrastructure.	True	False

**Questions** Answer the questions below using evidence from the text.

1) What is the difference between a developed and developing country?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Do you think Canada is a developed or developing country? Explain your opinion.

\_\_\_\_\_

\_\_\_\_\_

3) How does agriculture limit economic growth in developing nations?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Day in the Life**

Describe what life might be like in a developing nation like Mozambique.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Research - Developed vs Developing Countries

The terms developed and developing country is subjective, meaning there is no exact definition. However, the United Nations' HDI scores give us a simple way to categorize countries. If a country's score is above 0.800, it is developed and if not, it is developing.

**Research** Fill in the table below to learn more about developed and developing countries.

Country	Continent	HDI Score	Developed/Developing
Canada			
Yemen			
Germany			
Australia			
China			
Sudan			
United Kingdom			
Belgium			
Kenya			
Spain			
Nigeria			
France			
Venezuela			
Portugal			
Paraguay			
Rwanda			
Russia			
Nepal			
Brazil			

**PREVIEW**

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

## Map - Developed & Developing Countries

Map Colour the developed countries one colour and the developing nations another colour.

Legend	
Developed	
Developing	



## Role-Play: A Day in Two Lives

**Objective** What are we learning about?

Students will explore how daily life differs between children in developed and developing countries. They will act out scenes showing schooling, chores, meals, and transportation, then reflect on how these differences relate to health, education, and economic opportunity.

**Materials** What do we need for our activity?

- Scenario cards (see Appendix 1 for situations) (provided)
- Props or costumes (optional)
- Timer or stopwatch



**Instructions** How will we complete our activity?

- 1) Divide the class into small groups of 3 to 4 students.
- 2) Provide each group with a scenario card that outlines a specific activity related to the topic being studied.
- 3) Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
- 4) If available, distribute props or costumes that may help students embody their roles more effectively.
- 5) Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
- 6) Allow each group to present their role-play to the class.
- 7) After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
- 8) Distribute reflection sheets for students to express what they learned and felt during the activity.

**Criteria** Use the criteria below to complete the activity

Criteria	Description
<b>Creativity</b>	Show what your character thinks and feels. Use ideas that make the role-play more real and interesting.
<b>Voice</b>	Speak clearly and loudly so others can hear. Change your voice to match your character's feelings.
<b>Actions</b>	Use body movements, facial expressions, and actions that match your character's story.
<b>Stay in Character</b>	Stay in character. Don't break role until you're finished.
<b>Teamwork</b>	All roles must be played. Take turns and make sure everyone joins.

### Scenario Cards

Scenario	Description
1 <b>A School Day in Canada vs. Rural Kenya</b>	The sun rises in two different places. In suburban Canada, a student wakes to an alarm, eats breakfast, and catches a yellow bus to school. Their backpack is full, and they have a tablet for research. In rural Kenya, a young girl wakes to the light, fetches water from a nearby stream, and walks several miles to a small classroom with few supplies. She has a tablet in a room with projectors and internet, which she uses to watch lessons written on a chalkboard. Both end the day with homework, but one has homework online, while the other has to write it by flashlight.
2 <b>Access to Clean Water - Urban Japan vs. Village in India</b>	Morning routines tell two stories. In Tokyo, a family runs water for tea, showers, and cleaning without worry. The water flows clear and steady. In a small Indian village, a mother and daughter walk down a dusty road carrying metal pots to a community well. They wait in line under the sun, worried about the water's safety. At home, they boil it carefully before cooking. As the day ends, the Japanese family waters plants from the tap, while the Indian family saves every drop. The contrast shows how water changes comfort, health, and time itself.

## Scenario Cards

Cut out the topics below

	Scenario	Description
3	<b>Working Parents - Office Job vs. Street Vendor</b>	Two parents wake before dawn. In one home, a parent ties a tie, checks emails, and drives to a glass office downtown. They sit at a desk, type reports, and chat during coffee breaks. Across the world, another parent pushes a wooden cart filled with fruit through busy streets, calling out prices to passing customers. Both return home exhausted. The office worker reads bedtime stories; the vendor counts the day's earnings, hoping tomorrow brings enough sales. One lives by schedule, the other by survival.
4	<b>Health Care Access - City Hospital vs. Rural Clinic</b>	Two children cough in both homes. In a Canadian city, a worried mother calls a family doctor. They visit a hospital filled with modern machines. The child receives medicine quickly. In a rural village, a family walks for hours to a small clinic where a nurse has limited supplies and writes advice on a scrap of paper. When they return home, uncertain but hopeful, two families face the same choice—one cured by science, the other by resilience.
5	<b>A Day of Transportation - Toronto vs. Lagos</b>	The day begins with movement. In Toronto, a student waits quietly at a bus stop, scrolling through a phone. The bus arrives on time. In Lagos, another student waits for a crowded minibus, the driver shouting over the noise of traffic. A road accident blocks the road, and time slows to a crawl. Both travel home, but for one it's a rare problem; for the other, it's a daily struggle. Their rides home tell the same story—comfort and challenge shaped by where they live.
4	<b>Family Meals - Abundance vs. Scarcity</b>	Dinner smells drift through two kitchens. In one, a family debates what to eat—pasta or pizza—before setting the table under warm light. In the other, a mother stirs rice over a small flame, stretching ingredients to feed everyone. The first family laughs over dessert; the second eats in silence, grateful yet anxious for tomorrow's meal. Afterward, one child washes dishes in a stainless-steel sink, while another rinses plates in a bucket of saved water. Both feel full—but only one feels secure.

## Scenario Cards

Cut out the topics below

	Scenario	Description
7	<b>Housing and Safety - Apartment vs. Migrant</b>	Rain falls softly on two homes. In one, a child watches from behind a window, dry and warm. In another, the same sound leaks through a roof of metal sheets. The first home has steady power, homework on the table, and bedtime stories. The second has flickering candles, restless sleep, and the fear of wind tearing through the walls. Morning comes, and both children step outside—one heading to school in clean clothes, the other to fetch water. The rain has washed two worlds very differently.
8	<b>Technology Opportunity Connected vs. Disconnected Life</b>	In one city, a manager types an essay online, video chats with a friend, and checks global news before breakfast. In rural Nepal, another child sharpens pencils and copies notes from the only book in the room, one worn textbook. When class ends, the first explores scholarship options; the second helps at the market. One looks at the world through a screen, the other through the valley. Both have a dream of success—but one's path is paved with Wi-Fi.
9	<b>Gender and Education - Equal Access vs. Unequal Access</b>	In one classroom, boys and girls raise hands and share ideas. In another, a girl sits by the doorway, wishing she could join. Her brother goes to school; she stays home to fetch water and care for younger siblings. One studies science, the girl learns silence. The day when she finally enters a school years later, nervous but determined. The class ends with two futures—one built on opportunity, the other on the hope for change.
10	<b>Disaster Response - Flood in Bangladesh vs. Storm in Canada</b>	Dark clouds gather over two countries. In Canada, alerts flash on phones, and families stock up on supplies. The storm hits, but emergency teams clear roads and power returns within hours. In Bangladesh, a flood rises overnight. Families rush to shelters carrying what they can. The next day, the Canadian neighbourhood dries out and schools reopen. In the flooded village, homes are gone, and rebuilding begins with borrowed tools and shared strength. Both stories show courage—but one begins with help, and the other starts with loss.

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

50

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**My Role** Draw a picture of what your character did during the role-play.

**PREVIEW**

**Rubric**

How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
<b>Creativity</b>	Did not try to pretend.	Tried a little but didn't add ideas.	Used imagination and helped make the scene better.	Used great ideas and made the role-play exciting and real.
<b>Voice</b>	Hard to hear or too quiet.	Sometimes clear, but not loud or strong.	Clear and matched the feelings of the character.	Loud, clear, and showed strong feelings with voice.
<b>Action</b>	Did not use actions.	A few actions, not always connected to role.	Used actions that matched the character's role.	Used many strong actions that were clear and realistic.
<b>Stay in Role</b>	Acted like themselves, not the character.	Mostly acted like the character.	Mostly stayed in character during the scene.	Stayed in character the whole time.
<b>Teamwork</b>	Did not help or listen.	Helped others but not with the scene.	Helped others and worked with the scene.	Shared, listened, and helped make the group's work better.

**Teacher Comments**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

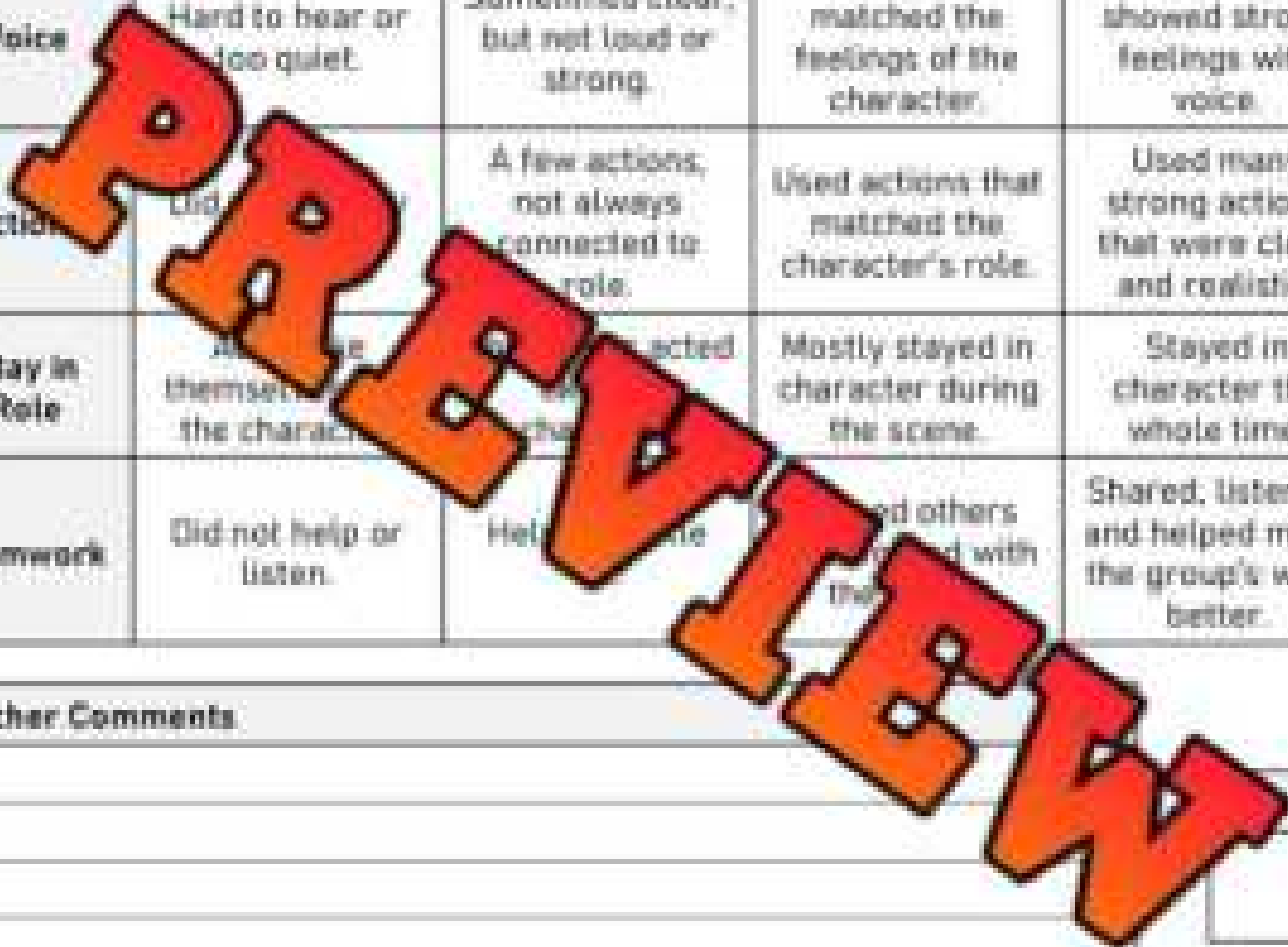
**Student Comments – What Could You Do Better?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Demography

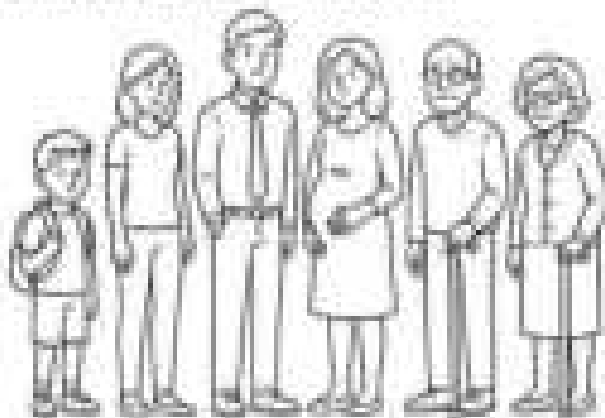
## What is Demography?

**Demography** is the scientific study of human populations. It examines how and why populations change over time by looking at many measurable characteristics. These include:

- ✓ **Size** – the number of people living in cities, countries, and continents, which helps governments plan housing, transportation, and public services.
- ✓ **Gender** – the ratio of males to females in a population, which can influence workplace planning and family policies.
- ✓ **Age** – the number of people in different age groups, used to understand school enrollment and retirement planning.
- ✓ **Density** – how many people live within a region, such as urban or rural areas, helping plan services like hospitals and schools.
- ✓ **Income** – the average income of people in an area, revealing levels of economic inequality.
- ✓ **Marital status** – the percentage of a population that is married or single, which affects family size and social services.
- ✓ **Ethnicity** – the cultural background of residents, which helps governments promote inclusion and provide services.
- ✓ **Growth** – whether the population is increasing or decreasing each year, which influences national planning for job training and infrastructure.

## Importance of Demography

We study human populations to plan for the future and address challenges. For example, if scientists find that a population is aging because of a baby boom generation, governments can build more senior housing, hospitals, and retirement homes. If a population grows quickly due to a higher birth rate than death rate, governments must prepare for the demand for housing, schools, and jobs. Without planning, overcrowding and homelessness can occur.



Without studying population data, governments risk unplanned growth that can lead to more crime, higher pollution, and lower quality of life.

At the city level, studying population trends supports the design of better infrastructure such as public transit, bridges, and waste management systems. **Urbanization** has led to large numbers of people moving into cities, increasing pressure on housing and services. Understanding these changes allows for hiring more police, firefighters, and doctors, and for building roads to handle heavier traffic.

**Two Truths and a Lie**

Put a check mark only on the truths.

<input type="checkbox"/>	Demographers are doctors that learn how to heal populations.
<input type="checkbox"/>	Understanding populations allows governments to plan ahead.
<input type="checkbox"/>	If we have a growing population, we need a growing infrastructure.
<input type="checkbox"/>	Growth rate shows if a population is rising or falling.
<input type="checkbox"/>	Demographers can tell us if our population is aging (getting older).
<input type="checkbox"/>	Ethnicity has no effect on planning community or social services.



**Questions** Answer the questions below using evidence from the text.

1) Describe how urbanization affects transportation planning.

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2) If a population is becoming older, how can the government make changes to meet the needs of the aging population?

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**Agree or Disagree**

Circle Agree or Disagree, then explain your thinking in the space provided.

1) Governments should always plan for future population growth.	Agree	Disagree
2) Urbanization improves everyone's quality of life in a city.	Agree	Disagree
3) Governments don't need to know people's income levels.	Agree	Disagree
4) A balanced mix of ages makes a population stronger.	Agree	Disagree

PREVIEW

## Population Pyramid – China



### Overpopulation in China

The population in China has been growing rapidly over the years. China's population is 1.4 billion, which is over 36 times larger than Canada's population. However, China has less land than Canada, which is causing overpopulation problems.

### One Child Policy

In 1980, the Chinese government implemented the "One Child Policy" program, which limited families to one child each. This program was created to slow down the growth rate of China. In 2016, the program ended, and families were able to have two children. In 2021, the Chinese government raised the limit to three children.

### Problems with the One Child Program

Sadly, many Chinese families would abandon female babies in public spaces in hopes that the baby would be adopted by another family. This is because in Chinese culture, the bloodline is passed down through the male side. This made male children more desirable as they could pass along the family name and look after their parents as they age.

The effects of this led to a gender imbalance. There are 34 million more males than females in China today. This means 36 million males cannot find a female partner, which affects future birth and growth rates. As you can see from the population pyramid, there are significantly more males in the younger age categories.

**True or False** Circle whether the statement is true or false.

1) Overpopulation has caused problems in China.	True	False
2) The One-Child Policy was created to fix overpopulation in China.	True	False
3) The One-Child Policy worked and has caused no problems.	True	False
4) There is now a gender imbalance in China.	True	False
5) There are more women in the younger age groups.	True	False
6) China's population in 2020 was over 30 times larger than Canada's.	True	False

**Questions** Answer the questions below using evidence from the text.

1) How does China's population compare to Canada's? What problems could this cause?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Why was the One-Child Policy created? What did it create?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) Describe how cultural traditions influenced the gender imbalance in China.

\_\_\_\_\_

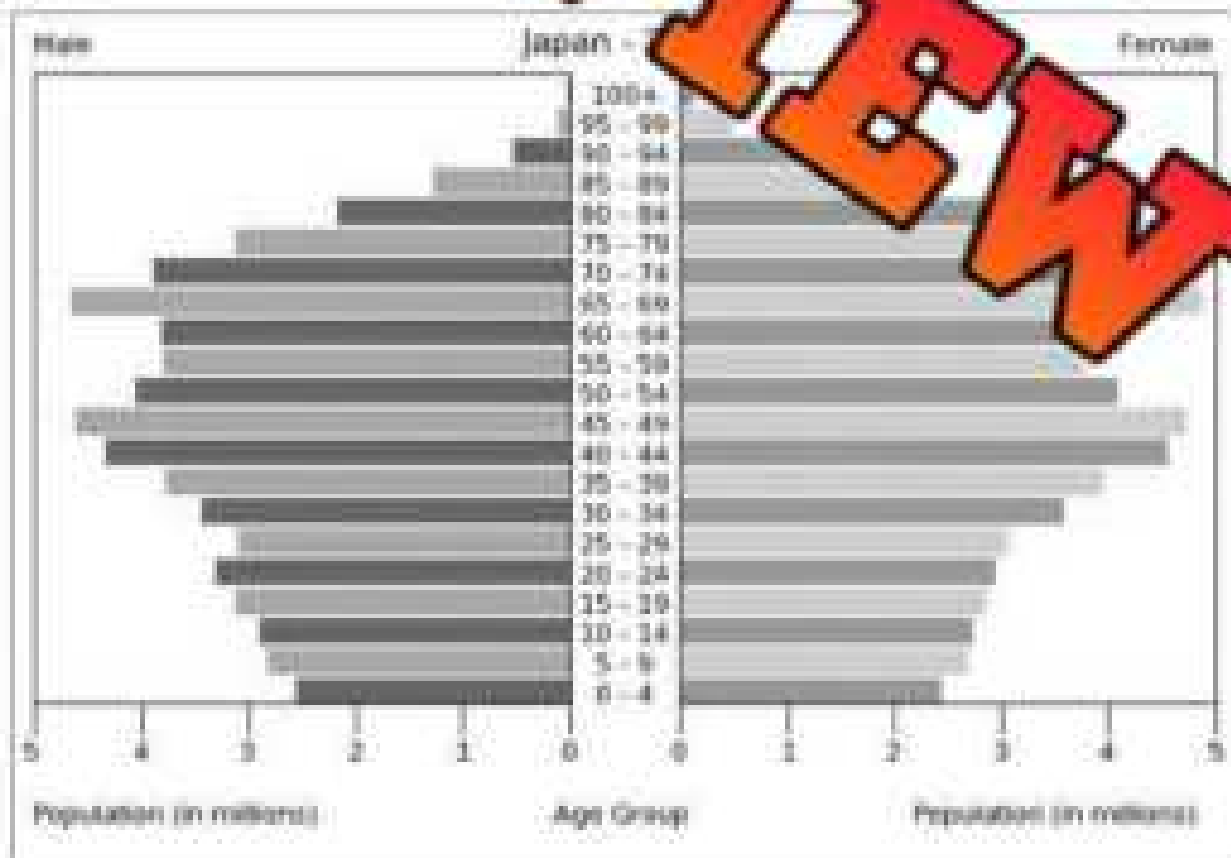
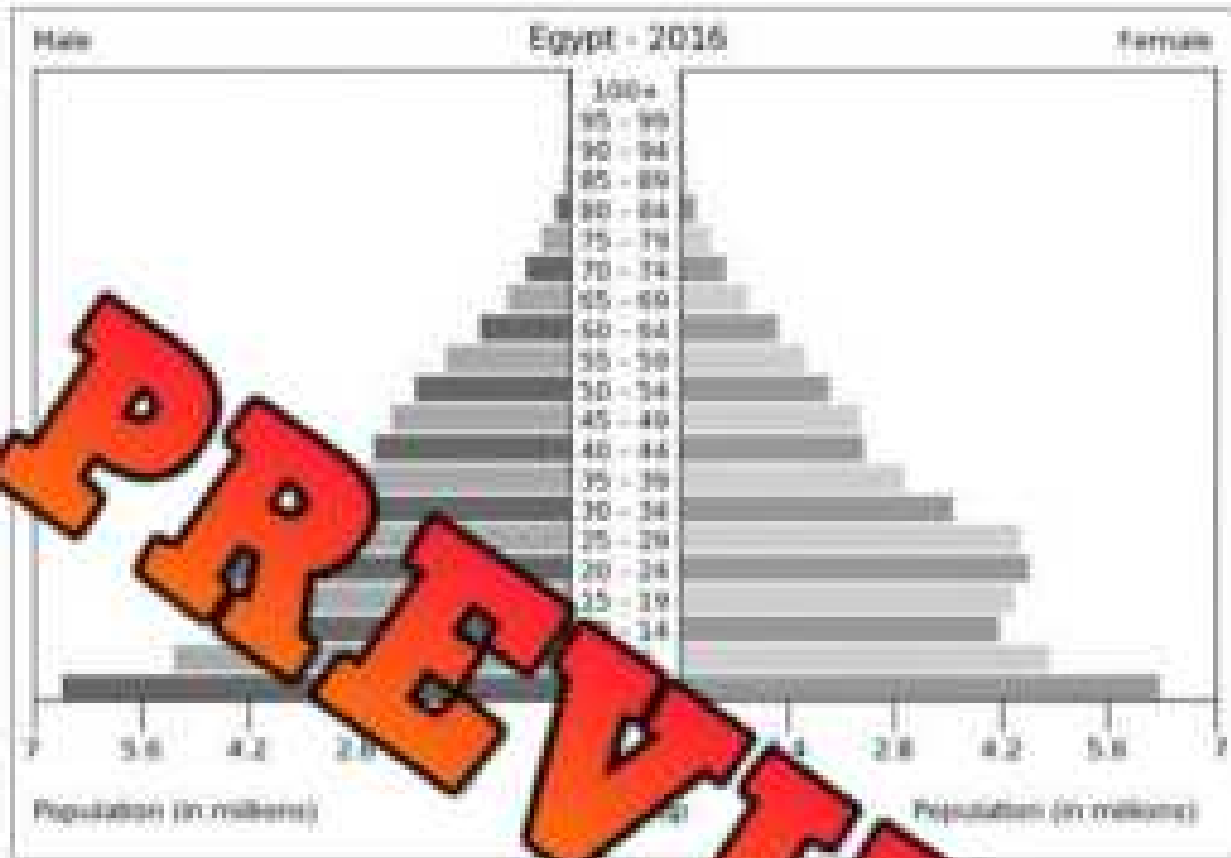
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**Interpret** Look at China's population pyramids (2012–2030) and circle the correct answer.

1) The overall shape of China's population pyramid is changing from:	Wide base to narrow base	Narrow base to wide base
2) The number of older adults (aged 65+) is:	Increasing	Decreasing
3) The gender imbalance in younger age groups (more males than females) is:	Still visible	Becoming smaller
4) Based on the trend, by 2030 China's population will likely be:	Aging with fewer young people	Mostly young with few older adults

# Population Pyramids – Developed vs Developing



**PREVIEW**

**True or False**

Circle whether the statement is true or false.

1) Egypt is a developed country.	True	False
2) Japan is a developing country.	True	False
3) Japan has more people that live longer - longer life expectancy.	True	False
4) The largest age group in Egypt is 0-4.	True	False
5) Men live longer in Japan than women do.	True	False

**Questions**

Answer the questions below using evidence from the text.

1) Which country is developed and which is developing? How do the population pyramids tell you?

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2) Which country likely has a stronger social security system, and better education system? How do you know?

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3) Explain how an aging population can affect a developed country's

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**Interpret**

Read the population pyramids and write 3 things you learned from them.

1)	
2)	
3)	

## Creating a Population Pyramid – U.S.A.

**Directions**

Display the data below in a population pyramid.

Age Group	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49
Males	14	15	14	15	15	17	22	23	24	28
Females	14	13	11	14	15	14	22	22	24	28

Age Group	50-54	55-59	60-64	65-69	70-74	75-79	80-84	85+
Males	12	16	3	14	1	8	8	
Females	13	18	21	14	14	11	1	



## Creating a Population Pyramid – Canada

**Directions**

Display the data below in a population pyramid.

Age Group	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49
<b>Males</b>	27	27	27	27	32	37	35	35	32	32
<b>Females</b>	24	24	26	26	31	36	35	35	33	32

Age Group	50-54	55-59	60-64	65-69	70-74	75-79	80-84	85+
<b>Males</b>	37	34	28	23	18	15	9.9	9.7
<b>Females</b>	37	34	29	25	17	12	12	13

PREVIEW



## Activity: Build Population Pyramid Models

### Objective

What are we learning more about?

Students will learn how population structures differ between countries and what these differences reveal about development and quality of life. Working in small groups, they will use Lego bricks to build 3-D population pyramids representing different countries. Then, the class will compare and discuss how factors like birth rate, life expectancy, and age balance affect a country's economy and future growth.

### Materials

What do we need for our activity?

- ✓ Lego bricks (different colors for males and females)
- ✓ Base plates (one per group)
- ✓ Rulers or measuring tape
- ✓ Chart paper or recording sheet (one per group)
- ✓ Markers or sticky notes (for labeling)
- ✓ Access to internet for research



### Instructions

How do we complete the activity?

- 1) Begin by reviewing what a population pyramid shows and the shape of a country's population.
- 2) Divide the class into groups and assign each group a different country.
- 3) Ask students to research their country's population data (age and gender distribution).
- 4) Have each group draw a population pyramid on paper using their research.
- 5) Using Lego bricks, groups build a 3-D version of their pyramid with younger ages at the base and older ages at the top.
- 6) Label the male and female sides using different colours.
- 7) Groups present their pyramids to the class, describing what their shapes show about population trends.
- 8) As a class, compare and contrast the models to see differences between developed and developing countries.
- 10) Discuss how population structure affects jobs, education, healthcare, and overall quality of life.

## How To Guide

Follow these steps to build your population pyramid model.

	Step	Description
1	Form Your Group	Work in your assigned group and get ready to research your chosen country. Each group will build one population pyramid model.
2	Research Population	Use online or library resources to find the most recent population by age and gender for your country. Record your data carefully.
3	Organize Information	Sort age groups (0–4, 5–9, 10–14, etc.) and calculate the percentage for males and females in each group. Make sure your numbers make sense.
4	Draw Your Population Pyramid	On paper, draw your pyramid by hand using your data. Label male and female sides and make sure the age groups are evenly spaced.
5	Prepare Building Materials	Gather Lego bricks, pipe cleaners, and labels. Choose two different colors for males and two for females.
6	Build the Model	Start from the bottom (youngest age group) and stack bricks upward by age. Keep both sides of the pyramid to show accurate proportions.
7	Label Your Model	Add sticky notes or small paper flags to label male/female sides, and your country's name.
8	Record Your Observations	On chart paper, write short notes describing what your pyramid shows (e.g., "wide base," "small top," "more older adults").
9	Present to the Class	Share your pyramid with the class. Explain what your country's population pattern says about its growth and quality of life.
10	Compare and Reflect	Look at all groups' pyramids together. Discuss how the shapes differ between developed and developing countries and what this means for their economies and futures.

**Criteria** Use the criteria below to complete the activity.

Criteria	Description
<b>Teamwork:</b>	Everyone helped gather data, shared building tasks, and worked respectfully together.
<b>Research and Accuracy</b>	The population data collected for the assigned country was clear, organized, and accurate.
<b>Model Building</b>	The Lego pyramid was neat, balanced, and built according to the data.
<b>Creativity</b>	The model included labels, colour coding, or small details that made information easy to see.
<b>Presentation and Explanation</b>	Students clearly explained what their pyramid showed about their population structure and quality of life.

**Assign** Countries \_\_\_\_\_ and build population pyramid model

Country	Description
<b>Canada</b>	A developed country with a young population and slow natural growth.
<b>Nigeria</b>	A developing nation with a very young population and rapid growth.
<b>Japan</b>	One of the world's oldest populations, with a low birth rate.
<b>India</b>	A rapidly growing population with a large youth group and a growing workforce.
<b>Brazil</b>	A middle-income country with a balanced but still youthful population structure.
<b>Afghanistan</b>	A developing nation with high birth rates and short life expectancy.
<b>Italy</b>	A developed country with a shrinking youth population and long life expectancy.
<b>Mexico</b>	A country in transition—declining birth rates but still more young than old.

## Planning Page

## Build population pyramid models

1) Assigned Country

2) What is the total population of your country?

3) Which source(s) did you use to find your data?

4) Collect Population Data

Age Group	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49
Males									
Females									
Age Group	50-	60-69	70-74	75-79	80-84	85+			
Males									
Females									

5) How will you organize your Lego bricks to show the population pyramid?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

6) What colours will you use for males and females?

7) Which side represents males, and which represents females?

8) How will you label each age group so it's easy to read?

\_\_\_\_\_

\_\_\_\_\_

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

**Draft Model**

Draw a population pyramid based on the data you collected.



**PREVIEW**

**Questions**

Answer the questions below using the statistics you found.

1) What do you notice about the shape of your population pyramid?

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2) What does this tell you about your country's birth rate, life expectancy, or growth rate?

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3) Would you describe your country as developed or developing based on your findings? Why?

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4) What could your country do to improve its future quality of life based on this population data?

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**PREVIEW**

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

**Peer Assessment**

Assess your peer's Population Pyramid Model

Your Name: \_\_\_\_\_

Your Peer Name: \_\_\_\_\_

Criteria	1 - Needs Work	2 - Getting There	3 - Well Done	4 - Excellent
Accurate Population Data				
Model Building				
Teamwork/Participation				
Use of Labels				
Presentation				

**Reflection Questions** Complete population pyramid models

1) How does your pyramid compare with other countries' pyramids in your class?

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2) Which country's pyramid showed the fastest population growth?

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3) Which country had the oldest population with more older adults than children?

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4) Which countries looked more developed/less developed based on their pyramid shapes?

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**Rubric**      How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
<b>Teamwork</b>	Group did not cooperate or share work.	Some members helped but not evenly.	Most members worked well together.	Everyone participated, shared tasks, and supported each other.
<b>Research and Accuracy</b>	Data was incomplete or inaccurate.	Some data was correct but missing details.	Most data was correct and organized.	All data was accurate, well researched, and neatly recorded.
<b>Model Building</b>	Model was not built or not very accurate.	Model was built but not very accurate.	Model was neat and mostly matched the data.	Model was neat, balanced, and clearly showed population data.
<b>Creativity and Design</b>	No extra details or colour used.	Some extra details or colour used.	Model was labelled and had clear categories.	Model had labels, colour coding, and thoughtful creative touches.
<b>Presentation and Explanation</b>	Group did not explain the model.	Explanation was unclear or too short.	Group explained the model.	Group gave a clear, full explanation and connected to quality of life.

**Teacher Comments**


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**Mark**

**Student Comments - What Could You Do Better?**


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## Non-Governmental Organizations (NGOs)

### What is an NGO?

An **NGO** is a non-governmental organization, which means they are not a part of the government. NGOs are a group of people who work together to raise money to solve a problem. Often, the problem relates to inequalities we see in our lives. Here are some common problems that NGOs try to solve:

- Poverty
- Homelessness
- Climate Change
- Help for the disabled
- Violence
- Gender inequality



### Goals of NGOs

To solve many of the problems mentioned above, NGOs need money. Therefore, the main goal of NGOs is to raise money. NGOs will often create a commercial about a problem they are trying to help solve. They may run commercials on TV that show how bad the problem is. At the end of the commercial, an NGO often asks the viewer to help by donating.

NGOs are usually non-profits. This means they do not use the money for the people working for the NGOs to get rich, but instead they can only pay themselves a reasonable salary and to use the rest of the money to solve the problem.

### Why NGOs Are Important

NGOs play a vital role in improving people's lives around the world. They can help where governments cannot, especially during emergencies or in times of need. Providing food, clean water, shelter, education, and health care, NGOs work towards reducing global inequalities and improving quality of life.

### Examples of NGOs and the Problem each NGO is Solving

NGO	Problem
Doctors Without Borders	The natural disasters around the world are harming people. The goal is to provide them with medical attention.
Free the Children	Children are living in poverty and are being exploited. The goal is to free these children by giving them the power to make a change.
World Wide Fund for Nature	Our environment is being changed and harmed. The goal is to keep the environment healthy and stop species from going extinct.
Cure Violence Global	To reduce the amount of violence in the world by teaching behaviour change methods.

**Questions**

Use information from the text to support your answer.

1) What is an NGO? Why do NGOs exist?

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2) What is the main goal of most NGOs? How do they achieve the goal?

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3) How do NGOs address these issues?

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**True or False**

Circle whether the statement is true or false.

1) Most NGOs have rich leaders that run the NGO.	True	False
2) Most NGOs are non-profits.	True	False
3) NGOs need donations that allow them to help people in need.	True	False
4) Poverty is a common problem that NGOs try to help.	True	False
5) Doctors without Borders provide medical attention to whoever needs it.	True	False

**Making Connections**

What does this remind you of in your life?

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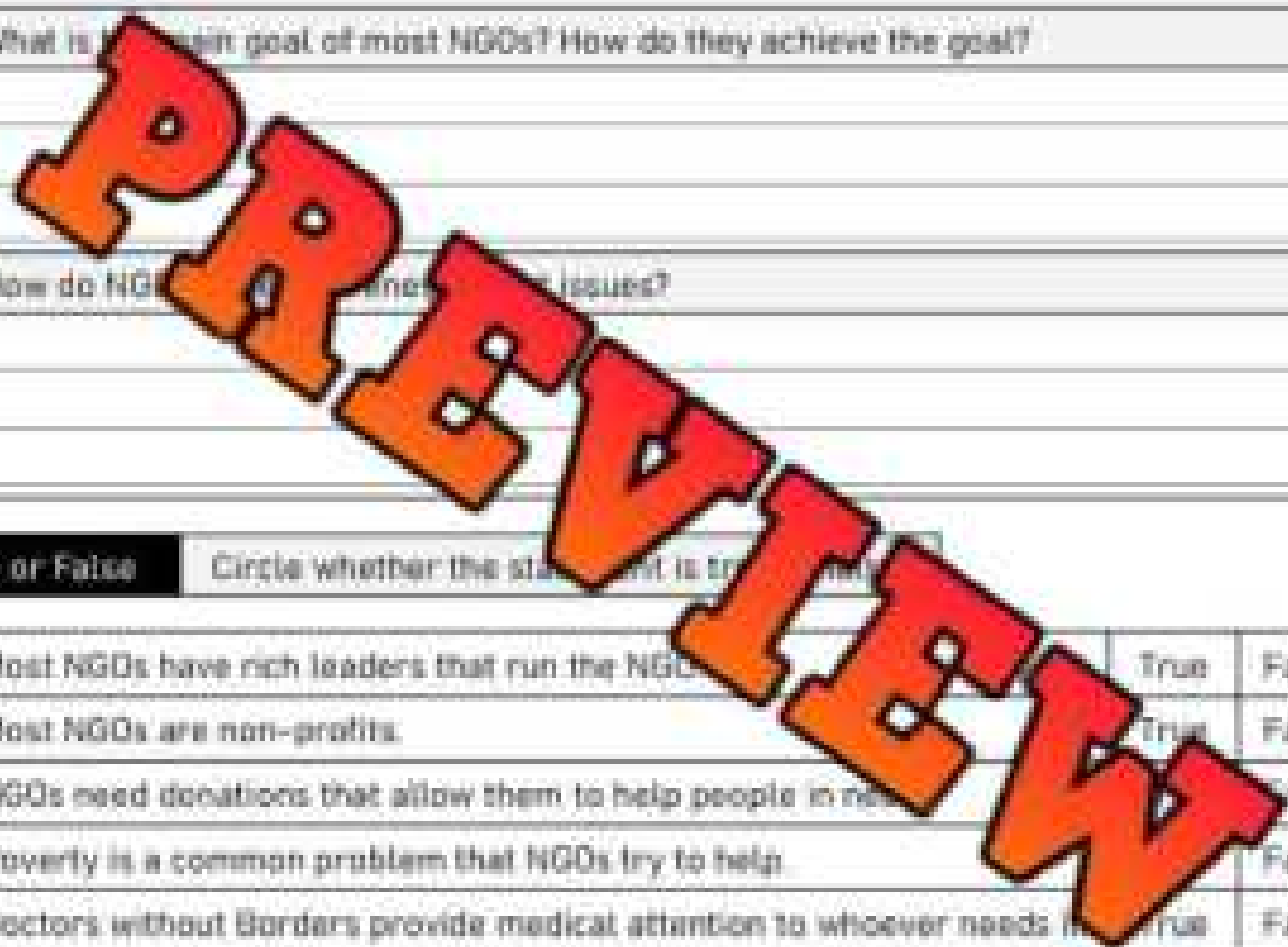
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# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) NGOs are owned and controlled by governments.	T	
	F	
2) NGOs often create commercials asking for donations.	T	
	F	
3) NGOs exist mainly to make profits for workers.	T	
	F	
4) NGOs usually focus on issues of inequality.	T	
	F	
5) The Ryan's Well Foundation provides clean water access.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) NGOs are owned and controlled by governments.	T	
	F	
2) NGOs often create commercials asking for donations.	T	
	F	
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4) NGOs usually focus on issues of inequality.	T	
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5) The Ryan's Well Foundation provides clean water access.	T	
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4) NGOs usually focus on issues of inequality.	T	
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Name: _____		Mark
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	F	
2) NGOs often create commercials asking for donations.	T	
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3) NGOs exist mainly to make profits for workers.	T	
	F	
4) NGOs usually focus on issues of inequality.	T	
	F	
5) The Ryan's Well Foundation provides clean water access.	T	
	F	

PREVIEW

## Children's Rights Around the World



### Right to Food and Water

Water is needed for humans to survive. We use it to drink, wash, clean our clothes, and grow food. Food is also needed for people to grow and stay healthy. We have enough food and water in the world for everyone, but not everyone is getting enough. Some people are using too much, while others don't have enough to survive.

Children in Africa need to walk many kilometres just to get water from a well, tap, or river. In India, kids help their parents work on the farm. They need to water the plants, pick out weeds, and pull out plants. In some countries, it is hard to grow plants because there isn't enough water for the plants to grow. In these places, people go hungry! Their right to food and water is not always met!

### Right to Healthcare

In Canada, all citizens have the right to healthcare. That means if you are sick, you can visit a doctor for free. If you need surgery, you can get it for free as well.

Did you know that over half of the world's population does not have access to healthcare. That means more than half of the world's people can't see a doctor when they get sick. In Canada, we have 2.5 doctors for every million people. In Liberia, a poorer country, we have only 14 doctors for every million people. It would be hard to see a doctor if you lived in Liberia.



### Right to a Home

Everyone in the world has the right to a home to live in. Some live in apartments, trailers, brick houses, or houses made from branches and leaves. A home should have food and water and should keep children safe. Homes keep us warm or cool and keep out unwanted animals.



In Canada, 36 out of every 10,000 people are homeless. In Haiti, 2,324 people are homeless out of 10,000. That is almost one in four people! We are lucky in Canada to have homes to live in! About 33% of all homeless people are children. In the world, there are 150 million homeless people every night. That means 50 million children do not have a home to live in. Can you imagine not having a home to sleep in at night?

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

78

Reading Comprehension  
2015-2016

**True or False**

Circle whether the statement is true or false.

1) Over half of the world does not have access to healthcare.	True	False
2) There are around 50 million homeless children around the world.	True	False
3) In Canada, we need to walk far to get water.	True	False
4) In Africa, they all have taps in their homes to get water.	True	False
5) In Liberia, there are only 14 doctors for every million people.	True	False

**Questions**

Use information from the text to support your answer.

13) Is it easy to see a doctor in Canada? What do you do? Would it be hard to see a doctor in Liberia?

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23) How are the rights of children around the world?

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**Summarize**

A summary is a brief explanation of the reading passage.

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**PREVIEW**

## Blog Post: The Red Cross Organization

### 5 Things You Didn't Know About the Red Cross

Date: October 15, 2025

Author: Lucas M.

5-minute read

The Red Cross is one of the most recognized humanitarian organizations in the world. It was founded in 1864 by Henry Dunant, a man from Switzerland who witnessed the suffering of soldiers during war. Dunant wanted to create a group that could help people in times of crisis, no matter where they lived or what side they were on. Today, the Red Cross operates in 192 countries, with their head office being in Geneva, Switzerland. It has more than 25 million volunteers around the world. Here are five facts about the Red Cross.

- 1) It Started in a Field** - Henry Dunant saw thousands of soldiers wounded at the Battle of Solferino in 1864. He organized local villagers to help, starting what later became the Red Cross. This led to the first Geneva Convention, which set rules for how to treat wounded soldiers during war.
- 2) The Red Cross Symbol Has a Meaning** - The red cross emblem — a red plus sign on a white background — is a symbol of humanitarian aid. It's the reverse of the Swiss flag, chosen to honour the country where it was born. It shows protection and neutrality.
- 3) They Respond to 500,000 Disasters** - From floods to fires, the Red Cross responds to about 500,000 disasters each year. In Canada alone, the Canadian Red Cross helps around 100,000 people affected by disasters like wildfires, floods, or storms.
- 4) The Red Cross Helps Refugees and Migrants** - The organization supports people who are forced to flee their homes. They provide shelter, food, and other services to help families find missing relatives after disasters or conflicts.
- 5) Blood Donations Save Millions** - The Red Cross collects over 13 billion blood donations each year worldwide. These donations are used to save lives during surgeries, accidents, and natural disasters.

### Comments:



Jordan R. - October 15, 2025

I didn't know the symbol came from the Swiss flag! The Red Cross has saved so many lives. Their work after the 2023 wildfires in Canada was incredible — they helped more than 25,000 families.

Like Reply 1d ago



Ava P. - October 16, 2025

I agree, but I think they should focus more on long-term rebuilding, not just short-term help. Some communities still struggle months after disasters even when the Red Cross leaves.

Like Reply 30m ago



**True or False**

Decide if the statement is true (T) or false (F).

1) The Red Cross was founded in Scotland during the year 1864.	T	F
2) Henry Dunant created the Red Cross after seeing war injuries at Solferino.	T	F
3) The Red Cross symbol represents a Christian cross meant to show faith.	T	F
4) The red cross design is the reverse of the Swiss national flag.	T	F
5) Over 50 million people volunteer for the Red Cross each year.	T	F
6) The Red Cross only focuses on medical care and not disaster relief.	T	F

**Questions**

Answer the questions below

1) How might Henry Dunant's experiences in war shape his goals for the Red Cross?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Why do you think neutrality is important for the Red Cross?

\_\_\_\_\_

\_\_\_\_\_

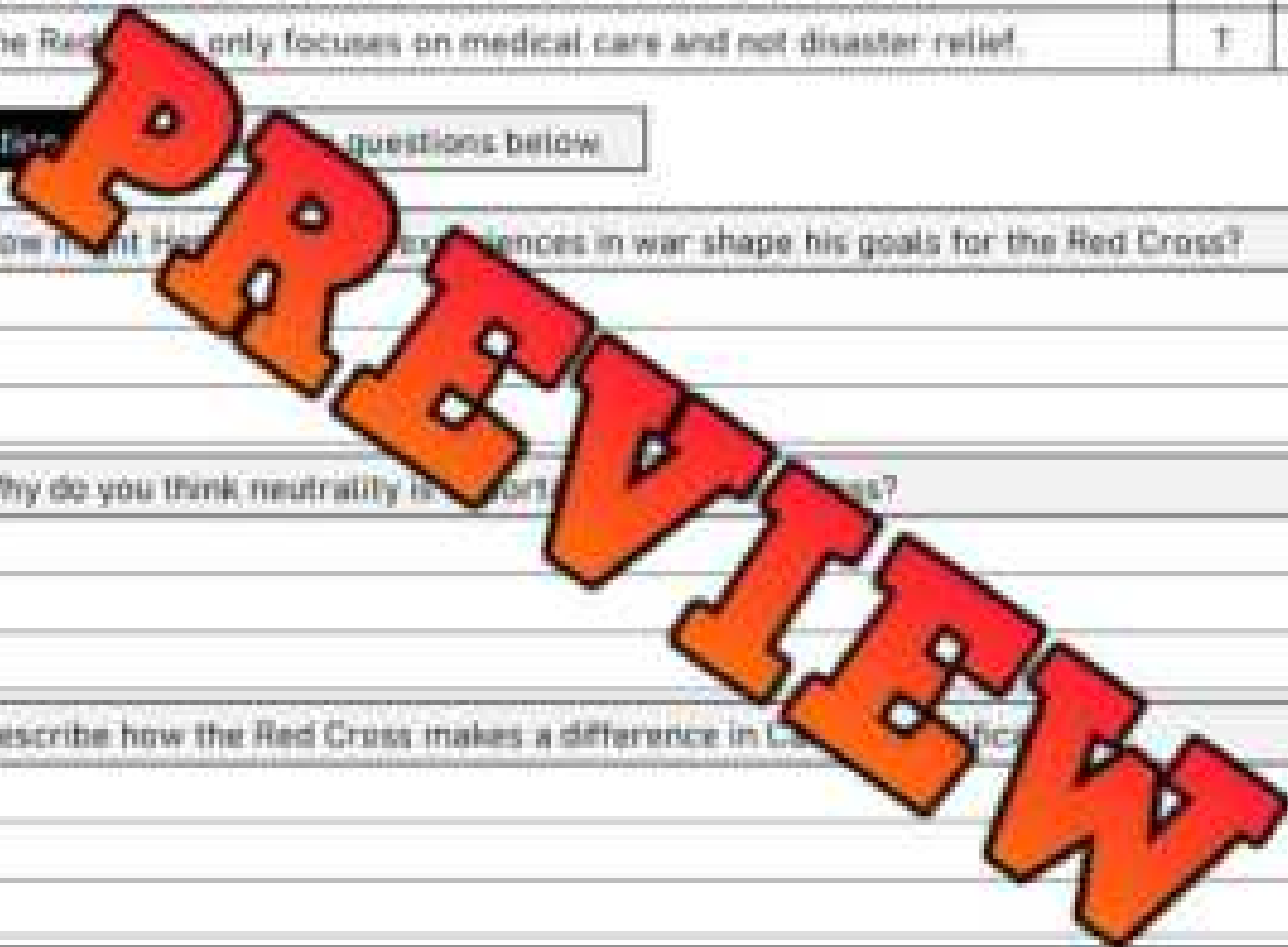
\_\_\_\_\_

3) Describe how the Red Cross makes a difference in the lives of people in need.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Comment**

What comment would you post to the blog post?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

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

Mark:

Check the facts that are true about the Red Cross.

<input type="checkbox"/>	Founded in Switzerland
<input type="checkbox"/>	Symbol is a religious sign
<input type="checkbox"/>	Builds schools worldwide
<input type="checkbox"/>	Began after Solferino battle
<input type="checkbox"/>	Created by Nelson Mandela
<input type="checkbox"/>	Created by Henry Dunant
<input type="checkbox"/>	Gives blood and medical aid
<input type="checkbox"/>	The head office is in New York
<input type="checkbox"/>	Works in 190+ countries

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

Mark:

Check the facts that are true about the Red Cross.

<input type="checkbox"/>	Founded in Switzerland
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<input type="checkbox"/>	Builds schools worldwide
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**PREVIEW**

# UNICEF

## What is UNICEF?

**UNICEF** stands for the United Nations International Children's Emergency Fund. The United Nations created UNICEF on December 11, 1946. UNICEF has made it their goal to make sure every child is **thriving, learning, protected, and participating**.

- 1. Thriving** – Every child has good health and is seen by a doctor regularly. UNICEF works with governments to make their health systems better.
- 2. Learning** – Every child gets a quality education. UNICEF is working to offer quality pre-school education to children, so they are ready for elementary school. They also monitor children who are out of school or are at risk of dropping out.
- 3. Protected** – Every child is safe from harm. UNICEF is working with governments to help protect children. They are funding social workers as well as day cares. UNICEF pays for foster care and group homes of children in need. Every child needs a family to love and care for them.
- 4. Participating** – Every child has a voice. UNICEF is supporting laws that give children a voice. Governments and adults are listening to what children are saying and UNICEF is helping them have their voices heard. Every child has a need to feel like they are being listened to.



## True or False

Circle whether the statement is true or false.

1) UNICEF is there to help adults who are in need.	True	False
2) UNICEF was created in 1946.	True	False
3) UNICEF makes sure every child has a family.	True	False
4) UNICEF believes that adults and governments should listen to kids.	True	False
5) UNICEF is trying to solve world hunger.	True	False

## Questions

Answer the questions below using evidence from the text.

1) How is UNICEF protecting kids?

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2) What are the four main goals that UNICEF is working on?

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## Interview: Water for People Organization

**Student:** Hi! Can you introduce yourself to our class?

**Eleanor:** Hello! My name is Eleanor Allen, and I'm the CEO of Water for People, an international non-governmental organization that helps people around the world gain access to clean water and sanitation.

**Student:** That's amazing! Can you explain what Water for People does?

**Eleanor:** Oh, Water for People is a global NGO that works in 15 countries across Africa, Asia, and Latin America. Our goal is that every person has access to safe and reliable water and sanitation services — forever.



**Student:** What does your “Forever” really mean?

**Eleanor:** It means we don't just install wells and leave. We train local engineers and communities to maintain their water systems so the access lasts for generations. We want communities to be resilient and self-sufficient.

**Student:** Why is clean water such a big deal?

**Eleanor:** Because 2.2 billion people worldwide still don't have clean drinking water, and 4.2 billion don't have proper sanitation. Every year, approximately 40,000 people die from water-related diseases — most of them children under the age of five. Many women and children walk more than four hours a day just to collect water.

**Student:** Where does Water for People work?

**Eleanor:** We currently work in Malawi, Rwanda, Uganda, India, Kenya, Nicaragua, and Honduras. For example, in Malawi, about 83% of rural areas don't have running water. We help by drilling wells, installing toilets, and creating jobs to monitor water quality.

**Student:** What has your organization achieved so far?

**Eleanor:** We've provided 4.67 million people with reliable water services, giving 1.54 million people access to sanitation, built systems in 1,583 schools, and created 2,436 permanent jobs. Our “Everyone Forever” model was even recognized by the United Nations as one of the most sustainable global water programs.

**Student:** How can students like us help?

**Eleanor:** You can start by raising awareness, sharing facts, or organizing fundraisers for global water projects. Even small actions — like donating or educating others — help more families access clean water. Clean water improves health, education, and economic growth. Every action truly makes a difference!

**Questions**

Answer the questions below using evidence from the text.

1) How does not having access to clean water affect someone's quality of life?

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2) What is the organization Water for People? How are they helping improve people's quality of life?

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3) Explain why \_\_\_\_\_ is not enough for clean water access.

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**True or False**

Circle whether the statement is true or false.

1) Water for People operates in nine countries across five continents.	T	F
2) Over two billion people globally still lack safe drinking water.	T	F
3) Each year, nearly 840,000 people die due to unsafe water.	T	F
4) Water for People's goal is to provide short-term emergency water.	T	F
5) The United Nations has recognized Water for People's sustainable approach.	T	F

**Questioning**

What questions would you ask Eleanor if you were the interviewer?

1)	<hr/> <hr/> <hr/>
2)	<hr/> <hr/> <hr/>
3)	<hr/> <hr/> <hr/>

## Media – Helping People In Need

### What is the Media?

The **media** is any channel of communication that helps share information with the public. This includes **broadcasting**, **publishing**, and the **internet**. Through media, people can express opinions, share stories, or report news. For example, anyone with access to the internet can share their thoughts through social media platforms like Instagram, YouTube, or X (formerly Twitter). However, not everyone reaches a large audience—this is where **mass media** comes in. **Mass media** refers to large-scale communication through mediums such as television, newspapers, radio, and online articles that reach millions of people.

Because media reaches a much larger audience, it has the power to shape opinions and influence public action. People all over the world can watch news reports about global issues through these communication channels.

### How the Media Helps People In Need

Many organizations use the media to raise awareness about quality-of-life problems faced by people in different parts of the world. These organizations depend on fundraising to support their causes, and the media helps them in spreading their message to the public. Through advertisements, television campaigns, and social media, they show audiences how serious a problem is and how they can help make a difference through donations or volunteer work.

### World Vision

One major organization using media is World Vision. Through television commercials, Canadians have sponsored 377,888 children in 100 countries. These commercials show children who lack regular access to food, clean water, or education. By watching these powerful images, viewers are encouraged to take action and help. Over the years, World Vision's campaigns have led to millions of children receiving sponsorships and better living conditions around the world.

### United Nations

The **United Nations (UN)** also uses media to reach more people. They often work with celebrities to spread important global messages. For example, in 2013, **Katy Perry** became a UNICEF Ambassador, and in 2014, **Emma Watson** became the UN **Goodwill Ambassador**, promoting gender equality through her **HeForShe** campaign. When well-known public figures support these causes, people pay attention. Celebrities' large audiences and trusted reputations help these organizations inspire action and spread messages of hope and equality.



**True or False**

Circle whether the statement is true (T) or false (F).

1) The mass media is when anyone posts an opinion on social media.	T	F
2) NGOs use the media to ask for help in solving inequality worldwide.	T	F
3) Emma Watson is a global ambassador for the UN.	T	F
4) World Vision uses commercials asking people to sponsor poor children.	T	F
5) Celebrities increase the size of the audience who hear important messages.	T	F

**Questions**

Answer the questions below using evidence from the text.

1) Why do organizations use the media to help people living in poverty around the world?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Why do organizations use the media to help people in need?

\_\_\_\_\_

\_\_\_\_\_

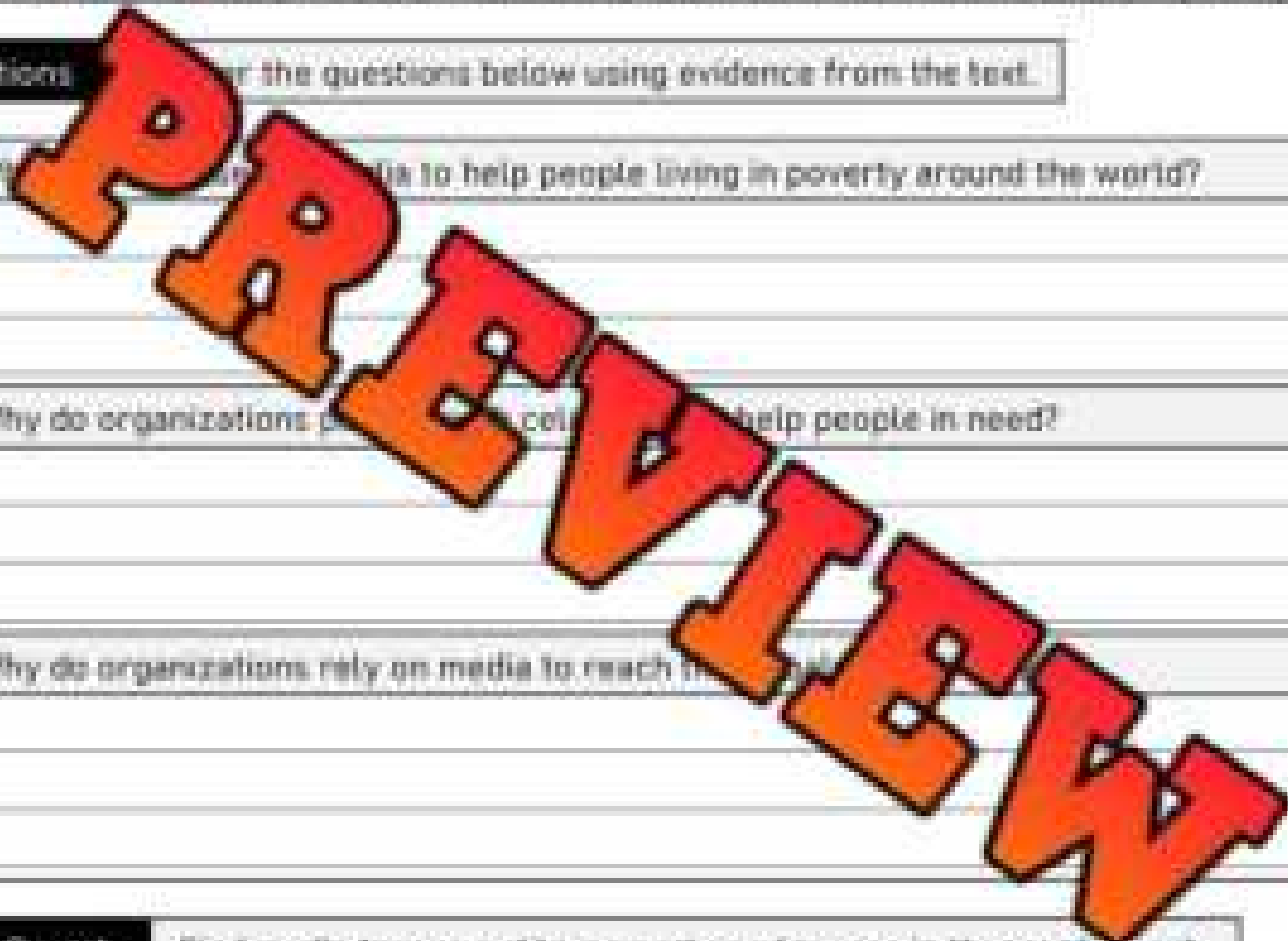
\_\_\_\_\_

3) Why do organizations rely on media to reach their target audience?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Word Search**

Find media types used to support good causes in the word search.

Television	Newspaper
Radio	Podcast
Blog	Film
Billboard	Poster
Flyer	Advertisement
Photography	Documentary

N	E	W	S	P	A	P	E	R	E	T	S	O	P	C	U
A	S	I	P	B	I	L	L	B	O	A	R	D	F	A	I
K	A	H	K	C	N	O	I	S	I	V	E	L	E	T	T
D	O	C	U	M	E	N	T	A	R	Y	Y	I	G	C	X
K	D	A	D	V	E	R	T	I	S	E	M	E	N	T	F
G	F	R	A	D	I	O	P	J	R	M	I	L	Y	L	T
O	P	H	O	T	O	G	R	A	P	H	Y	Z	I	E	
Y	X	H	B	L	O	G	T	S	A	C	D	O	P	F	N

## Social Media Post – Supporting Children in Gaza

### GlobalReliefNow

Every day I see new videos from Gaza—kids crying, schools gone, parents searching for food. It's honestly hard to watch. What can people like us actually do to help those kids survive this?

11:30 AM · 14/10/2025 · 1,929 SHARES · 4,721 LIKES    

 **DanielRivera13**: I watched a clip last night of a boy pulling his little sister from rubble. I can't sleep after that. I donated to UNICEF today, but it feels like it's never going to do anything.

 **EmilyTran24**: I talked about it with my parents too. We sent money to the Red Cross, but I wish we could volunteer somewhere. Watching those kids is so heartbreaking.


 **LiamPatel09**: The social media sharing info matters. My cousin in Toronto made posters for a fundraiser and raised over \$800 for aid groups. Small things really do add up.

 **DanielRivera13**: Yeah, but it's frustrating. I feel angry seeing countries fight while kids starve. The world is never going to stop while children sleep on the street. We need more action, not just words.


 **EmilyTran24**: True, but some countries are already opening borders for medical aid, and Spain sent doctors. At least we can wish people online cared as much as they do for trends.

 **LiamPatel09**: Honestly, social media helps too. I saw that viral video about Gaza's kids—it got millions of views. Awareness is powerful. It's not useless if it makes people care.

 **DanielRivera13**: I just keep wondering how those kids stay strong. One girl said she still dreams of being a teacher. Imagine losing everything and still having hope. That made me cry and smile at the same time.

 **EmilyTran24**: I saw that same girl! It's wild how hopeful she is. Makes me think we take school for granted. I complained about homework yesterday, then felt guilty right after seeing that video.

 **LiamPatel09**: Same here. I stopped complaining about small stuff. When I see what they're going through, I realize how lucky we are. Even just talking about it in class helps us remember people really need support.

 **DanielRivera13**: I just hope the world doesn't move on too fast. These kids deserve more than sympathy—they deserve peace. I'll keep posting, donating, and talking until they're safe again. It's the least we can do.

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

**Agree or Disagree** Read each statement and circle either Agree or Disagree.

1) Social media can make more people care about world issues.	Agree	Disagree
2) Donating money is the only real way to help in a crisis.	Agree	Disagree
3) Awareness through videos can be as powerful as direct aid.	Agree	Disagree
4) Children in war zones still show incredible strength and hope.	Agree	Disagree
5) People often forget about global problems too quickly.	Agree	Disagree
6) Helping people online is just as important as helping in person.	Agree	Disagree

**Questions** Write answers to the questions below.

1) Explain why social media can be a powerful tool for global causes.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) What lesson did Emily learn from her experience in Haiti?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) How could students in Canada take real action to support global causes?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Opinion** Write a comment that you would add to this conversation.

Username: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PREVIEW**

## Fact or Fiction: NGOs and Quality of Life

**Objective** What are we learning about?

Students learn how NGOs improve quality of life through clean water, education, health care, and relief programs, deciding if statements are fact or fiction and discussing their global impact.

**Materials** All you need for the activity?

- Fact or Fiction statements
- A 'Fact' sign and a 'Fiction' sign, push the two sides of the room
- Designated areas in the classroom for 'Fact' and 'Fiction' signs, allowing students to move to either side

FACT  
OR  
FICTION



**Instructions** How will you complete the activity?

- 1) Your teacher will read statements. Pay close attention as each is read.
- 2) Consider carefully whether you think the statement is true or false.
- 3) If you decide the statement is true, walk to the 'Fact' side of the room.
- 4) If your guess is that it's not true, move to the 'Fiction' side of the room.
- 5) Stay on your chosen side and listen attentively for the correct answer to be revealed.
- 6) When the right answer is announced, return to your seat, ready for the next round.
- 7) Have fun getting up and moving!

## Fact or Fiction

Read the statements to the class.

#	Statement	
1	Doctors Without Borders began when French doctors treated war victims without government approval.	Fact
2	UNICEF only helps children in Africa and does not work in Canada.	Fiction
3	The Red Cross helps about 500,000 people each year worldwide.	Fiction
4	The Water Well Foundation builds wells to give families clean drinking water.	Fact
5	NGOs can enter any country unless the United Nations sends them.	Fiction
6	Free the Children sends kids to school instead of working in dangerous jobs.	Fact
7	Free the Children began with one student's idea to stop child labour.	Fact
8	World Wide Fund for Nature protects and reforests in more than 100 countries.	Fact
9	NGOs use money raised from governments to pay their workers large salaries.	Fiction
10	The Global March Against Child Labour helps stop child labour and forced to work.	Fact
11	NGOs only work in rich countries that can afford to pay them.	Fiction
12	Doctors Without Borders sends medical teams to war zones and refugee camps.	Fact
13	UNICEF was created right after World War II to help children in need.	Fact
14	Most NGOs are for-profit companies that sell services to poor nations.	Fiction
15	The Red Cross teaches first aid and helps after floods, fires, and storms.	Fact
16	NGOs can replace governments when countries are not functioning properly.	Fiction
17	Water for People builds wells and trains locals to keep them working.	Fact
18	NGOs only help people for a few days, never planning long-term projects.	Fiction
19	The World Wide Fund for Nature also works to stop ocean pollution.	Fact
20	UNICEF's main goal is to help adults find jobs in developing countries.	Fiction

# Economic Sectors

## Primary Sector

The primary sector includes all activities that take **natural resources** directly from the Earth so they can later be processed and sold. This sector forms the foundation of every economy because it provides the raw materials needed to build, produce, and manufacture goods. People who work in the primary sector play an essential role in supporting other industries.



Common careers in this sector include **farmers** growing crops, **loggers** harvesting trees, and **miners** extracting valuable minerals and fuels. In developing countries, the majority of people are employed in the primary sector because they depend on the land and natural resources for survival. These nations often lack the advanced technology, transportation systems, and factories that are necessary to support manufacturing and service industries. People in these nations spend more time farming or fishing to meet their basic needs rather than producing goods for trade or export.

## Secondary Sector

The secondary sector is also called the **manufacturing or industrial sector**. This is where raw materials from the primary sector are transformed into finished products. For example, wood from trees becomes furniture, and iron from mines is used to build vehicles and tools. This sector is important because it adds value to raw materials and creates employment in construction, production, and maintenance. Workers in this sector include those in factories, carpenters, mechanics, and employees who make food, clothing, and household goods. As nations develop, the secondary sector grows rapidly because of new manufacturing industries, cities, and technological advancements.



## Tertiary Sector

The tertiary sector is called the **service sector** and does not produce goods, workers in this area provide services or experiences for money. Examples include **doctors** treating patients, **teachers** educating students, **drivers** transporting goods, and **waiters** serving customers in restaurants. The tertiary sector becomes the largest in most developed nations because people can afford to spend more on services once their basic needs are met.

## Quaternary Sector

The quaternary sector focuses on **information, research, and knowledge-based services**. It includes **teachers, scientists, IT specialists, and financial analysts**. This sector helps societies advance by providing information, solving problems, and developing new technologies that strengthen all other sectors of the economy.



**True or False** Circle whether the statement is true or false.

1) The secondary sector extracts raw materials from the earth.	True	False
2) The tertiary sector is the service industry.	True	False
3) Teachers are part of the tertiary sector.	True	False
4) Farmers are part of the primary sector.	True	False
5) If your job is pulling cotton off a plant, you work in the tertiary sector.	True	False

**Questions** Answer the questions below using evidence from the text.

1) Describe the four economic sectors.	
Primary	_____
Secondary	_____
Tertiary	_____
Quaternary	_____
2) Why does a higher percentage of people in developing nations work in the tertiary sector than in developed nations?	_____
	_____
	_____
	_____

**Making Connections** Which economic sector do you want to work in? Why?

_____
_____
_____
_____

# Economic Systems

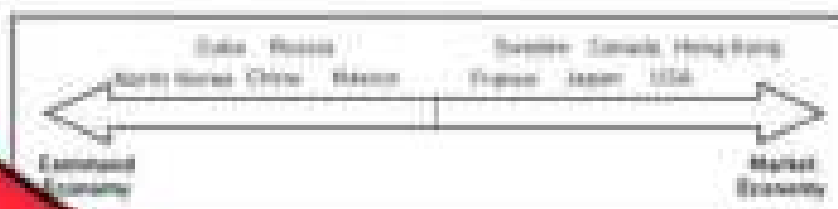
## Traditional Economic Systems

In a traditional economic system, the economies make only what they need. For example, the hunter-gatherer societies are traditional economic systems where people hunt or farm for the food they need to survive.

They don't hunt and farm extra, which means they don't sell to anyone else. If they do have a surplus of food or products, they may trade with other groups by bartering. They don't use money because they don't buy or sell. Examples of groups that use traditional economies are the Inuit, as well as some African countries like Somalia, Chad, and Sudan.

## Command Economic System

In a command economic system, a central authority or government controls what goods are manufactured and what



The government decides what goods are manufactured, how they are sold, and who gets the profits.

Command economies are designed to ensure everyone gets a more equitable distribution of the resources. They use the resources so that there is less homelessness and poverty. The government has too much control, which means citizens have less freedom. There is also no incentive for citizens to work hard because they will receive their share of the resources regardless of their efforts.

## Market Economic System

A market economic system is based on free markets with little interference from the government. Citizens and companies can buy and sell what they want to do what is best for themselves. The supply and demand of products and services is what controls the market. If there is a demand for a product or service, people will produce that demand in hopes of earning money.

The problem with the market economic system is that the distribution of wealth becomes inequitable. We see extreme wealth and extreme poverty in this economy as some really understand supply and demand, while others do not.

## Mixed Economic System

A mixed economic system combines both the market and command systems. Most of the economy is free, meaning people can buy and sell as much as they want. But some industries are controlled by the government, like education and health care. In a mixed economy, corporations can make big profits, but they pay a lot of tax too. The government spreads the tax money to people/social groups that need it in the form of programs in Canada like the Child Tax Benefit, Old Age Security, and Guaranteed Income Supplement.

Mixed economic systems are used in most developed countries. They take the best parts of both command and market economies.

**Questions**

Answer the questions below using evidence from the text.

1) Define the 4 economic systems.

Traditional

Command

Market

Mixed

2) Why do you think Canada uses a mixed economic system? Explain the benefits.

**Which System?**

Write the system that reflects the description.

Description	System
1) The government tells you how much money you will make.	
2) You will hunt and farm enough so that your family stays fed.	
3) The government taxes corporations but allows them to make a lot of money.	
4) People earn a set amount of money and can't earn more by working harder.	
5) When taxes are low and the government provides less service.	
6) People trade goods or services directly instead of using money.	

## Researching Economics

**Examples**

Find examples of countries that use the different economic systems.

	Traditional Economy	Command Economy	Market Economy	Mixed Economy
1	Inuit People	North Korea	Hong Kong	Canada
2				
3				
4				
5				
6				

**HDI Rankings**

Find the HDI rankings of the countries below. What type of economy do they use?

Country	Type of Economy	HDI Ranking	Developed or Developing
Singapore			
North Korea			
Monaco			
United Kingdom			
Iran			
Cuba			

**Advantages**

What are the advantages of each system below?

Economic System	Advantages
Command Economy	<hr/> <hr/> <hr/>
Market Economy	<hr/> <hr/> <hr/>
Mixed Economy	<hr/> <hr/> <hr/>
Traditional Economy	<hr/> <hr/> <hr/>

**Disadvantages**

What are the disadvantages of each system below?

Economic System	Disadvantages
Command Economy	<hr/> <hr/> <hr/>
Market Economy	<hr/> <hr/> <hr/>
Mixed Economy	<hr/> <hr/> <hr/>
Traditional Economy	<hr/> <hr/> <hr/>

**PREVIEW**

## North Korea – Planned/Command Economy

### North Korea – Planned/Command Economy

The country of North Korea uses a command economy. A command economy is often called a **planned economy**. North Korea's economy is planned completely by the North Korean government and its leader, **Kim Jong-un**.

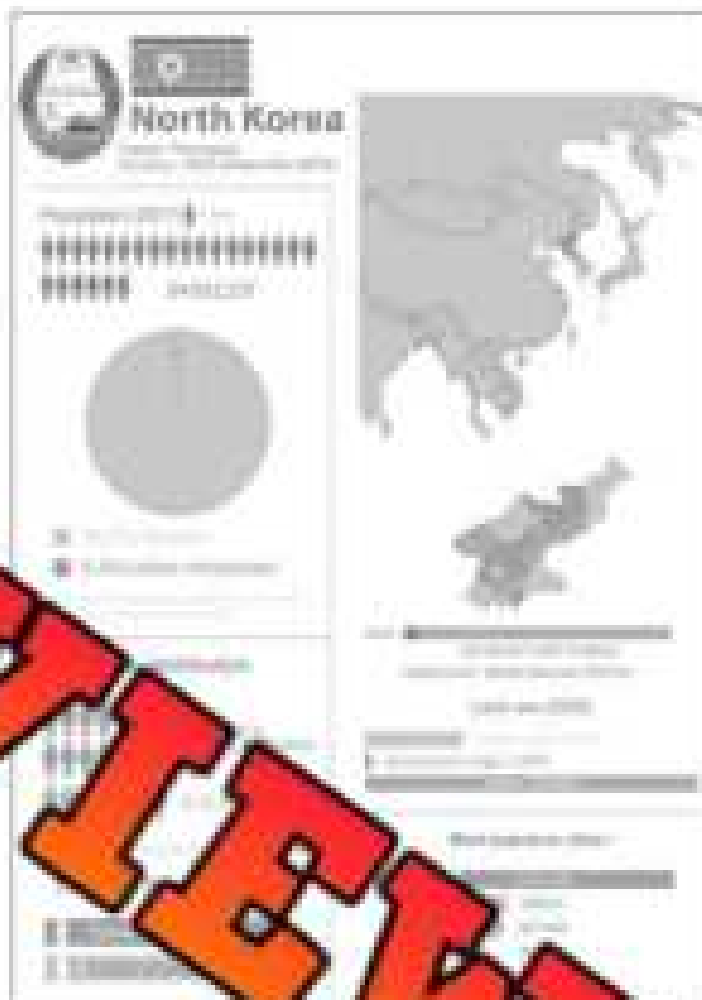
The North Korean government sets the prices of all goods and services, and they decide what must be paid. The government assigns production to you, and that is your job. The government studies how much they need in each industry, so they decide on production accordingly.

### Struggles With The North Korean Economy

The North Korean economy has almost collapsed many times since the 1990s. In the 1990s, there was a food shortage that was caused by natural disasters – hailstorms, flooding, and droughts. North Korean government officials have said that 225,000 people lost their lives due to starvation, however, experts from other countries have estimated the figures could be as high as 3.5 million deaths.

The economy has suffered due to its government's focus on the military. In North Korea, men must join the military for 10 years once they reach the age of 18. Women must join the military from the age of 18 to 23. With so many men and women in the military, the economy suffers as these people are not producing goods or performing services that could be sold to earn money.

In 2016, North Korea spent \$4 billion on their military. That is 24% of their total GDP. In comparison, Canada spent 1.16% of its GDP that year on its military. The North Korean government believes heavily in spending on their military, which affects how much it can spend on social services and infrastructure that promote a higher quality of life. If Canada spent 24% of their GDP on the military, they would be spending \$394 billion, which would mean a lot of money not being spent on things like health care, roads, and schools.



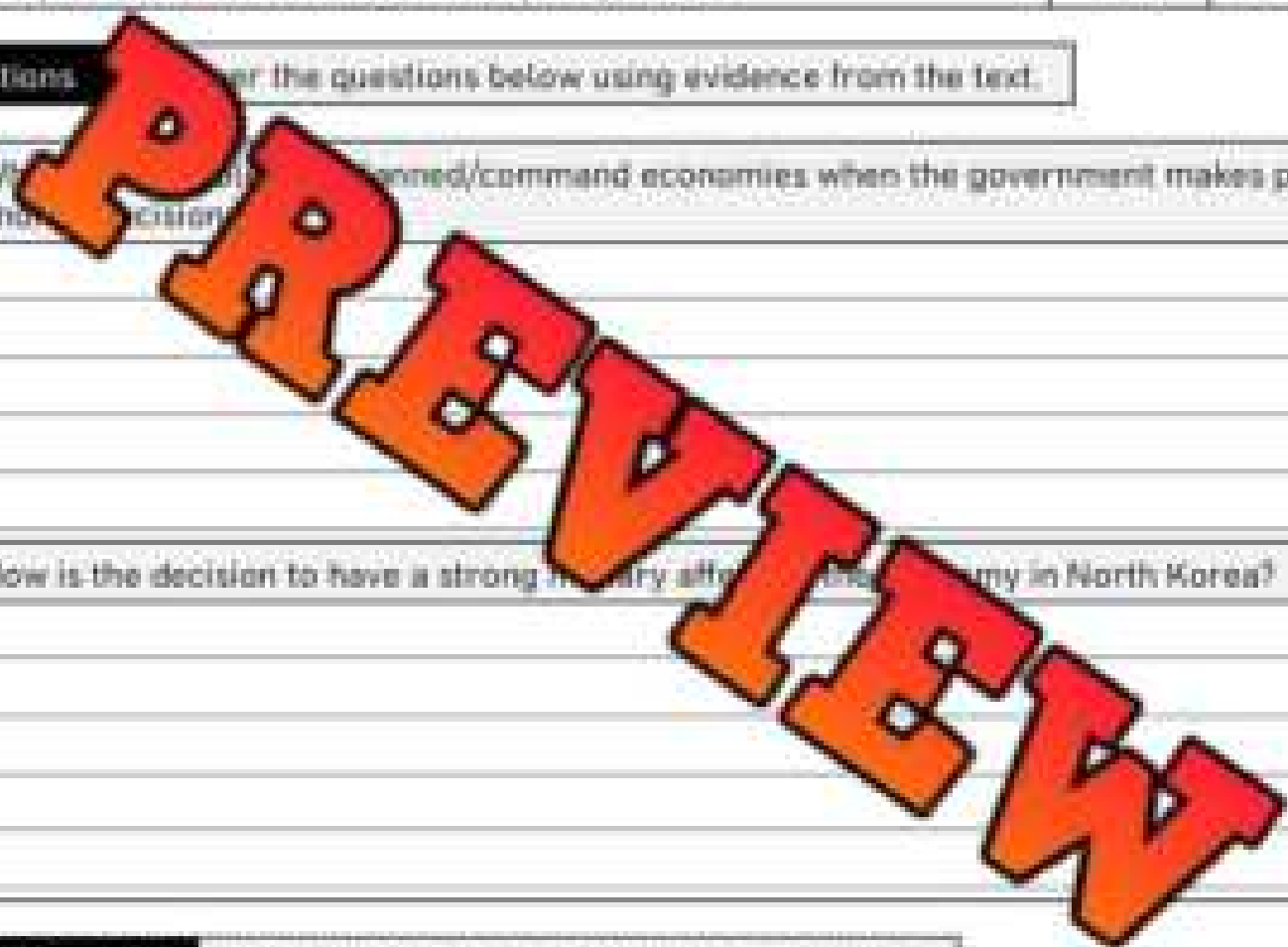
**True or False** Circle whether the statement is true or false.

1) North Korea has a market economy where people have freedom.	True	False
2) North Korea has a command/planned economy.	True	False
3) The government and its leader plan the economy in North Korea.	True	False
4) The government in North Korea is planning a strong economy.	True	False
5) People in North Korea have a low quality of life.	True	False

**Questions** Answer the questions below using evidence from the text.

1) Why do command/planned economies when the government makes poor economic decisions?

2) How is the decision to have a strong military affecting the economy in North Korea?



**Word Scramble** Unscramble the words from the word bank.

Word Bank				
Freedom	Command	Occupation	Industry	Military
Government	Starvation	Infrastructure	Planned	Disaster
NDRITSYU			LAEPDNN	
SRDEISAT			TRDSIANATV	
CUDOHANCTP			NCMDADM	

## Market Economy – Capitalism

### Market Economy – Capitalism

In a market economy, the government allows its citizens to buy and sell as much as they want. The government does not interfere with taxes or tariffs on the buying and selling of products and services.

The government does not need as much money because they do not provide as many services. Instead, people pay for the services they need. Canada is not a complete market economy because our government provides us with services like health care, policing, and education. Our government needs money to pay for these services, which is why individuals pay taxes and countries pay tariffs.

### Capitalism

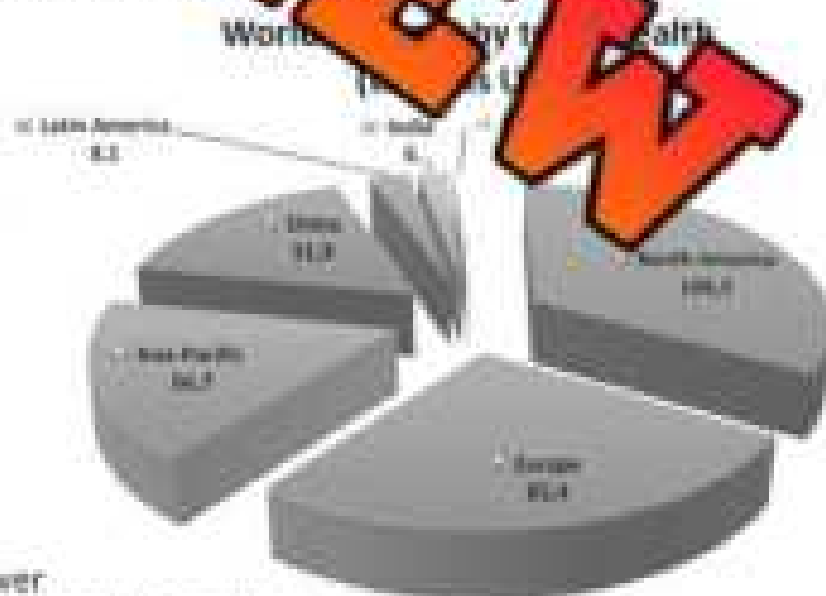
Capitalism is the economic system where individuals control the buying and selling of products and services without interference from the government. The richest billionaires all benefited from capitalism because they worked very hard to earn the money they made and there is no limit on how much money they can accumulate. Generally, in a capitalist economy, the focus is on making as much money as you can.

Canada has a capitalist society, meaning we participate in the free market without government interference. There is no limit to how much money we can make as much as we want. Although there are some government regulations, such as income tax, Canada is still considered a capitalist society because Canadians are free to start their own business and work as hard as they want to potentially earn as much money as they want.

### Drawbacks of Capitalism

Critics of capitalism believe it is causing global inequality. In Canada, there is only so much money in circulation. For example, in 2021, Canada had just over 2 trillion dollars. The top 10 richest Canadians owned 102 billion of that money, meaning 5% of the total money is in the hands of only 10 people!

That means the 38 million other Canadians have to compete over the remaining 95% of the money. In the end, it equates to many homeless people and people living in poverty, who do not get a reasonable amount of the total money.



**True or False**

Circle whether the statement is true or false.

1) Capitalism means if you work hard, you could earn a lot of money.	True	False
2) In a capitalist society, you earn what the government gives you.	True	False
3) Capitalism leads to wealth inequality.	True	False
4) The 10 richest Canadians own 5% of the money in Canada.	True	False
5) Wealth inequality leads to poverty and homelessness.	True	False

**Questions**

Answer the questions below using evidence from the text.

1) Why does capitalism lead to wealth inequality?

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2) Do you think capitalism is a good thing? Explain your answer.

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**Summarize**

What is the main idea and supporting details of the reading?

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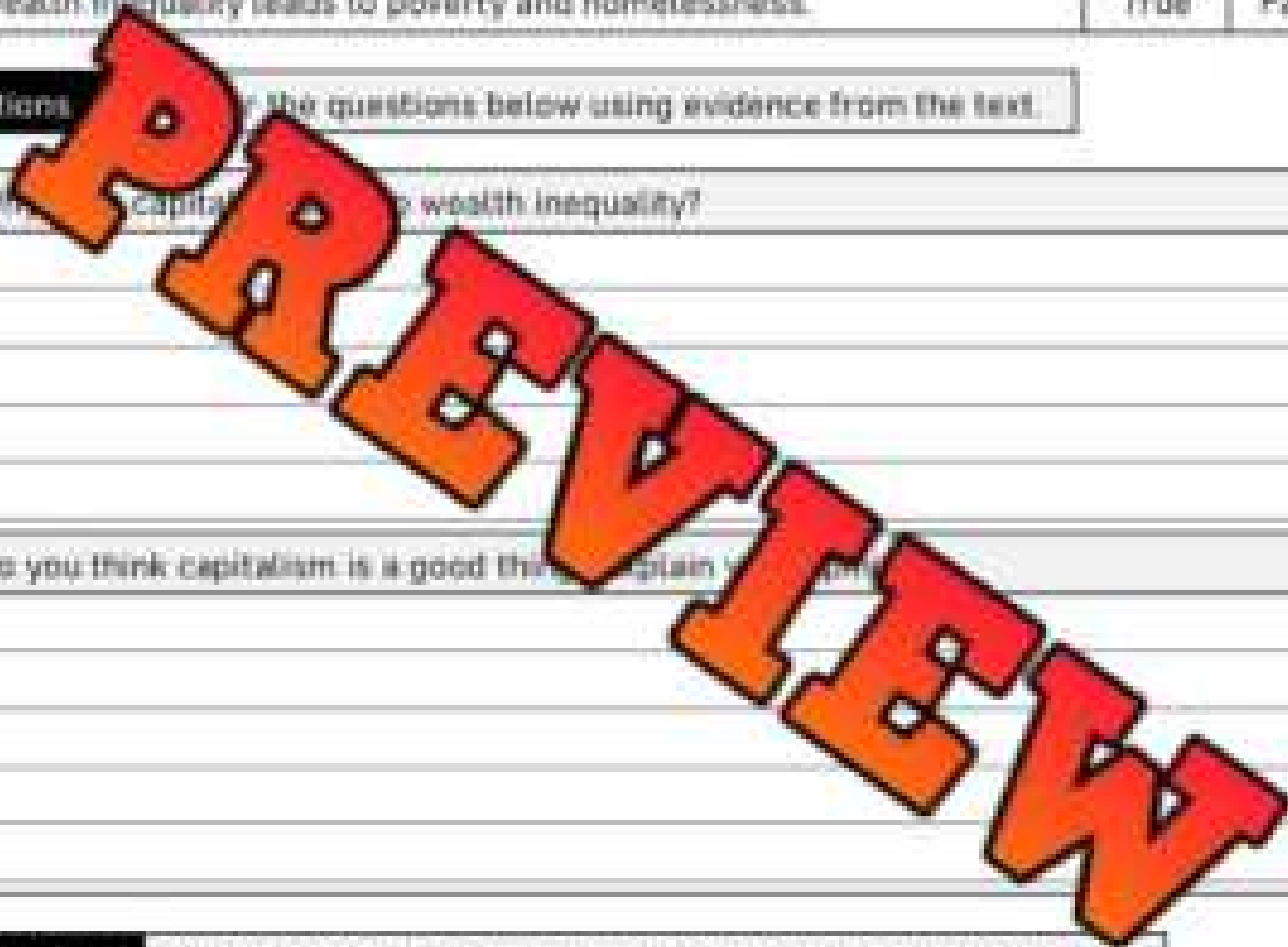
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# Unequal Distribution of Wealth

## Overview

The **unequal distribution of wealth** is another form of inequality that exists in our world. Wealth refers to how much money a person has. In 2019, the 3 richest people in the USA have more money than the poorest 50% of Americans combined! That means the richest 3 people have more money than 163 million Americans have together. That is an example of how unequal distribution of wealth is problematic because there is only so much money available in the world, and the goal for people is to make as much of it as possible. This causes wealth inequality. Those three individuals make more money than they could ever spend, while others cannot afford to pay for food.

## The

Canada, the US, and the UK are capitalist economies where there is no limit on how much money you can make. Generally, the harder someone works, the more money they can make. The 3 richest Americans have a net worth of over \$345 billion dollars. To put that in perspective, the US has a GDP (Gross Domestic Product - how much money is made annually) of \$200 billion. With these wealthy individuals having more than half of the majority of the money, there is a lot of inequality. This leads to issues of poverty.



## Poverty

Our global economic system seems to be broken as hundreds of millions of people are living in extreme poverty. There is no money left for these people. **Extremely poor** - living on less than \$1 a day. 10% of the world lives in poverty and over 80% of the population live on less than \$10 a day. Over half of the population in the world lives in poverty.

## Solution

**Taxing** the rich and wealthy corporations is one way to spread their wealth. The government takes a percentage of money from everyone depending on how much money they make. The more money you make, the higher the percentage you pay.

The government uses the tax money to help the lower income people with programs like welfare. The problem is that in some countries, the government doesn't take enough tax. Another problem is that these wealthy people pay accountants to work around tax laws, allowing them to pay less tax and keep more of their money.



**True or False** Circle whether the statement is true or false.

1) The wealth is evenly distributed in our world.	True	False
2) The 3 richest Americans have more money than Greece.	True	False
3) Hundreds of millions of people live in extreme poverty.	True	False
4) Extreme poverty is less than \$1 a day.	True	False
5) Taxing the rich is working to distribute the wealth evenly.	True	False

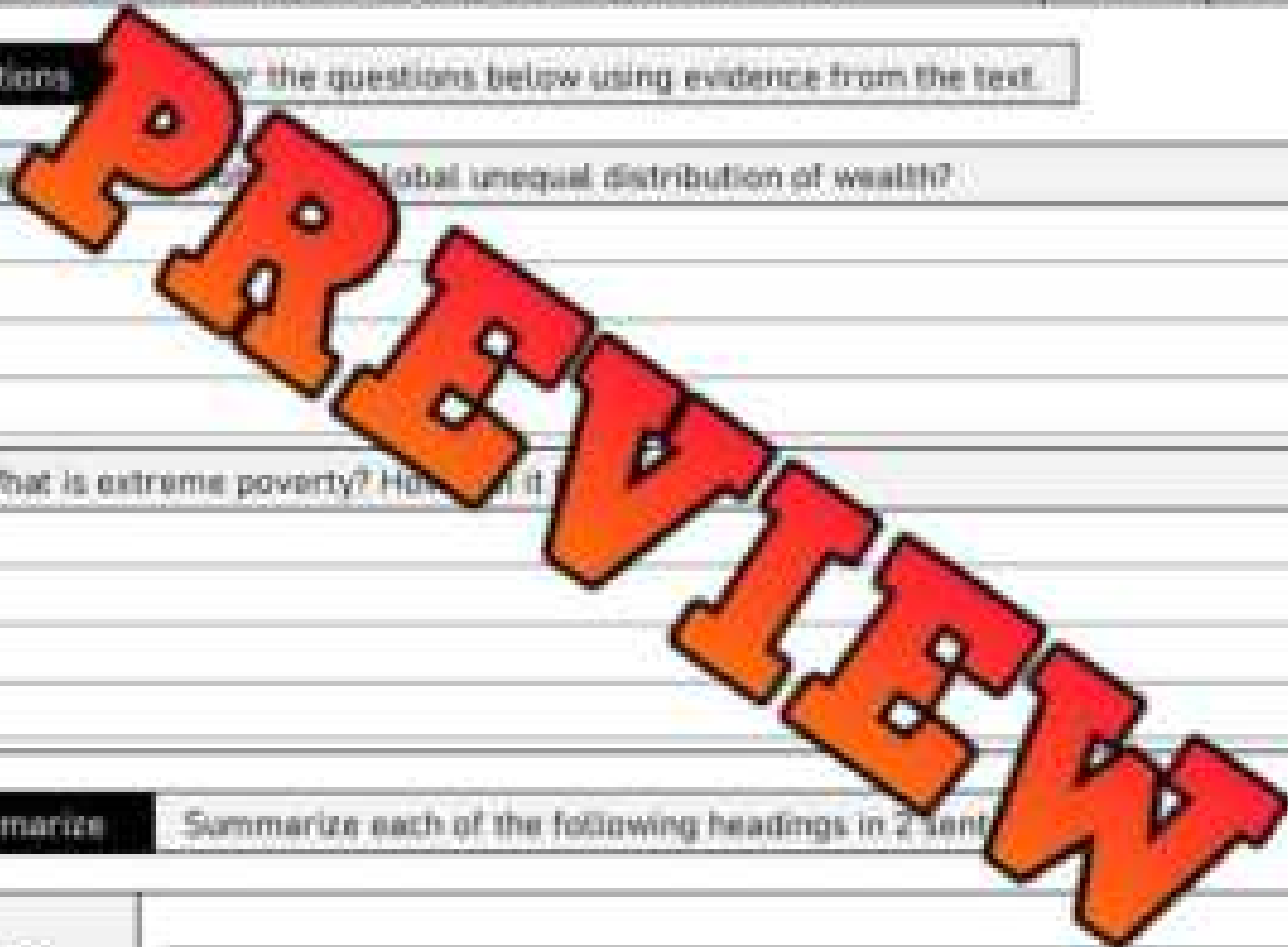
**Questions** Answer the questions below using evidence from the text.

1) Describe the global unequal distribution of wealth?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) What is extreme poverty? How do you fix it?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Summarize** Summarize each of the following headings in 2 sentences.

<b>The Wealthy</b>	_____ _____
<b>Poverty</b>	_____ _____
<b>Solution</b>	_____ _____



## Newspaper Article: U.S.–Canada Trade War

### Breaking News: Tariff Showdown Between U.S. and Canada Escalates

Published: April 4, 2025

Early this morning, Canadian Prime Minister Mark Carney announced that Canada will respond to U.S. tariffs by imposing 25 % tariffs on U.S. goods entering Canada starting just one day after U.S. President Donald Trump imposed 25 % tariffs on steel, aluminum, and autos to address the trade imbalance.

The U.S. decision took effect on March 4, 2025, with tariffs on Canadian goods except for energy products, which were set at 10 %. Carney called the U.S. action “unjustified” and said Canada had no choice but to defend its interests.

Canada’s new tariffs will apply immediately to a wide range of American imports, including vehicles that do not meet CUSMA (Canada–United States–Mexico Agreement) rules. The countermeasures will exclude critical goods tied to Canadian manufacturing, health, and food processing for a temporary period.

An expert on trade relations, Dr. Ellen Reed of the University of Toronto, remarked,

“This escalation could damage supply chains across North America—Canadian firms may lose access to essential U.S. parts, and prices could rise for consumers on both sides.”

At the same time, small business owner Lila Martinez, who imports auto parts from Michigan, expressed concern:

“I pay more now for the same parts, and I’m not sure how much longer I can absorb these costs without raising prices or cutting staff.”

Ontario Premier Doug Ford urged swift and stronger retaliation, warning that U.S. tariffs threaten thousands of Canadian jobs, especially in the auto manufacturing sector.



The trade dispute also hit the Canadian dollar, which weakened to CAD 1.4050 per U.S. dollar—its lowest in six months—as falling oil prices and tariff worries rattled markets.

As of now, both sides are headed into tense negotiations. Canada insists its tariffs will remain until the U.S. backs down. Meanwhile, Canadian officials hope the sectoral deals in steel, aluminum, and autos survive any larger changes to CUSMA.

**Questions**

Answer the questions below using evidence from the text.

1) What was the main reason the United States imposed tariffs on Canada?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) How did Canada respond to the U.S. trade actions?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) Describe how the trade war affects everyday Canadians.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**True or False**

Decide if the statement is true or false.

1) Prime Minister Mark Carney called the U.S. trade war "a disaster."	T	F
2) The trade dispute led to a drop in Canada's currency.	T	F
3) U.S. tariffs mainly targeted Canada's steel, aluminum, and automotive products.	T	F
4) The Canadian dollar strengthened against the U.S. dollar as the trade war began.	T	F
5) The CUSMA trade agreement was excluded from all tariff measures.	T	F
6) Ontario Premier Doug Ford supported Canada's retaliation against U.S. tariffs.	T	F

**Trade War Update**

What is the latest news about the U.S.–Canada trade war?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



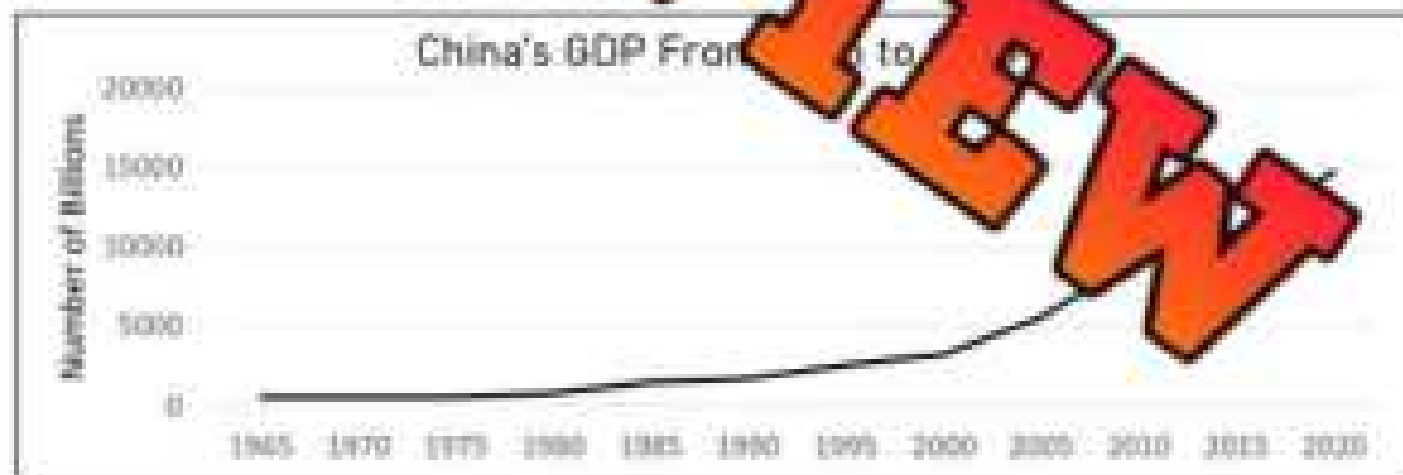
## Economic Growth – China

### Struggling Economy Before 1978

Before 1978, China had a strict **command economy** where the government controlled all economic decisions, including what factories produced, how much they produced, and how goods were priced. Production goals were often unrealistic, and workers lacked motivation since pay stayed the same regardless of effort. Farmers had to hand most of their crops to the state, giving them little reason to grow more. As a result, China's economy stayed weak, poverty was widespread, and living standards were very low. The country was isolated from global trade, with almost no private ownership. By the late 1970s, the government realized this system prevented growth because it lacked competition, efficiency, and incentives for success.

### Economic Growth After Reforms

In 1978, major reforms began under the leadership of **Deng Xiaoping**, who introduced economic reforms to modernize the country. The government decided to add market principles to their plan, creating what is now called a **mixed market economy**. These reforms allowed private businesses and made decisions related to production, pricing, and investment. Farmers were given more freedom to sell surplus crops at local markets, which led to a surge in agricultural activity. China also opened its economy to the world, establishing **Special Economic Zones (SEZs)** in coastal cities such as Shenzhen, Xiamen, and Zhuhai, where foreign companies could invest.



In 1978, China's GDP was \$150 billion, but by 2020 it had grown to \$14.72 trillion. Exports rose from \$6.81 billion in 1978 to \$2.723 trillion in 2020, while imports increased from \$7.62 billion to \$2.357 trillion, giving China a trade surplus of \$366 billion. The country's rapid industrialization and export-driven growth turned it into the world's largest exporter and second-largest importer. China now has the second-highest GDP in the world, only behind the United States. Its success demonstrates how transitioning from a command economy to a market-oriented system created one of the fastest and most influential economic transformations in modern history.

## True or False

Circle whether the statement is true or false.

1) China reformed its economy in 1988.	True	False
2) Before 1978, China had a market economy.	True	False
3) China introduced some market economy principles in 1978.	True	False
4) Reform means to make changes to something.	True	False
5) China's economy is number 1 in imports.	True	False

## Questions

Answer the questions below using evidence from the text.

1) Describe the economy that China had in place before 1978. What changes did they make in 1978?

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2) What can we learn from China's transition from a planned economy towards a mixed market economy?

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## Fill in the Blanks

Write your answer on the blank line.

- China's GDP in 1978 was \$\_\_\_\_\_ and it grew to \$\_\_\_\_\_ in 2020.
- In 1978, China exported \$\_\_\_\_\_ In 2020, China exported \$\_\_\_\_\_
- In 1978, China imported \$\_\_\_\_\_ In 2020, China imported \$\_\_\_\_\_
- China had a trade surplus of \$\_\_\_\_\_ in 2020.
- China has taught us that a \_\_\_\_\_ economy is better than a \_\_\_\_\_ economy.

## Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

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

Multiple Choice: Circle the correct answer.

Mark

<p>1) Before 1978, China's economy was mainly...</p> <p>a) Market-based</p> <p>b) Command-based</p> <p>c) Mixed-market</p> <p>d) Agricultural only</p>	<p>2) Who introduced the major economic reforms in 1978?</p> <p>a) Mao Zedong</p> <p>b) Xi Jinping</p> <p>c) Sun Yat-Sen</p> <p>d) Deng Xiaoping</p>
<p>3) The 1978 reforms gave farmers the right to...</p> <p>a) Sell crops in local markets</p> <p>b) Own factories and businesses</p> <p>c) Stop farming entirely</p> <p>d) Receive equal pay regardless of work</p>	<p>4) Special Economic Zones were created to...</p> <p>a) Limit foreign investment</p> <p>b) Encourage global trade and investment</p> <p>c) Keep factories under government control</p> <p>d) Stop farmers from selling crops</p>

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

Multiple Choice: Circle the correct answer.

<p>1) Before 1978, China's economy was mainly...</p> <p>a) Market-based</p> <p>b) Command-based</p> <p>c) Mixed-market</p> <p>d) Agricultural only</p>	<p>2) Who introduced the major economic reforms in 1978?</p> <p>a) Mao Zedong</p> <p>b) Xi Jinping</p> <p>c) Sun Yat-sen</p> <p>d) Deng Xiaoping</p>
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# Spelling Bee: Global Development Vocabulary

## Objective

What are we learning about?

Students will learn and spell key vocabulary related to global development, including terms that describe inequality, literacy, economy, and trade. This activity helps students strengthen their understanding of development concepts while improving spelling and confidence speaking.

## Materials

What do we need for our activity?

- Pre-prepared word list (provided)
- Bell or buzzer for signaling time limits
- Timer (optional)

## SPELLING BEE



## Instructions

How will we complete this activity?

- 1) Prepare a list of key words that connect to world development (provided)
- 2) Divide participants into teams or have them compete individually. Adjust team size and dynamics.
- 3) Clarify the rules, including turn-taking, scoring, and handling of mistakes.
- 4) Begin the bee by having the first participant spell a word from the theme list, noting their attempt on the board.
- 5) Use a signal device to indicate correct or incorrect responses and display the correct spelling for any mistakes.
- 6) Progress through participants, allowing multiple attempts and cycling through the word list.
- 7) Tally correct spellings to determine scores for each participant or team.

## Spelling Terms

## List of words for the Spelling Bee:

Easy	Moderate	Hard	Very Hard
Poverty	Economy	Colonization	Globalization
Health	Equality	Employment	Industrialization
Trade	Literacy	Distribution	Deforestation
Technology	Education	Resources	Urbanization
Wealth	Finance	Sanitation	Interdependence
Jobs	Marketing	Agriculture	Privatization
Money	Services	Manufacturing	Sustainability
Food	Transport	Industry	Modernization
Water	Nutrition	Mineral Resources	Exploitation
Aid	Industry	Production	Globalization
Work	Healthcare	Population	Marginalization
Growth	Community	Opportunity	Empowerment
Safety	Culture	Investment	Internationalism
Shelter	Balance	Innovation	Infrastructure
Income	Fairness	Cooperation	Underdevelopment

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

**Story Writing**

Write a story using at least 10 of the spelling bee words. Underline the words in your story.

**The Words**


**The Story**

**PREVIEW**

## Who Has The Word? – Global Inequalities

### Objective

What are we learning about?

Students will review and understand key vocabulary about global inequalities, economic development, and quality of life. They will listen to clues that describe global issues, indicators, and organizations, then match them to the correct word card. This activity builds listening, speaking, and understanding skills in a fun and engaging way.

### Material

What do you need for the activity?

- 30 vocabulary cards (provided)
- Matching clues for the vocabulary cards (provided)
- Reflection Page (provided)



### Instructions

How will you complete the activity?

- 1) Print and cut out the 30 vocabulary cards. Shuffle them and place them random.
- 2) Give one card to each student. If your class is small, give each student two cards.
- 3) Read one clue out loud from your teacher clue sheet and have students look at their cards carefully.
- 4) The student who thinks the clue matches their card calls out, "I have \_\_\_\_\_" to everyone to hear.
- 5) That student reads their word card out loud to the class and hands it back to the teacher.
- 6) If the answer is incorrect or no one responds, skip the clue for now and move to the next one. Come back to it later after the others have been answered.
- 7) If the word is correct, place it aside so it's not used again for this round.
- 8) Keep playing the game by reading each clue until all cards are returned to the front.
- 9) If you still have time, shuffle and hand out the cards again to play a second round.

## Cards

Cut out the word cards below and give one to each student at random.

Human Development Index	Life Expectancy	Infant Mortality Rate
GDP per Capita	Literacy Rate	Poverty Rate
Market Economy	Command Economy	Fertility Rate
Developed Country	Developing Country	Infrastructure
Primary Sector	Secondary Sector	Tertiary Sector
Quaternary Sector	Urbanization	Free Market Economy
Trade Deficit	Trade Surplus	
Mixed Economy	UNICEF	Doctors Without Borders
Water for People	Red Cross	Child Labour
Poverty	Unemployment Rate	Quality of Life

**Clues - 1** Read each clue out loud. The student with the matching card will say the answer.

#	Clue Description	Word
1	I measure a country's overall well-being using health, education, and income indicators.	Human Development Index
2	I show the average number of years a person is expected to live.	Life Expectancy
3	I measure the number of babies who die before age one per 1,000 births.	Infant Mortality Rate
4	I show the average income earned per person in a country.	GDP per Capita
5	I indicate the percentage of adults who can read and write.	Literacy Rate
6	I show the percentage of people living below the minimum income level.	Poverty Rate
7	I describe the unequal distribution of resources, or opportunities within or between countries.	Inequality
8	I describe a system where the government controls the production and distribution of goods.	Command Economy
9	I measure the average number of children born to a woman.	Fertility Rate
10	I describe a nation with advanced industries, strong infrastructure, and high living standards.	Developed Country
11	I describe a nation with limited industry, weaker infrastructure, and lower living standards.	Developing Country
12	I refer to the roads, buildings, and systems that support a society's daily life.	Infrastructure
13	I am a sector that includes jobs that gather raw materials such as farming, fishing, and mining.	Primary Sector
14	I am a sector that includes jobs that manufacture products from raw materials.	Secondary Sector
15	I am a sector that includes jobs that provide services such as teaching, nursing, and transportation.	Tertiary Sector

**Clues - 2** Read each clue out loud. The student with the matching card will say the answer.

#	Clue Description	Word
16	I am a sector that includes jobs that focus on information, research, and technology.	Quaternary Sector
17	I refer to the growth of cities as people move from rural areas to urban centres.	Urbanization
18	I describe an economy where supply and demand control prices and production.	Market Economy
19	I describe a country spends more on imports than it earns.	Trade Deficit
20	I describe a country earns more from exports than it spends.	Trade Surplus
21	I describe dishonesty or abuse of power by people in power, usually for personal gain.	Corruption
22	I describe a system combining government control with free-market freedom.	Mixed Economy
23	I am a United Nations organization that protects children's rights worldwide.	UNICEF
24	I am an organization that provides emergency relief to people in crisis areas.	Doctors Without Borders
25	I am an organization that helps communities gain reliable access to clean water.	People's Republic of China
26	I am an international humanitarian organization that provides disaster relief and support.	Red Cross
27	I describe the practice of forcing children to work instead of attending school.	Child Labour
28	I refer to the lack of sufficient income, housing, or basic necessities to live decently.	Poverty
29	I am the percentage of people who cannot find employment.	Unemployment Rate
30	I refer to the overall health, comfort, and happiness experienced by individuals or groups.	Quality of Life

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

**My Word**

What was the word you had in the game? Draw a picture of it below.

\_\_\_\_\_



**Explain**

In your own words, describe what this word means and why it is important when studying global inequalities.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

# Unit Test

## Global Inequalities

Total
/

Mark
/

<p>1) Which indicator tells us how many children on average a woman has?</p> <ul style="list-style-type: none"><li>a) Birth Rate</li><li>b) Life Expectancy</li><li>c) Fertility Rate</li><li>d) Literacy</li></ul>	<p>2) Which indicator will be highest in developing countries?</p> <ul style="list-style-type: none"><li>a) GDP Per Capita</li><li>b) Infant Mortality Rate</li><li>c) Physician per 1000 people</li><li>d) Access to clean water</li></ul>
<p>3) Which indicator best describes the economic development of a country?</p> <ul style="list-style-type: none"><li>a) Life Expectancy</li><li>b) Literacy Rate</li><li>c) GDP Per Capita</li><li>d) Infant Mortality Rate</li></ul>	<p>4) There is more poverty in which region?</p> <ul style="list-style-type: none"><li>a) Rural areas</li><li>b) Urban areas</li></ul>
<p>5) Which continent has the most developing countries?</p> <ul style="list-style-type: none"><li>a) North America</li><li>b) Europe</li><li>c) Australia</li><li>d) Africa</li></ul>	<p>6) Which country has the highest HDI?</p> <ul style="list-style-type: none"><li>a) Iceland</li><li>b) Australia</li><li>c) Norway</li><li>d) Canada</li></ul>
<p>7) North Korea uses which economic system?</p> <ul style="list-style-type: none"><li>a) Traditional</li><li>b) Command/Planned</li><li>c) Market</li><li>d) Mixed Market</li></ul>	<p>8) Canada uses which economic system?</p> <ul style="list-style-type: none"><li>a) Traditional</li><li>b) Command/Planned</li><li>c) Market</li><li>d) Mixed Market</li></ul>
<p>9) Does the population pyramid show a developed or developing country?</p> <ul style="list-style-type: none"><li>a) Developed</li><li>b) Developing</li></ul> 	<p>10) A developing country will have more of the work force working in which economic sector?</p> <ul style="list-style-type: none"><li>a) Primary/Agricultural</li><li>b) Secondary/Manufacturing</li><li>c) Tertiary/Service</li><li>d) Quaternary/Knowledge</li></ul>

**PREVIEW**

Define

What do the terms below mean?

Mark

/

Term	Definition - What does it mean?
Command Economy	
HDI Rankings	
Capital	

Short Answer

Answer questions 1-3

Mark

/

1) If a country has a high infant mortality rate, would their life expectancy would be high? Explain.

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2) What is the difference between a developed and developing nation?

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3) What is child labour? What organizations are trying to help children?

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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!



#### Part 2 – Action!

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

#### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





# Ontario History Curriculum

## Creating Canada, 1850-1890 - Grade 8

**Put A Check**

Put a checkmark beside the statements that are true about Sir John A. Macdonald.

<input type="checkbox"/> Sir John A. Macdonald was the first Prime Minister of Canada.	<input type="checkbox"/> He believed that French language should be protected in Quebec.
<input type="checkbox"/> He worked to pass the French language rights provisions of the 1870s.	<input type="checkbox"/> He worked to get the English and French languages recognized as the official languages of Canada.
<input type="checkbox"/> He worked to pass the 1870s Immigration Act.	<input type="checkbox"/> He worked to pass the 1870s Immigration Act.
<input type="checkbox"/> He worked to pass the 1870s Immigration Act.	<input type="checkbox"/> He worked to pass the 1870s Immigration Act.

**True or False**

Put a checkmark in the True or False column.

1. The British North America Act created the Dominion of Canada in 1867.	<input type="checkbox"/>	<input type="checkbox"/>
2. The British North America Act gave the federal government the power to create provinces.	<input type="checkbox"/>	<input type="checkbox"/>
3. The British North America Act gave the federal government the power to create provinces.	<input type="checkbox"/>	<input type="checkbox"/>
4. The British North America Act gave the federal government the power to create provinces.	<input type="checkbox"/>	<input type="checkbox"/>
5. The British North America Act gave the federal government the power to create provinces.	<input type="checkbox"/>	<input type="checkbox"/>
6. The British North America Act gave the federal government the power to create provinces.	<input type="checkbox"/>	<input type="checkbox"/>
7. The British North America Act gave the federal government the power to create provinces.	<input type="checkbox"/>	<input type="checkbox"/>
8. The British North America Act gave the federal government the power to create provinces.	<input type="checkbox"/>	<input type="checkbox"/>

**True or False**

A	The British North America Act gave the federal government the power to create provinces.
B	The British North America Act gave the federal government the power to create provinces.
C	The British North America Act gave the federal government the power to create provinces.
D	The British North America Act gave the federal government the power to create provinces.
E	The British North America Act gave the federal government the power to create provinces.
F	The British North America Act gave the federal government the power to create provinces.



# Ontario History Curriculum

## Creating Canada, 1850-1890 - Grade 8

### GROWTH OF CONFEDERATION

What do you know about how Canada took and process of development? (1871, 1871, and 1881)

1871

1871

1881

**Across**

3. Most French-Canadians speak both English and French.
4. United Kingdom joined with both English and French.
5. Both many British provinces followed traditions.

**Down**

1. Some provinces had the first and oldest.
2. Invented at the center of British.
3. Some provinces were at the bottom.

Province	Year	Capital	Language	Population
Ontario	1867	Toronto	English	2,000,000
Quebec	1867	Quebec City	French	1,000,000
New Brunswick	1867	Fredericton	English	500,000
Nova Scotia	1867	Halifax	English	300,000
Manitoba	1870	Winnipeg	English	100,000
British Columbia	1871	Vancouver	English	100,000
Yukon Territory	1898	Whitehorse	English	10,000



# Workbook Preview



# Grade 8 History Unit

## CREATING CANADA, 1850-1890

	Curriculum Expectations	Pages
A1.1	Evaluate the importance of various internal and external factors that played a role in the creation of the Dominion of Canada and the expansion of its territory.	5-28, 30-45, 53-59
A1.2	Assess the impact that limitations with respect to legal status, rights, and privileges had on First Nations, Métis, and Inuit individuals and/or communities in Canada between 1850 and 1890.	60-70, 81-94
A1.3	Assess the impact that differences in legal status and in the distribution of rights and privileges had on various settler/newcomer groups and individuals in Canada between 1850 and 1890.	29, 44-50, 71-80, 107- 108, 126-127
A1.4	<p style="font-size: 2em; color: red; margin: 0;">Preview of 100 pages from this product that contains 224 pages total.</p>	3-27, 9-31, 50, 74- 107-108, 6-127
A2.1		16-17, 29, 32, 71-73, 7-108
A2.2	Gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, using a variety of primary sources.	12, 16-17, 38-39, 67-68, 91, 106-108, 140-143
A2.3	Assess the credibility of sources and information relevant to their investigations.	38-39, 67-68, 91, 107-108, 140-141
A2.4	Analyse and construct maps as part of their investigations into some significant events, developments, and/or issues in Canada during this period, with a focus on exploring their spatial boundaries.	51-52
A2.5	Interpret and analyse information and evidence relevant to their investigations, using a variety of tools.	30-31, 43-45, 91-92, 97-102, 142-143

	Curriculum Expectations	Pages
<b>A2.6</b>	Evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues in Canada during this period	53-59, 74, 103-105, 111-122
<b>A2.7</b>	Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences	53-59, 75-78, 145-149
<b>A3.1</b>	Identify factors contributing to some key events or developments that occurred in and/or affected Canada between 1850 and 1890, and explain the historical significance of some of these events for different individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities	18-50, 53-59, 111-125, 128-132, 137-143, 145-149
<b>A3.2</b>	Describe key political and legal developments that affected First Nations, Métis, and Inuit people during this period, including treaties, government policies, and the Indian Act and other legislation and explain some of their short- and long-term consequences	60-70, 81-94, 111-122, 145-149
<b>A3.3</b>	Identify some key factors that contributed to the establishment of the residential school system, and explain the impact of this system on Indigenous individuals and communities	95-106, 111- 122, 145-149
<b>A3.4</b>	Identify key political and legal changes that occurred in and/or affected Canada during this period, and explain the impact of some of these changes on various non-Indigenous individuals, groups, and/or communities	18-22, 33-39, 41-42, 49-52, 74-80, 107- 108, 111-122, 145-149
<b>A3.5</b>	Identify key social and economic changes that occurred in and/or affected Canada during this period, and explain the impact of some of those changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities	28-29, 46-48, 71-73, 109- 110, 111-122, 133-143, 145-149
<b>A3.6</b>	Describe significant instances of cooperation and conflict in Canada during this period	23-27, 65-70, 107-108, 111-122, 128-132, 137-143, 145-149
<b>A3.7</b>	Identify a variety of significant individuals and groups in Canada during this period, and explain their contributions to heritage and/or identities in Canada	10-17, 25-26, 45-48, 79-80, 109-110, 111-122, 128-132, 145-149

# CREATING CANADA



# Confederation

## What is Confederation?

**Canadian Confederation** officially began on July 1, 1867, when the British colonies of Canada (Canada East and Canada West), Nova Scotia, and New Brunswick united to form the **Dominion of Canada**. This date is now celebrated as **Canada Day**. Canada East, which became Quebec, was primarily French-speaking, while Canada West, now Ontario, was mostly English-speaking. Confederation is the process of uniting regions under one central government. It allowed the provinces to share defense, trade, and political systems, but still maintained control over certain matters. At first, not all colonies joined. **Prince Edward Island**, **Manitoba**, **British Columbia**, and the **Prairies** joined later as the new nation grew. Confederation marked the beginning of Canada's path to independence, but the country still remained part of the British Empire until it gained full sovereignty in 1982 with the **Statute of Westminster**.

## Why Unite in Confederation?

Before 1867, British North America consisted of separate colonies, each ruled by Britain. Britain faced difficulties protecting its colonies from the United States, especially after the **War of 1812**. **American soldiers** invaded parts of Upper and Lower Canada. Defending the colonies required a lot of money and soldiers. Britain was eager to reduce expenses and wanted the colonies to take on more responsibility for their own defense. **Political gridlock** between Canada East and West also made governing difficult. Trade between colonies was slowed by tariffs, and transportation was poor, especially during winter. By uniting, the colonies could build railways, improve trade, and defend themselves better. **Confederation** created a stronger, self-governing nation capable of managing its own affairs.



Fathers of Confederation

## Who Lived in These Colonies?

Before Confederation, the colonies were home to three main groups: **English-speaking settlers** from Britain and Ireland, **French-speaking settlers** from France, and the **indigenous peoples**, including First Nations, Métis, and Inuit. Many indigenous communities lived across the Prairies and the West, especially in what is now **Manitoba**. When Confederation was discussed in the 1860s, indigenous people were not consulted, even though the new government would make decisions that greatly affected their land, culture, and rights.



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

**True or False**

Decide if the statement is true or false.

1) Confederation was achieved in 1967.	True	False
2) Canada was a colony (province) split into Canada East and Canada West.	True	False
3) All British colonies joined Confederation in 1867.	True	False
4) New Brunswick was one of the original members of Confederation.	True	False
5) To join in Confederation, British colonies had to leave Britain.	True	False

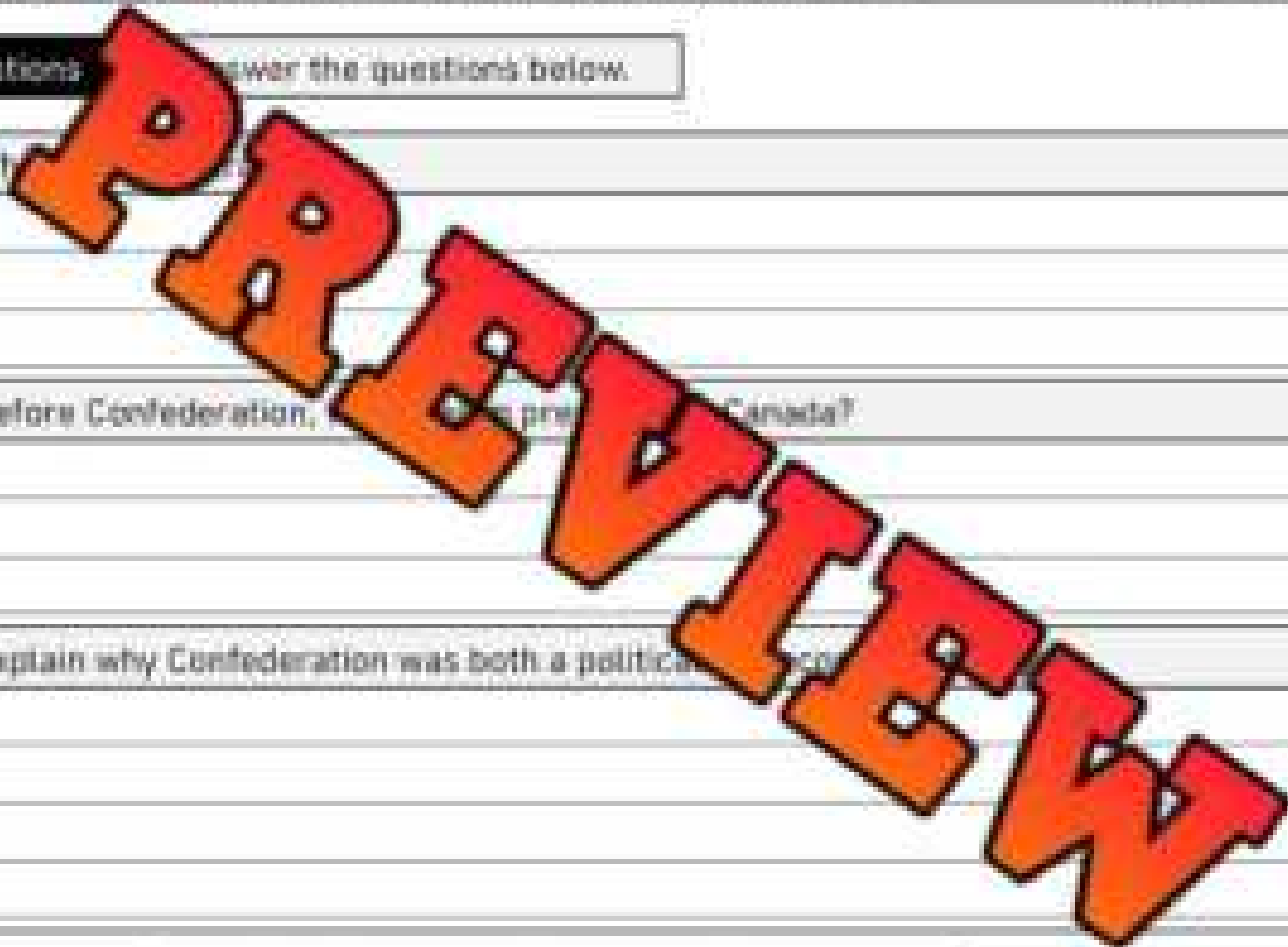
**Questions**

Answer the questions below.

1) What were the reasons for Confederation?

2) Before Confederation, how was Canada organized?

3) Explain why Confederation was both a political and economic union.



**Questioning**

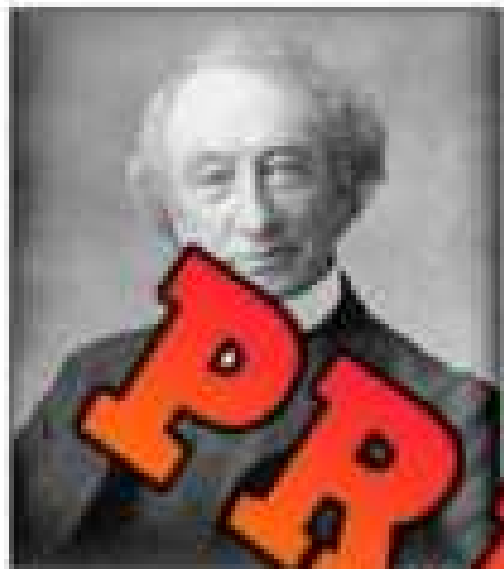
What questions do you have about the reading?

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

## John A. Macdonald



### Who was John A. Macdonald?

**John A. Macdonald** was a Scottish lawyer who was from Kingston, Ontario. His family moved to Upper Canada when he was a child, and he quickly became interested in law and politics. In 1844, Macdonald was chosen by the people of Kingston to lead them in the Canada West colony. He became known for his intelligence, sense of humour, and determination. As a young politician, he gained respect from both his supporters and opponents because he worked hard to solve problems that divided people. Macdonald believed that the colonies of British North America needed a stronger government to survive and grow. His long-term goal was to unite all the colonies under one nation.

### Partnering with the French

The colony faced many difficulties. Much of the land and canals needed to be built to connect communities and supply goods. One problem was that the government could not agree on what to build or how to build it. In the colonies of Canada, people spoke different languages and had different beliefs. The French and English communities both wanted decisions that would meet their needs. For example, the French wanted the capital city of Canada to be Montreal, while the English preferred Kingston or Toronto. After much discussion, Macdonald suggested Ottawa, which was halfway between the two regions, and everyone agreed.

Macdonald had the challenging job of bringing the English and French together. He believed that unity would create a stronger country. He also proposed a railroad so farmers and artisans could sell their products across the colonies, improving trade and communication. The railroad would help the economy grow, make troop movement easier during war, and attract western colonies to join Canada.

### French Ally – Cartier

Macdonald worked closely with **George-Étienne Cartier**, a respected French leader from Canada East. Cartier dreamed of expanding Canada from coast to coast while protecting French language, religion, and culture. He became one of Macdonald's strongest allies, helping convince the French to support Confederation. Together, their partnership made Confederation possible and helped form the foundation of modern Canada.



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

**True or False**

Decide if the statement is true or false.

1) Macdonald was an engineer from Kingston, Ontario.	True	False
2) Macdonald believed in uniting the colonies in confederation.	True	False
3) Macdonald wanted to build a railroad to connect the colonies.	True	False
4) Macdonald hated the French and couldn't get along with any of them.	True	False
5) Macdonald needed Cartier to convince the French of confederation.	True	False

**Questions**

Answer the questions below.

1) What did Macdonald want to unite the colonies in confederation?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) Who did Macdonald represent in the House of Commons? Why did he need a French ally?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) How did the railroad symbolize Macdonald's vision of a united Canada?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Describe**

How would you describe John A. Macdonald? Choose 3 adjectives and explain.

Adjective	Explanation

# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

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

Mark: 

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**Check only the true statements about John A. Macdonald.**

- Was born in Australia.
- Moved to Upper Canada as a child.
- Became a leader in Kingston, Ontario.
- Was known for his sense of humour.
- Spoke only French.
- Wanted Canada to build a railroad.
- Disliked working with Cartier.
- Wanted Ottawa to be the capital city.
- Was Canada's first Prime Minister.

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

Mark: 

--

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Mark: 

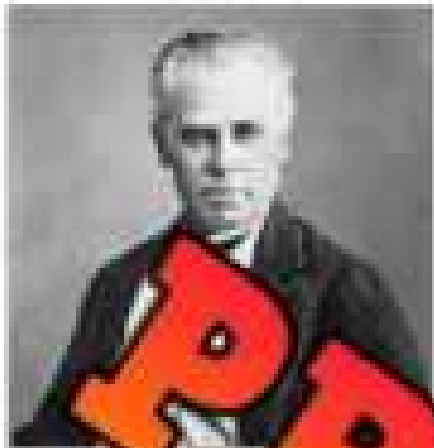
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- Spoke only French.
- Wanted Canada to build a railroad.
- Disliked working with Cartier.
- Wanted Ottawa to be the capital city.
- Was Canada's first Prime Minister.

PREVIEW

## George-Étienne Cartier



### Who was George-Étienne Cartier?

**George-Étienne Cartier** was a lawyer, politician, and co-premier of the Province of Canada before Confederation. He was born on September 6, 1814, in Saint-Antoine-sur-Richelieu, Canada East (now Quebec). As a young man, he became active in politics and was deeply passionate about protecting the French language, religion, and way of life in a country that was mostly English-speaking. He was involved in the Rebellion of 1837, which protested against unfair treatment of French Canadians, and although he later changed his methods, his goal of defending French rights remained the same throughout his career.

Cartier and **John A. Macdonald**, an English politician from Canada West. Their partnership were very important to Confederation. Cartier represented the French-speaking population, while Macdonald represented the English-speaking population. They became known as the "Great Coalition," which helped end the political divide between Canada East and Canada West. People trusted them because they promised that French and English cultures would be respected and protected under the new government.

### Cartier's Accomplishments

Cartier was able to convince the majority of French Canadians to join Confederation. He promised them that by joining, they would have their own province where French language and culture could flourish. He later followed through on this promise in **Bill 101**, which confirmed French as the official language of Quebec.

When Confederation was signed in 1867, Macdonald became Canada's first Prime Minister, and Cartier was appointed **Minister of Militia and Defence**. This position was crucial because it required Cartier to organize and protect Canada from the threat of American invasion after the Civil War.

Another of Cartier's major achievements was helping negotiate the purchase of **Rupert's Land** and the **North-West Territories** from the Hudson's Bay Company. These vast lands became essential to Canada's westward expansion and helped create the Canada we know today. Without Cartier's vision, Canada might not have grown into a country that stretches from coast to coast.



**Fill in the Blanks**

Fill in the blanks with the missing word.

- 1) Cartier was born in \_\_\_\_\_ in 1814.
- 2) Cartier fought to protect \_\_\_\_\_ culture and language.
- 3) The \_\_\_\_\_ helped end years of political deadlock.
- 4) Cartier helped purchase \_\_\_\_\_ and the North-West Territories.
- 5) The law that made French the official language of Quebec was \_\_\_\_\_.
- 6) Cartier was Canada's \_\_\_\_\_ after Confederation.

**Questions** Questions below

1) Why was convincing Confederates to join Confederation such a difficult task?

2) Did Cartier keep his promise to the French?

3) Explain why Cartier's friendship with Macdonald was important to Confederation.

**Reaction**

If Britain kept the MWT and Rupert's Land, how would Canada be different?

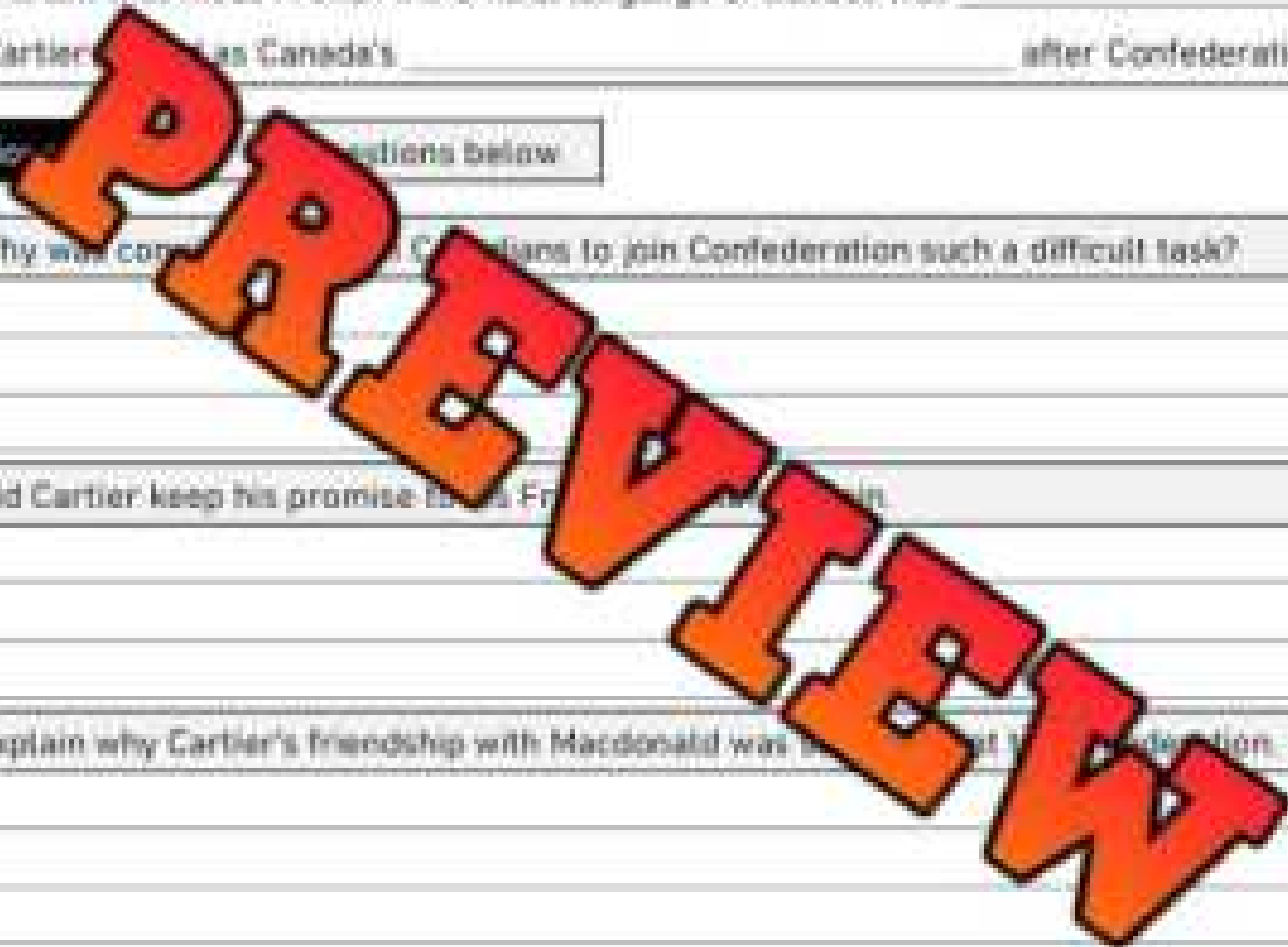
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## Political Deadlock

In the 1850's, before Canada became a country, European settlers came to BNA and lived in the colonies you see below. As you will notice, Canada East and Canada West were the two most populated colonies. Their populations were very similar, but the people living in these regions were very different! The French settlers who hated the British lived in Canada East and the English lived in Canada West. The other regions did not have governments that were linked to Canada yet.

Colony	Population	Percentage of total BNA population
Canada West	890,263	35.2%
Canada East	952,004	37.8%

### Political Deadlock

When the government of Canada West would get together to debate changes to Canada, nothing ever got passed. The French in Canada East would vote with their group and the English in Canada West would vote with their group. This is what is called **political deadlock**!

### George Brown vs John A. Macdonald

These two men were the leaders of their political parties. John A. Macdonald was the leader of the **Conservative Party** in Canada West, but he made an alliance with the French from Canada East.

George Brown was the leader of the **Liberal Party** (The Clear Grits). George did not like the French, nor did he like John A. Macdonald. These two leaders would reject everything the other man said, thus creating a political deadlock.



### Problems with Political Deadlock

Political deadlock happened because the two parties in the Canadian colonies had equal votes. This situation led to no decisions being made. When one side proposed an idea, the other side immediately shot it down. An example of this was when these two parties needed to decide on a capital city. They argued and argued over which city would become the capital. The French wanted Montreal or Quebec City, and the English wanted Toronto. The Queen of England proposed that Ottawa be the capital. Both sides agreed to her proposal because at least they weren't agreeing with the other political party.

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

**Questions**

Answer the questions below

1) What does the term "political deadlock" mean in your own words?

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2) Why was there a political deadlock in the Canadian colonies?

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3) How did the two political parties argue on which city would become the capital?

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**True or False**

Decide if the statement is true or false.

1) John A Macdonald was the leader of the clear party.	True	False
2) George Brown was a good friend of John A Macdonald.	True	False
3) The two political parties hated each other and argued.	True	False
4) Political deadlock is when two parties vote against each other.	True	False
5) No laws or decisions are made during a political deadlock.	True	False

**Dialogue Writing**

Write a dialogue between two politicians debating political deadlock in Canada East and Canada West.

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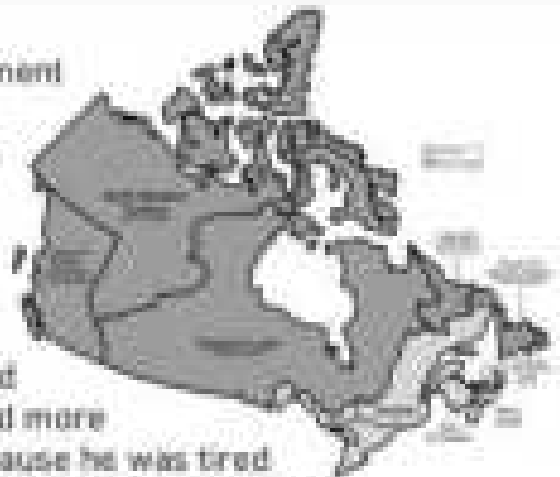
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**PREVIEW**

## Representation by Population

### What is Representation by Population?

**Representation by Population (Rep by Pop)** is a government structure where colonies can send a certain number of representatives based on the amount of people living in the colony. It means the larger the population in your area, the more government representatives you can send to vote on laws and make decisions.



### George Brown and Rep by Pop

Before Confederation in 1867, Canada East and West had the same number of representatives even though Canada West had more people. This was very upsetting to George Brown because he was tired of political deadlock and was unable to make any decisions in government.

He wanted a system so that Canada West could send more representatives than Canada East. This would allow Canada West to elect a party favouring the East and would therefore end political deadlock.

### John A. Macdonald and George-Etienne Cartier

George-Etienne Cartier was a politician who wanted to make sure Quebec could keep their French culture. He was worried that the English would dominate both Canada West and East and that his French culture would be lost. Therefore, he hated the idea of Rep by Pop because he knew his people would be outnumbered.

John A. Macdonald was an ally of George Brown. Macdonald wanted to end political deadlock as well, but he couldn't get the other colonies to agree.

### Result - Representation by Population

Macdonald convinced Cartier that if he could get the other colonies to join in Confederation, rep by pop wouldn't hurt the French. This is because Quebec only have 37% of the total population, which means they wouldn't have enough votes. The other colonies together had enough total votes to vote against Canada.

Colony	Population	Percentage of Total Population
Prince Edward Island	56 858	2.2%
Newfoundland	101 300	4%
Nova Scotia	276 884	10.9%
New Brunswick	193 800	7.7%
Canada East (Quebec)	890 261	35.2%
Canada West (Ontario)	952 004	37.4%
New Caledonia (British Columbia)	58 000	2.2%
Rupert's Land and Northwest Territories	5700	0.2%
<b>Total</b>	<b>2 582 097</b>	<b>100%</b>

**True or False** Decide if the statement is true or false.

1) John A Macdonald wanted Rep by Pop but George Brown didn't.	True	False
2) Georges Etienne Cartier was a French politician.	True	False
3) Canada West had the highest population in the colonies.	True	False
4) Rep by Pop would have stopped political deadlock.	True	False
5) The English were worried they would lose their culture with Rep by Pop.	True	False

**Questions** Answer the questions below.

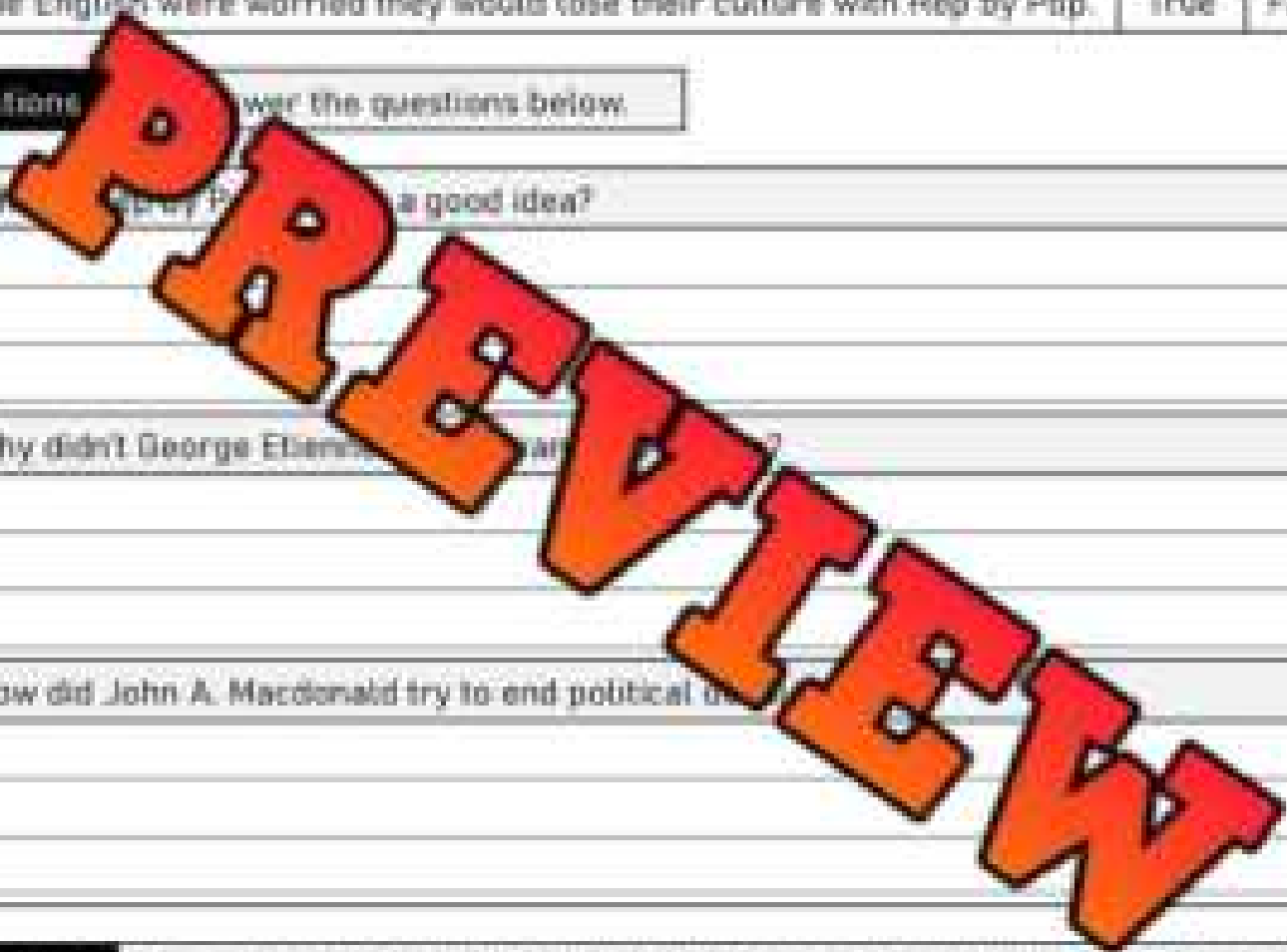
1) Was Rep by Pop a good idea?  
\_\_\_\_\_  
\_\_\_\_\_

2) Why didn't George Etienne Cartier win?  
\_\_\_\_\_  
\_\_\_\_\_

3) How did John A. Macdonald try to end political deadlock?  
\_\_\_\_\_  
\_\_\_\_\_

**Summarize** Summarize the reading by including the main idea and important information.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Fenian Raids

### Who Were The Fenians?

The Fenians were members of an Irish secret society. The society was founded in 1858 in the United States by John O'Mahony and in Ireland by James Stephens. The Fenians hated the British because the British were ruling in Ireland at the time. The British army was the strongest in the world and the Irish people were poor and powerless.



### What Were the Raids?

The Fenians knew they couldn't stop the British in Ireland, so they attacked Britain another way. Fenian Raids in British North America were British, meaning the people living there were British. So, to get back at Britain, the Fenians decided to raid across the border into Upper and Lower Canada.

### The Raids - Battle of Ridgeway

The Fenians had a society of over 10,000 members. They had many plans of attacking across the Canadian border. The British in Canada had spies to prepare their defense. In 1866, the Fenians wanted to attack at several points in Canada West and East, but 20,000 Canadian volunteers defended the border.

In June 1866, 850 Fenians crossed the Niagara River. They advanced toward Port Colborne, but they didn't realize that British forces in Canada West were waiting for them. British Commander George Napier had 20,000 Canadian volunteers as well as more British regiments on the march. The inexperienced Canadian army defended their territory well as they sent the Fenians home. Nine Canadians were killed in this battle, and 32 were injured. The Fenians lost 10 men killed and an unknown number wounded.



### Fenian Raids - Reason for Confederation

With the Fenians planning more raids and attacks, John A. Macdonald wanted to unite the colonies so they could form a stronger military. The border between the USA and Canada is large, which means a large military is needed for protection. Macdonald knew that Britain would stop coming to Canada's defense sooner or later, so he used the Fenian Raids as another reason to unite the colonies.

**True or False**

Decide if the statement is true or false.

1) The Irish in the USA were upset with the British.	True	False
2) The Irish attacked British North America to get back at Britain.	True	False
3) The Fenians had more fighters in the battles.	True	False
4) The Fenians won the Battle of Ridgeway.	True	False
5) Fenian Raids were a reason the colonies should unite in confederation.	True	False

**Questions**

Answer the questions below.

1) Why were the Irish angry? Why did they hate the British government?

2) What strategy did the Fenians use to attack Britain indirectly?

3) Why were the Fenian Raids a factor in Confederation?



**Visualizing**

Draw what you were picturing while you were reading. Explain the picture.

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

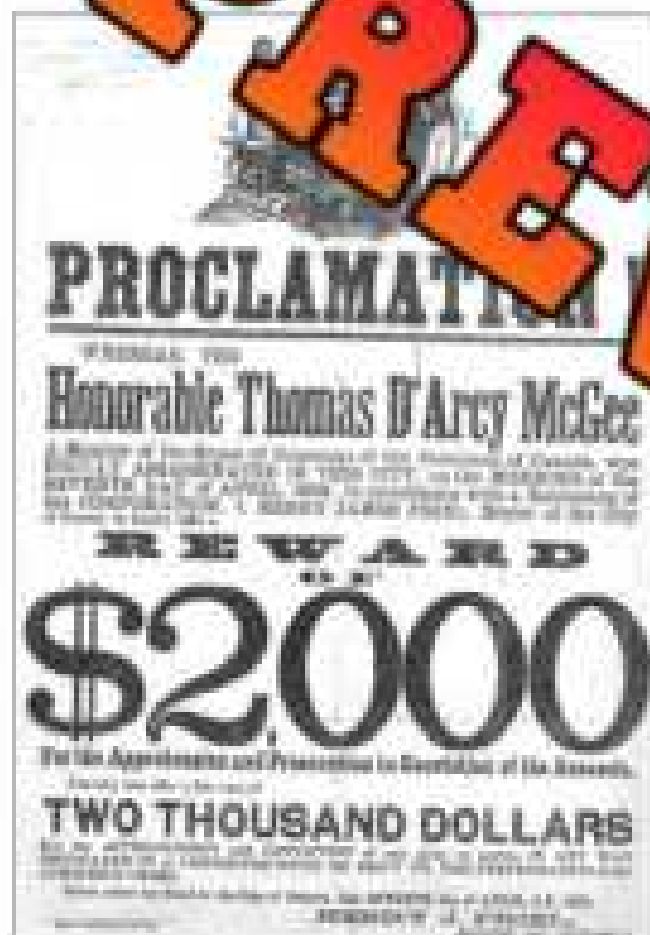
## Thomas D'Arcy McGee Assassination

### Who Was Thomas D'Arcy McGee?

**Thomas D'Arcy McGee** was a politician and a poet who is also one of the Fathers of Confederation. He was elected to Parliament as an Irishman who was loved by the Irish community in Ottawa and across Canada.

### The Assassination

On April 6, 1868, Thomas D'Arcy McGee was assassinated shortly after 1:00 a.m. when he was leaving Parliament Hill after a late meeting. He was walking to a boarding house where he lived while he was in Ottawa. After he turned his key to open the door, he was shot and killed.



### Why Was He Assassinated?

McGee had angered some of the Fenians, who were a secret society of Irish background. He had written in the Montreal Gazette, "Secret societies are like what the farmers in Ireland call scotch grass. The only way to get rid of it is to cut it out by the roots and burn it." The Fenians thought McGee was a traitor.

### James Patrick Whelan

James Patrick Whelan was the man who was convicted of the murder. Whelan was born in Ireland. The police had found a gun on him that had recently been used.

Whelan was tried and found guilty even though he maintained his innocence through the trial, and it was never proven that he was a Fenian. Whelan was hanged in front of a crowd of five thousand people, which was the last public hanging in Canada.

### Aftermath - Funeral

This was the first time a government official had been killed, and John A. Macdonald took it personally. He along with Georges Etienne Cartier were pallbearers in the funeral that took place on Easter Monday, April 13. The day was declared a day of public mourning. Almost the entire population of Montreal attended the funeral cortege, as 15,000 people marched in the procession.

## Matching

Match each name to the correct description.

Thomas D'Arcy McGee James Patrick Whelan John A. Macdonald Fenians George Brown  Accused assassin believed to be a Fenian French-Canadian leader who served as McGee's palibearer Irish politician and Father of Confederation assassinated in 1868 Prime Minister who mourned McGee's death deeply Irish secret society opposing British rule and Confederation

## Questions

Type your answer below.

1) Why was Thomas D'Arcy McGee killed by Whelan?

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2) Who was James Patrick Whelan?

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## True or False

Decide if the statement is true or false.

1) James Whelan was confirmed to be a Fenian.	True	False
2) Whelan admitted to killing McGee.	True	False
3) McGee was seen as a traitor to some of the Irish.	True	False
4) Whelan was hanged in the last public hanging in Canada.	True	False
5) John A. Macdonald was a good friend of McGee.	True	False
6) McGee was killed outside Parliament Hill while returning to his hotel.	True	False

## Fenian Raids and Canadian Militia

Crowds celebrate the return of militiamen in Montreal, 1866



A **militia** is a military force that has able-bodied citizens who are not soldiers. The people who make up a militia could be farmers, bakers, blacksmiths, and so on. Men do not have military training. The militia in BNA were brave in that they had little training to stop Fenians from damaging their land and taking their property.

### Questions

Answer the questions below.

1) What is a militia? Who fights in a militia?

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2) Why were the crowds celebrating the return of the militia?

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3) Would you have fought in the militia? Explain why or why not.

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# Chinese Railroad Workers

Canada needed a railroad that would stretch from coast to coast. The problem was that it was very expensive, and extremely dangerous due to the mountainous terrain. For those reasons, it was difficult to find workers.

From 1880 to 1885, it is estimated that between 600-2,200 Chinese workers lost their lives. Many died of scurvy, not enough food, fatigue, drowning, dynamite explosions, and rockslides. The Chinese workers had to live in tents while the white-English workers lived in railway cars.

Questions 1-3: Answer the questions below.

1) Why do you think Chinese workers were unwelcome in Canada?

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2) John A. Macdonald promised to hire White English people to build the railway first, then French Canadians, then Chinese. Why did he change his mind and hire Chinese workers?

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3) Describe the living and working conditions for the Chinese workers.

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"The Last Spike"

4) In the photo, "The Last Spike", it appears no Chinese were in the picture. Why do you think that is? Is it fair?

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## Manifest Destiny



### John Gast – "American Progress"

- Thomas Jefferson believed that the future of the United States depended on whether they could expand west.
- In 1803, the Louisiana Purchase cost the U.S. \$15 million and doubled the size of the USA at the time.
- The expanding of the USA worried Mexico and Canada. They feared that the U.S. would come for their land next.
- Manifest Destiny refers to the idea that Americans believed that they were chosen by God to own all the land across North America.
- The Homestead Act became a law that gave any settler 160 acres of land for free if they moved west.
- During the 1840's, the USA invaded Mexico and took one million miles of their land. This further expanded the USA.

### Questions

What do you notice about Gast's painting? What is interesting to you? What wonderings do you have?

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Goal:

What did they mean by the quote?

In the song, "Elbow Room", the cast sings the glories of westward expansion in the United States, which involved the murder of native peoples and the violent conquest of half of Mexico. Among the lines in the song is one that intones, "There were plenty of fights / To win land right / But the West was meant to be / It was our Manifest Destiny?" Let it suffice to say that happily belting out a tune in which one merrily praises genocide is always easier for those whose ancestors weren't on the receiving end of the deal. - Tim Wise

Mama said, Fulfill the dream that's in your heart, Go make a legacy,  
Manifest destiny, Back in the day we wanted everything, wanted  
everything. Mama said, Don't let your dreams be your history,  
Light up your wildest dreams, We wanted everything, We wanted  
everything, wanted everything  
-High Hopes by Panic! At the Disco



Manifest destiny was on the march, and it was unfortunate that  
Mexico stood in the path.  
-Winston Churchill



PREVIEW

## Confederation – Uniting the Colonies

**Confederation:** when colonies unite or come together under one central authority (government). Each colony was under British rule, however, they operated independently of each other. Confederation would mean that the colonies would unite as one country – Canada.

### Directions

Rank the reasons in order of what you think is most important (1) to least (4).

Rank	Reason
	<p><b>Army</b> The colonies charged other colonies with tariffs and duties for trading goods. This would mean free trade among colonies so that the entire country could benefit.</p>
	<p><b>Transportation</b> Canada is a huge country. Trading from P.E.I. to B.C. was nearly impossible. Build a railway across the country and create trading opportunities.</p>
	<p><b>Defence Issues: Defending our land</b> Britain had withdrawn most of its troops, so the colonies were vulnerable to attack. If the colonies united, they could defend their own land its land.</p>
	<p><b>Manifest Destiny &amp; Fenian Raids</b> The USA believed in Manifest Destiny – they wanted all land in North America. The Fenian Raids were Irishmen who were getting into Canada attacking the colonies in BNA. Uniting the colonies meant they could defend themselves.</p>

### Persuasive Writing

Pretend you are John A. Macdonald and you need to persuade the other colonies to unite. What will you tell them? Use some of the ideas above and your own thinking to convince them that Confederation is a good idea.

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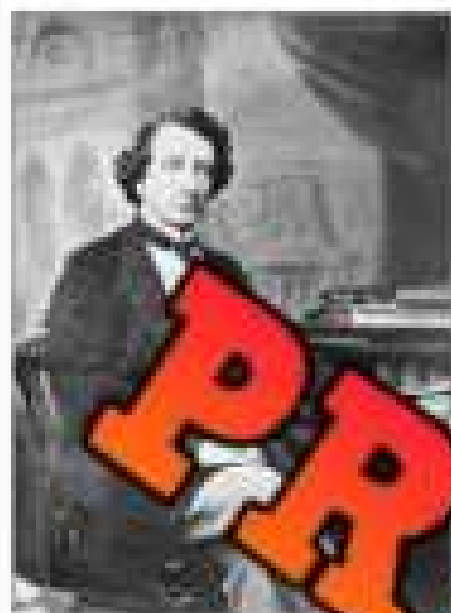


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## Double Shuffle



### The Government of the Canadian Colonies

In 1858, Canada was made up of two colonies—Canada East (mostly French-speaking) and Canada West (mostly English-speaking). These colonies shared one government known as the Province of Canada. The leaders at the time were **John A. Macdonald** and **George-Étienne Cartier**, who worked together to lead the Conservative Party. However, they faced serious problems passing new laws because of their rivalry with **George Brown**, the leader of the Liberal Party, also called the Clear Grits. Political debates often ended in arguments, and hardly any legislation was approved. The tension between Macdonald and Brown was not only political but also personal—they strongly disliked each other. Their rivalry became one of the main causes for the political chaos in the late 1850s.

### Double Shuffle

In 1858, Macdonald and Cartier agreed to a plan that became known as the **Double Shuffle**. At the time, Brown had gone against them by suggesting that Ottawa should become the capital city. Macdonald and Cartier saw an opportunity to embarrass Brown and regain control. They resigned from their positions in the Legislative Assembly, which forced Brown to temporarily take power until a new election could be held.

Macdonald's resignation was a clever strategy. He understood the parliamentary rules well and planned to use them against Brown. Immediately after stepping down, he called for a **vote of non-confidence** in Brown's new government. Brown, who had little time to prepare or gather supporters, struggled to keep control. Behind the scenes, Macdonald and Cartier had already persuaded enough Assembly members to vote in their favour. When the vote was held, the Brown government collapsed within days.

### Result

The outcome was humiliating for George Brown. He had been Premier for only **five days** before being removed from office. Macdonald and Cartier quickly returned to their former positions as leaders of the government. The term "Double Shuffle" came from the fact that the government changed—or "shuffled"—twice within one week. This event showed Macdonald's sharp political skills and his determination to maintain power, even in a time of deep political deadlock.



**True or False**

Decide if the statement is true or false.

1) The double shuffle was done to embarrass John A. Macdonald.	True	False
2) Macdonald called for a vote of non-confidence when Brown took over.	True	False
3) Macdonald and Cartier resigned their seats in the assembly.	True	False
4) Brown won the vote of non-confidence and stayed Premier.	True	False
5) Brown was Premier for only five days.	True	False

**Questions**

Answer the questions below.

1) Why was the double shuffle done?

2) What does a vote of non-confidence mean?

3) Do you think Macdonald's actions were fair or manipulative? Explain.

**Ordering**

Place the following events of the Double Shuffle in the correct order (1-6).

1	John A. Macdonald and George-Étienne Cartier resigned from their seats in the Assembly.
2	Brown's government collapsed within days.
3	George Brown went against Queen Victoria's suggestion that Ottawa should be the capital.
4	Macdonald called for a vote of non-confidence against Brown's new government.
5	George Brown temporarily became Premier and formed a new government.
6	Macdonald and Cartier returned to power as leaders of the government.

# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

Name: _____	Mark
Underline the correct answer for each question.	
1	The Double Shuffle happened in (1858 / 1867).
2	John A. Macdonald and George-Étienne Cartier led the (Conservative / Liberal) Party.
3	Their rival George Brown was leader of the (Reformers / Clear Grits).
4	George Brown was Premier for (five months/ five days).
5	Queen Victoria suggested (Ottawa / Montreal) as the capital city.

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PREVIEW

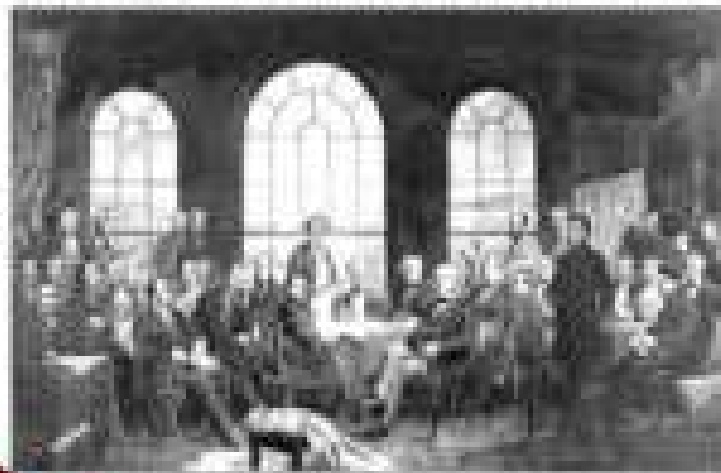
## The Great Coalition

### Brown and Macdonald

The relationship between **George Brown** and **John A. Macdonald** was full of tension and rivalry up until 1864. Both leaders often clashed during debates and disagreed on how the **Province of Canada** should be governed.

Their constant arguing caused frustration within their political parties, leading both men to temporarily step away from politics. During this time, the country faced **political deadlock**, a situation where no laws could be passed.

For example, the House of Commons voted against the **Confederation Act**, which created the **Canadian Confederation**. Major issues such as **immigration** and **transportation** remained unresolved. Many citizens grew frustrated as they watched their leaders fail to cooperate to build a stronger nation.



### The Great Coalition

Before 1864, the two main political parties in the Province of Canada were the **Conservative Party (Blue Party)** led by **John A. Macdonald** and the **Liberal Party (Clear Grits)** led by **George Brown**. These two sides rarely worked together, which caused the constant political deadlock. A **coalition** is when two political parties form an alliance to work together for a common goal, even if they normally disagree with each other. In 1864, John A. Macdonald proposed forming an alliance with George Brown. He believed that the only way to move forward and achieve **Confederation** was to unite their efforts. Brown agreed, even though it meant working with his former rival. Together, they convinced members of both parties to vote based on what was best for their citizens rather than their own party interests. This marked the birth of the **Great Coalition**.

### Result

Macdonald's idea worked. The Great Coalition united the political parties, allowing the government to finally make important decisions. The government became **bipartisan**, meaning both sides cooperated to represent all citizens fairly. This cooperation allowed Canada's leaders to plan for the future and begin discussions about Confederation. The Great Coalition was the last major step before Confederation officially began. It set the stage for the **Charlottetown**, **Quebec**, and **London Conferences** that followed, where the colonies agreed on the terms of union. Without the Great Coalition, Canada's path to becoming a country in 1867 would not have been possible.



## Define

What do the terms below mean?

Political Deadlock	_____
Coalition	_____
Bipartisan	_____

Yes or No? Answer the following questions with either "Yes" or "No".

1) Did George Brown and John A. Macdonald always cooperate politically?	Yes	No
2) Did political deadlock make it hard for laws to pass?	Yes	No
3) Was the Liberal Party the main opposition party?	Yes	No
4) Did John A. Macdonald resign as Prime Minister during this time?	Yes	No
5) Did both Brown and Macdonald help each other temporarily?	Yes	No
6) Did the coalition cause the government to become more stable afterward?	Yes	No

## Questions

Answer the questions below.

1) What caused the political deadlock between Canada's first two prime ministers?	_____
2) What was the Great Coalition?	_____
3) Discuss how the Great Coalition influenced Canada's national unity and identity.	_____

## Confederation – Key Terms

### Word Bank

Double Shuffle	Political Deadlock	George Brown	John A Macdonald
Manifest Destiny	Fenian Raids	The Great Coalition	The Clear Grits
Conservative		Representation by Population	

Key Term	Definition
	The First Prime Minister of Canada.
	The idea that people believed they should own all of North America.
	George Brown used a loophole in the rules to resign as Prime Minister only to take it back from John A. Macdonald.
	Combining two political parties to prevent political deadlock.
	When opposing political parties vote together and automatically voted against their own interests, making it impossible for decisions to be made.
	The political party that John A. Macdonald led.
	The political party that George Brown led.
	Leader of the Clear Grits and opposition of John A. Macdonald.
	The amount of seats a colony has is decided based on the population of the colony.
	Irish Americans were attacking Canada to get back at Britain.

PREVIEW

## Confederation: The Birth of a Nation

### What is Confederation?

Canada officially became a **confederation** on July 1, 1867, marking the birth of a new nation. Confederation means the joining together of smaller groups or regions under one central government. Before 1867, the provinces of Canada were separate and managed their own affairs without a shared government. Each colony had its own leaders, laws, and ways of doing things.

Canada originally began as a single province made up of present-day Ontario and Quebec, then called Canada West and Canada East. The dream of uniting all British North America came from leaders who wanted one stretch of territory stretching from the **Atlantic Ocean** in the east to the **Pacific Ocean** off **British Columbia** in the west. They wanted a nation that could defend itself and more importantly, share one identity under one government.



### Father of Confederation – John A. Macdonald

Sir **John A. Macdonald**, one of the key figures in Confederation, played the most important role in turning this dream into reality. As Canada's first Prime Minister, Macdonald worked tirelessly to bring together the leaders of different provinces. This process involved endless meetings, debates, and compromises.



He had to convince the provinces to agree to sell **Rupert's Land** and the **Northwest Territories** and persuade the **Maritime provinces**—**New Brunswick**, **Prince Edward Island**, and **Nova Scotia**—to unite under one central government. He also encouraged **British Columbia** to join despite the long distance. Macdonald promised to build a transcontinental railway to connect all regions.

Macdonald also needed to gain the trust of the people. He worked to prove he could be a fair and capable Prime Minister. He encouraged the colonies to join Canada instead of the **United States**, which was growing in size and power after its Civil War.

### Result

In the end, Confederation succeeded. On July 1, 1867, **Ontario**, **Quebec**, **Nova Scotia**, and **New Brunswick** united under one name—**Canada**. Canada became a self-governing dominion within the British Empire. Over time, other provinces and territories joined, expanding the country from sea to sea and shaping the Canada we know today.

**True or False**

Decide if the statement is true or false.

1) Alberta became part of Canada in 1867.	True	False
2) Canada started out as a province.	True	False
3) John A. Macdonald was the leading Father of Confederation.	True	False
4) Macdonald had to convince provinces to join Canada, not the USA.	True	False
5) All of the provinces of Canada joined confederation in 1867.	True	False

**Questions**

Answer the questions below.

1) Why do you think Canada is an example of Confederation?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Which task do you think was the most difficult for Macdonald to get to Confederation?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Word Search**

Find the words in the wordsearch.

Confederation	Canada	J N U J J D N E G O T I O N D O F C N H L U T J O Y J O F R Y N S F B O O J Z F N G R G C X T A N O E I V U I D G O D G O A C A W I O I C Z Z E T V J E Y U N Q E L A K N N N V R B A S F Y A A P G I T W R T I I X X E N E F H D C O A I X I X A M V R X C N H S A I Y R R O C O Y R O O M A C D O N A L D B R C K B M I D R N E S F C O N F E D E R A T I O N P
Macdonald	Ontario	
Quebec	Britain	
Railway	Dominion	
Provinces	Nation	
Negotiation	Defence	



**Questions**

Answer the questions below

1) What does the term absentee landlord mean?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) Why were settlers upset with the absentee landlords?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

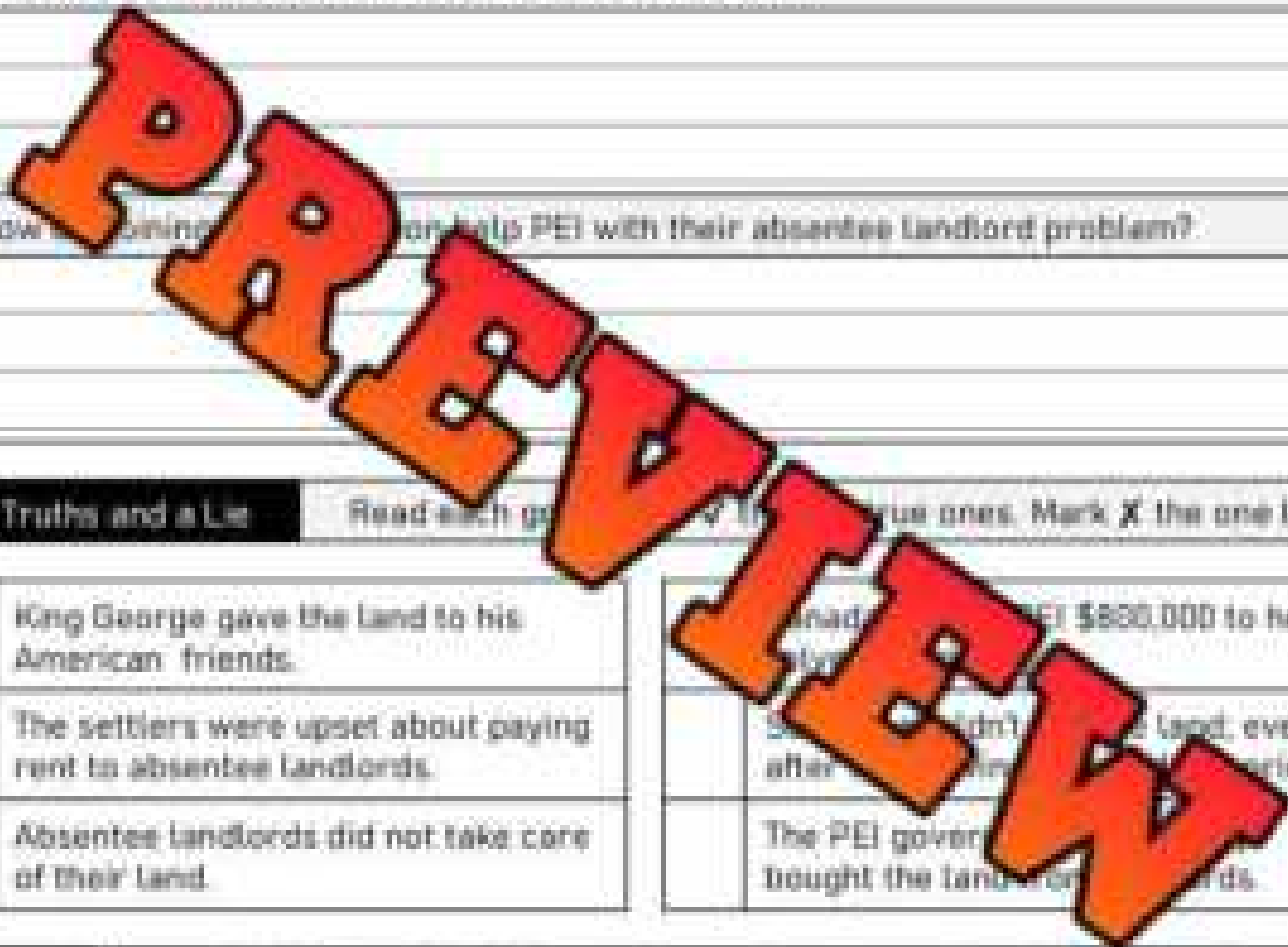
3) How did the British government help PEI with their absentee landlord problem?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Two Truths and a Lie**

Read each statement carefully. Circle the two true ones. Mark X the one lie.

<input type="checkbox"/>	King George gave the land to his American friends.	<input type="checkbox"/>	The British government gave PEI \$800,000 to help pay the land.
<input type="checkbox"/>	The settlers were upset about paying rent to absentee landlords.	<input type="checkbox"/>	Settlers didn't pay for the land, even after the British government paid for the services.
<input type="checkbox"/>	Absentee landlords did not take care of their land.	<input type="checkbox"/>	The PEI government bought the land from the absentee landlords.



**Reflection**

Do you think it was fair for the settlers to have to pay the absentee landlords rent? Why do you think they fought for land ownership?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

Name: _____	Mark
Is the statement true (T) or false (F)?	
1) Prince Edward Island was divided into sixty-seven lots.	T F
2) Absentee landlords lived on PEI and managed their property.	T F
3) Islanders worked and paid rent to absent landlords.	T F
4) The 1853 Land Purchase Act fully ended the crisis.	T F
5) Non-residents need approval to buy large PEI land.	T F

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**PREVIEW**

## Maritime Colonies - Joining Confederation

### Joining Confederation

As John A. Macdonald and the other Fathers of Confederation discussed plans for confederation, the colonies invited needed to decide if it was right for them. New Brunswick was one of four colonies that joined in the beginning. For Nova Scotia, PEI, and Newfoundland, it took longer to be persuaded to join.

Nova Scotia	
Pros	Cons
<ul style="list-style-type: none"> <li>• The colonies would be connected to other colonies via a railroad</li> <li>• Better protection against the USA</li> <li>• Improved economy</li> </ul>	<ul style="list-style-type: none"> <li>• Might lose free trade with the USA</li> <li>• Didn't feel a connection to other colonies, except maritime colonies</li> <li>• Since they were a small colony, they wouldn't have much say in the Canadian government</li> </ul>
Prince Edward Island	
Pros	Cons
<ul style="list-style-type: none"> <li>• Canada would pay off the British Absentee Landlords so people could own land and not have to rent</li> <li>• They would be part of Canada, who could defend them from the USA and Fenians</li> <li>• Canada would build them a bridge called the Confederation bridge</li> <li>• Canada would pay off their debt</li> </ul>	<ul style="list-style-type: none"> <li>• They would have little say in the Canadian government</li> <li>• Higher taxes</li> <li>• They would have to fight in Canada's wars</li> <li>• Feared they would lose their laws and way of life</li> </ul>
Newfoundland	
Pros	Cons
<ul style="list-style-type: none"> <li>• Better health care as support was given by the Canadian government</li> <li>• Canadian government promised to pay off their debt</li> <li>• Become a stronger territory as they belonged to a larger country</li> <li>• Better trade with neighbouring colonies</li> </ul>	<ul style="list-style-type: none"> <li>• Higher taxes</li> <li>• Loss of identity as they would become Canadian and lose their British heritage</li> <li>• Less control of their territory as Canadian government would have some control</li> <li>• They'd have to share resources (fish)</li> </ul>

**True or False**

Decide if the statement is true or false.

1) The colonies worried they'd have little say in the Canadian government.	True	False
2) PEI joined mainly because they needed money.	True	False
3) New Brunswick needed a lot of convincing to join.	True	False
4) Newfoundland worried they'd have to share their fishing resources.	True	False
5) All colonies benefitted from being part of a stronger army.	True	False

**Pros/Cons**

What are the main pros/cons for the maritime colonies to join Confederation?

	Cons

**Think**

Many people living in the Maritimes felt a strong connection to Britain. If they joined Canada, they'd lose this connection. Why do you think this was a hard decision?


# The British North America Act

In 1867, four provinces decided to join Confederation - Ontario, Quebec, Nova Scotia, and New Brunswick. The BNA act was signed by the 4 provinces on July 1<sup>st</sup>, 1867. The provinces celebrated with fireworks, and cannon fire.

## Interpret

Read the maps and answer the questions.



1) What do you notice about Canada at the time of Confederation - 1867?

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2) What has changed in the geography of

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# Canada Expansion

Confederation was a success and more British colonies joined. Take a look at the maps below to see who joined and when.

**Interpret**

Read the maps and answer the questions

1) In 1905, \_\_\_\_\_ colonies joined.  
What do you notice about the map?



2) From 2001-2003, the map of Canada shows how we see it today.  
What has changed?



**PREVIEW**

## Building a Nation – Confederation Simulation

### Objective

What are we learning about?

Students will understand how the colonies of British North America worked together and debated during the Confederation Conferences. By role-playing as delegates, they will learn how political compromise, negotiation, and regional interests helped create the Dominion of Canada.

### Materials

What do we need for our activity?

- Colony Reference Cards (provided)
- Name tags or index cards for each colony
- "Conference issue cards" (debates on issues such as trade, language rights, taxes, etc.)



### Instructions

How will we complete our activity?

- 1) Divide the class into six groups and assign each group a colony to represent.
- 2) Give each group a short description of their colony's main interests about Confederation.
- 3) Explain that each group must prepare reasons to either support or oppose joining Confederation.
- 4) Ask groups to select a spokesperson and record their main points on chart paper.
- 5) Bring the class together for a "Charlottetown Conference" where each group presents their view.
- 6) After the speeches, allow time for debate and negotiation between the colonies.
- 7) Encourage groups to form alliances or compromises to reach an agreement.
- 8) Hold a final vote to decide if each colony will join Confederation.

**Colony Stance Cards**

Assign each group their colony and position on Confederation.

Colony / Group	Stance on Confederation	Description of Interests and Concerns
Canada West (Ontario)	Strongly supports Confederation	Canada West wants a united country with "representation by population" so larger provinces gain fairer influence in government. They believe Confederation will strengthen defence, open trade between colonies, and create a transcontinental railway that boosts the economy and connects distant communities across British North America.
Canada East (Quebec)	Supports Confederation only if French language, Catholic religion, and civil law are protected.	Leaders like George-Étienne Cartier believe joining Canada can preserve French identity within a federal system, but they fear domination by English-speaking provinces and loss of local control.
New Brunswick	Divided opinions	Some see potential economic growth through trade with the United States and intercolonial trade. However, others worry about higher taxes, losing decision-making power, and defending a large border against the United States without enough British military support. Supporters and opponents have strong political leaders.
Nova Scotia	Mixed reactions	Nova Scotia has a strong trade relationship with the United States. Some, like Joseph Howe, oppose Confederation, fearing they will lose autonomy. Supporters believe it will provide economic stability and connect the Maritime provinces through the promised railway.
Prince Edward Island (P.E.I.)	Opposed at first	P.E.I. leaders refuse to join without help solving their land ownership crisis caused by absentee landlords. They feel their small size will lead to little representation in Parliament. They worry their local needs and finances will be ignored by larger provinces.
Newfoundland	Strongly opposed	Newfoundland's leaders prefer to stay under British protection and continue profitable fish trade with Britain. They fear joining Canada will increase taxes, reduce independence, and force them to contribute to mainland projects like the railway, which offers little direct benefit to their isolated economy.

## Issue Cards

Choose issues below to debate before deciding on Confederation.

Issue	Description for Debate and Discussion
Economic Growth	Would joining Confederation strengthen trade and create new jobs, or cause smaller colonies to lose control over their own economies? Some leaders saw uniting as a way to share wealth, while others feared higher taxes and less profit from local industries.
Railway Promotion	Confederation promised a railway linking colonies for faster transport and trade. Supporters saw it as key to uniting Canada from sea to sea. Opponents worried about the cost and argued their colony would pay for a railway they might never use.
Language and Culture Protection	English communities feared losing their identity in a larger government. Some believed Confederation could protect both languages under a central government, while others feared English dominance over French and cultural rights.
Political Power and Representation	Confederation would create a federal government in Ottawa. Larger colonies wanted more influence, while smaller ones feared being ignored. The debate focused on whether joining would give fair representation to all colonies.
Defence and Security	The Fenian raids and American threats worried colonies. Supporters of Confederation argued a united Canada would be stronger and safer. Opponents felt their colonies should remain loyal to Britain or that Britain should continue to provide protection.
Taxes and Spending	Joining Confederation meant sharing national costs for railways, and government projects. Some feared this would mean higher taxes, while others believed a united Canada would share expenses fairly and reduce financial pressure on individual colonies.
Independence from Britain	Some colonies wanted to remain loyal to Britain, while others saw Confederation as a step toward independence. The debate focused on whether it was safer to stay under British protection or to begin forming a self-governing nation.
Small Colony Concerns	Smaller colonies like P.E.I. and Newfoundland worried about losing their voice in government. They feared being outnumbered by Ontario and Quebec. Supporters argued that joining would bring stability, money, and national influence that isolation could not offer.

**Planning - 1**

Answer the questions to prepare for your Confederation debate.

1) Assigned Colony: \_\_\_\_\_

2) Group Members: \_\_\_\_\_

3) What does your colony want or need most right now?

4) What problems or worries does your colony have?

5) What are the main reasons your colony might join Confederation?

6) What are the main reasons your colony might refuse Confederation?

**PREVIEW**

**Planning - 2**

Answer the questions to prepare for your Confederation debate.

7) What are your colony's top three arguments for or against joining Confederation?

1:

2:

3:

8) Which other colonies might agree with your stance? Why?

9) Which colonies might disagree with your stance? Why?

10) Who will be your group's main speaker(s)?

11) What compromises or solutions could your group offer?

12) How will your group stay respectful and in character during the discussion?

**PREVIEW**

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

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Parliament Debates  
2017-2018 (S1-2)

**Peer Assessment** Mark your group members using the checklist below.

<b>My Name</b>	_____	<b>Who I Am Assessing</b>	_____
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Criteria	Description	Stars (1: Worst, 5: Best)
Stayed in Role	Acted like their colony's delegate and stayed in character.	☆☆☆☆☆
Used Accurate Facts	Shared correct information about their colony's stance.	☆☆☆☆☆
Spoke Loudly	Spoke loudly, clearly, and with confidence.	☆☆☆☆☆
Listened to Others	Listened carefully and responded to other colonies.	☆☆☆☆☆
Showed Persuasion	Used evidence to support their colony's stance.	☆☆☆☆☆
Worked as a Team	Helped to turn out and supported the group.	☆☆☆☆☆
Stayed Respectful	Stayed polite, calm, and respectful during the debate.	☆☆☆☆☆

**Learn and Question** **Learn:** Write two things you learned from the debate.  
**Question:** Ask one question you still have from the debate.

<b>Learn</b>	_____ _____ _____
<b>Learn</b>	_____ _____ _____
<b>Question</b>	_____ _____ _____

**Criteria** Use the criteria below to complete the activity.

Criteria	Description
<b>Knowledge</b>	Show clear understanding of your colony's goals, concerns, and position on Confederation. Use correct facts and ideas during the debate.
<b>Persuasion</b>	Use strong reasons, clear language, and confident speaking to support your colony's stance and respond to others' points.
<b>Collaboration</b>	Work fairly with your group by listening, sharing ideas, and helping plan your colony's argument together.
<b>Participation</b>	Stay fully involved in the discussion. Speak clearly, contribute often, and stay on topic during the conference.
<b>Respect</b>	Be respectful toward all delegates. Stay in role, be polite, and value others' points.

**Rubric** How did you do? \_\_\_\_\_ **Mark**

Criteria	1 Point	2 Points	3 Points	4 Points
<b>Knowledge</b>	Showed little understanding of colony issues.	Gave some facts but missed key points.	Used some facts and gave clear points.	Showed strong knowledge and used accurate facts throughout.
<b>Persuasion</b>	Arguments were unclear or missing.	Gave weak or confusing reasons.	Used points to support stance.	Used strong arguments with clear reasoning.
<b>Collaboration</b>	Did not work well with others.	Shared a little but not equally.	Worked well and shared ideas fairly.	Helped lead and supported the team fully.
<b>Participation</b>	Rarely spoke or joined in.	Spoke sometimes but not clearly.	Spoke clearly and took part often.	Stayed fully engaged and added valuable ideas.
<b>Respect</b>	Was rude or broke role.	Usually polite but off-task at times.	Respectful and stayed in role.	Always polite, professional, and fully in character.

## Métis Indigenous Group – Culture

### Background – Who are the Métis?

The Métis are a distinct Indigenous group whose roots date back to the early fur trade era in what is now Canada. When Scottish and French fur traders arrived, they relied heavily on First Nations such as the Cree and Anishinaabe to survive harsh winters, locate transportation routes, and find food sources. Through these partnerships, many European traders married First Nation women, creating families with mixed European and Indigenous heritage. Over generations, their children formed a new cultural identity and nation known as the Métis. This community developed unique traditions, language (Michif), and clothing that reflected both their European and Indigenous ancestry. Today, Métis live across Canada, particularly in Manitoba, Alberta, and Saskatchewan, and are one of the three Indigenous groups of Canada.

### Worldview – Spirituality

Because the Métis have both European and First Nation roots, their spirituality blends elements from both traditions. Many Métis families followed Roman Catholicism, but also respected traditional First Nation beliefs that honor the Creator and the natural world. Daily prayers of gratitude were often offered, especially when taking food, water, or game from the land. Their spiritual worldview emphasized gratitude and thankfulness for what the Creator provided. Elders taught that all living things—animals, plants, and people—were connected, and that showing respect to the environment was essential.



### The Arts – Music, Dance, and Art

Music and dance have always been a vital part of Métis identity. The lively rhythm of the fiddle and the fast-paced jig are famous symbols of their culture. The jig, introduced by Scottish and French settlers, became a key part of Métis celebrations, weddings, and gatherings known as “kitchen parties.” These events brought communities together, strengthening unity and joy. Visual arts such as beadwork, embroidery, and traditional sashes also play an important role, with designs often telling family or regional stories.

### Kinship – Relationships within the Group

Métis families were large and close-knit, often with three generations—grandparents, parents, and children—living in one home. Men hunted bison and large game to feed their families, while women cared for the home, preserved food, and crafted clothing and blankets. Grandparents played an essential role as storytellers, passing down legends and teachings that connected the young to their culture, values, and worldview.

**Questions**

Answer the questions below.

1) Who are the Métis?

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2) Explain how Métis beliefs connect both Catholic and First Nation traditions.

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3) What is some of the Métis culture special?

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**Multiple Choice**

Circle the correct answer.

1) Which instrument do the Métis play?

2) Métis music is...

3) How many generations lived under one roof?

4) The men were responsible for?

5) The Métis are a mix of First Nations and...

Fiddle

Fast

Slow

1

Cooking

Hunting

European

Canadian

**Word Scramble**

Unscramble the words from the word bank.

Métis

Culture

Tradition

Métis

Family

Fiddle

Storytelling

Ancestors

Kinship

Creator

LDDFEI

THISLEGOLYTN

INIPSKH

REOCRAT

NCRAOSSET

IHCMPI

## The Manitoba Act

### What Was The Manitoba Act?

When Confederation was achieved in 1867, only four provinces joined - Ontario, Quebec, New Brunswick and Nova Scotia. In 1870, Manitoba joined Canada and became Canada's fifth province. The **Manitoba Act** was the constitutional statute that outlined the agreement between the people in Manitoba and the Canadian government.

### The Métis in Manitoba

Since 1670, the Hudson's Bay Company (HBC) had owned all the land that made up Manitoba. The Métis were the dominant people who lived in Manitoba at the time because the HBC had forbidden white settlers could move to the area.

In 1869, the HBC sold the land to the British Crown. This meant the Canadian government now owned the land. Westward expansion led to more people moving west in present-day Canada.

The massive influx of white settlers into Manitoba feared the Métis would lose their way of life, their French and Roman Catholic heritage, their land ownership and governance, their fur trade and hunting of the buffalo.

### Red River Rebellion and The Manitoba Act

The resulting conflict between white settlers and the Métis was the Red River Rebellion. Louis Riel led the Métis, while John A. Macdonald led the Canadian government. In the end, Macdonald decided to negotiate with the Métis in Ottawa. Macdonald wanted the land in Manitoba, so he needed to negotiate with the people living there.

For Manitoba to join Canada, the Métis wanted the following:

- To become a province, not a territory
- For the lieutenant government of the new province to speak French and English
- For the people involved in the Rebellion not to face legal consequences

In the end, the Métis received the things they wanted above. They also received roughly 1,400,000 acres of land for their people. In addition, the province received four seats in the federal parliament. This meant they were represented in the government. The province of Manitoba was very small in the beginning.



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

60

Geography Dictionary  
40,000 Words

**Questions**

Answer the questions below.

1) What was the Manitoba Act?

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2) Which group of people lived in Manitoba during this time? What did they want?

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3) How did the Royal Proclamation change Canada's relationship with Indigenous peoples?

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**True or False**

Is the statement true or false?

1) Irish immigrants lived mainly in Manitoba in 1870.	True	False
2) The Métis were the people that lived in Manitoba and were the majority.	True	False
3) The Métis wanted to protect their French and Roman Catholic heritage.	True	False
4) John A. Macdonald didn't listen to the Métis and Manitoba never joined confederation.	True	False
5) In 1867, Manitoba joined confederation with Ontario and Quebec.	True	False

**Summarize**

Summarize the Manitoba Act and what it meant for the Métis in Manitoba.

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**PREVIEW**

## Métis Leader: Louis Riel

### Who was Louis Riel?

Louis Riel was born on October 22, 1844, in the Red River Settlement, which is now part of Manitoba. His father, Louis Riel Sr., was part First Nation, and his mother, Julie Lagimodière, was from Quebec with French ancestry. This made Louis Riel part French and part First Nation. People of both European and First Nation ancestry are known as Métis. During the mid-1800s, many Canadians unfairly called the Métis “Half-breds,” a term that is now recognized as disrespectful.



Louis Riel

From a young age, Riel was deeply connected to both his European and First Nation roots. He grew up surrounded by Métis culture, the fur trade, and Catholic faith played important roles. He attended school in Red River and showed great intelligence and leadership skills. As a bilingual speaker, he learned much of his history and knowledge through oral traditions from community elders and family. The Métis valued storytelling as a way to pass down traditions, cultural beliefs, and legends.

### Louis Riel – Politician and Leader

Riel rose to become the political and spiritual leader of the Métis in Manitoba. During the late 1800s, when the Canadian government pushed settlement westward, the Métis feared losing their land and culture. Riel recognized that the new laws and government officials wanted control over the Red River area, which Métis had lived for generations. Riel arrested John Christian Schunaberger, his first major act, when he arrived in Red River.

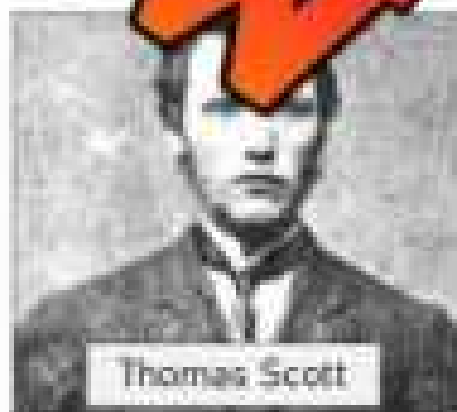
To protect his people's rights, Riel led two major rebellions: the Red River Rebellion (1869–1870) and the North-West Rebellion (1885).

### The Métis under Riel demanded:

- To keep control of their land and culture
- To have both French and English recognized in government
- To gain representation in Canadian Parliament.

During the Red River Rebellion, Riel and his followers took control of Fort Garry, sending a strong message to Prime Minister John A. Macdonald that Métis land could not be taken without negotiation.

The arrest and execution of Thomas Scott, who opposed Riel, caused outrage among government supporters. In 1885, after years of conflict, Riel was captured and executed in Regina. His death marked him as both a hero and a controversial figure in Canadian history.



Thomas Scott

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

66

Canadian History  
2013-2014 Unit 1.1

**Multiple Choice**

Circle the correct answer.

1) Riel was born in...	1844	1876
2) Riel was the leader of the...	Government	Métis
3) Riel fought against Prime Minister...	Macdonald	Trudeau
4) Riel took over Fort...	Gibraltar	Garry
5) Riel was executed for killing...	Thomas Scott	John Schultz

**Questions**

Answer the questions below.

1) What was Riel's role for the Métis in Manitoba?

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2) Do you think Riel was a hero? Why or why not?

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3) Who was Thomas Scott, and what happened to him?

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**Fill in the Blanks**

Write the missing word on the blank.

1) Riel arrested John \_\_\_\_\_ and his friends when they arrived in Red River.

2) Riel's downfall was the unjust execution of Thomas \_\_\_\_\_.

3) Riel and the Métis are excellent story \_\_\_\_\_.

4) Riel's mom was French, and his father was part \_\_\_\_\_.

5) Riel was taught by the Grey \_\_\_\_\_ of the Roman Catholic Church.

## The Métis Scrip System

### Red River Rebellion – Aftermath

After the Red River Rebellion, the Canadian government wanted control of the Métis land in Manitoba. The Manitoba Act set aside 1.4 million acres of land for Métis families. Once that land was all given out, there was still Métis families that had the right to land in Manitoba.

In 1877, changes were made to the Dominion Lands Act that acknowledged that the Métis were a distinct people with land in the North-West Territories, including land that is now Manitoba, Alberta, and Saskatchewan. The law was that before any non-Indigenous person could obtain land in the Northwest Territories, the Métis needed to be given land first.

### Métis Scrip System and Land Ownership

In order to protect the Métis land and so that the government could sell the land to settlers to the area, the government came out with the Métis Scrip System.

Scrip is a certificate that could be used for money or for land. There were two types of scrip created. Each Métis could choose either scrip option below.

- 1) A certificate that provided the Métis with 160 acres of land.
- 2) A certificate that provided the Métis with \$160 so they could purchase their own land.

The scrip amounts were raised to 240 acres or \$240 later on.

### A Flawed Métis Scrip System

The scrip system was very flawed. The announcement of the Métis Scrip System was advertised in newspapers and on posters. It is believed that the government wanted to alert European land speculators. Since there was no protection against fraud, many of these speculators ended up forging their names to pretend they were Métis so they could apply for the scrip.

In addition, many speculators bought the scrip land worth 240 acres for very low prices from the Métis. The speculators would then sell the land to the banks so that the land could be resold to European settlers.

In the end, out of 34,849 issued scrip, land speculators ended up getting 12,560 scrips. The Métis managed to receive only 1% of the 138,320 acres of land scrip issued in northwest Saskatchewan.



**Questions**

Answer the questions below.

1) What is scrip? What could it be used for by the Métis?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) Why were the Métis given scrip?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) Did the Métis get the land they were supposed to get? Why or why not?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**True or False**

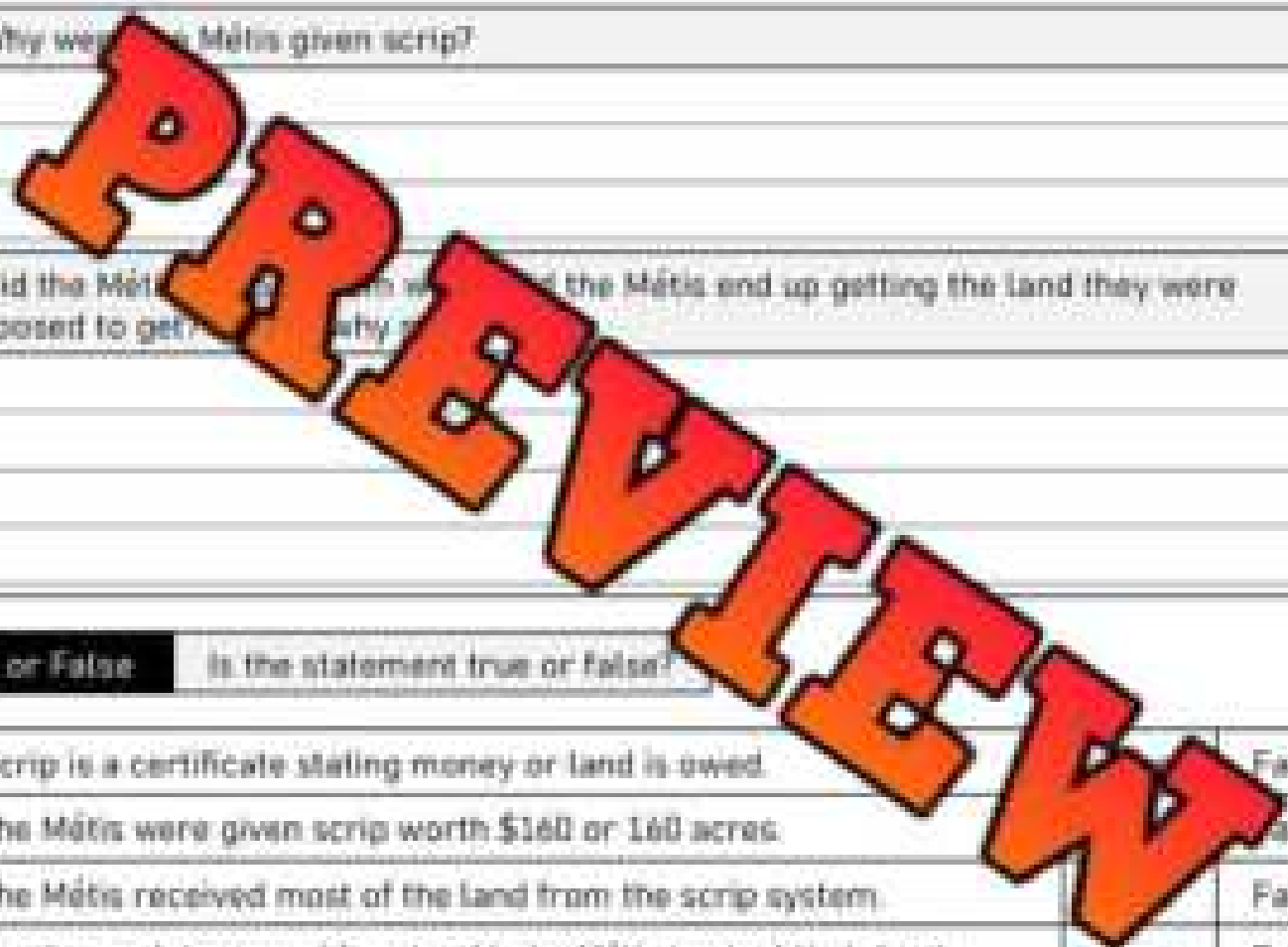
Is the statement true or false?

1) Scrip is a certificate stating money or land is owed.	False
2) The Métis were given scrip worth \$160 or 160 acres.	False
3) The Métis received most of the land from the scrip system.	False
4) Land speculators would pretend to be Métis to steal their land.	True False
5) Land speculators would pay low prices for scrip.	True False

**Questioning**

What questions do you have about the reading?

1)	_____ _____
2)	_____ _____



## Westward Expansion

After the Canadian Government purchased Rupert's Land from the Hudson's Bay Company, it was time for European settlers (Canadians) to move west.

### Directions

Read the table below and rank the pull factors (reasons) 1 – 4 why you might pack your bags and move west (towards B.C.).

Rank	Reasons - Pull Factors (pulling you to move west)
1	You want to go to the prairies where the land is flat and good for farming.
2	There is gold in B.C. and the Yukon (gold rush)
3	You want to find oil in the west.
4	You want to start a new life.



Move West - Advertisement Poster

The Canadian Government made posters like this one to encourage people to move west.

1) Would you want to move west?

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2) Would you want to move west?

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### Quote

Why do you think John A. Macdonald said this?

"Confederation is only yet in the gristle, and it will require five years more before it hardens into bone" – John A. Macdonald

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## Settler Life in Canada

Everyday life for immigrants and settlers of Canada was different for people living in urban and rural areas. Read the table below and label the description - **Rural** (country living) or **Urban** (city living)

Description	Rural/Urban
160 acres were given for \$300	
Land was divided into long narrow strips running along a river	
Land was rented from a landlord	
Settlers worked in the fields to produce crops	
Resource towns where people worked on a single resource (example: mining coal)	

**Quiz** Everyday life in the colonies. Take the quiz below!

Description	Options	
1) Two-thirds of the population spoke _____	English	French
2) Women had the same rights as men	True	False
3) The average family had how many kids?	2	4
4) Men worked in the fields and women did chores around the house - cooked, laundry, made clothes	True	False
5) The dominant religion in the colonies was _____	Christian	
6) Often children started working at the age of _____	5	10

**Question** How was life different for settlers than it is for us today?

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## North-West Mounted Police

With more and more people moving west, crime started to become a problem. In order to restore order in the west, the Canadian government created a police force: **The North-West Mounted Police**.



### Job Details

18 – 40 years old

Men

Able to read and write

Paid 75 cents to \$1 a day

### Questions

Answer the questions below.

**The Great March** – Once hired by the government, 300 men set out for Manitoba, on a difficult 1300km march that lasted two months. The men faced extreme heat, hunger, contaminated water, illness, and hordes of mosquitoes and black flies.

**Directions:** Write 3 journal entries below, preferably from the perspective of your march. Include the date, and a description of your daily experience.

Day 1: July 8, 1874

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Day 2: \_\_\_\_\_, 1874

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Day 3: \_\_\_\_\_, 1874

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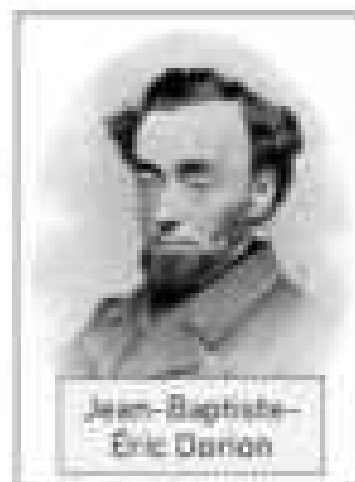
## Bilingualism in Canada – French and English

### French Support for Joining Confederation

Quebec became one of the founding members of the Dominion of Canada on July 1, 1867. George-Étienne Cartier at the time was co-prime minister of the Province of Canada along with Canada West's John A. Macdonald.

Cartier was French and represented the people of Canada East. He ensured that joining Confederation would be positive for the French because it would create a French province (Quebec) that could keep its French identity.

Cartier was also a supporter of Louis-Robert Richer, who believed that the federal government should not have too much control over the provinces. He believed that Quebec should be ruled by the predominantly French Canadian government. He believed the French Canadians should not be influenced by the United States. In the end, he lost support from the French Canadian community and they supported Cartier.



Jean-Baptiste-Éric Dorion

### Canada – Two Official Languages

When confederation was agreed upon by the English and French, both sides agreed to having two official languages for Canada – English and French. This means that either language could be used in the Parliament of Canada and in the courts. Records of speeches and debates would also be kept in both languages.

### Bilingualism in the Provinces Across Canada

In Quebec, the provincial government was mostly French, which meant the French had a majority. This meant that the schools, religion, and court systems in Quebec would be controlled by the French. Quebec also made English an official language to protect the Anglophones (English) in the province.

In the other provinces, the French Canadians were unhappy that English was the primary language and they did not protect the French language. Although French was considered an official language in these other provinces, the Francophones living outside of Quebec were discriminated against and found it difficult to keep their French culture. Many of them had to move to Quebec to keep up their French identity.



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

80

Canadian Confederation  
2013-2014

**True or False**

Is the statement true or false?

1) English is the official language of Canada.	True	False
2) Canada has two official languages - English and French.	True	False
3) Everyone has the right to speak French to federal government workers.	True	False
4) Cartier didn't want his French Canadians to join Confederation.	True	False
5) Dorian believed his French Canadians would be better to join the USA.	True	False

**Questions**

Answer the questions below.

1) What are the two official languages?

\_\_\_\_\_

\_\_\_\_\_

2) What worried Jean-Baptiste about Confederation?

\_\_\_\_\_

\_\_\_\_\_

3) Are you surprised that the French language wasn't used in the provinces? Explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Making Connections**

Does this reading remind you of anything in your life?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PREVIEW**

## First Nations and Confederation

### The First Nations and Confederation

When **Confederation** was achieved in 1867, most French and English settlers in the colonies supported it, hoping for stronger unity and economic growth. However, another important group—the **First Nations**—were not given any voice or participation in the process. At that time, Indigenous peoples were not considered citizens of Canada. The federal government placed them on reserves, restricted their movement, and denied them the right to vote in national elections.

The government's goal was **assimilation**, which meant forcing the First Nations to abandon their customs, languages, and spiritual beliefs to live more like the English or French. To become citizens and gain voting rights, Indigenous people had to give up their lands and move to reserves. This made it nearly impossible for them to keep their traditions.

After Confederation, the government purchased **Rupert's Land** from the **Hudson's Bay Company** in 1869. This gave Canada control of vast areas of land in the west and north. The First Nations who lived on this land were not consulted or compensated. They faced two choices—submit to Canada's control or accept that their land had been taken without their consent.



**First Nations' Response**  
To protect what little land they could, First Nations decided to negotiate with the government. Between 1871 and 1921, they signed 11 treaties known as the **Numbered Treaties**. These treaties offered the Indigenous peoples:

- Annual payments of money (rations)
- Access to reserves for their communities
- Support for farming and education
- Continued rights to hunt and fish on traditional lands

In return, most First Nations (except in British Columbia) had to give up control of their territories.

By the 1950s, many Indigenous communities began organizing to demand better treatment and recognition. This unity led to the creation of the **Assembly of First Nations (AFN)**, which became the national voice of Indigenous peoples. The AFN gained official recognition in 1982—the same year that the Canadian government also recognized the **Métis and Inuit** as distinct Indigenous groups.

However, the Métis and Inuit were not included in the Numbered Treaties, meaning they did not receive the same land or benefits as other First Nations.

**Directions:**

Circle "Right" or "Wrong" for each situation. Then explain your reason.

1) The government makes new laws without asking First Nations.

Right

Wrong

2) The government moves indigenous people onto reserves to make room for settlers.

Right

Wrong

3) The First Nations joined Confederation because they want peace &amp; protection.

Right

Wrong

**True or False**

Is the statement true or false? Circle T or F.

1) The First Nations were given input into the Confederation process.

T

F

2) The First Nations could always vote in federal elections.

T

F

3) They had to live on reserves or live like colonists.

T

F

4) The Numbered Treaties gave the First Nations their land.

T

F

5) The AFN has been fighting for equal rights for Indigenous people.

T

F

**Questions**

Answer the questions below.

1) Were the Indigenous people consulted throughout the process of confederation? Explain.

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2) What happened to the First Nations when the government purchased Rupert's Land?

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## Interview: The Numbered Treaties

**Student:** Hi! Can you introduce yourself to our class?

**Dr. Greyeyes:** Hello! I'm Dr. Samuel Greyeyes, an Indigenous historian. I study how treaties between First Nations and the Canadian government shaped our land, laws, and relationships.



**Student:** What exactly were the Numbered Treaties?

**Dr. Greyeyes:** They are eleven agreements signed between 1871 and 1921. They explained how land would be shared between First Nations and the Canadian government.

**Student:** What do the treaties cover?

**Dr. Greyeyes:** They cover a large area of western Canada – millions of square kilometres from Ontario to the west coast, including Manitoba, Saskatchewan, and Alberta.

**Student:** Why did the government want the land?

**Dr. Greyeyes:** Canada wanted to build railways, and attract settlers. The government viewed treaties as a way to get land for farming and development.

**Student:** Why did Indigenous Nations agree?

**Dr. Greyeyes:** Many Nations were struggling. The buffalo had been hunted, food was scarce, and disease spread. Leaders wanted peace, support, and protection for their people.

**Student:** What did the Indigenous Nations receive?

**Dr. Greyeyes:** They were promised reserves to live on, a small amount of money per person each year, and a one-time payment of \$15 per family when they moved to the reserves.

**Student:** Only five dollars? That sounds unfair!

**Dr. Greyeyes:** Yes, even then it was little. Today, \$5 equals about \$150, far less than the land's real value.

**Student:** So, were the treaties not fair to Indigenous Peoples?

**Dr. Greyeyes:** Yes. The government broke many promises, gave poor-quality land, and often ignored Indigenous voices when decisions were made.

**Student:** Are the Numbered Treaties still important today?

**Dr. Greyeyes:** Absolutely. They are recognized in Canada's Constitution as legal agreements between Nations. They remind us that the land was meant to be shared, not surrendered.

**Student:** What can students do to learn more?

**Dr. Greyeyes:** Find out which treaty area you live in. Learn about its promises and history. Understanding treaties helps all Canadians build respect and reconciliation.

## Multiple Choice

Circle the correct answer.

1) The Hudson's Bay Company sold Rupert's Land to which country.	Canada	Britain
2) How many Numbered Treaties are there?	8	11
3) Which year did the Hudson's Bay Company sell Rupert's Land?	1967	1869
4) The average annuity paid per year is...	\$15	\$5
5) The Numbered Treaties were...	Unfair	Fair

## Questions

Answer the questions below using evidence from the text.

1) What were the Numbered Treaties?

2) Why do you think the Numbered Treaties were considered unfair?

## Fill in the blanks

Read the sentence and fill in the blank.

- 1) First People gave up their land for smaller pieces of land called \_\_\_\_\_.
- 2) A reserve is a small area of \_\_\_\_\_.
- 3) A one-time payment of \_\_\_\_\_ dollars was paid to the First People.
- 4) Only "\_\_\_\_\_ Indians" can live on a reserve.
- 5) First People can hunt and \_\_\_\_\_ on reserves without rules.

## Questioning

What questions would you ask Dr. Greyeyes if you were the interviewer?

1) \_\_\_\_\_

2) \_\_\_\_\_

## Newspaper Article: The Indian Act

### Breaking News: Canada Passes the Indian Act

Published: April 12, 1876

Early this morning, the Parliament of Canada passed a major new law known as the Indian Act. The act brings together several laws and gives the federal government full control over First Nations and reserves. Prime Minister Alexander Mackenzie's government said the act is to "protect" indigenous people. Some are already calling the law "restrictive."

The new Indian Act affects nearly 400 First Nations across the country. It allows the government to decide who is legally recognized as a "Status Indian." Only people with this status will be allowed to live on reserves, which are small areas of land set aside for Indigenous communities. The Act also gives the government power over education, farming, and resource use on those lands.

A government spokesperson stated,

“This law will help Indigenous people adjust to modern life and learn to live like other Canadians.”

Under the Act, the government can remove leaders, control band elections, and stop traditional ceremonies. Indigenous people who want to vote or own land outside their reserve must give up their status and

identity — a process called *enfranchisement*.

Dr. Amelia Rowe, a historian from the University of Manitoba, explained,

“The Indian Act turns Indigenous nations from partners into wards of the state. It gives Canada control over their lives in ways never seen before.”



Manitoba. He expressed deep concern about the Saskatchewan said, “The friendship and peace of our people treated like children who cannot do for ourselves.”

Across Canada, the Act is being discussed in newspapers and Parliament. Supporters say it will help Indigenous people “become civilized” and manage land fairly. Critics argue it takes away freedom and culture.

With this law, Canada now claims full authority over Indigenous affairs. The Indian Act is expected to shape relationships between the government and First Nations for generations to come.

**Questions**

Answer the questions below using evidence from the text.

1) What did the Indian Act allow the government to control?

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2) What does the term Status Indian mean?

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3) What rights did people lose under this law?

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**True or False**

Decide if the statement is true or false.

1) The Indian Act joined together several older laws.	T	F
2) Only Status Indians could live on or own reserves.	T	F
3) The Indian Act was passed to limit British rule in Canada.	T	F
4) Indigenous people could vote without giving up their identity.	T	F
5) The Indian Act gave Ottawa full control over Indigenous affairs.	T	F
6) The Indian Act still influences government and Indigenous relations today.	T	F

**Reflect**

How could this Act shape relationships between Canada and First Nations today?

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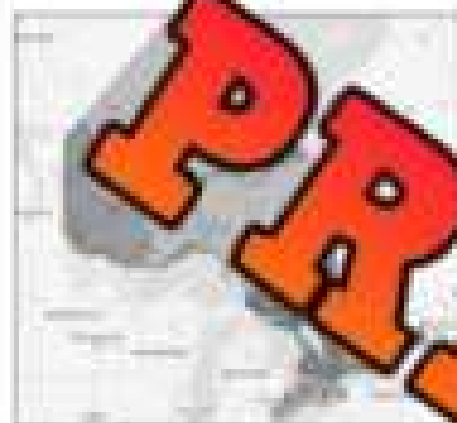


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## Treaties in Ontario

### Treaties – Overview

A **treaty** is a formal agreement between different Nations who live together and share land and resources. In early Canada, treaties were signed between Indigenous groups and both the British and the French. At first, these agreements were friendly and peaceful. They allowed Indigenous peoples and European settlers to share land for farming, hunting, and trading while promising mutual respect and cooperation.



As time went on, however, many treaties changed in purpose. New treaties were signed in which Indigenous groups **surrendered** their land to the British Crown. These were not equal agreements. Indigenous communities often did not realize that land ownership could be taken away permanently, since in their culture, land was shared and used by everyone. Because of this misunderstanding, vast amounts of territory was handed over to the British without the full awareness of what was being

By the time Canada became a country, most of Ontario's land had been transferred to the British through treaties with Indigenous Nations. Even today, the terms and promises of these treaties are still being reviewed and renegotiated across the province to ensure fairness and recognition of Indigenous Nations.

### Ontario Treaties

Ontario is covered by **46 historic and modern-day treaties**, signed between 1781 and 1930. These treaties shaped how the province developed and where communities were built. Each treaty was signed separately, depending on the time, land area, and Nations involved. For example:

- **The Between the Lakes Purchase (Treaty 3)** was signed on **December 7, 1792**, between representatives of the British government and the Mississauga peoples. It involved about **3 million acres** of land, now home to **St. Catharines, Guelph, and Simcoe**.
- **The Ajetance Purchase (Treaty 19)** was signed on **October 28, 1818**, by the British and the Anishinaabe Nation. It covered around **4,500 km<sup>2</sup>**, including today's **Brampton, Georgetown, and Caledon**. The treaty's name comes from **Chief Ajetance** of the Mississaugas, who represented his people during the signing.



These treaties remain vital historical documents that continue to affect land rights, government responsibilities, and Indigenous sovereignty in Ontario.

**True or False** Is the statement true or false?

1) Treaties are agreements between two nations.	True	False
2) The Indigenous nations knew they were giving their land away.	True	False
3) The Indigenous groups believed no one can own the land.	True	False
4) Ontario is covered by 46 historic and modern-day treaties.	True	False
5) The current treaties will never be negotiated again.	True	False

**Questions** Answer the questions below.

1) What is the purpose of a treaty?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) How would a language barrier affect Indigenous groups would sign a treaty?

\_\_\_\_\_

\_\_\_\_\_

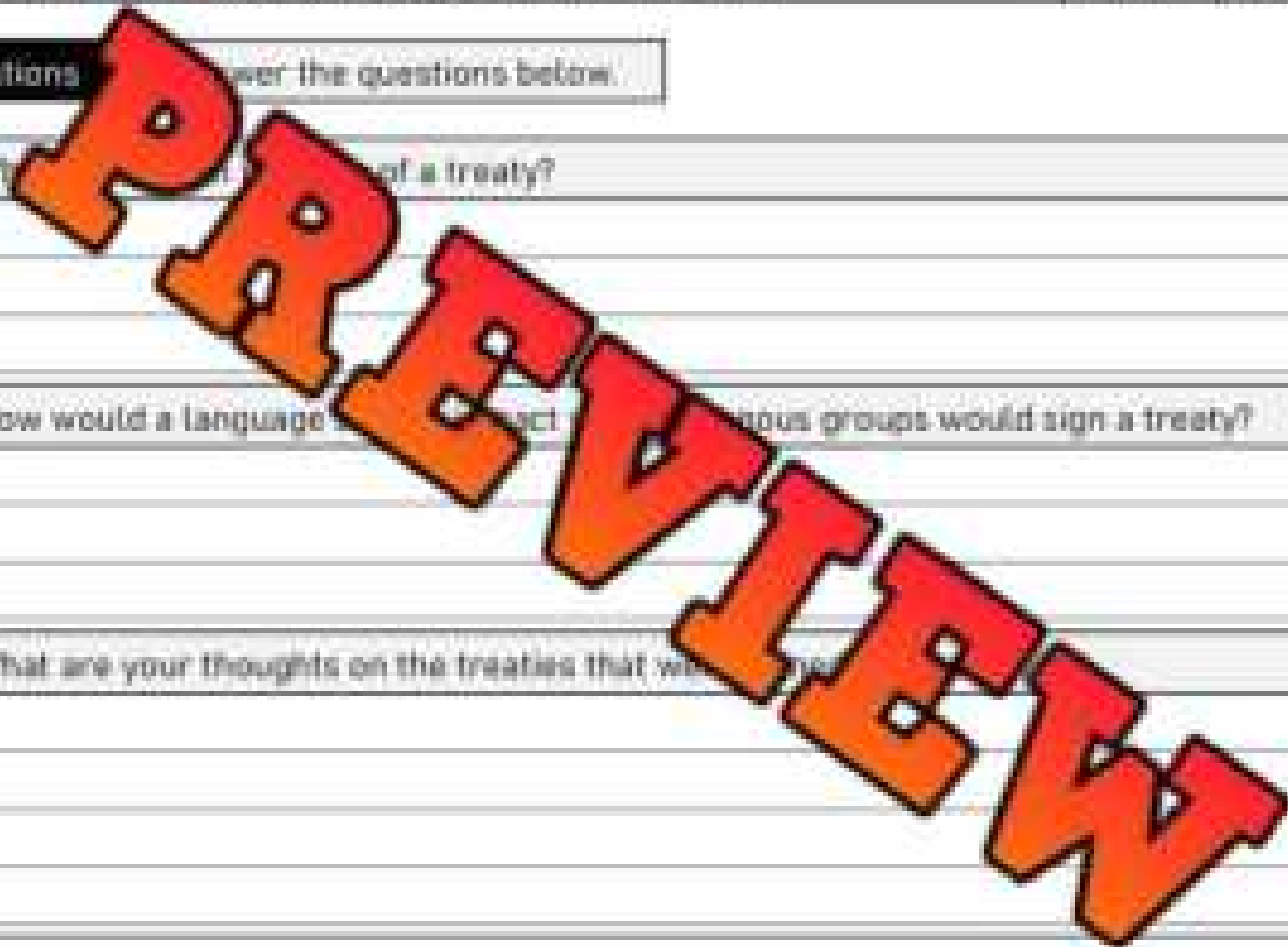
\_\_\_\_\_

3) What are your thoughts on the treaties that were signed?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Visualizing** Draw what you were picturing while you were reading. Explain the picture.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Potlatch Ceremony

### What Does Potlatch Mean?

The **potlatch** is a ceremony that many of the First Nations of the Northwest region participated in. These First Nations include the Tlingit, Haida, Coast Salish, and the Chinook and Dene.



Families from all along the west coast would come together to celebrate births, give names, conduct marriages, mourn the loss of loved ones, or pass rights from a Chief to his eldest son.

The word potlatch in the Chinook language, means "to give". At the end of the potlatch, the host gives gifts to all the families in attendance. A host can achieve high status and respect in their community if they give out many gifts. In exchange for the gifts, the people in attendance must remember and pass on the name of the events they witnessed.

### The End of the Potlatch

In 1885, the Canadian government banned potlatch. The government believed that the potlatch promoted an idea where gifts were spread for no reason.

Canada was trying to promote **capitalism**, which is the idea that hard work leads to wealth. In a capitalist society, you work and are paid based on the work you do. The Canadian Superintendent General of Indian Affairs, John A. Macdonald, called the potlatch,



*"the useless and degrading custom in vogue among the Indians ... at which an immense amount of personal property is squandered in gifts by one Band to another, and at which much valuable time is lost"*



### Potlatch Now Legal

In 1981, the government changed the Canadian law, making potlatch ceremonies legal again. The removal of potlatch ceremonies to this point was clearly discriminatory and unfair.

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

**True or False** Is the statement true (T) or false (F)?

1) A potlatch ceremony was used to celebrate births and mourn losses.	T	F
2) The host of a potlatch gave out gifts at the end of the ceremony.	T	F
3) John A. Macdonald supported the Indigenous and their potlatch ceremonies.	T	F
4) Potlatch ceremonies became illegal in 1951.	T	F
5) Banning of potlatch ceremonies by the government was discriminatory.	T	F

**Questions** Answer the questions below.

1) Why were potlatches so important to the Northwest Indigenous Peoples?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Why did the Canadian government ban potlatches in 1885?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) Was it fair for the government to ban potlatch ceremonies? Explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Reaction** What do you think of John A. Macdonald's quote? Explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Residential Schools

### Residential Schools

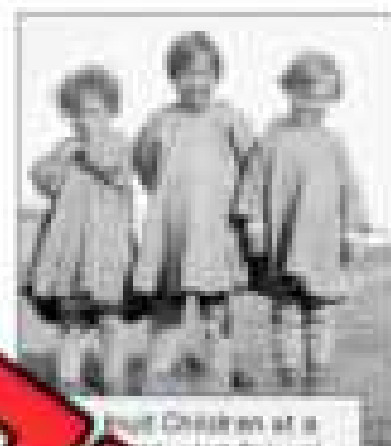
The **Indian Act** impacted education for the Indigenous. Being wards of the state meant that the Canadian government could control the Indigenous. The government wanted to assimilate Indigenous children to live a European, and now British way of life. **Assimilate** means to change a group of people's values, beliefs, and behaviours to be more like another group of people.

For many reasons, they designed "Residential Schools" to send Indigenous children so they could learn the important elements of the Canadian way of life – English language, Roman Catholicism, and how to become a farmer. These children did not have a choice. They were taken away from their families for months at a time.

Most Indigenous people told that their old way of life was inferior to the new way. To change the Indigenous way of life, the Canadian government felt it would be easier to change a child than an adult.

### Residential Schools Information

- It is estimated that over 150,000 Indigenous children attended residential schools across Canada.
- Residential schools were in every province and territory except PEI, New Brunswick, and Newfoundland.
- The schools were open between 1870 and 1996.
- Children between the age of 4 and 16 attended residential schools.
- In 1996, the last Residential School was closed. On June 11, 2008, Prime Minister Stephen Harper made a public apology to all the children who ever had to attend a Residential School.



### What Happened At The Schools?

The children were exposed to the following:

- Never speak their Indigenous language
- Speak only English or French
- Get a Canadian haircut or have a shaved head
- Wear a uniform designed by the school
- Were assaulted and even killed
- Withheld medical attention
- Withheld presents and letters from their parents
- Forced to do hard work in unsafe conditions
- Electric shock to "fix" their brains
- Hardly eat and when they did eat, the food was not nutritious, or it was spoiled
- Separate from other genders – brothers and sisters had no contact



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

**Questions**

Answer the questions below

1) Why did the Canadian government create residential schools? What did they teach?

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2) Why do you think they cut the Indigenous children's hair, gave them uniforms, and didn't let them speak in their Indigenous language?

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**Agree or Disagree**

Read the statement, then explain your thinking in one sentence.

1) Residential schools were the best way to help Indigenous children succeed in Canada.	Agree	Disagree
---	-------	----------

2) Schools should teach only one culture to create a strong national identity.	Agree	Disagree
--	-------	----------

3) The story of residential schools shows the danger of trying to force a culture on another.	Agree	Disagree
---	-------	----------

4) The government's apology in 2008 helped repair the damage caused.	Agree	Disagree
--	-------	----------

**Reaction**

What do you think of Residential Schools? Explain.

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## Residential Schools – Brave Survivors

**Quotes**

Explain your reaction to the quotes below. How do these quotes make you feel?

### Food in Residential Schools

"The Sisters didn't treat me good. They gave me rotten food to eat and punished me for not eating it –the meat and soup were rotten and tasted so bad they made the girls sick sometimes. I've been sick from eating it. I used to hide the meat in my pocket and throw it away. I told the Sisters to look at the meat as it was rotten, and they said it was not rotten and I had to eat it. The sisters did not eat the same kind of food as they gave the girls. If I had a ham and corned beef at breakfast, it was given to us for our dinner, and even for our breakfast. I had to eat anything else till it was eaten. I was locked in a cold and dark room, fed bread and water and beaten with a strap, sometimes on the face, and sometimes [they] took my clothes away from me." – Mary Carpenter

"Even when we just smiled at one of the Sisters they would give us a slap, 30 strokes with the strap on each hand. When we spoke our own language the Sisters would make us take down our drawers and she strapped us on the backside with the strap. Sometimes they gave us worms in the meat, just beans sometimes and sometimes just water." – Mary Carpenter

### No Chance to Say Goodbye

"Well pack up, a few little things, no suitcases, my hunting bag is still kind of dirty, throw whatever stuff you had in it and off you go. And I didn't get to say goodbye to my dad or my brother Allan, didn't get to pet my dogs or nothing, you know, we're going."  
– Frederick Ernest Koe

**Quotes**

Explain your reaction to the quotes below. How do these quotes make you feel?

**Numbers Instead of Names**

"They told us to remember our number, instead of calling my name, they'd call my number, and if you don't remember your number, you, you know you get yelled at. And I, I think we did extra chores, so you had to really keep memorizing your number. Mine was 989."  
- Wilbur Abrahams

"My name was \_\_\_\_\_ the \_\_\_\_\_ was, I didn't have a name, I had numbers. I had number 51, number \_\_\_\_\_ number \_\_\_\_\_ 14, number 11, and then finally number one when I was just about \_\_\_\_\_ I wasn't, I didn't have a name, I had numbers. You were called \_\_\_\_\_ clothes were, had 32 on them. All our clothes and footwear, they all had \_\_\_\_\_ 14, whatever number they gave me."  
- Lydia Ross

**Separated From Siblings**


"In all that time I was there I never had a chance to talk to my sisters. You know, we're segregated even in church. The girls had one side, the boys one side. You went to school, same thing. You never had a chance to, only at Christmas and Easter feasts I think is the only time that, we sat in the same dining room to eat together. And that's the only time, you know, my sisters and I had a chance to talk together."  
- Peter Ross

## Social Media Post – Women’s Equality in 19th-Century

### HerStoryMatters CA

It’s wild to think that in the 1800s, women couldn’t vote, study medicine, or own property. How different would Canada be if women like Emily Stowe had equal political power back then?

11:30 AM - 02/11/2025 - 1,929 SHARES 4,721 LIKES    


 **SophWrites08:** I just finished reading about Emily Stowe! She became Canada’s first female MP in 1867 when universities banned women. She proved that education counts and that equal opportunity improves society.

 **JaydenTalks:** I agree with what she did, but I think women already had enough influence at the time during the 1800s. Not everyone wanted political power, and maybe things changed because of her.


 **AvaGreen\_07:** Some women had laws that controlled their lives. Even teachers earned less than men for the same job. It’s unfair—equality means equal pay, equal rights, and equal opportunities.


 **SophieWrites08:** True! In 1852, Stowe founded the Toronto Women’s Literary Club, which became the Women’s Literary Association. They held rallies demanding voting rights—those women started Canada’s first political movement.


 **JaydenTalks:** I just think society was different in the 1800s. While women cared for families, I’m not sure full equality would’ve worked the way it did—8 might’ve caused chaos in politics and jobs.

 **AvaGreen\_07:** But that “different society” was created by the men of the time. If women had been in Parliament earlier, we might’ve had better laws for education, labour, and health much sooner.

 **SophieWrites08:** Canada’s democracy improved because of people like Stowe. By 1918, women won the right to vote federally. That was a huge step toward fairness—proof that activism can reshape an entire nation.

 **JaydenTalks:** I can see that, but maybe activism should’ve focused on education first. Political power without equal access to schools might not have changed much. Education leads to real, lasting equality.

 **AvaGreen\_07:** I agree partly—education is key. But politics decides who funds schools. Without political voice, women couldn’t change unfair systems. Stowe knew that equality begins with representation.

 **SophieWrites08:** Her story reminds me that we still have work to do—gender pay gaps still exist. If one woman in 1867 could challenge a whole system, imagine what today’s generation can achieve.

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

**Agree or Disagree** Read each statement and circle either Agree or Disagree.

1) Women in the 1800s had fewer rights than men in Canada.	Agree	Disagree
2) Education was the most powerful way for women to gain equality.	Agree	Disagree
3) Emily Stowe's success proved that women deserved political power.	Agree	Disagree
4) Society in the 1800s was fair to both men and women.	Agree	Disagree
5) Equal pay for equal work is still an issue in Canada today.	Agree	Disagree
6) Movements for equality always begin with one brave person.	Agree	Disagree

**Questions** Answer the questions below.

1) Why was it difficult for women to study or work in medicine during the 1800s?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) What made Emily Stowe's actions help other women in Canada?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) How can students today continue her fight for equality?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Opinion** Write a comment that you would add to this conversation.

Username: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Role-Play: Voices of Early Canada

### Objective

What are we learning about?

Students will explore key events and perspectives that shaped Canada between 1850 and 1890. They will act out historical scenes such as treaty negotiations, political debates, and cultural conflicts. Through performance and discussion, students will better understand how cooperation, discrimination, and leadership shaped the new Dominion of Canada.

### Materials

What do we need for our activity?

- Scenario cards (see page 118 for situations) (provided)
- Props or costumes (optional)
- Timer or stopwatch



### Instructions

How will we complete our activity?

- 1) Divide the class into small groups of 4 to 5 students.
- 2) Provide each group with a scenario card that outlines a specific situation related to the topic being studied.
- 3) Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
- 4) If available, distribute props or costumes that may help students embody their roles more effectively.
- 5) Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
- 6) Allow each group to present their role-play to the class.
- 7) After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
- 8) Distribute reflection sheets for students to express what they learned and felt during the activity.

**Criteria**

Use the criteria below to complete the activity.

Criteria	Description
<b>Creativity</b>	Show what your character thinks and feels. Use ideas that make the role-play more real and interesting.
<b>Voice</b>	Speak clearly and loudly so others can hear. Change your voice to match your character's feelings.
<b>Actions</b>	Use body movements, facial expressions, and actions that match your character's story.
<b>Stay in Role</b>	Stay in character. Don't break role until you're finished.
<b>Teamwork</b>	Take turns and make sure everyone joins.

**Scenario Cards**

Scenario	Description
1 <b>The Red River Resistance</b>	Snow covered the wide prairie when government surveyors came to measure the Métis people's land. They walked across fields and yards as if no one lived there. The Métis were angry and afraid. Louis Riel spoke out, saying the surveyors were taking away their homes and language. At Fort Garry, people were angry about what to do—some wanted peace, others wanted to fight. In 1869, when Thomas Scott was executed, the whole country was angry. The struggle for rights turned into a rebellion that the government will not ignore.
2 <b>The Charlottetown Conference</b>	In 1864, leaders from different colonies arrived by ship to meet in Charlottetown. They hoped to decide if joining together as one country was a good idea. Inside the meeting hall, John A. Macdonald, George Brown, and George-Étienne Cartier shared big dreams and strong opinions. At night, they went to dinners and dances, where secret talks continued between songs and laughter. By the end of the week, they began to believe that a united country—Canada—might really be possible.

## Scenario Cards

Cut out the topics below.

	Scenario	Description
3	<b>The Numbered Treaty Negotiations</b>	On the open plains, chiefs sat across from government officials to discuss a treaty. The chiefs wanted to protect their hunting grounds and keep peace for their people. The government promised money, tools, and small pieces of land called reserves. A translator tried to help both sides understand each other, but the meanings of words and promises often got lost. When the chiefs finally signed, some people felt hopeful, while others felt they had given away something too big to ever get back.
4	<b>Building the Canadian Pacific Railway</b>	The sound of hammers echoed with the sound of hammers and explosions. Men carried heavy rocks and laid track through cold winds and steep cliffs. Many became sick or were hurt, but they pushed forward to finish the railway. The engineers and bosses sent men to find the best routes. While some workers dreamed of sending their families to the West, the last spike was hammered into the track. Canada's first transcontinental railway was complete. The faces of the workers who built it were mostly from the West.
5	<b>The Fenian Raids</b>	People in small border towns heard the sound of church bells and shouts of warning. The Fenians were crossing the border to attack British Columbia. They brought their old rifles and joined local militia to defend the town. The two sides met in the fields near Ridgeway. The Fenians were defeated and fear filled the air. By night, the Fenians had been driven back, but many young men never came home, and the country learned how costly freedom could be.
6	<b>The Creation of the North-West Mounted Police</b>	A line of red-uniformed riders moved slowly across the endless prairie. They were the new North-West Mounted Police, sent to bring order to the West. The heat was harsh, food ran low, and the trip felt never-ending. When they finally reached the settlements, they found people living with little law and much struggle. Some saw them as helpers; others saw them as outsiders sent to control. The wide land tested every promise they had made when they joined.

## Scenario Cards

Cut out the topics below.

	Scenario	Description
7	<b>The Great Coalition</b>	The government of Canada was trapped in endless arguing. George Brown and John A. Macdonald could never agree, and no new laws were being made. People were tired of fighting and wanted real change. Behind closed doors, the two rivals met in secret with George-Étienne Cartier. They talked for hours, trading sharp words and cautious ideas, until they finally agreed to work together. Their unexpected alliance became the first real step toward building a united country.
8	<b>Women Demand Rights</b>	In a crowded hall, women gathered to speak for fairness and equality. Some women stood tall at the front, calling for women to own property and study medicine. Mary Ann Shadd spoke about education for everyone, no matter their colour or religion. Some women listened, but others listened and began to question. Posters and pamphlets spread their message, and a quiet movement for change started to grow.
9	<b>The Residential School Classroom</b>	Children stood in a line, wearing stiff uniforms that did not feel like theirs. A teacher shouted at them not to speak their language. Families sat unopened in locked drawers. Children told stories about home under their blankets. Years passed, and the children grew older, forgetting songs and words they once knew. When they finally left, the world outside felt so different—and they had to find who they were all over again.
10	<b>The Trial of Louis Riel</b>	The courtroom was crowded, and every seat was filled. Louis Riel stood before the judge, accused of treason for leading the North-West Resistance. Some whispered that he was a hero, while others called him a rebel who had gone too far. Witnesses told stories of battle and loss, and Riel defended himself with calm, powerful words. When the final verdict was read, the silence that followed spread across the country—a silence filled with anger, pride, and sorrow.

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

**My Role**

Draw a picture of what your character did during the role-play.

**PREVIEW**

## Rubric

How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Creativity	Did not try to pretend.	Tried a little but didn't add ideas.	Used imagination and helped make the scene better.	Used great ideas and made the role-play exciting and real.
Voice	Hard to hear or too quiet.	Sometimes clear, but not loud or strong.	Clear and matched the feelings of the character.	Loud, clear, and showed strong feelings with voice.
Action	Did not use actions.	A few actions, not always connected to role.	Used actions that matched the character's role.	Used many strong actions that were clear and realistic.
Stay in Role	Acted like themselves, not the character.	Mostly acted like the character.	Mostly stayed in character during the scene.	Stayed in character the whole time.
Teamwork	Did not help or listen.	Helped others but not listened.	Helped others and listened with the group.	Shared, listened, and helped make the group's work better.

## Teacher Comments

	Mark
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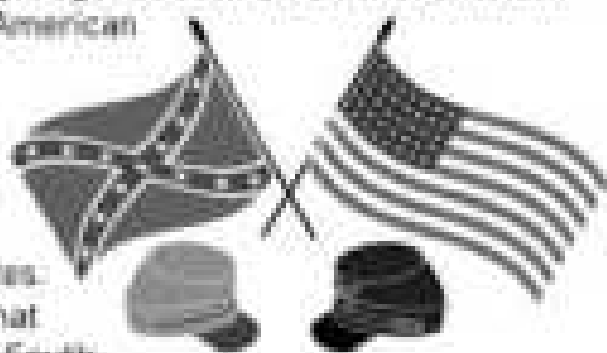
## Student Comments – What Could You Do Better?

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# American Civil War

## What Was The American Civil War?

A **civil war** is when the people in the same country fight against each other. The **American Civil War** happened in the 1860s when the Northern American states fought against the Southern American states. The North did not believe in slavery, while the South was using slaves to work on cotton farms.



## Causes of the American Civil War

During the 1800s, the United States had 34 states. Today there are 50 states. There were 19 northern states that were free states and 15 southern states that were slave states in the South.

The United States was expanding west. Settlers were moving west, and new states were being created. People in the North wanted these northern states to be free states while the people in the South wanted these new states to be slave states.

The South was using slaves on cotton plantations. Their entire economy relied on using enslaved people to do most of the work. In the North, the economy relied more on manufacturing factories that used paid workers.

## Missouri Compromise

In 1819, the U.S. Congress was deciding if Missouri could be a new slave state. The Northerners did not want to allow Missouri to join as a slave state. The Southerners demanded it. Maine also asked to join as a free state, so a compromise was made. Congress allowed Missouri to join as a slave state and Maine as a free state.

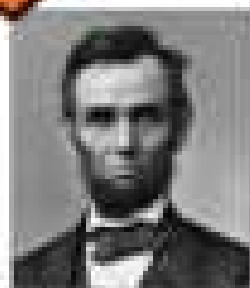
## Kansas-Nebraska Act

In 1854, the **Kansas-Nebraska Act** made two new states that allowed people in that area to decide if they wanted to allow slaves or not. This created fighting because some people as one side wanted slavery and the other didn't.

## President Abraham Lincoln

In 1860, Lincoln was named president of the United States. Lincoln did not agree with slavery.

The Southern states were worried Lincoln would outlaw slavery, so they withdrew from the United States. The states became known as the **Confederacy**. The states that stayed loyal to the U.S. were called the **Union**.



Abraham  
Lincoln

## Fighting

The war broke out in 1861 and lasted until 1865. **Confederate** troops lost the war to the **Union**. Slavery was outlawed in any states that were to join the United States. Over time, all the southern states joined to form the U.S. we know today.

## True or False

Is the statement true or false?

1) The North were slave states and the South were free states.	True	False
2) The South became known as the Confederacy.	True	False
3) Lincoln was against slavery.	True	False
4) The South won the Civil War and slavery continued.	True	False
5) The slaves in the South worked on plantations picking cotton.	True	False

## Ordering

Order the events of the American Civil War from 1 to 8.

1	The tensions grow as more western states join.
2	The war ends and slavery is abolished in America.
3	The Kansas-Nebraska Act states vote on slavery.
4	The war lasts four years over the issue of slavery.
5	Southern states leave to form the Confederacy.
6	Congress passes the Missouri Compromise and free states.
7	Abraham Lincoln becomes president and outlaws slavery.
8	The Civil War begins between Union and Confederacy.

## Questions

Answer the questions below.

1) What were some of the causes of the American Civil War?

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2) What was the Kansas-Nebraska Act? How did it lead to the Civil War?

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# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

Name: _____	Mark
Circle the correct answer.	
1) The American Civil War happened in the...	1800s 1900s
2) The U.S. had _____ states during the war.	50 34
3) The Kansas-Nebraska Act created _____ new states.	Four Two
4) The Southern states were called the...	Union Confederacy
5) The North relied on...	Manufacturing Plantations

Name: _____	Mark
Circle the correct answer.	
1) The American Civil War happened in the...	1800s 1900s
2) The U.S. had _____ states during the war.	50 34
3) The Kansas-Nebraska Act created _____ new states.	Four Two
4) The Southern states were called the...	Union Confederacy
5) The North relied on...	Manufacturing Plantations

Name: _____	Mark
Circle the correct answer.	
1) The American Civil War happened in the...	1800s 1900s
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5) The North relied on...	Manufacturing Plantations

Name: _____	Mark
Circle the correct answer.	
1) The American Civil War happened in the...	1800s 1900s
2) The U.S. had _____ states during the war.	50 34
3) The Kansas-Nebraska Act created _____ new states.	Four Two
4) The Southern states were called the...	Union Confederacy
5) The North relied on...	Manufacturing Plantations

**PREVIEW**

## Memory Game – Influential Canadians (1850–1890)

### Objective

What are we learning about?

Students will learn about important historical figures from 1850–1890 and their contributions to the creation of Canada. Each card shows either a person or their matching role and achievement. Students will strengthen understanding of how different leaders, events, and communities shaped Canada's early development and Confederation.

### Materials

What do you need for the activity?

- Set of Memory Game cards (provided)
- A small table or clear area on the floor for the activity



### Instructions

How will you complete the activity?

- 1) Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards (provided).
- 2) Have each group lay all the cards face down in a grid on the table.
- 3) The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
- 4) If a student finds a match, they remove those cards from the grid and keep them.
- 5) If the cards do not match, they are turned back over, and the next student takes a turn.
- 6) The game continues until all the cards have been matched.
- 7) After the game, review the terms and definitions with the class.
- 8) Discuss why these terms are important to understand and how they relate to the topic.

## Cards

## Memory Game Cards



John A. Macdonald

Canada's first Prime Minister; helped create Confederation and the CPR; worked to unite colonies under one government.



George-Etienne Cartier

French leader from Quebec; supported Confederation to protect French language, religion, and cultural rights in the new Canada.



George Brown

Liberal politician; promoted "Confederation by Population"; led first Liberal Coalition to defeat Conservative government.



Louis Riel

Métis leader; led the Provisional Government of Manitoba during the Red River Rebellion; fought for Métis land rights.



Mary Ann Shadd

Black abolitionist and newspaper publisher; encouraged escaped slaves to settle in Canada and supported equality for African Canadians.

**PREVIEW**

## Cards

## Memory Game Cards



Emily Stowe

First female doctor in Canada; opened a medical practice and fought for women's right to vote and education.



Big Bear (Mistahosias)

Cree chief who resisted unfair Numbered Treaties; worked to unite First Nations and protect their traditional lands.



Thomas D'Arcy McGee

English poet and Father of Confederation; promoted peace and assisted in the founding of Ottawa in 1868.



James Douglas

Governor of British Columbia; worked to protect Indigenous land rights and maintained peaceful relations during the Fraser River Gold Rush.



Kwong Lee

Chinese merchant in British Columbia; defended Chinese workers from racism and spoke against unfair taxes and discrimination.

**PREVIEW**

## Cards

## Memory Game Cards



Gabriel Dumont

Métis general who led forces with Louis Riel during the North-West Resistance; defended Métis land and culture.



Joseph Howe

Nova Scotian journalist and politician; fought for freedom of the press and challenged Confederation's benefits for Nova Scotia.



Nahnebahwequay (Catharine Sutton)

An Anishinaabe woman who travelled to England and petitioned Queen Victoria for the land rights.



Thomas Scott

Irish settler captured by Riel's government during the Red River Rebellion; caused national anger in Canada.



Sir Hugh Allan

Wealthy businessman who funded railway construction; involved in the Pacific Scandal over illegal political donations.

**PREVIEW**

## Blog Post: Urban Centres in Canada

### 5 Things You Didn't Know About Urban Centres in Canada (1850–1890)

Date: October 22, 2025

Author: Liam R.

4-minute read

Urban centres are cities where people live close together and work in wage-paying jobs instead of farming. Between 1871 and 1911, Canada's population nearly doubled—from 3,689,000 to 7,207,000 people—and hundreds of thousands of Canadians left their farms to move to cities. Here are five things you might not know about how urban centres shaped Canada's growth.

- 1) Canada Changed Forever** - In 1871, almost 49% of workers were farmers. By 1911, only 41% worked on farms. That may not sound like much, but about 1 million people left rural areas for wage-paying jobs in cities like Montreal, Toronto, and Vancouver.
- 2) The Industrial Revolution Fueled Growth** - By the late 1800s, the First Industrial Revolution had taken hold in Canada. Steam-powered machines that made clothing, furniture, beer, lumber, and more had appeared in cities, and people had to live nearby to work them.
- 3) Populations Exploded in Major Cities** - Toronto grew from 107,225 people in 1871 to 267,730 by 1901. Toronto jumped from 107,225 to 267,730 in the same period. Today, Toronto has over 2.7 million residents, making it Canada's largest city.
- 4) Life in Cities Wasn't Always Easy** - City life brought growth, but also crowding, pollution, and long factory hours. Women and even children worked for low pay. Still, many saw cities as places of opportunity compared to rural life.
- 5) Immigration Made Cities More Diverse** - People came from all over the world to work and a better future. Urban centres soon became home to new cultures, languages, and foods—something that helped shape Canada's multicultural identity.

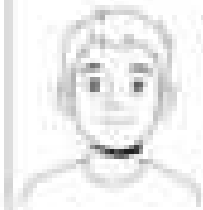
### Comments:



**Olivia P. – October 23, 2025**

I think the growth of cities was great! It helped Canada's economy expand and gave immigrants new chances to succeed.

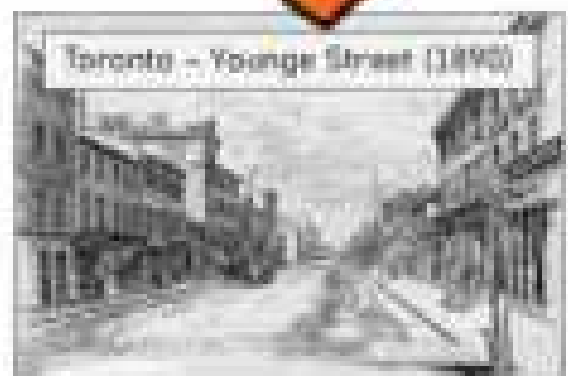
Like Reply 1d ago



**Marcus J. – October 24, 2025**

I disagree. The factories were dangerous and paid poorly. Canada's growth came at a high cost for the working class.

Like Reply 30m ago



## True or False

Decide if the statement is true or false.

1) The population of Canada nearly doubled from 1871 to 1911.	True	False
2) People moved to the country to get wage-paying jobs.	True	False
3) The First Industrial Revolution meant factories mass produced things.	True	False
4) Cities grew as factories needed employees.	True	False
5) Toronto has always had the largest population in Canada.	True	False

## Questions

Answer the questions below.

1) Why was the population growing in the late 1800s?

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	1871	1881	1891	1901	2021
Montreal	107,235	277,400	367,738	367,738	1,762,949
Toronto	54,092	84,437	187,549	208,048	2,794,356
Quebec City	56,699	62,448	71,840	71,840	549,459
Halifax	29,583	34,100	34,100	34,100	440,333
Ottawa	21,545	27,412	41,511	51,155	1,017,449

2) In 1871, 49% of workers were farmers. In 2021, only 2% were farmers. Why did this change happen? Is this change good for our society?

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## Comment

What comment would you post to the blog post?

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Like



Reply



Just now

## BC – Fraser and Cariboo Gold Rushes

### British Columbia's Growing Population

Immigration in B.C. happened rapidly in the late 1800s to the early 1900s. Over 500,000 people immigrated to B.C. within that time period. Many factors influenced the heavy immigration.

B.C. had two major gold rushes that brought waves of people to the **Fraser River** and the **Cariboo Mountains**. The opportunity to find gold and become rich was a major pull factor.



Mining For Gold – Fraser River

### Fraser River Gold Rush

In 1857, gold was discovered in the Fraser River in British Columbia. About 40,000 people lived in New Caledonia (present-day B.C.). Word spread quickly that gold could be found there. By 1858, around 50,000 prospectors had traveled the Fraser River into B.C.'s interior. About 80% came from California, which had a gold rush. Others came from Hawaii, China, Australia, and Europe.

The Indigenous people welcomed many newcomers. They acted as guides, showing miners how to find gold. They also traded with the newcomers, providing canoes and supplies.

In 1858, New Caledonia became a part of British Columbia. The British claimed the area to maintain control of the gold rush. California, where gold rushes turned violent and lawless, Britain wanted to bring British law along the Fraser River.

### Cariboo Gold Rush

In 1861, gold was discovered in the Cariboo Mountains. It began when prospectors from the Fraser River Gold Rush found gold on the Horsefly River. A prospector named William "Billy" Barker registered a claim downstream in a region known as Richfield, located in the Cariboo Mountains.

Billy predicted gold would flow downstream, and he was right. Barker's discovery led to over **five million ounces of gold** being taken from the Cariboo goldfields. The area was later named **Barkerville** in 1862.

B.C.'s Governor **James Douglas** ordered the construction of the **Cariboo Road**, a 650 km route from Yale to Barkerville in 1862. The Gold Rush attracted more Canadians than Americans. The **Overlanders** (Canadians travelling overland) came from Fort Garry in Winnipeg, Canada West (Ontario), and Canada East (Quebec).

Eventually, large companies with expensive mining machines took over operations. Many miners left for the USA, while others stayed and settled in B.C. The influx of gold seekers brought new roads and businesses, helping the colony grow and develop.



Mining For Gold – Fraser River

## True or False

Is the statement true or false?

1) Most prospectors came from California to the Fraser River Gold Rush.	True	False
2) All of the prospectors left the B.C. gold rushes when they were done.	True	False
3) Many prospectors settled in B.C., which increased the population.	True	False
4) Many roads and buildings were built in B.C. because of the gold rushes.	True	False
5) The Gold Rushes in B.C. increased the population in B.C. greatly.	True	False

## Questions

Answer the questions below.

1) How did the Fraser River Gold Rush lead to the creation of British Columbia?

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2) Did Billy Barker make a decision to go to the land down river from gold found in the Cariboo Mountains? Explain.

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3) What impact did the gold rushes have on B.C.'s population?

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## Reflection

Would you have joined in the gold rush? Remember, it was a new settlement that was dangerous with crime and wars with the Indigenous peoples.

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## Who Has The Word? – Creating Canada

### Objective

What are we learning about?

Students will review and understand key vocabulary related to Confederation, political leaders, westward expansion, Indigenous relations, and early Canadian development. They will listen to clues describing events, people, and ideas from 1850-1890, then match them to the correct word cards. This activity builds listening, speaking, and understanding skills in a fun and engaging way.

### Materials

What do you need for the activity?

- 30 vocabulary cards (provided)
- Matching clue sheet (provided)
- Reflection Page (provided)



### Instructions

How will you complete the activity?

- 1) Print and cut out the 30 vocabulary cards. Shuffle them and place them random.
- 2) Give one card to each student. If your class is small, give each student 2 cards.
- 3) Read one clue out loud from your teacher clue sheet and have students think carefully.
- 4) The student who thinks the clue matches their card calls out, "I have \_\_\_\_\_ everyone to hear."
- 5) That student reads their word card out loud to the class and hands it back to the teacher.
- 6) If the answer is incorrect or no one responds, skip the clue for now and move to the next one. Come back to it later after the others have been answered.
- 7) If the word is correct, place it aside so it's not used again for this round.
- 8) Keep playing the game by reading each clue until all cards are returned to the front.
- 9) If you still have time, shuffle and hand out the cards again to play a second round.

## Cards

Cut out the word cards below and give one to each student at random.

John A. Macdonald	George-Étienne Cartier	George Brown
Political Deadlock	Representation by Population	Thomas D'Arcy McGee
Double Sideration	Manifest Destiny	Great Coalition
Double Sideration	Confederation	British North America Act
Tenants	Indians	Louis Riel
Manitoba Act	Métis Scrip System	North West Mounted Police
Westward Expansion	Canadian Pacific Railway	Confederation
Indian Act	Numbered Treaties	Assimilation
Residential Schools	Red River Rebellion	North-West Rebellion
Potlatch	Industrial Expansion	Charlottetown Conference

**Clues - 1** Read each clue out loud. The student with the matching card will say the answer.

#	Clue Description	Word
1	I united English and French leaders to form the first government of Canada.	John A. Macdonald
2	I was Macdonald's French ally who helped protect French language and culture.	George-Étienne Cartier
3	I argued for Representation by Population, so larger colonies had more votes.	George Brown
4	I was the disagreement between French and English leaders in government.	Political Deadlock
5	I describe a system where colonies send representatives based on their size.	Representation by Population
6	I was an Irish nationalist leader who was assassinated in 1882.	Thomas D'Arcy McDev
7	I describe Irish secret societies who wanted to free Ireland and hurt Britain.	Fenians
8	I was a belief that Americans had the right to expand across North America.	Manifest Destiny
9	I was the partnership between Macdonald and Cartier to solve a political deadlock.	Great Coalition
10	I occurred when Macdonald and Cartier briefly resigned, embarrassing Brown.	Resignation
11	I describe the joining of colonies to form one central government.	Confederation
12	I was signed in 1867, creating the Dominion of Canada.	British North America Act
13	I describe the event where leaders met in 1864 to plan the unification of the colonies.	Charlottetown Conference
14	I describe people who rented farmland from absentee landlords in P.E.I.	Tenants
15	I was the agreement that gave P.E.I. \$800 000 to buy back land.	Land Purchase Act (1875)

**Clues - 2** Read each clue out loud. The student with the matching card will say the answer.

#	Clue Description	Word
16	I was the Métis leader who resisted the government during the Red River Rebellion.	Louis Riel
17	I was the agreement that created Manitoba as Canada's fifth province.	Manitoba Act
18	I describe the certificates given to Métis for land or money.	Métis Scrip System
19	I describe the force formed to bring order to the West.	North-West Mounted Police
20	I describe the movement West for cheap land and new opportunities.	Westward Expansion
21	I was the main railway that crossed Canada from coast to coast.	Canadian Pacific Railway
22	I describe the underpaid workers who built the railway.	Chinese Workers
23	I was the law that controlled First Nations land, law, and education.	Indian Act
24	I describe the eleven agreements between Indigenous Nations and Canada.	Numbered Treaties
25	I describe the forced adoption of British culture by indigenous peoples.	Residential Schools
26	I was the schools that separated Indigenous children from their families.	Residential Schools
27	I describe the event where Métis and the Canadian government fought in 1869-1870.	Red River Rebellion
28	I was the 1885 event where Riel was captured and executed.	North-West Rebellion
29	I describe the cultural ceremony banned in 1885 and legalized again in 1951.	Potlatch
30	I describe the economic and social growth of cities across Canada after 1867.	Industrial Expansion

**My Word**

What was the word you had in the game? Draw a picture of it below.

\_\_\_\_\_



**Explain**

In your own words, describe what this word means and why it is important when studying the creation and growth of Canada between 1850 and 1914.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

# Unit Test

## Creating Canada

Total
/

Mark	/
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<p>1. Most of the people living in BNA were...</p> <ul style="list-style-type: none"><li>a) French</li><li>b) First Nation</li><li>c) British</li><li>d) Other</li></ul>	<p>2. Which colony had the largest population?</p> <ul style="list-style-type: none"><li>a) Canada East</li><li>b) Canada West</li><li>c) New Brunswick</li><li>d) Nova Scotia</li></ul>
<p>3. Which of the following didn't factor into Confederation?</p> <ul style="list-style-type: none"><li>a) British Columbia</li><li>b) Defence against Fenians</li><li>c) The Fenian Raids</li><li>d) Transportation - Rail</li></ul>	<p>4. The NWMP stands for:</p> <ul style="list-style-type: none"><li>a) North West Mountain Police</li><li>b) North West Mounted Police</li><li>c) North West Multiple Police</li><li>d) North West Moving Police</li></ul>
<p>5. Which colony joined Confederation last?</p> <ul style="list-style-type: none"><li>a) B.C.</li><li>b) Manitoba</li><li>c) PEI</li><li>d) Newfoundland</li></ul>	<p>6. Settlers lived in "Soddies" made of:</p> <ul style="list-style-type: none"><li>a) mud and brush</li><li>b) wood and brush</li><li>c) mud and brush and brush</li><li>d) mud and brush and brush and brush</li></ul>
<p>7. Which conference were the 72 resolutions constructed?</p> <ul style="list-style-type: none"><li>a) London</li><li>b) Quebec</li><li>c) Charlottetown</li><li>d) Ottawa</li></ul>	<p>8. Which resource did people in the west want for?</p> <ul style="list-style-type: none"><li>a) Gold</li><li>b) Cheap land</li><li>c) Make money farming</li><li>d) Live in big cities</li></ul>
<p>9. When no laws could be passed, it was called:</p> <ul style="list-style-type: none"><li>a) The Double Shuffle</li><li>b) The Great Coalition</li><li>c) Political Deadlock</li><li>d) Rep by Pop</li></ul>	<p>10. Who was the first Prime Minister of Canada?</p> <ul style="list-style-type: none"><li>a) George Brown</li><li>b) George Etienne Cartier</li><li>c) Wilson Smith</li><li>d) John A. Macdonald</li></ul>

**PREVIEW**

## Matching

Write the letter from the description beside the correct term.

/

Answer	Term	Description
	Double Shuffle	A) The number of seats a colony has is decided based on the population of the colony.
	Political Deadlock	B) Irish Americans were attacking Canada to get back at Britain.
	George Brown	C) Leader of the clear grits political party
	John A. Macdonald	D) John A. Macdonald used a loophole in the rules to resign and give power to George Brown only to take it back from him 48 hours later.
	Ferret	E) The USA people believed they should own all of North America.
	The Conservative Party	1) The first Prime Minister of Canada.
	Representative by Population	2) All major political parties had equal votes and they would vote against each other making it difficult for any laws to be made.
	Manifest Destiny	3) Conservatives and Liberal parties to prevent political deadlock.

## Short Answer

Answer the questions below

/

1) Why was political deadlock such a problem?

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2) Why was the railway so important for Canada?

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# Google Slides Lessons Preview





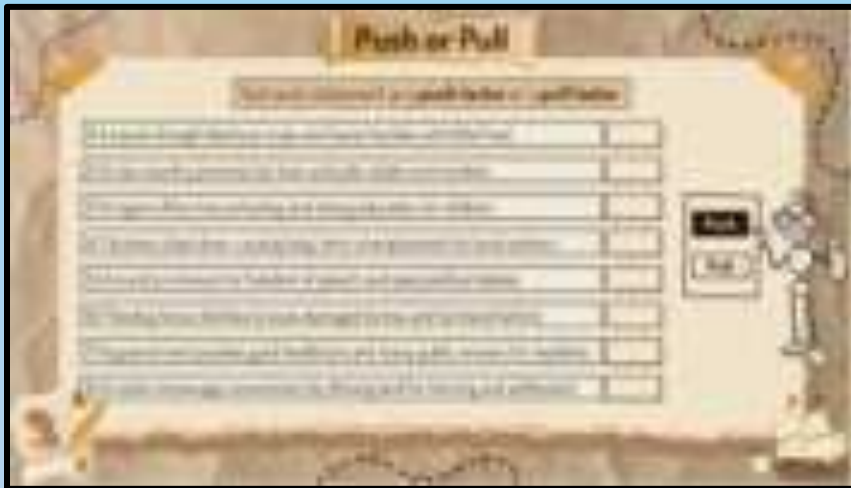
# Ontario History Curriculum

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

### 3-Part Lesson Format

#### Part 1 – Minds On!

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



#### Part 2 – Action!

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

#### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!







# Ontario History Curriculum

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

### ABC Choice

How do you think the U.S. or Europe should be?

Question	A	B	C	Answer
1. Why did every Canadian celebrate when the war began?	They were happy.	They were sad.	They were angry.	
2. What was the main reason for the war?	They were angry.	They were sad.	They were happy.	
3. How did the war change life in the city?	They were sad.	They were angry.	They were happy.	
4. How did the war change life in the country?	They were sad.	They were angry.	They were happy.	
5. How did the war change life in the west?	They were sad.	They were angry.	They were happy.	
6. How did the war change life in the east?	They were sad.	They were angry.	They were happy.	
7. How did the war change life in the south?	They were sad.	They were angry.	They were happy.	
8. How did the war change life in the north?	They were sad.	They were angry.	They were happy.	

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

Tea	July
Sunny	June
Edison	Summer
Real	Wagoner
Trolley	Production
Electricity	Tommy

### Agree or Disagree

How do you think 'Agree' or 'Disagree' is better?

1. I like being a student because I get to go to school and learn.	
2. I like being a student because I get to go to school and learn.	
3. I like being a student because I get to go to school and learn.	
4. I like being a student because I get to go to school and learn.	
5. I like being a student because I get to go to school and learn.	
6. I like being a student because I get to go to school and learn.	
7. I like being a student because I get to go to school and learn.	
8. I like being a student because I get to go to school and learn.	
9. I like being a student because I get to go to school and learn.	
10. I like being a student because I get to go to school and learn.	

Agree  
 Disagree



# Workbook Preview



# Grade 8 History Unit

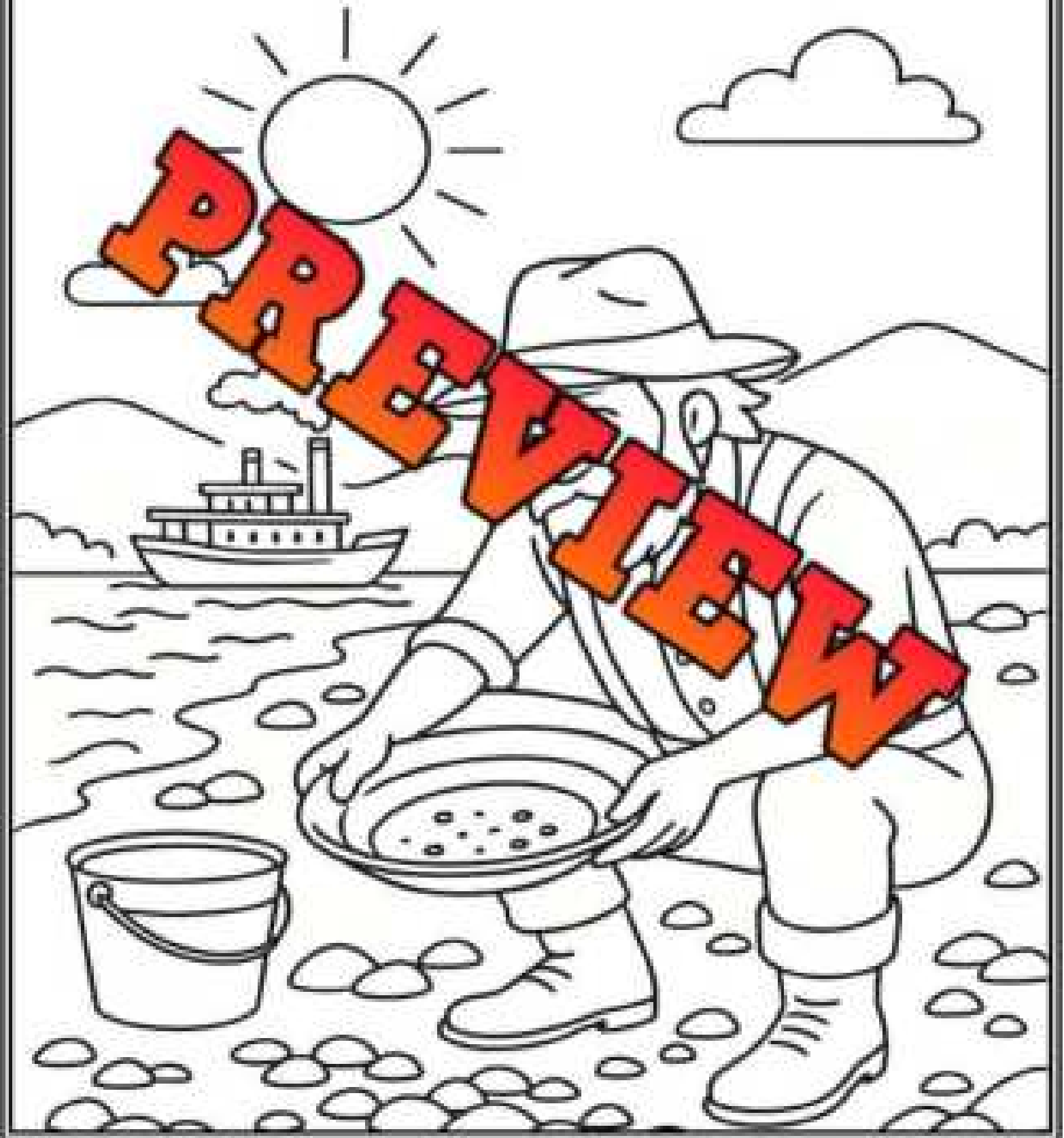
## CANADA, 1890-1914: A CHANGING SOCIETY

	Curriculum Expectations	Pages
<b>B1.1</b>	Analyze key similarities and differences in the experiences of various groups and communities, including First Nations, Métis, and Inuit communities, in present-day Canada and the same groups/communities in Canada between 1890 and 1914.	34-39, 45-48, 62-66
<b>B1.2</b>	Analyze some ways in which challenges affected First Nations, Métis, and Inuit individuals, families, and communities during this period, with specific reference to treaties, the Indian Act, the reserve system, and the residential school system and how some of these challenges continue to affect Indigenous peoples today.	13-1A, 43-44, 85-99, 124-126, 139-141
<b>B1.3</b>	Analyze some of the challenges facing various non-Indigenous individual, groups, and/or communities in Canada between 1890 and 1914, and compare some of those challenges with those facing	13-21, 23-27, 34-35, 40-52, 60-72, 75-81, 106, 141
<b>B1.4</b>		17-27, 60-63, 82-84, 113-117, 13, 127- 14-138
<b>B2.1</b>	different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1890 and 1914.	10-11, 22, 134-138
<b>B2.2</b>	Gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, using a variety of primary sources and secondary sources.	53-59, 107-112, 137-138, 131-132
<b>B2.3</b>	Assess the credibility of sources and information relevant to their investigations.	53-59, 107-112, 131-132
<b>B2.4</b>	Analyze and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, with a focus on exploring their spatial boundaries.	103-104, 129-130
<b>B2.5</b>	Interpret and analyze information and evidence relevant to their investigations, using a variety of tools.	38-39, 51, 53-59, 67-72, 96-97, 127-128

Preview of 100 pages from  
this product that contains  
203 pages total.

	Curriculum Expectations	Pages
<b>E2.4</b>	Evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period	47-48, 51, 75-81, 87-88, 107-112, 139-141
<b>E2.7</b>	Communicate the results of their inquiries using appropriate vocabulary and formats appropriate for specific audiences	118-121, 133
<b>E3.1</b>	Identify factors contributing to some key issues, events, and/or developments that specifically affected First Nations, Métis, and Inuit in Canada between 1890 and 1914, and explain the historical significance of some of these issues, events, and/or developments for different individuals and/or communities	34-35, 85-97, 107-112, 124-126
<b>E3.2</b>	Identify factors contributing to some key events and/or developments that occurred in and/or affected Canada between 1890 and 1914, and explain the historical significance of some of these events and/or developments for various non-Indigenous individuals, groups, and/or communities	17-39, 64-74
<b>E3.3</b>	Identify key political and legal changes that occurred in and/or affected Canada during this period, and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities	13-14, 17-33, 34-39, 67-106, 113-117, 129-130, 139-141
<b>E3.4</b>	Identify key social and economic changes that occurred in and/or affected Canada during this period, and explain the impact of some of these changes on various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities	8-14, 28-33, 40-66, 91-92, 105-112, 122-123, 127-128
<b>E3.5</b>	Describe significant examples of cooperation and conflict in Canada during this period	17-33, 47-59, 62-63, 75-81, 85-99, 113-121
<b>E3.6</b>	Identify a variety of significant individuals and groups in Canada during this period and explain their contributions to heritage and/or identities in Canada	15-16, 60-63, 98-99, 123-124, 127-132, 134-138

# CANADA, 1890-1914: A CHANGING SOCIETY



## Immigration – Push and Pull Factors

**Immigration** means when a person moves permanently to live in another country. People decide to move for many reasons, often influenced by **push** and **pull factors**.

A **push factor** is something negative that drives or “pushes” a person away from their home country. Common push factors include war, political conflict, high unemployment, crime, poor school systems, or lack of basic services. For example, during the Irish Potato Famine (1845–1852), thousands of Irish families left their homes because of hunger and poverty.

A **pull factor**, on the other hand, is something positive that attracts or “pulls” people toward a new country. Examples of pull factors are low crime rates, better healthcare, a strong economy, strong governments, stable governments, and better education systems. People also often move to countries with fair laws, freedom of religion, and democratic rights.

Immigration led to the Great Westland Boom. From the late 1800s to the early 1900s, immigration to Canada created a large agricultural community. Many Americans moved north because the **arable land** in the United States was scarce and expensive. In contrast, Canada offered land that was cheap, abundant, and fertile, which encouraged settlers to grow crops successfully.

Another major pull factor was political and religious freedom. In Canada, citizens were free to choose their religion and express their opinions. In many European nations ruled by monarchies or religious authorities, citizens did not have a democratic system that allowed people to vote and participate in government.

Lastly, **family ties** played an important role. Once immigrants had settled in Canada, they often encouraged relatives to follow, writing letters about the peace, and opportunity they found there.

### Push Factors Around the World

In the early 1900s, many immigrants fled countries affected by war, famine, and overcrowding. Europe, especially, faced high population density and limited farmland. People were drawn to Canada's promise of open space and new beginnings.

Some of the most common push factors included:

- War and violence in home countries
- Religious persecution in Europe
- Limited job opportunities and farmland
- Political oppression and lack of freedom

Canada's reputation for peace, democracy, and open land made it one of the most attractive destinations for immigrants seeking a better life.



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

**Directions**

Read the factor and choose whether it is a push or pull factor.

1) Leaving Europe because of no land...	Push	Pull
2) Moving to Canada for arable land...	Push	Pull
3) Moving to Canada for religious freedom...	Push	Pull
4) Moving to Canada to join your family there...	Push	Pull
5) Leaving Europe because of the constant threat of war...	Push	Pull

**Questions**

Answer the questions below using evidence from the text.

1) What were some push factors for people moving to Canada?

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2) What were some push factors for people moving from other countries?

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3) Why was Canada described as a land of opportunity?

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**Fill in the Blanks:**

Read the sentence and fill in the blanks.

1) Immigration is when someone \_\_\_\_\_ permanently from their country to a new country.

2) A push factor is a reason someone \_\_\_\_\_ a country.

3) A pull factor is a reason someone \_\_\_\_\_ a country.

4) The gold rush was a pull factor that brought a lot of Chinese \_\_\_\_\_.

5) Lack of jobs is an example of a \_\_\_\_\_ factor.

## Definitions

What do each of the terms mean?

	Definition
Pull Factor	_____ _____ _____ _____
Immigration	_____ _____ _____ _____
Emigration	_____ _____ _____ _____

PREVIEW

## Matching

Draw a line from the pull factor to the description.

Pull Factor	Description
Economic Opportunity	Immigrants are free to practise any religion they wish without government interference
Available Land	Democratic government means everyone has a voice. No strict laws limiting day-to-day lives
Political Freedom	Following your family
Religious Freedom	160 acres available for only \$200
Family Ties	Hard work often led to earning a lot of money

**Questions**

Answer the questions below.

1) What might be a push factor for you to leave your school? List 3 below.

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2) What might be a pull factor for you to join another school? List 3 below.

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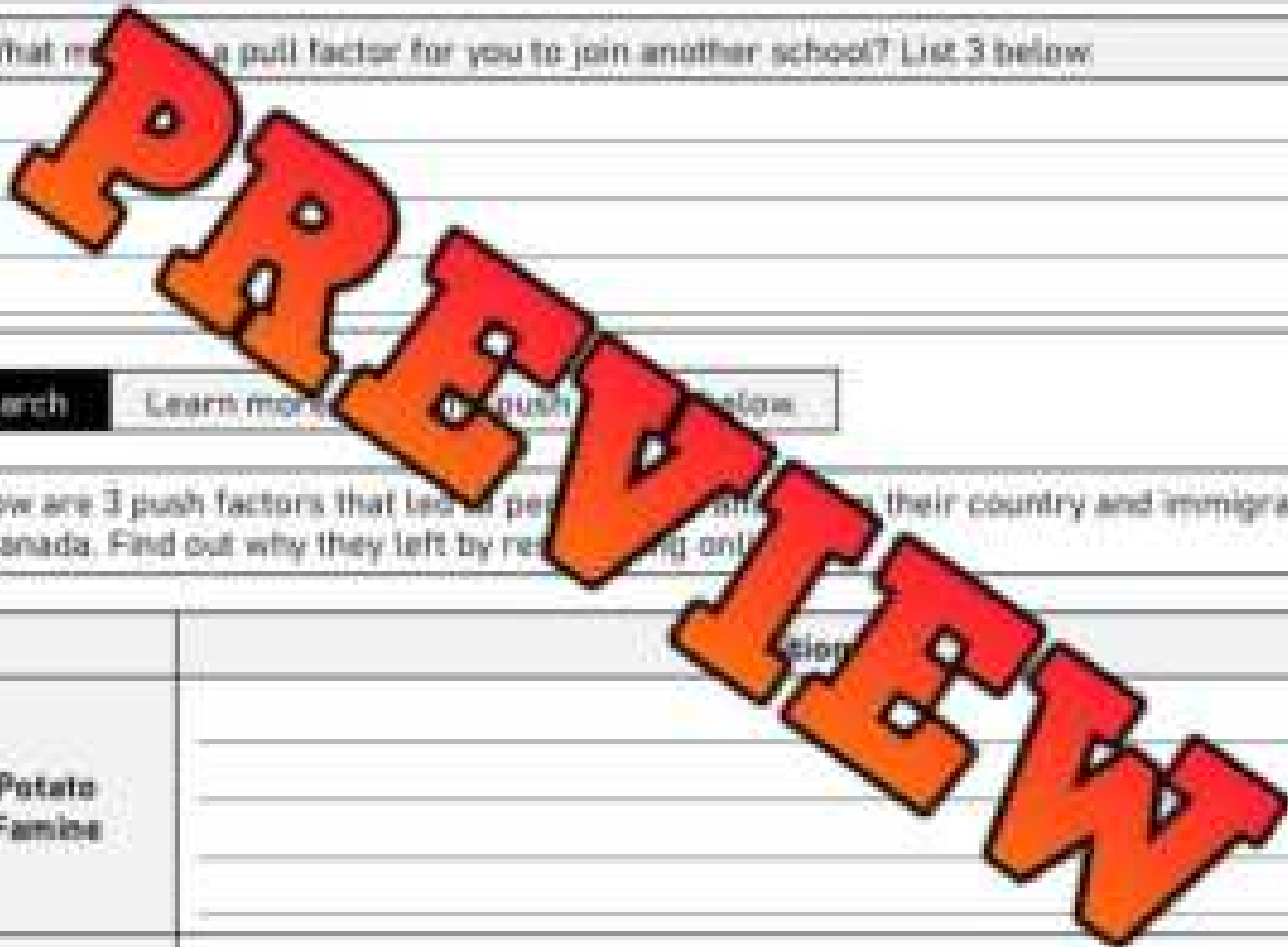
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**Research**

Learn more about push factors below.

Below are 3 push factors that led to people leaving their country and immigrating to Canada. Find out why they left by researching online.

	Research
Potato Famines	<hr/> <hr/> <hr/>
American Revolution/ Loyalists	<hr/> <hr/> <hr/>
Poverty	<hr/> <hr/> <hr/>



# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

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

Mark

Check only the push factors.

<input type="checkbox"/>	Homes are unsafe because fighting spreads across nearby communities.
<input type="checkbox"/>	A region offers cheap farmland with rich, fertile soil.
<input type="checkbox"/>	Families hear about stable jobs and many new work opportunities.
<input type="checkbox"/>	Crops fail again, causing hunger and severe food shortages.
<input type="checkbox"/>	Overcrowded towns have poor soil and almost no farmland available.
<input type="checkbox"/>	A country provides peaceful streets with protection.

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

Mark

Check only the push factors.

<input type="checkbox"/>	Homes are unsafe because fighting spreads across nearby communities.
<input type="checkbox"/>	A region offers cheap farmland with rich, fertile soil.
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Name: \_\_\_\_\_

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<input type="checkbox"/>	A region offers cheap farmland with rich, fertile soil.
<input type="checkbox"/>	Families hear about stable jobs and many new work opportunities.
<input type="checkbox"/>	Crops fail again, causing hunger and severe food shortages.
<input type="checkbox"/>	Overcrowded towns have poor soil and almost no farmland available.
<input type="checkbox"/>	A country provides peaceful streets with protection.

**PREVIEW**

## Clifford Sifton

### Who was Clifford Sifton?

**Clifford Sifton** was a lawyer, businessman, and politician born in Canada West, which is now part of Ontario. He became one of the most influential figures in shaping Canada's immigration policies during the late 1800s and early 1900s. Sifton served as both the Minister of the Interior and the Superintendent General of Indian Affairs in Prime Minister Wilfrid Laurier's government. His main responsibility was to attract settlers to the western regions of Canada, helping the government populate and develop the area. Sifton strongly believed that immigration was the key to building a prosperous nation with strong agricultural resources.



Clifford Sifton

### Who Did Sifton Attract to Immigration to Canada?

Sifton hired energetic agents, propagandists and promoters to spread information about the land in western Canada open for settlement. He believed that these immigrants would transform the prairie landscape into productive farmland. His team traveled across Europe, using newspapers, posters, and pamphlets to encourage migration.

The **Homestead Act** offered male immigrants 160 acres of free land, as long as they cultivated at least 40 acres and built a house within three years. This act attracted thousands of settlers seeking a better life. Sifton mainly targeted:

- Northern Europeans such as Ukrainians, Poles, and Scandinavians who were used to harsh climates and farming
- British settlers with agricultural experience
- American farmers from the northern states familiar with prairie farming

He discouraged immigration from British urbanites, Black people, and Asians, showing the racial biases of the time. Between 1896 and 1905, immigration numbers soared from 16,835 to 141,665. These new settlers cleared fields, grew crops, and helped build thriving local economies in western Canada.



### Treatment of Indigenous Peoples

As Superintendent General of Indian Affairs, Sifton showed little respect for Indigenous communities. His goal was to make room for European farmers, not to protect Indigenous rights. He reduced funding for Indigenous education and welfare to cut costs. In 1899, he approved **Treaty 8**, which transferred nearly 850,000 km<sup>2</sup> of land in present-day northern Alberta and northwest Saskatchewan to the Canadian government. This opened even more land for settlement but greatly disrupted Indigenous ways of life.

## Multiple Choice

Circle the correct answer.

1) Sifton preferred...	White Settlers	Non-White Settlers
2) Sifton preferred...	Southern Europeans	Northern Europeans
3) Sifton preferred...	Experienced farmers	Blacksmiths
4) Sifton was disrespectful to the...	Indigenous	Canadian Government
5) Sifton increased immigration...	A lot	A little

## Questions

Answer the questions below using evidence from the text.

1) How did Sifton increase immigration to the prairies?

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2) How successful was Sifton in changing the landscape in the prairie provinces?

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3) How did racial bias influence Sifton's immigration efforts?

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## Describe

How would you describe Clifford Sifton. Choose 3 adjectives and explain.

	<hr/> <hr/>
	<hr/> <hr/>
	<hr/> <hr/>

## Immigration Act, 1910

### Immigration in Canada – Background Information

Before 1910, Clifford Sifton was in control of immigration in Canada. He believed that Canada should attract farmers and farm labourers as immigrants to Canada. He knew that Canada was largely undeveloped farmland, and therefore, needed labourers to develop the land. In 1905, Frank Oliver replaced Sifton and had different views on immigration. Oliver believed that it was important to select people from certain countries to immigrate. He wanted people from Britain and the USA to immigrate to Canada.

### What is the Immigration Act?

The Immigration Act of 1910 was an act that allowed the Canadian government to control who was allowed to enter into Canada. The act outlined a list of immigrants that were prohibited from entering Canada. It also gave some government officials power to make decisions based on who was allowed to immigrate and who would be deported out of Canada.

### Discrimination

The Immigration Act of 1910 was discriminatory, as it specified that certain races would not be allowed to immigrate to Canada. The act specified that only white immigrants were allowed to immigrate but had a head tax for non-white immigrants to enter. This went up to \$500 over the next few years. The government was soliciting farmers to come to the prairie provinces, but only the white ones. Black Americans were discriminated against as many were not allowed to immigrate to Canada.



### Deportation

The 1910 Act allowed for deportation on the basis of political or moral instability. This means that the government had the power to send immigrants back to their native country if they weren't getting along with the people in Canada. The government could also send home poor immigrants who were a burden to the Canadian economy. In 1907, a wave of poor British immigrants arrived in Canada. In 1908, 70% of the deportations from Canada were British immigrants.

### Effects of the Immigration Act of 1910

The goal of reducing immigration from Asia had been met as the number of Asian immigrants dropped drastically after 1910. The government wanted immigrants who would be farmers, but they eventually opened the flood gates to Europe and allowed anyone who wanted in. This was because the railroad was a success, and the flow of goods and services was thriving.

The government needed more people to buy, sell, and make these goods and services. Even with the laws in the Immigration Act of 1910, strong immigration continued as shown by the following numbers:

1906 - Over 200,000	1911 - Over 300,000	1912 - Over 400,000
---------------------	---------------------	---------------------

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

**True or False**

Decide if the statement is true (T) or false (F).

1) The Immigration Act was discriminatory against Asian and Black people.	T	F
2) The Act slowed down immigration from Asian people.	T	F
3) The Act was fair, and no one could be turned away without a good reason.	T	F
4) You could be deported if you were poor.	T	F
5) The Canadian government wanted Chinese labourers to immigrate to Canada.	T	F
6) Despite the 1910 Act, immigration numbers grew sharply by 1912.	T	F

**Questions**

Use information from the text to support your answer.

1) What was the purpose of the Immigration Act? How did it change immigration in Canada?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Why was the Immigration Act so controversial?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) What was the main difference between Sifton's and Oakes's views on immigration?

_____	_____
_____	_____

**Summarize**

A summary is a brief explanation of the reading passage.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Oliver preferred immigrants mainly from Britain and the USA.	T	
	F	
2) The 1910 Act reduced government immigration control.	T	
	F	
3) Officials mostly deported Asian immigrants in early 1900s.	T	
	F	
4) Poor British immigrants formed most Canadian deportations.	T	
	F	
Black American farmers received equal immigration treatment.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Oliver preferred immigrants mainly from Britain and the USA.	T	
	F	
2) The 1910 Act reduced government immigration control.	T	
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3) Officials mostly deported Asian immigrants in early 1900s.	T	
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	F	
Black American farmers received equal immigration treatment.	T	
	F	

Name: _____		Mark
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	F	
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	F	
Black American farmers received equal immigration treatment.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Oliver preferred immigrants mainly from Britain and the USA.	T	
	F	
2) The 1910 Act reduced government immigration control.	T	
	F	
3) Officials mostly deported Asian immigrants in early 1900s.	T	
	F	
4) Poor British immigrants formed most Canadian deportations.	T	
	F	
Black American farmers received equal immigration treatment.	T	
	F	

PREVIEW

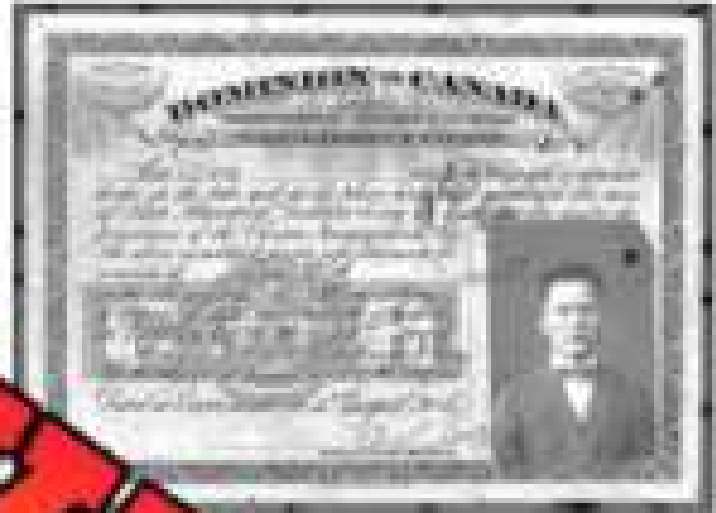
## Chinese Head Tax

### Chinese Immigrants

Many Chinese people immigrated away from China due to the following **push factors**. First, there was a **civil war** in China. A civil war is when one part of a country fights another part of the same country. Secondly, the flooding of the Huang He River led to a food shortage and many Chinese were starving.

An important **pull factor** that increased the immigration to Canada was the need for a railway that connected one coast of Canada to the other. This was a large project that created many jobs.

**Chinese Workers** were hired to work on the railway. Over 15,000 Chinese men came from China to work on the railway. They were paid only \$1.00 a day! This was a very low wage. If they then they would have to pay a tax to enter the community or ethnic group.



Mr. Lee Don Paid \$500 for his certificate

This allowed Mr. Don to get the work done on a smaller budget. The Canadians were not happy because they wanted the work. They forced the government to create a tax for Chinese immigrants. They would have to pay to enter the country. This tax was called the "Chinese Head Tax."

### Chinese Head Tax

In 1885, the Chinese Immigration Act was passed. Every Chinese immigrant would need to pay \$50 to enter the country. The problem was that this didn't stop the Chinese from immigrating to Canada. They knew they had more opportunities in Canada, so they paid the tax.

In 1900, the government raised the tax to \$100. This still didn't slow down Chinese immigration enough for the Canadians, as they still felt too many Chinese were taking their jobs. In 1903, the government raised the tax to a whopping \$500! Many Chinese still paid the \$500, which was a fortune at the time.

In 1923, the government passed a law in the Chinese Immigration Act that banned any Chinese person from immigrating to Canada. It wasn't until 1967 that the Canadian government repealed the Chinese Immigration Act. Since then, all immigrants are treated equally regardless of where they are coming from.

**Ordering**

Number the steps in the correct order from 1 to 5.

	Chinese workers were hired to build the railway for one dollar daily.
	Thousands of Chinese workers travelled to Canada seeking better opportunities.
	In 1923, the Chinese Immigration Act officially banned all Chinese immigration.
	The Canadian government promised B.C. a railway linking the provinces together.
	The government created the Chinese Head Tax to limit Chinese immigration.

True or False: Write if the statement is true or false.

1) Canadians were angry that there were so many Chinese Immigrants.	True	False
2) The railway work that was created a lot of jobs.	True	False
3) Canadians thought Chinese workers were stealing their jobs.	True	False
4) The Chinese were paid \$1.00 a day.	True	False
5) The Chinese had to pay a head tax to immigrate.	True	False

**Questions**

Answer the questions below using evidence from the text.

1) What were the main push and pull factors that caused Chinese immigration?	
2) Why was the Head Tax and Chinese Immigration Act an example of discrimination in Canada's history?	
3) Do you think it was fair to pay the Chinese immigrants \$1.00 a day for the jobs they did?	

## Questions

Answer the questions below.

Canada needed a railroad that would stretch from coast to coast. The problem was that it was very expensive, and extremely dangerous due to the mountainous terrain. For those reasons, it was difficult to find workers.

From 1880 to 1885, it is estimated that between 600-2,200 Chinese workers lost their lives. Many died of scurvy, not enough food, fatigue, drowning, dynamite explosions, and rockslides. The Chinese workers had to live in tents while the white-English workers lived in railway cars.

1) Why do you think the Chinese were unwelcome in Canada?

2) John A. Macdonald initially promised to pay White-English people to build the railway first, then French-Canadian workers. Why did he change his mind and hire Chinese workers?

3) Describe the living and working conditions for the Chinese workers.

"The Last Spike"



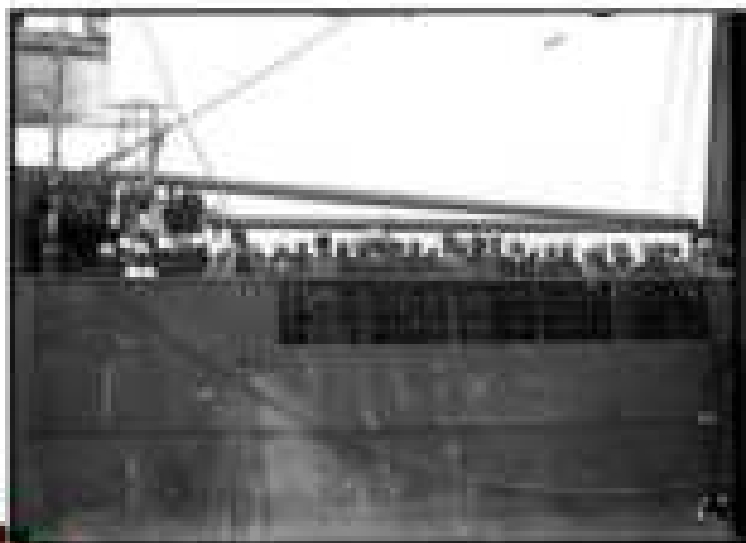
4) In the photo, "The Last Spike", it appears no Chinese were in the picture. Why do you think that is? Is it fair?

## Discrimination - Komagata Maru

### Discrimination in Canada

In 1914, many white Canadians were hostile towards non-white immigration. In 1907, 10,000 people in Vancouver protested Indian immigration to Canada and then rioted through Vancouver's Chinatown.

The government responded in 1908 by imposing conditions to their immigration regulations. (1) White immigrants would not be allowed to arrive in Canada on a journey from the east coast of the ship. (2) Indian immigrants had to pay a fee of \$200 upon arriving in Canada, which was eight times the amount that white immigrants had to pay.



### Komagata Maru

In 1913, a British Columbian lawyer successfully challenged their provisions in court. This led to the Indian passengers on the Komagata Maru to believe they would be allowed to immigrate into Canada. When the ship with 307 Sikh Muslims and 12 Hindus arrived, the immigration officials had a plan to deny them entry.

The first immigration officer to meet the ship was Alexander Taylor who decided not to allow the passengers to disembark. While they were on board, Prime Minister Robert Borden and Conservative Premier of Ontario George A. A. McBride needed to decide what to do with them.

While passengers on the ship, protest meetings were being held in Vancouver against the unjust holding of the Indian passengers. A shore committee raised \$2,000 to pay for the passenger's immigration fee. They also filed a lawsuit under J. Edward Bird's legal counsel on behalf of Munshi Singh, one of the passengers.

The lawsuit was unsuccessful as the British Columbia Court of Appeal delivered a unanimous judgement that they had no authority to interfere with the decisions of the Department of Immigration and Colonization.

### Result

The passengers lived on the ship for two months. Immigration officials made life very difficult for them by forcing them to go upwards of 48 hours without food or water. The government ordered the ship back to sea. The passengers on board tried attacking the harbour with no avail. On July 23, 1914, they headed back to Asia.

**True or False**

Circle whether the statement is true or false.

1) Canadians were tired of non-white people immigrating to Canada.	T	F
2) The Indian passengers on board believed they would be allowed into Canada.	T	F
3) After two months of lawsuits, the government allowed them to enter.	T	F
4) The passengers were treated well on the ship by government officials.	T	F
5) The people from India were discriminated against in Canadian policy/law.	T	F

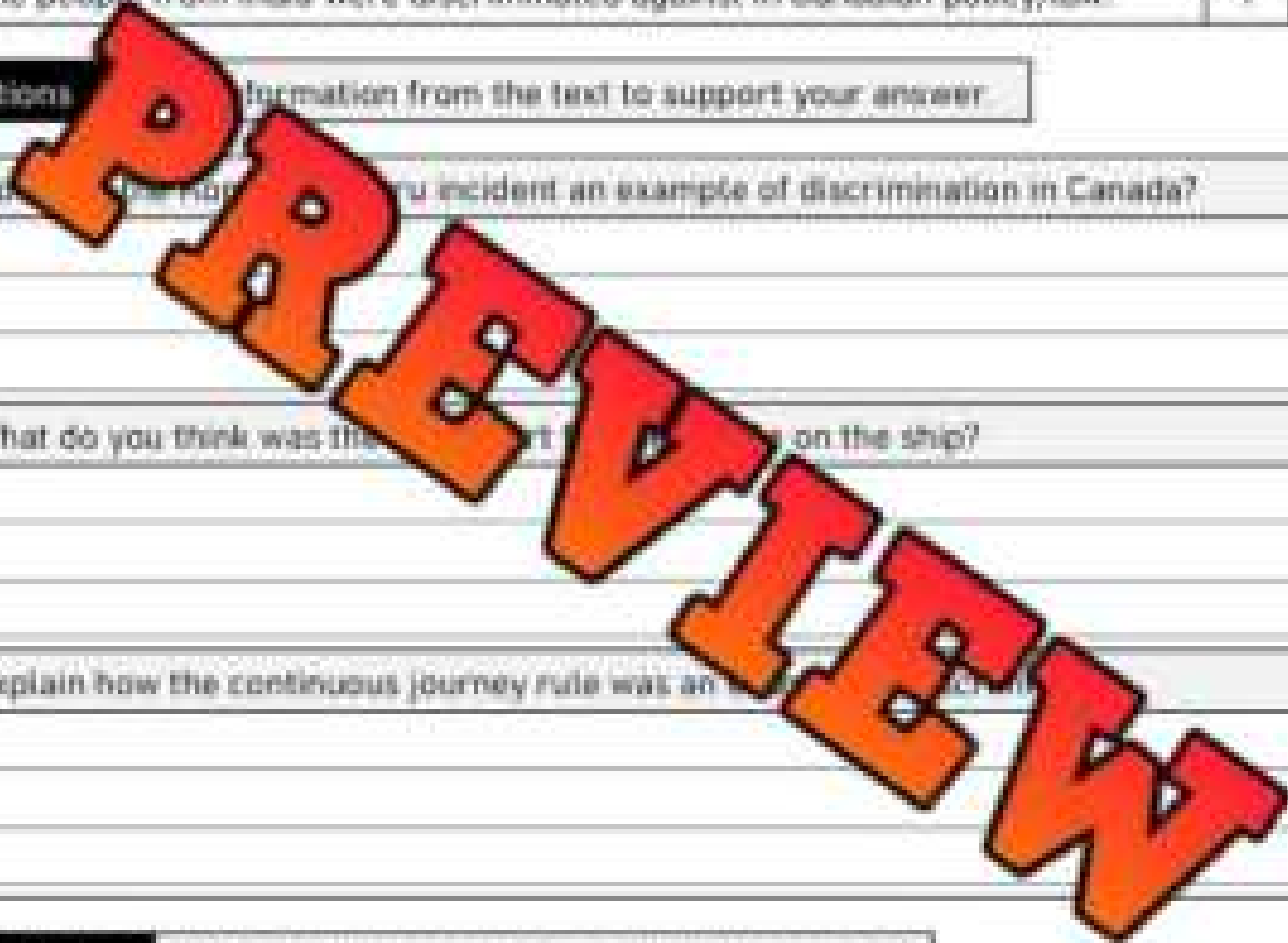
**Questions**

Use information from the text to support your answer.

1) How is the Hong Kong incident an example of discrimination in Canada?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2) What do you think was the atmosphere on the ship?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3) Explain how the continuous journey rule was an example of discrimination.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**Questioning**

Write 3 questions you have about the reading.

1)	_____
2)	_____
3)	_____

# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

Name: _____		Mark	
Multiple Choice: Circle the correct answer.			
1. Why were passengers on the Komagata Maru not allowed to land? a) They arrived in bad weather. b) The continuous journey rule blocked them. c) The ship carried damaged cargo. d) They did not request entry.	2. Who first stopped the passengers from coming ashore? a) Fred Taylor b) Munshi Singh c) J. Edward Bird d) Richard McBride		
4. How long were passengers kept on the ship? a) Two hours b) Two days c) Two months d) Two weeks	4. Where did the ship go after leaving Vancouver? a) California b) Britain c) Asia d) Mexico		

Name: _____		Mark	
Multiple Choice: Circle the correct answer.			
1. Why were passengers on the Komagata Maru not allowed to land? a) They arrived in bad weather. b) The continuous journey rule blocked them. c) The ship carried damaged cargo. d) They did not request entry.	2. Who first stopped the passengers from coming ashore? a) Fred Taylor b) Munshi Singh c) J. Edward Bird d) Richard McBride		
4. How long were passengers kept on the ship? a) Two hours b) Two days c) Two months d) Two weeks	4. Where did the ship go after leaving Vancouver? a) California b) Britain c) Asia d) Mexico		

## Role-Play: Immigration Stories of Early Canada

### Objective

What are we learning about?

Students will explore the immigration experiences, challenges, and government policies that shaped Canada between 1880 and 1914. They will act out scenes showing push and pull factors, discrimination, labour struggles, and newcomer settlement on the Prairies. Through performance and discussion, students will better understand how immigration shaped Canada's economy, culture, and social tensions during this time.

### Materials

What do we need for our activity?

- Scenario cards (see scenarios below)
- Props or costumes (optional)
- Timer or stopwatch



### Instructions

How will we complete our activity?

- 1) Divide the class into small groups of 3 to 5 students.
- 2) Provide each group with a scenario card that outlines a specific situation related to the topic being studied.
- 3) Give out roles to each student in the group, assigning them a character or role within the scenario, or let them decide and take roles.
- 4) If available, distribute props or costumes that may help students embody their roles more effectively.
- 5) Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
- 6) Allow each group to present their role-play to the class.
- 7) After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
- 8) Distribute reflection sheets for students to express what they learned and felt during the activity.

**Criteria**

Use the criteria below to complete the activity.

Criteria	Description
<b>Creativity</b>	Show what your character thinks and feels. Use ideas that make the role-play more real and interesting.
<b>Voice</b>	Speak clearly and loudly so others can hear. Change your voice to match your character's feelings.
<b>Actions</b>	Use body movements, facial expressions, and actions that match your character's story.
<b>Stay in Role</b>	Stay in character. Don't break role until you're finished.
<b>Teamwork</b>	Be helpful. Take turns and make sure everyone joins.

**Scenario Cards**

Choose one from below.

Scenario	Description
1. <b>Ukrainian Homesteaders: Surviving the First Prairie Winter</b>	A Ukrainian family arrives in Manitoba after a long and exhausting journey across the ocean and by train. They expect open farmland, but instead find forests, swamps, and bitter prairie winds. Their children shiver from the cold as the family struggles to find a room to sleep before darkness falls. A neighbour from another settlement warns them that their food may run out if they don't prepare properly. Later, a government agent visits to check whether they've cleared enough land to keep their homestead claim. As winter begins to fall, and the family must decide how to survive through Canada's harshest winters.
2. <b>Clifford Sifton's Meeting in a Crowded European Hall</b>	Clifford Sifton stands before a crowded hall of families in Eastern Europe, promising free land and a new beginning in Canada's "Last Best West." Mothers ask about schools, fathers ask about jobs, and young people whisper excitedly about adventure. But there is tension in the room. Some villagers fear the dangerous trip across the Atlantic. Others worry about leaving their traditions behind. A local elder warns them that the Canadian government favours certain groups and may not always keep its promises. The hall fills with debate, hope, fear, and the weight of a life-changing decision.

## Scenario Cards

Cut out the topics below

	Scenario	Description
3	<b>The Head Tax</b> <b>Officer: Costly</b> <b>Choice</b>	<p>A Chinese man steps off a ship in Victoria, holding the little money he has left after the long voyage. The immigration officer demands \$50 for the head tax—an enormous amount for someone who arrived with so little. Other Chinese workers nearby talk quietly about their own struggles, describing long days on the railway for low pay and crowded living conditions. A young boy tries to comfort his father, who fears he may not earn back the money he must hand over. The officer insists on the fee while the man weighs the difficult choice between returning home or beginning a new life in a new land, all while trying to keep in debt.</p>
4	<b>Night of the</b> <b>Anti-Asian</b> <b>Riots,</b> <b>Vancouver 1907</b>	<p>Vancouver turns chaotic as a large crowd of people gathers about rising immigration. Torches are lit and the crowd as they move through city streets. Windows of Japanese and Chinese shops shatter as they are thrown through. Families hide together inside their homes, hoping to stay safe. Japanese fishermen rush to protect their boats as they spill toward the waterfront. Police attempt to control the crowd, but fear and anger grow on both sides. A clash between a crowd and police leads to a riot, with breaking glass mixes with cries for help as the scene turns into confusion and danger.</p>
5	<b>A Family</b> <b>Confronts the</b> <b>Immigration Act</b> <b>of 1910</b>	<p>A family from India arrives with carefully prepared papers and high hopes for a new beginning. They speak with an immigration officer who reads the new law aloud, explaining that some people are now considered "undesirable." The parents worry quietly while the children cling to their bags, confused by the sudden tension. One officer argues they should be allowed to enter because Canada needs workers. Another officer insists that the rules must be followed exactly. Hours pass as the family waits for a final decision, caught between hope and fear while their future hangs in the balance.</p>

## Scenario Cards

Cut out the topics below

Scenario	Description
6 <b>The Komagata Maru: Waiting in Vancouver</b>	The passengers aboard the Komagata Maru stand at the rail, staring at the city they believed would welcome them. Days turn into weeks as officials refuse to let them land, citing the Continuous Journey Rule. Food grows scarce, tempers flare, and families argue about whether to fight the decision in court or return home in defeat. Onshore, Sikh community leaders gather in crowded rooms, trying to send supplies and challenge the ruling. Through the humid air and rising frustration, both sides wait for a decision that could mean a forced return across the ocean.
7 <b>The Decision to Leave Home: Push and Pull</b>	East of the mountains, the family gathers around a small kitchen table. Their previous attempts have failed again, and soldiers have been patrolling the area, raising fears of war. A neighbour buys a plot of land with a farmer offering free land and a better life. The family debates the offer. One brother insists it is too dangerous, but another believes Canada may be their only chance. A woman worries about leaving her parents behind. The family must decide whether to risk everything for a chance at a better life.
8 <b>Building a New Prairie Community</b>	A group of newcomers meets in a simple log building to discuss their settlement's future. Their children are getting sick, their crops are failing, and their homes are too small for the coming winter. Some settlers want to build a shared school, while others think they should first dig a new well for clean water. During the meeting, an Indigenous man enters to explain how the new settlement is affecting his community's hunting grounds. The room fills with tense silence as settlers face the truth that their new beginning may cause harm to others. The community must now decide how to move forward.

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

**My Role**

Draw a picture of what your character did during the role-play.

**PREVIEW**

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

**Rubric** How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
<b>Creativity</b>	Did not try to pretend.	Tried a little but didn't add ideas.	Used imagination and helped make the scene better.	Used great ideas and made the role-play exciting and real.
<b>Voice</b>	Hard to hear or too quiet.	Sometimes clear, but not loud or strong.	Clear and matched the feelings of the character.	Loud, clear, and showed strong feelings with voice.
<b>Action</b>	Did not use actions.	A few actions, not always connected to role.	Used actions that matched the character's role.	Used many strong actions that were clear and realistic.
<b>Stay in Role</b>	Acted like themselves, not the character.	Acted like themselves, but not connected to the character.	Mostly stayed in character during the scene.	Stayed in character the whole time.
<b>Teamwork</b>	Did not help or listen.	Helped others but not listened.	Helped others and listened to the others.	Shared, listened, and helped make the group's work better.

**PREVIEW**

**Teacher Comments**

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Mark

**Student Comments – What Could You Do Better?**

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## Voting in the Year 1900

### Who Could Vote in Federal Elections in the Year 1900?

Read the table below to learn more about the milestones achieved each year that led to new groups of people being able to vote.

Year	Milestone	Description
1867	English North America	Only men over 21 years of age and who own property can vote
1877	First Nations men	First Nation members that are governed by the Indian Act cannot vote. They can only vote if they give up their Indian status.
1900	Commonwealth Act	Many minority groups cannot vote, such as immigrants from Japan, China, and India
1917	War-time Civil Control Act and Military Voters Act	All Canadian women who served in World War I can vote. Wives of soldiers can also vote.
1918	Many women can vote federally	Canadian men can vote if they are over 21 and own property
1934	Inuit are disqualified	Laws are made to exclude Inuit from voting in federal elections
1948	All Asian Canadians gain the vote	All minorities can vote including Japanese, Chinese, and other Asian Canadians
1950	Inuit are able to vote	The Inuit get the right to vote
1960	First Nations women and men can vote	First Nation men and women are able to vote without giving up their Indian status
1982	Canadian Charter of Rights and Freedoms	Every Canadian citizen over 18 can vote and be a candidate in elections

### Interesting Federal Election Voting Facts

- The Métis were never restricted from voting in federal elections. They had the same rights as other Canadians – only Métis men that owned land could vote initially
- During the First and Second World Wars, any Canadian born in an enemy nation was denied voting in the federal election
- In the year 1900, only men over the age of 21 that owned property could vote. In addition, no Asian men, First Nation or Inuit men, or men from India could vote. Almost half of the men in Canada were disqualified, while all women were denied the vote.

**Questions**

Use information from the text to support your answer.

1) Who could vote in the year 1900 in Canadian federal elections?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) What changed in 1982? Who was given the right to vote? Was this a long time ago?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) Explain why property ownership limited voting rights for many Canadians.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Yes or No**

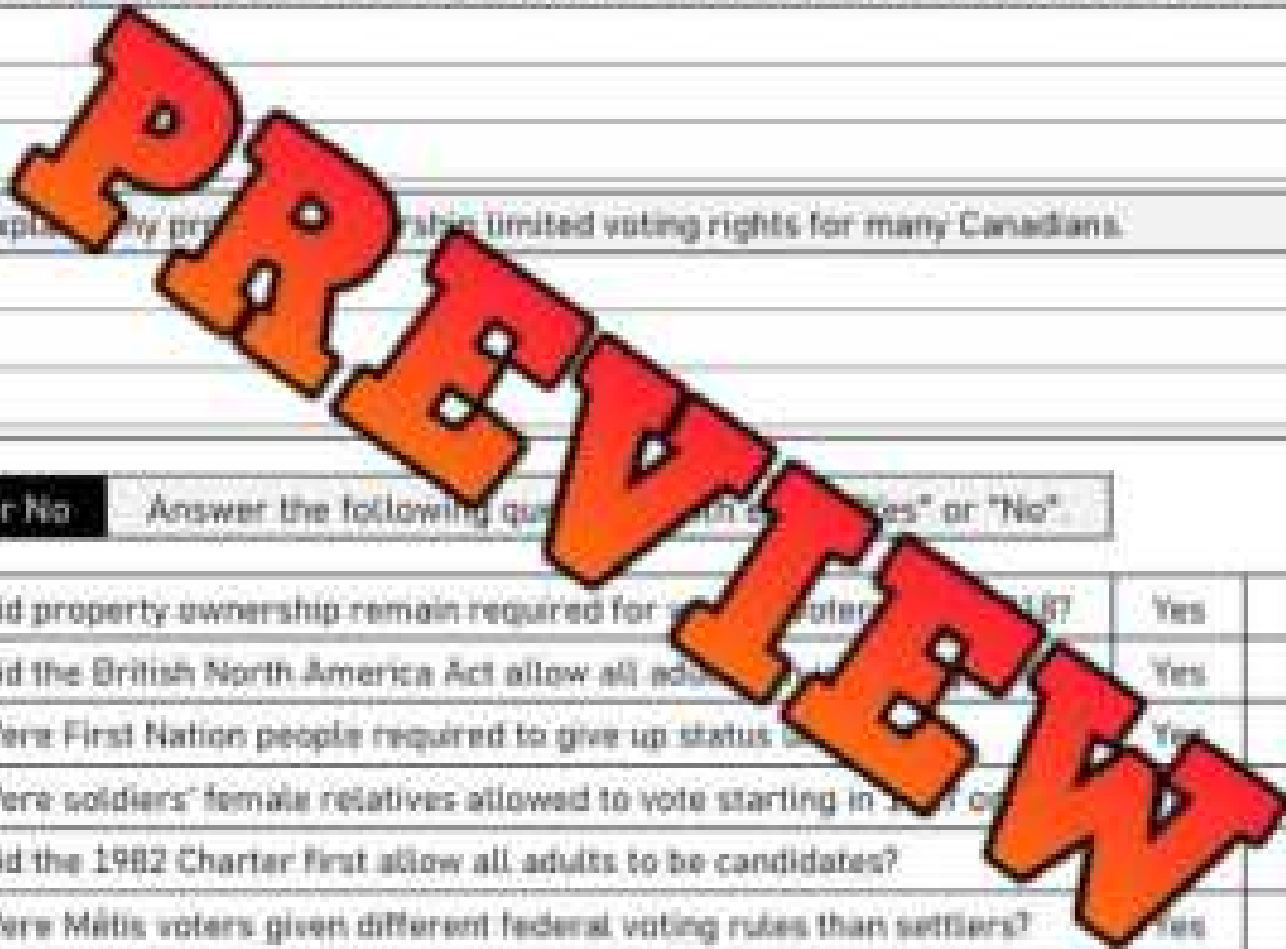
Answer the following questions with "Yes" or "No".

1) Did property ownership remain required for voters until 1871?	Yes	No
2) Did the British North America Act allow all adults to vote?	Yes	No
3) Were First Nation people required to give up status to vote?	Yes	No
4) Were soldiers' female relatives allowed to vote starting in 1917?	Yes	No
5) Did the 1982 Charter first allow all adults to be candidates?	Yes	No
6) Were Métis voters given different federal voting rules than settlers?	Yes	No

**Reaction**

How has voting changed over the last 150+ years?

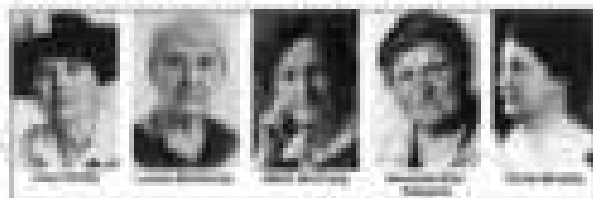
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## The Famous Five

### Who were the Famous Five?

The Famous Five were five women from Alberta who worked together to fight for women's rights dating back to the 1880s. They were petitioners who would gather signatures from men and women who supported their fight for women's rights. Led by judge Emily Murphy, the group included Nellie McClung, Henrietta Muir Edwards, Louise Crummy McKinney and Irene Parlby.



### How The Famous Five Started

In 1914, Emily Murphy became the first female judge in the British Empire. Before that, she fought for women to share ownership of their husband's property. She worked tirelessly as a judge and a promoter of women and children's rights. This led to many organizations that were appointed into the Senate of Canada (government organization that makes laws) if not possible, because the federal government deemed that women were not fit to hold Senate positions.

Murphy enlisted four other women who were equally brilliant and determined to fight against the Senate. By 1927, the women petitioned people all across Canada. They even petitioned the Supreme Court of Canada, but they were denied after five weeks of delay.

### Winning Senate Rights

In 1930, the Famous Five took their case to the Council of the British government and won their case. The Privy Council was the highest court in the British Empire. This win paved the way for Cairine Wilson to become the first woman to be accepted to the Canadian Senate in 1930.



### Impact on Individual Rights in Canada

On October 18, 1929, Lord Sankey, Lord Chancellor of the Privy Council, announced the following decision, "that the exclusion of women from all public offices is a relic of days more barbarous than ours. And to those who would ask why the word "person" should include females, the obvious answer is, why should it not?"

**The Famous Five** achieved not only the right for women to serve in the Senate, but also that they should participate on the same level as men in all aspects of public life. Women were now viewed as persons, just like men, which meant they should be able to vote in all elections, become leaders of government, and obtain any job they want.

The Famous Five had won a case against the Canadian government over human rights, and this paved the way for more human rights cases. Ultimately, the Famous Five were instrumental in making Canada a place where everyone is treated equally.

**True or False**

Decide if the statement is true or false.

1) Nellie McClung was the first female judge in the British empire.	True	False
2) The Supreme Court ruled women were not qualified to be in the Senate.	True	False
3) The Privy Council over-ruled the Supreme Court.	True	False
4) The Famous Five won the right for women to serve in the Senate.	True	False
5) The first women senator was Emily Murphy in 1930.	True	False

**Questions**

Answer the questions below.

1) What does the quote by Justice Ritchie mean by "that the exclusion of women from all public offices is a relic of a more barbarous than ours?"

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2) How did the Famous Five impact the history of Canada? How might Canada be different now if they hadn't gone against the government?

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**Matching**

Match each person to their contribution.

- |                                       |  |
|---------------------------------------|--|
| Emily Murphy <input type="radio"/>    | <input type="radio"/> Advocate improving health and rights for rural women |
| Nellie McClung <input type="radio"/>  | <input type="radio"/> First female judge who led Senate challenge          |
| Irene Parlby <input type="radio"/>    | <input type="radio"/> First woman elected to a legislature                 |
| Louise McKinney <input type="radio"/> | <input type="radio"/> Well-known reformer speaking for women's rights      |

# The Industrial Revolution

## What is the Industrial Revolution?

A **revolution** in history is a major change in society. Some revolutions are violent, like the **American Revolution** when Americans fought for freedom from Britain. The Industrial Revolution was a huge shift in how society worked, creating factories to produce clothing and textiles.

Before factories were built, people would make textiles in their homes and sell or trade their supply with others. As innovation and technology improved, factories were opened to produce these supplies. These factories needed workers, which impacted where people lived. Cities and towns developed around these factories, which led to the formation of **factories**. Before the Industrial Revolution in America, only 2% of people lived in cities. Most lived in the country (rural) to maintain their farmlands.

## The First Industrial Revolution

The Industrial Revolution began in the late 1700s. The invention of coal-powered machines allowed for the production of clothing and textiles. This revolution lasted until the 1840s and spread around Europe and even across the Atlantic to America. Steam power was also used during this revolution.

The Spinning Jenny was invented in 1769. It allowed one ball of yarn at a time. This improved how quickly cloth could be made.

## The Second Industrial Revolution

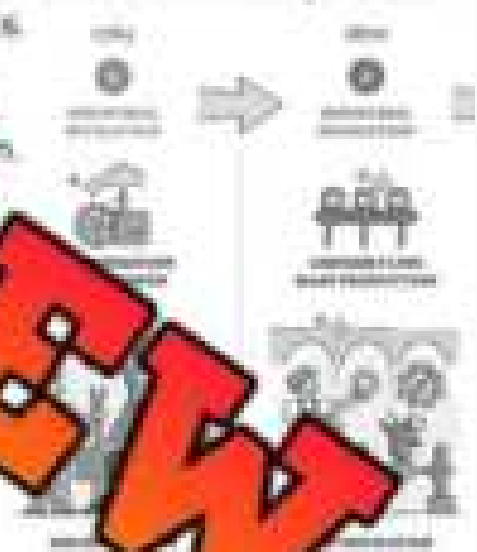
New technologies allowed a variety of clothing to be made. The **Cotton Gin** was invented by Eli Whitney in 1794, which was used to separate cotton from their seeds. This allowed cotton to be used more in clothing. In 1855, the **Bessemer Method** allowed steel to be made from iron.

This created a lot of jobs for people and changed the way steel was made. It was now easier to make and was much more available for people to use for buildings, tools, and other supplies. Steel changed the landscape of cities, as buildings could be made taller!

## Changing Cities – Urbanization

People moved to cities looking for factory jobs. Shops opened to sell the goods made in these factories. Cities became divided, with rich factory owners living in large homes while poorer labourers lived in crowded tenement buildings with tiny rooms, poor ventilation, and poor sanitation.

Skyscrapers were built after the invention of steel. Trolleys and subways moved people from one side of the city to the other. Factories with smoke billowing out of their smokestacks were built within the city limits. A Town Hall was used for the governing leaders to work in. Churches were built for people to practise religion. Cities were growing.



**Multiple Choice**

Circle the correct answer.

1) The industrial revolution was the result of improving...	Technologies	Workforces
2) The first industrial revolution occurred in which country?	The USA	Britain
3) The Spinning Jenny allowed what to be made faster?	Clothing	Steel
4) The Bessemer Method allowed for the creation of...	Clothing	Steel
5) Before the industrial revolution, what percent lived in cities?	5%	2%

**Questions** Answer the questions below

1) What was the first industrial revolution?

2) How did the industrial revolution lead to the second industrial revolution?

3) Explain how economic class differences became more pronounced during the industrial revolution.

**Visualizing**

Draw what you were picturing while you were reading. Explain the picture.

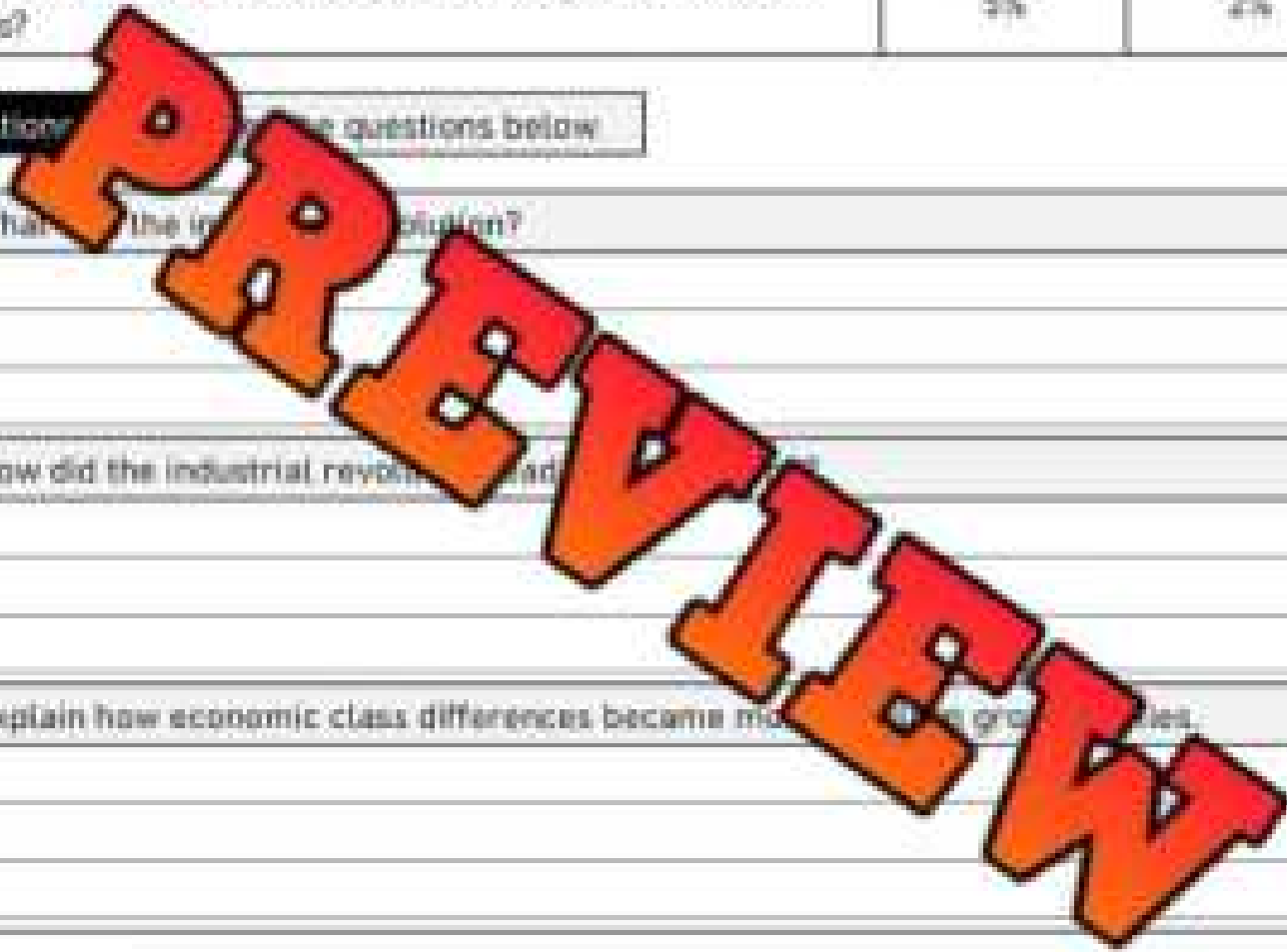
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## Urbanization – A Changing Society

### Urbanization – What is it?

The term **urbanization** refers to the movement of people to a city, as opposed to a rural area, which is the countryside. Urbanization has increased rapidly since the mid 1800s, after the Industrial Revolution.

With the invention of powered machinery, factories were built to mass produce goods. People moved to be near these factories to get jobs. It was very difficult for them to own their own vehicles, so they had to go to their workplace. The factories were manufacturing goods like clothing that were then sold in stores. More stores were developed.

In 1851, only 15% of Canadians lived in cities like Toronto and Montreal. By 1921 and after the Industrial Revolution, 47% of Canadians living in urban centres. Canada's economy changed a lot in those 70 years as you could now buy things in stores. People were working in factories to make a lot of things that were sold around the country. Life had changed a lot in those 70 years as you could now buy things in stores. People were working in factories to make a lot of things that were sold around the country.

### Immigration and Growing Cities

People around the world were hearing about the success of Canada. They knew if they could move to Canada, they could find a job and a better life for themselves and their family. Immigration was the most important factor in the growth of cities, as the population of Canada went from around 2 million in 1851 to over 10 million by 1921.

Cities	1891	1911	
Montreal	219 416	528 000	
Toronto	181 215	381 833	111%
Calgary	3876	43 704	1028%

### Urbanization and First Nations

With immigration rising and cities growing, First Nations communities were becoming less important in Canada. Some Indigenous people took jobs in the growing cities, but most were unhappy with the changing society. The environment was worsening with factories pumping out pollution, and the lands were becoming crowded.

Most First Nations members continued living on their reserve. But what if the reserve was on valuable land for mining? In 1911, a change to the Indian Act allowed local governments to take reserve land from First Nations for uses like roads and railways. That amendment caused a lot of conflict between the government and Indigenous people.



**True or False** Decide if the statement is true or false.

1) Urbanization has increased rapidly since the Industrial Revolution.	True	False
2) Urbanization has a devastating impact on the environment.	True	False
3) In 1921, only 13 percent of Canadians lived in urban cities.	True	False
4) The population of Calgary grew the most from 1891-1911.	True	False
5) Immigration was the largest factor in population growth.	True	False

**Questions** Answer the questions below.

1) How did Canada change from 1850 to 1920?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

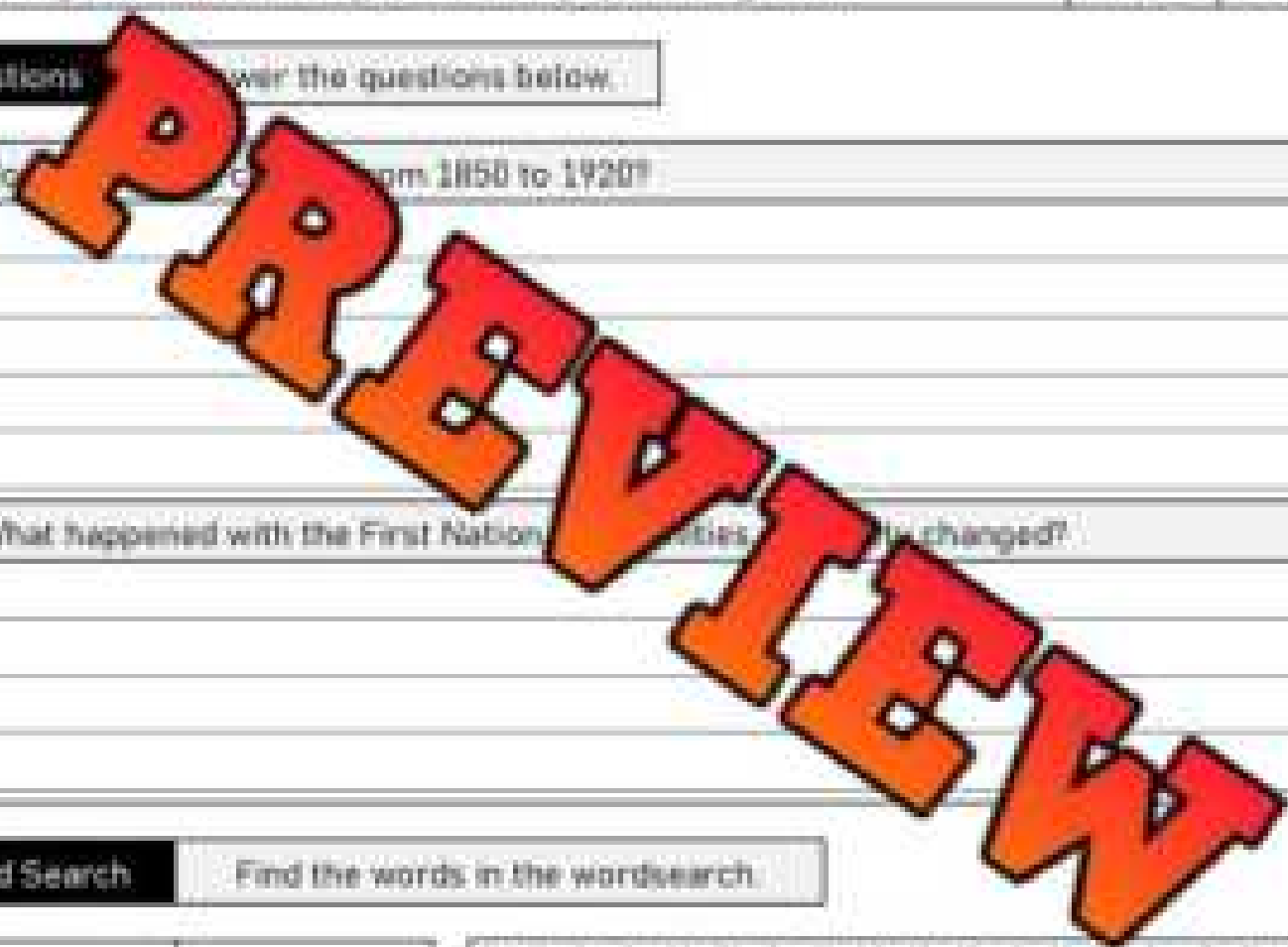
2) What happened with the First Nations communities? How did they change?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Word Search** Find the words in the wordsearch.

Urbanization	Rural
Machines	Factories
Montreal	Toronto
Immigration	Calgary
Economy	Reserve
Pollution	Population

P	O	L	L	U	T	I	O	N	C	H	J	K	P	L	J	D	K	M
U	R	B	A	N	I	Z	A	T	I	O	N	R	U	R	A	L	A	S
P	O	P	U	L	A	T	I	O	N	L	C	Y	B	L	O	C	J	E
E	M	O	N	T	R	E	A	L	E	D	G	A	M	V	H	O	H	I
C	I	M	M	I	G	R	A	T	I	O	N	L	L	I	H	J	I	R
O	A	I	Y	J	Z	E	U	J	W	Y	U	S	N	G	Z	D	E	O
N	E	J	Y	H	Z	T	G	E	R	S	E	E	U	I	A	S	A	T
O	X	N	O	A	L	M	W	E	S	Y	S	E	V	W	E	R	C	C
M	K	A	N	N	B	X	R	P	Z	P	Y	K	E	R	H	B	Y	A
Y	H	E	O	C	I	T	O	R	O	N	T	O	V	E	O	B	Y	F
I	Z	A	U	F	R	X	I	W	P	K	L	E	T	F	K	A	L	B

## Working-Class History

### Working Class

The **working class** refers to people who worked in manual labour or industrial jobs during the early 1900s. This group grew quickly as more factories opened across Canada, each one needing a steady supply of employees to operate machines, load materials, and complete long shifts. Many workers were recent immigrants who arrived hoping to find steady wage-paying jobs that could support their families.

Canada's population was rising fast because of immigration. Between 1901 and 1911, the population increased by 34%, with almost 2 million immigrants coming to Canada. This rapid growth led to increasing competition for jobs, especially in big cities. As a result, employees often received low wages and poor working conditions because many people were desperate for work.



### Working Mines

Coal mining was one of the largest industries for working-class people. Miners needed to fuel steam-powered machines and power trains. They also had to heat homes and to keep city buildings warm during harsh winters. Miners spent about 10 hours a day hunched over, working in narrow tunnels that were hot, damp, and filled with dust. The tunnels held methane, a dangerous gas that was highly explosive and highly flammable. Explosions occurred often, and although workers were supposed to be ventilated, in many cases they were not.

Another major industry was **clothing and textiles**. Workers in these factories usually followed a strict 10-hour shift from 7:30 a.m. to 6:00 p.m., six days a week. A 15-minute break was unpaid. In these factories, supervisors closely watched workers and enforced rules such as:

- No sitting down
- No talking to co-workers
- No working slowly or making mistakes

Breaking any of these rules could lead to money being deducted from their wages.



### Urban Poor

Even with such difficult jobs, pay was extremely low. A typical worker earned only about \$1.75 for a 12-hour day, totalling roughly \$550 a year. This was far too little to support a family. As a result, both parents often worked long hours, and children were expected to work as well to help pay for rent and food. There was no extra money for recreation, new clothes, savings, or better living conditions, causing many working-class families to live in crowded and unsafe urban neighbourhoods.

**Multiple Choice**

Circle the correct answer.

1) The working class worked how many days a week?	5	6
2) The working class worked how many hours a day?	8	10
3) The working class made an average of how much a day?	\$1.25	\$10
4) Many working class people were...	Rich	Poor
5) The conditions in underground coal mines were...	Comfortable	Terrible

**Questions**

Answer the questions below.

1) What were the working conditions like for the working class?

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2) Were the working class in charge of the chain?

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3) What rules did factory supervisors enforce to make the workers work faster?

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**Word Scramble**

Unscramble the words from the word bank.

**Word Bank**

Competition	Textiles	Immigration	Labour	Ventilation
Working	Factories	Methane	Machine	Miners
ACNMEHI			TTEERSLX	
MIITRNMOGA			ETVTLNNDIA	
ACEFIDSTR			ETNMEHA	

## Working Class – Men and Women

### Men and Women in the Working Class

By the end of the 1800's, women were finding jobs in the textile and clothing industries. Most of the paying jobs for women involved household services, like cooking and cleaning. Industrialization was changing things and women began finding jobs in factories.

In 1901, 53% of all Canadian females were working in the labour force, compared to 78% of all males. Check out the breakdown of the labour force by job and gender.

Total – All Jobs				
Years	Total	Males	Females	
1911	5,148	2,358,519	366,629	13%
1901	1,821,821	1,544,050	238,571	13%
1891	1,607,160	1,411,936	196,009	12%

Total – (Teachers, Nurses, Etc.)				
Years	Total	Males	Females	
1911	173,222	102,249	40,973	54%
1901	85,590	42,389	40,973	47%
1891	58,893	33,184	25,709	44%

Total – Factory Workers				
Years	Total	Males	Females	
1911	933,577	689,890	243,687	26%
1901	663,755	498,102	165,653	25%
1891	543,560	392,911	150,649	28%

Total – Farmers				
Years	Total	Males	Females	
1911	929,847	913,067	16,780	1.8%
1901	715,528	706,627	8,901	1.2%
1891	734,122	722,021	12,101	1.6%

**True or False**

Decide if the statement is true or false.

1) The number of total workers increased the most from 1891 to 1901.	True	False
2) The number of total workers increased the most from 1901 to 1911.	True	False
3) There were more female professionals than males in 1911.	True	False
4) There are more female workers than male workers from 1891 to 1911.	True	False
5) Only 13% of the total workforce was female in 1911.	True	False

**Questions**

Answer the questions below.

1) What percentage of the farmers were men from 1891 to 1911?  
 \_\_\_\_\_  
 \_\_\_\_\_

2) The percentage of female workers in \_\_\_\_\_ occupation (jobs) does it look like \_\_\_\_\_ reduced from 1901 to 1911. Which occupation (jobs) does it look like \_\_\_\_\_ to?  
 \_\_\_\_\_  
 \_\_\_\_\_

3) Which job category shows the largest gap between \_\_\_\_\_ and \_\_\_\_\_?  
 \_\_\_\_\_  
 \_\_\_\_\_

**Reaction**

Interpret the data and write three conclusions you can make about it.

1)	_____
2)	_____
3)	_____

## Infographic Assignment – Sweatshops in Canada

### Objective

What are we learning more about?

Students will learn about the working conditions in Canadian sweatshops during the 1890–1914 period. They will research facts, statistics, and real examples related to wages, work hours, child labour, dangerous jobs, and factory rules. Students will then create an infographic that clearly communicates their findings using text, drawings, charts, and symbols.

### Materials

What do we need?

- ✓ Sweatshop research packet (provided or researched)
- ✓ Infographic planning page
- ✓ Blank infographic draft page
- ✓ Large blank chart paper or poster paper (for final version)



### Method

How do we complete the activity?

- 1) Get into groups of 3 or 4 students.
- 2) Choose one focus area to research about sweatshops (e.g., wages, work hours, child labour, safety, factory rules, fines, dangerous jobs).
- 3) Collect 5–7 facts or statistics about your chosen area (e.g., average number of hours worked, age of child workers, injuries, working days, heat/ventilation issues).
- 4) Use the planning page to organize your facts, decide your headings, and list the key visuals you will include.
- 5) Sketch your layout on the draft page, deciding where text, drawings, graphs, and symbols will go.
- 6) Create your final infographic neatly on chart paper, including facts, drawings, labels, and accurate visuals that explain working conditions.
- 7) Present your infographic to another group or the whole class, explaining why sweatshop conditions were a major social issue in Canada.
- 8) Take part in a Class Gallery Walk to view other groups' infographics and write down three things you learned from their work.

**Fact Sheet : Sweatshops in Canada (1890-1914)**

Topic	Date / Details	Description
<b>Working Hours</b>	1890-1914, major cities (Toronto, Montreal, Winnipeg)	Workers commonly worked <b>18-16 hours a day</b> , often <b>6 days a week</b> . Overtime was rarely paid, and breaks were limited or not allowed.
<b>Wages</b>	Typical pay: <b>5-15 cents per hour</b>	Workers earned extremely low wages, especially women and children. Many families needed every member, including young children, to work just to survive.
<b>Child Labor</b>	Children as young as <b>5 years old</b>	Many children worked long hours threading needles, finishing garments, or running machines. Injuries were common and schooling was often impossible.
<b>Unsafe Working Conditions</b>	Overcrowded, poorly lit, and very hot	Sweatshops were overcrowded, poorly lit, and extremely hot. Workers faced toxic dust, no ventilation, and dangerous machinery with few safety features.
<b>Dangerous Jobs</b>	Needlework, machine operators, cutters	Common injuries included cuts, finger injuries, machine accidents, and respiratory problems from fabric dust. Speed was prioritized over safety, increasing pressure and risk.
<b>Pay Deductions</b>	Deductions for mistakes or broken rules	Fines were levied for errors, talking, or damaged goods. Workers often received money at the end of the month, sometimes after deductions.
<b>Immigrant Workforce</b>	Many workers were immigrants (Jewish, Italian, Ukrainian, Chinese)	Immigrants were heavily recruited for garment factories. Employers targeted them because they accepted low wages and long hours.
<b>Home-Based Sweatshops</b>	"Tenement sweatshops" in apartments	Families worked in crowded home workshops producing clothing for contractors. Conditions were hot, cramped, and poorly regulated.
<b>Union Organizing</b>	Rise of labour unions, 1890s-1910s	Workers began forming unions to fight for better wages and safer workplaces. Strikes increased, especially in garment and textile industries.
<b>Government Response</b>	Limited factory laws before 1914	Early factory acts existed but were weakly enforced. Real improvements didn't occur until later reforms pushed by unions and social activists.

**Research**

Plan your infographic below.

An infographic displays information about a topic in a visually appealing way. Infographics use pictures, statistics, and facts to explain a topic.

**Directions**

Create an infographic about the working conditions in sweatshops in Canada during the 1890 - 1914 time period.

Find 5 statistical facts about the sweatshops in Canada during the 1890-1914 time period. Consider: working hours, number of working days a week, working conditions (air conditions, etc.), dangerous jobs, pay deductions (for mistakes or breaking strict rules), child labour, etc.

1)

2)

3)

4)

5)

**PREVIEW**

**Criteria** Use the criteria below to complete the activity.

Criteria	Description
<b>Message Clarity</b>	The infographic has a clear message about working conditions in Canadian sweatshops between 1890-1914.
<b>Fact Choice</b>	5-7 accurate and relevant facts about sweatshop work were chosen and explained.
<b>Visual Design</b>	The page includes drawings, symbols, charts, or labels that help show the facts clearly.
<b>Neat Work</b>	The page is easy to read, and colour or shading highlights key ideas.
<b>Team Work</b>	Each member of the group shared ideas, stayed involved, and helped with the work.

**Planning** Answer the questions below.

1) Group Plan: What message will you want to share about sweatshop working conditions?

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2) Steps: What steps will your group follow to make your infographic order?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

**Draft**

Draw a rough copy below of your infographic. Plan where you will write your text and draw your pictures.

**PREVIEW**

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

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**Gallery Walk**

Walk around the classroom to view each group's infographic on Canadian sweatshops. Write 3 things you learned about working conditions in sweatshops.

1

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2

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3

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**I Am Proud Because...**

Write a sentence about what you liked about the infographic and what message it shows about sweatshops.

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**Next Time I Will Improve By...**

Write a sentence about what you would do better next time to make your infographic even clearer or more detailed.

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**PREVIEW**

**Rubric** How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
<b>Message Clarity</b>	Hard to understand or missing a clear message.	Message is partly clear but confusing in places.	Message is clear and mostly easy to follow.	Very clear and strong message about sweatshop conditions.
<b>Fact Choice</b>	Facts are correct or not related.	Some facts are correct, but key points are missing.	Accurate facts chosen and mostly well explained.	All facts are accurate, relevant, and clearly explained.
<b>Visual Design</b>	Visuals are not used or are not clear.	Some visuals used but not very clear.	Visuals help explain most of the information.	Visuals are detailed, clear, and greatly improve understanding.
<b>Neat Work</b>	Hard to read, messy.	Mostly neat, but some messy.	Neat writing and organized layout.	Very neat, clearly organized, and visually appealing.
<b>Team Effort</b>	Did not help or listen.	Helped a little.	Helped a fairly good amount.	Worked fully as a team and improved the group's work.

PREVIEW

**Teacher Comments:**

	Mark
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**Student Comments – What Could You Do Better?**


## Workers in Canada – Labour Unions

### Work in Canada

After World War I in 1919, the Canadian soldiers returned home to find limited opportunities to work. The working conditions were rough, and the wages were low. There were no rules on how employers treated their employees, which made the working conditions unfavourable.

### One Big Union

In March 1919, labour delegates from across western Canada met in Calgary to form the "One Big Union". Their plan was to overthrow Canada's government and stop big business owners from making about 80% of the money. They knew if they could get the workers of these big businesses to join together, the owners would have to share the money more fairly.



L.W.W. - Industrial Workers of the World

### Winnipeg General Strike

In Winnipeg, workers decided to fight to unionize. Forming a union means that workers for a business work together to demand fair wages and working conditions. If these conditions are not met, they all refuse to work. A union only works if all members agree to work together! Once the machine shop went on strike, all the workers walked out.

Word spread around Winnipeg about the machine shop strike, which led to other workers also striking. Within a couple months, the entire working force, including the firefighters and police in Winnipeg, went on strike to send a message to business owners to improve working conditions. Wages of 30,000 to 35,000 workers went on strike. These strikes are now known as the Winnipeg General Strike.

### General Strike

The General Strike was mostly non-violent, however, on June 30, 1919, Northwest Mounted Police were called in to put a stop to the striking workers. A crowd of strikers beating them with clubs and firing weapons. 30 were injured and one was killed on that day, which is now referred to as Bloody Saturday.



### The Result

The rich wealthy elite tried to fight back against the general strike by hiring their own police force of militia to keep order in the city. Eventually, the workers gave up on the fight and returned to work.

The business owners, who were now worried about future strikes, decided to improve working conditions and wages. The Winnipeg General Strike improved working conditions for millions of people across Canada.

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

**Fiction or Fact** Circle if each statement is Fiction or Fact.

1) Returning soldiers easily found good jobs in 1919.	Fiction	Fact
2) Delegates met in Calgary to challenge capitalism.	Fiction	Fact
3) A union works even without full participation.	Fiction	Fact
4) Bloody Saturday involved peaceful police crowd control.	Fiction	Fact
5) Workers struck after failed attempts to unionize.	Fiction	Fact
6) The strike improved wages and conditions nationally.	Fiction	Fact

**Questions** Answer the questions below.

1) What are the legal responsibilities of unions when a union decides to strike?

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2) Explain why poor working conditions were appealing after World War I.

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3) How did the Winnipeg General Strike improve working conditions in Canada?

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**Making Connections** What does this remind you of in your life?

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**PREVIEW**

## The Manitoba Schools Question

### What was the Manitoba Schools Question?

When Manitoba became a province under the **Manitoba Act** of 1870, the population was almost equally divided between French-speaking **Catholics** and English-speaking **Protestants**. Because of this balance, the government created a **dual school system** where both Catholic and Protestant schools received funding. This system was meant to protect the language and cultural rights of both groups.

Over the next 20 years, however, Manitoba's population changed. More English-speaking Protestants moved into the province, and French-speaking Catholics became a smaller group. In 1887, **Thomas Greenway** became the seventh Premier of Manitoba. Greenway was a Protestant who strongly believed in creating one public school system. He withdrew government support for French and Catholic schools and required French Catholic schools to attend English public schools. He also changed laws in the Manitoba Act, making English the official language used in the courts and government. These changes caused a major conflict in Manitoba.

### Response by French Catholics

French Catholics in Manitoba felt that their language, identity, and culture were being threatened. They believed the provisions of the Manitoba Act were being ignored. French Canadians nationwide supported their claims, fearing other provinces might also remove French rights. Tension grew quickly, and many French Catholics took their cases to provincial court. By 1895, both sides had lost their lawsuits, confirming Manitoba's laws.

### Federal Response

The issue soon reached the federal government. Many French Canadian Catholics believed this was a national problem, not just a Manitoba issue. In 1891, **Prime Minister Mackenzie Bowell** supported the French Catholics and tried to restore their rights. However, this angered Manitoba's government and many Protestants. Bowell's own cabinet became divided, and he eventually resigned. **Sir Charles Tupper** replaced him and reversed Bowell's work, removing the protections that Bowell had tried to put back.

### The Compromise

In 1896, **Sir Wilfrid Laurier** became Prime Minister. He chose a middle-ground approach to settle the conflict. Together, Laurier and Greenway created a compromise:

- Catholic teachers could be hired in schools with forty or more Catholic students, and families could request half an hour of religious instruction daily.
- French could be used in class when enough students required it.

French Catholics regained limited rights, but their language and culture still lacked full protection. The controversy remains one of the most important and difficult moments for French Canadians.



**Directions**

Circle "Right" or "Wrong" for each situation. Then explain your reason.

1) A court refuses to hear cases about language rights.

Right

Wrong

2) A student wears a shirt with a strong political message to school.

Right

Wrong

3) A government protects the rights promised in an earlier act.

Right

Wrong

**Questions**

Answer the questions.

1) What was the Manitoba Act? Why was it controversial?

2) How was the controversy resolved? Who won and why?

**Matching**

Connect each leader to the correct description.

Thomas Greenway Mackenzie Bowell Charles Tupper Wilfrid Laurier  Prime Minister who tried to restore French Catholic rights but faced backlash. Prime Minister who created a compromise to reduce conflict. Premier who removed French/Catholic school funding and made English-only laws. Prime Minister who reversed Bowell's work and supported Manitoba's actions.

## Newspaper Article: The Truancy Act

### Breaking News: Ontario Passes the Truancy Act

Published: April 9, 1891

Early this morning, the Ontario government passed a new law called the Truancy Act. For the first time in the province's history, children between the ages of 7 and 14 are required to stay home from school without permission. Until today, most children were allowed to work at around age 7, and their families relied on this extra income to survive, so school was often considered less important.

Government officials said the new law was needed because too many children were growing up without basic reading or writing skills. In 1890, school inspectors reported that thousands of children across Ontario were not attending school at all. Under the new Act, parents who keep their children home can be charged for their child's truancy. The maximum fine is now \$1,000, and parents may face up to one year of probation if they refuse to follow the law.

Dr. Samuel Hodge, an education expert at the Ontario Institute for Learning, explained:

“This Act will change our province. When children learn to read and write, they are more able to find work later in life. It helps the whole society grow.”

Not everyone welcomed the change. Many families, especially in rural areas, fear the impact on their farms. In eastern Ontario, farmer Margaret Ellis said,

“We depend on our children to help with chores. Losing their help will be very hard for us.”

The government has said that inspectors will begin visiting communities within the next few weeks to check attendance records. Children who are away from school without permission will be reported.

Parents must also

children must

for the full term unless they are sick or have written approval to be absent.

Officials believe this law will lead to a more educated population. They point to examples from other countries where similar attendance laws raised literacy rates and reduced child labour. The government expects the Truancy Act to play a major role in shaping Ontario's future, making education a daily part of every child's life for years to come.



**Questions**

Answer the questions below.

1) What was the Truancy Act? Why was it signed?

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2) Why would the law be harder for rural families than for city families?

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3) Why might \_\_\_\_\_ think \_\_\_\_\_ would help the whole community?

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**True or False**

Decide if the statement is true or false.

1) The Truancy Act helped stop child labour.

T F

2) The Truancy Act made it law that every child between 4-14 go to school.

T F

3) Truancy laws do not exist any longer in Canada.

T F

4) The Adolescent School Attendance Act increased the age to 16 for all kids.

T F

5) Parents of truant children can go to jail.

T F

**Making Connections**

How has the Truancy Act changed your life? What would you be doing otherwise?

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# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

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

Mark:

What is the Truancy Act and why was it created?

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

Mark:

What is the Truancy Act and why was it created?

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

Mark:

What is the Truancy Act and why was it created?

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

Mark:

What is the Truancy Act and why was it created?

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**PREVIEW**

## Indian Act – Indian Status

### Background

The **Indian Act** was created in 1876 to give the government of Canada control over First Nations' land, resources, and education. In return, the First Nations received small patches of land called reserves. A **reserve** is a limited area of land set aside for a First Nation community. On a reserve, members of First Nations could continue living their own way of life, with fewer rules from the federal government on hunting, fishing, or paying taxes. The government believed this system would help them manage and monitor Indigenous communities, though it often limited traditional practices and movement.

### Status: Who is considered an "Indian"?

The **Indian Act** created the term "Status Indians" who could live on reserves. The Canadian government argued that this would protect reserve land for First Nation members. A "Status Indian" was considered a "ward of the state," which meant they were under the full authority of the federal government. This legal label gave the government power to decide who belonged to a First Nation community and who did not.

While the term "Indian" is used in the **Indian Act**, many Indigenous Peoples do not use it to describe themselves because it was imposed by the state. Despite this, the Canadian government continued to use the term for legal purposes and also decided that Métis and Inuit people were excluded from this status. This meant they did not receive the same rights given to Status Indians, such as:

- The granting of reserves and the rights associated with them
- An extended hunting season
- A less restricted right to bear arms
- Some medical coverage
- More freedom in the management of gaming and tobacco

### Losing or Gaining Indian Status

From 1876 to 1955, Status Indians could lose their status for several reasons. These rules often harmed families and removed people from their communities. Examples include:

- Women lost their Status if they married a non-Status man, including a Métis or Inuit man.
- Women also lost Status if their husbands died or abandoned them.
- Any "Indian" who earned a university degree or became a professional.
- Any "Indian" who served in the armed forces.
- Any "Indian" who became a Canadian citizen.

These rules weakened First Nation communities and pushed many people to give up their legal identity to survive under government pressure.



Indian Status Card

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

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Canadian History  
1870-1914

**Multiple Choice**

Circle the correct answer.

1) The Indian Act was enacted in...	1976	1876
2) A reserve is a small amount of...	Land	Money
3) First Nations became wards of the...	Crown	State
4) "Indians" lost their Status if they joined...	The Military	A Reserve
5) Status Indians lost their Status if they got a...	Criminal Record	Degree

**Questions**

Answer the questions below.

1) What does it mean for First Nations?

2) How did the government discriminate on women?

3) Why did the government claim reserves would protect First Nations?

**Questioning**

Write 2 questions you have about the Indian Act.

1) \_\_\_\_\_

2) \_\_\_\_\_

## Impact of the Indian Act

### Impact of the Indian Act

The Indian Act changed the way of life for all First Nation members. The Indian Act was created by the Canadian government to erase First Nation history, culture, and way of life from Canada. It is still in effect in the year 2025, although many changes have been made.



Read the list and explain how the lives of these individuals were changed.

- ✓ Denied women the right to vote
- ✓ Introduced residential schools
- ✓ Created reserves
- ✓ Restricted First Nations from leaving their reserve without permission
- ✓ Allowed the government to take land from reserves to build roads, railways, and other public works
- ✓ Took away Status Indian rights from any First Nations man that attended university
- ✓ Allowed the government to move an entire reserve to another location
- ✓ Could take reserve land and lease it to non-First Nations people who could use it for farming or pasture
- ✓ Prohibited the sale of alcohol and ammunition to First Nations
- ✓ Prohibited pool hall owners from allowing First Nations to enter their pool hall
- ✓ Forbade First Nations from speaking their native language
- ✓ Forbade First Nations from practicing their traditional religion
- ✓ Forbade First Nations from appearing in any public dance, show, exhibition, stampede, or pageant wearing traditional regalia
- ✓ Declared the potlatch and other cultural ceremonies illegal
- ✓ Denied First Nations the right to vote if they were Status Indians
- ✓ Created a permit system to control First Nations ability to sell products from farms



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

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**Questions**

Answer the questions below.

1) The potlatch is a gift-giving ceremony between First Nations. Why would Prime Minister Macdonald make potlatch ceremonies illegal? Why would he make it illegal for First Nations to wear their traditional clothing?

2) If First Nations were forced to live by these rules, they could give up their Indian Status and become Canadian citizens. Why would the government want to make life miserable for Status Indians?

**True or False**

Decide if the statement is true or false.

1) First Nations could not enter a pool hall.	True	False
2) Status Indians could not vote.	True	False
3) The government could not take land away from reserves to build roads.	True	False
4) The Indian Act outlined the creation of schools and reserves.	True	False
5) Status Indians could buy alcohol and/or ammunition.	True	False

**Reaction**

Which impacts do you think were the most unfair for First Nations?

## Indian Act – Residential Schools

### Indian Act – Residential Schools

The **Indian Act** served to assimilate First Nation members into a Canadian culture and way of life. In 1879, **residential schools** became official policy that made it law that First Nation children attend.

Across Canada, residential schools forcibly removed First Nations children from their home communities to attend school. It became illegal for children to attend any other school.



### Poor Conditions

These children did not receive the same education that other children would. The curriculum was focused on teaching girls how to cook, clean, sew, and do laundry. For boys, it was entry, tin smithing, and farming. The schools forced the children to wear and

The abuse at residential school was widespread. I recall being beaten and strapped. Some were shackled to their beds, while others had needles shoved in their tongues for speaking their native language.

**P.H. Bryce** was a government medical inspector who reported on conditions in residential schools. He concluded that 24% of the previously healthy children were dying in residential schools. Even more, this figure did not include children when they were sent home. When you factor in the children who were returning with diseases like tuberculosis, Bryce reported it could be anywhere between 30% and 50% of children.

### Indigenous Parents - Resistance to Residential Schools

Many Indigenous parents did not want to send their children away, especially after seeing so many children not return and hearing about the terrible conditions at the school. But the law was clear – children had to be educated in residential schools.

In response, some parents would contact the residential school and demand better conditions. In most cases, the school would increase the food supply, or a teacher would be disciplined for poor treatment of children.

In other cases, parents would hide their children when the Indian agents came searching for them. **Marie-Jeanne Papatie** was told by her father to hide in the basement, and when he would call for her, she was not to answer. When the Indian Agent came to get Marie-Jeanne, her father told the agent that she had run away.

**True or False**

Circle whether the statement is true or false.

1) Children were forced to work but were paid.	True	False
2) Indigenous kids could choose whether to attend or not.	True	False
3) Children were kept safe and always made it home to their families.	True	False
4) Diseases often spread in residential schools.	True	False
5) Parents could choose to educate their child instead of sending them.	True	False

**Questions**

Answer the questions below.

1) Why did the government create residential schools? What did they teach girls and boys?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) What did P.H. Bryce learn about the conditions of the schools after he investigated them?

\_\_\_\_\_

\_\_\_\_\_

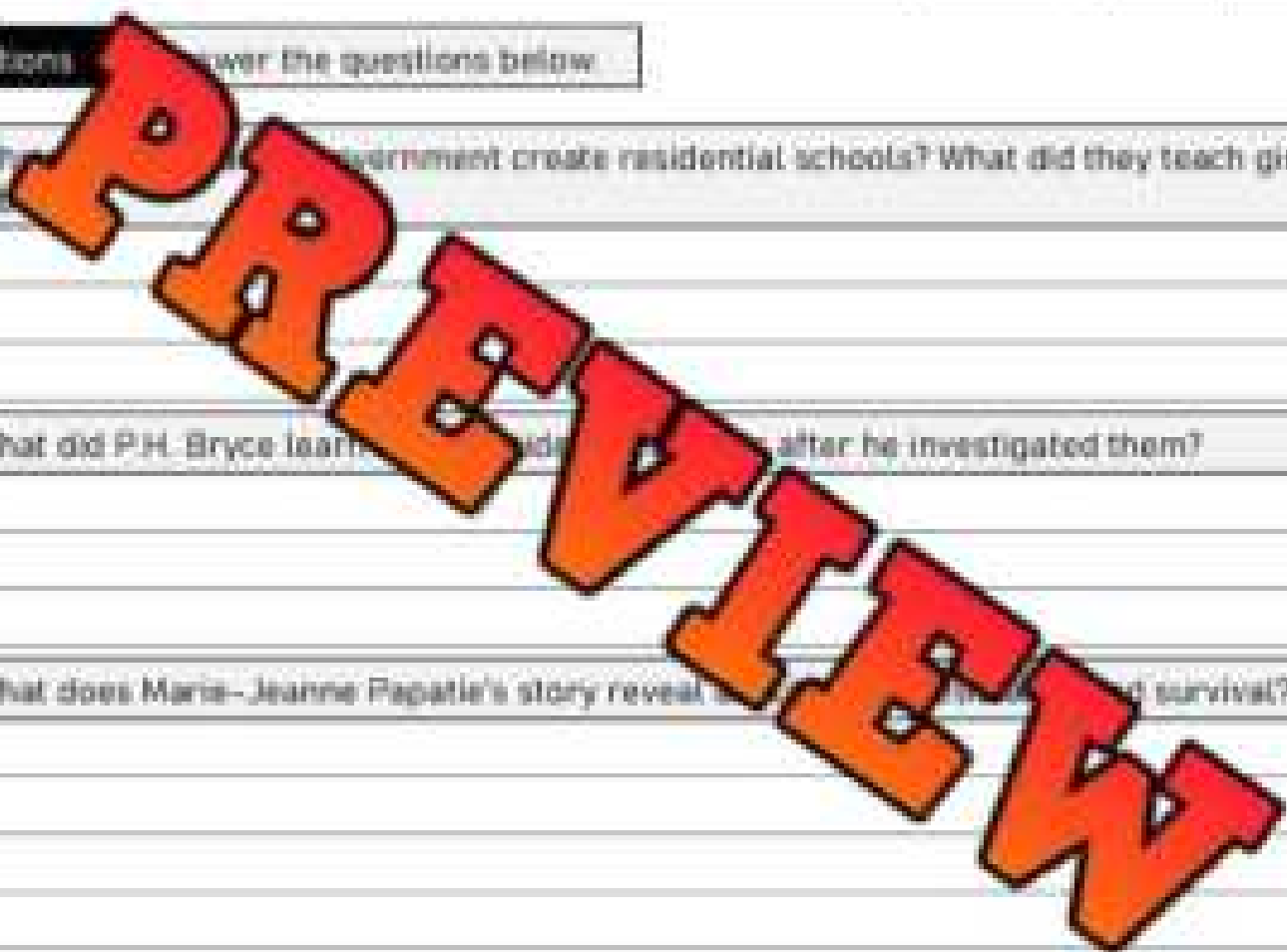
\_\_\_\_\_

3) What does Marie-Jeanne Papatie's story reveal about the conditions of survival?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Reaction**

How do you think the parents felt being forced to send their children?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Paying for Residential Schools

### Day Schools, Industrial Schools, and Residential Schools

From 1883, residential schools were being built to educate indigenous children in schools. Day schools and industrial schools opened alongside residential schools to meet this expectation. Day schools and industrial schools were not boarding schools, meaning the children went home at the end of the school day. The abuse still existed in these schools, but not to the degree that they existed in residential schools.

### Funding Residential Schools

The government had a budget of \$44,000 a year for the residential schools. This money came from the federal government and the provincial government. When the government felt that the schools were not doing it,

The schools did not receive enough property. They tried to force indigenous parents to pay money, but that didn't work. Instead, they used the children to do much of the work that would normally be done by adults to do. For example, the children laundered their own clothes, planted trees, raised animals for food, cleaned the building, and performed other tasks needed for the daily operation of the school.

In 1892, only four years into the plan, the government switched to a per-student fixed allowance. This meant they would pay the residential school a fixed amount for every student they had.

Unfortunately, the amount wasn't enough, and the schools had even less money than before. The teachers were upset as their salaries were reduced. There wasn't enough money to repair the buildings and worse of all, there wasn't enough food to properly feed the students. Students were forced to make goods and do services for outsiders so the school could earn money.

In order to get more students, residential schools would compete to get new students to join. This was to get more money for the school, as the more students they had, the more money they received.

Children at Fort Simpson Residential School holding letters that spell "Goodbye"



Inuit children posing in front of Sept-Îles Residential School



**True or False** Circle whether the statement is true or false.

1) There were only residential schools to educate Indigenous children.	True	False
2) The residential schools were properly funded.	True	False
3) The children had to do a lot of the work to keep the building operating.	True	False
4) There was enough food for the children to stay well nourished.	True	False
5) The government paid the schools based on the number of students.	True	False

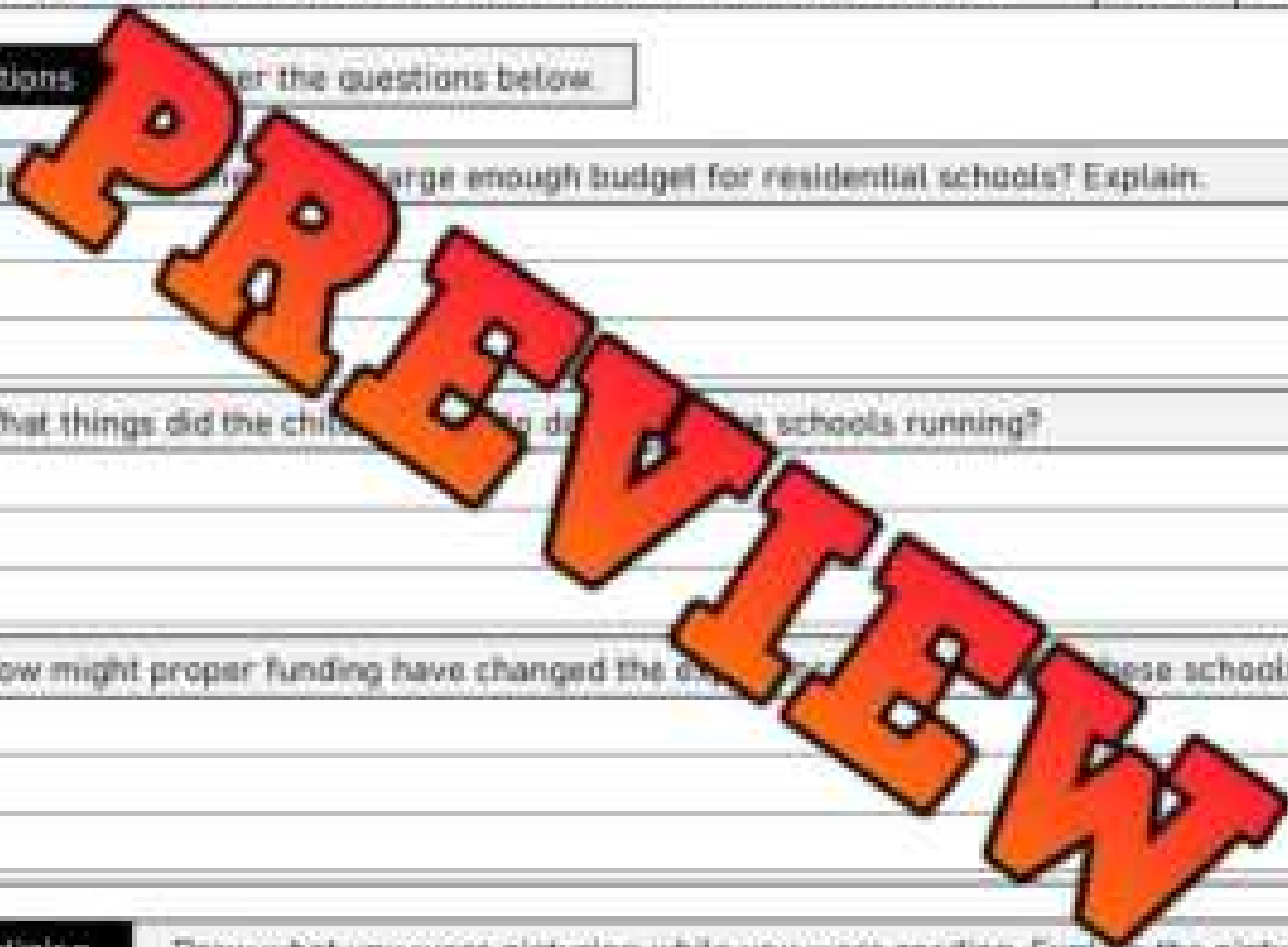
**Questions** Answer the questions below.

- 1) Did the government have a large enough budget for residential schools? Explain.  
\_\_\_\_\_  
\_\_\_\_\_
- 2) What things did the children have to do to keep the schools running?  
\_\_\_\_\_  
\_\_\_\_\_
- 3) How might proper funding have changed the conditions of these schools?  
\_\_\_\_\_  
\_\_\_\_\_

**Visualizing** Draw what you were picturing while you were reading. Explain the picture.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

Name: _____	Mark: _____
List 5 things children were required to do in residential schools.	
1	
2	
3	
4	
5	

Name: _____	Mark: _____
List 5 things children were required to do in residential schools.	
1	
2	
3	
4	
5	

Name: _____	Mark: _____
List 5 things children were required to do in residential schools.	
1	
2	
3	
4	
5	

Name: _____	Mark: _____
List 5 things children were required to do in residential schools.	
1	
2	
3	
4	
5	

**PREVIEW**

## Interview: Intergenerational Trauma

**Interviewer:** Thank you for meeting with us today. Can you introduce yourself?

**Elder Michael:** My name is Elder Michael. I am a residential school survivor, and I speak about intergenerational trauma, so young people understand how the past still shapes families today.

**Interviewer:** To begin, what exactly does “intergenerational trauma” mean?

**Elder Michael:** It’s trauma that is passed down from parents to children and even to grandchildren. It happens when a major harm—like the abuse in residential schools—changes how a person thinks, feels, and behaves, and then passes it on to the next generations.



**Interviewer:** How do residential schools cause this?

**Elder Michael:** Residential schools were taken from their families for over 100 years. They were punished for speaking their Indigenous languages, separated from siblings, and many faced physical, emotional, and sexual abuse. This caused severe trauma, including fear, shame, anger, and loss of identity. Many did not receive support when they returned home.

**Interviewer:** Do we know how many survivors are living today?

**Elder Michael:** Yes. In 2020, there were about 100 survivors in Canada. But the number of people affected is much higher because of the trauma passed on to the next generation.

**Interviewer:** How does trauma get passed to the next generation?

**Elder Michael:** Many survivors struggled with depression, anxiety, and predictable emotions. Some turned to drugs or alcohol to cope. Their children grew up in homes, sometimes facing violence, anger, or addiction. Even if a child was not in residential school, they can carry the emotional impact.

**Interviewer:** Can trauma be triggered by everyday things?

**Elder Michael:** Yes. Sometimes a word, a smell, or even a certain place brings back painful memories. These are called triggers, and they can cause emotional reactions without warning.

**Interviewer:** What do people need in order to heal?

**Elder Michael:** Healing takes time. Survivors need access to counselling, cultural teachings, and safe spaces to reconnect with identity, language, and traditions. Communities also need governments to honour reconciliation, make apologies, and restore Indigenous rights.

**Interviewer:** What can students like us do?

**Elder Michael:** Learn the truth. Talk about it. Show respect. Understanding the history of residential schools helps Canada build a safer and more honest future for everyone.

**True or False** Circle whether the statement is true (T) or false (F).

1) Trauma is the emotional response to a terrible event.	T	F
2) Intergenerational trauma is when the emotions are passed down to children.	T	F
3) Working on your trauma can stop intergenerational trauma.	T	F
4) Residential schools are closed so the trauma is over.	T	F
5) We can help heal intergenerational trauma experienced by Indigenous people.	T	F

**Questions** Answer the questions below.

1) What is cultural trauma? How are residential schools affecting Indigenous people? How do residential schools affect the future?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) What actions should governments take to help with the trauma?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) How can we help Indigenous Peoples heal their trauma?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Questioning** What questions would you ask Elder Michael if you were the interviewer?

1)	_____
2)	_____



Question

What does the quote at the bottom mean? Explain using an example related to residential schools

# Inter-Generational Trauma



When you work on your trauma, you choose to not pass it on to the next generation.

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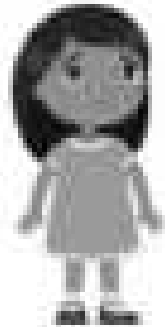
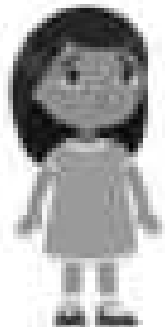
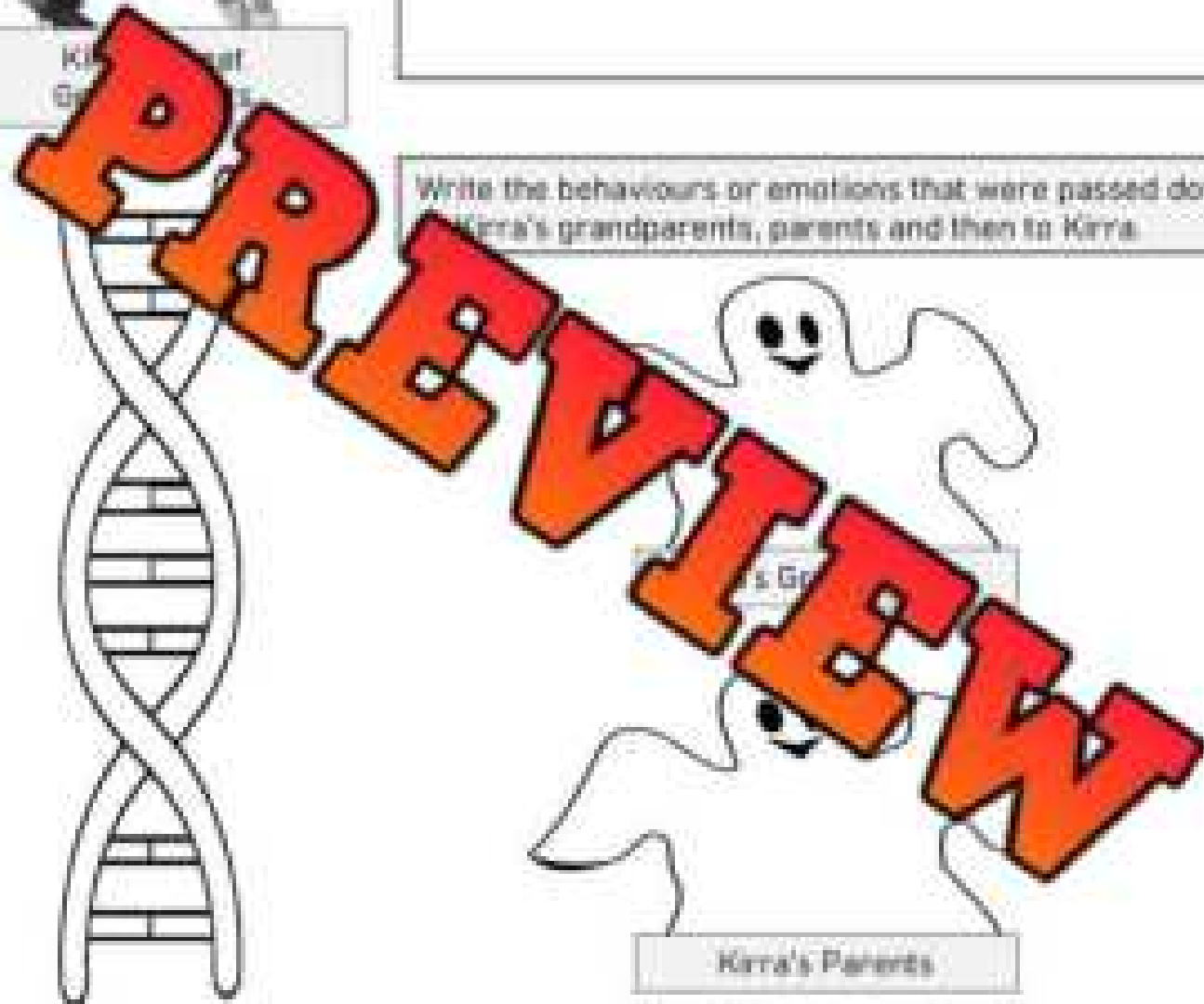


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**Directions** Fill in the blanks to show how trauma is passed down through generations.



1) What experiences did Kirra's great-grandparents have at residential schools?



## Reconciliation

### What is Reconciliation?

The abuse and horrific conditions that 150,000 Indigenous children endured in residential schools was not talked about by many Canadians before 2008. In 2008, Prime Minister Steven Harper delivered the Statement of Apology on behalf of Canadians for the residential school system.

A basic definition for **Reconciliation** is the actions of restoring friendly relations. If you've ever been in a fight with a classmate, you have hopefully reconciled by getting an friendly win.

In 2008, the Truth and Reconciliation Commission of Canada (TRC) was part of the Indian Residential Schools Settlement Agreement (IRSSA). The goal of the TRC is to inform Canadians of what happened in residential schools. The TRC has interviewed those directly or indirectly affected by residential schools to report on their stories and experiences.



Reconciliation Monument

The TRC defines reconciliation as:

*"... Reconciliation is about establishing a mutually respectful relationship between Indigenous and non-Indigenous people in this country. In order for that to happen, there has to be awareness of the truth, an acknowledgment of the harm that has been inflicted, atonement for the causes, and actions to prevent it from recurring."*

### Achieving Reconciliation

In 2015, the TRC published a report with 94 calls to action to achieve reconciliation. The calls to action include the following:

- ❑ Educate today's youth with what happened in residential schools
- ❑ Close gaps in health care accessed by Indigenous communities
- ❑ Investigate crimes related to Indigenous communities
- ❑ Apologies from the Roman Catholic Church and the Pope specifically
- ❑ Construct monuments and museums that celebrate Indigenous leaders
- ❑ Renew treaties by reviewing them with Indigenous communities and making changes that show mutual respect to the other party

### What Reconciliation is Not

Reconciliation is not a trend, a single gesture, action, or statement. It is not about blame or about making Canadians feel guilty. It isn't someone else's responsibility. Instead, it is an opportunity to move forward, building relationships, respecting Indigenous beliefs, cultures, and values. It is healing for all Canadians.

*"Restore what must be restored, repair what must be repaired, return what must be returned."*

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

**True or False** Circle whether the statement is true or false.

1) Reconciliation can be achieved if we all say sorry.	T	F
2) Canadians should feel guilty for what happened to the Indigenous children.	T	F
3) Part of reconciliation is learning about what happened in residential schools.	T	F
4) The TRC came up with 94 calls to action.	T	F
5) Steven Harper apologized on behalf of all Canadians in 2008.	T	F

**Questions** Answer the questions below

1) What does reconciliation mean?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Why did many Canadians learn about residential schools before 2008?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) Describe how the TRC's work helps rebuild trust in Indigenous communities in Canada.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Making Connections** How is Canada working towards reconciliation?

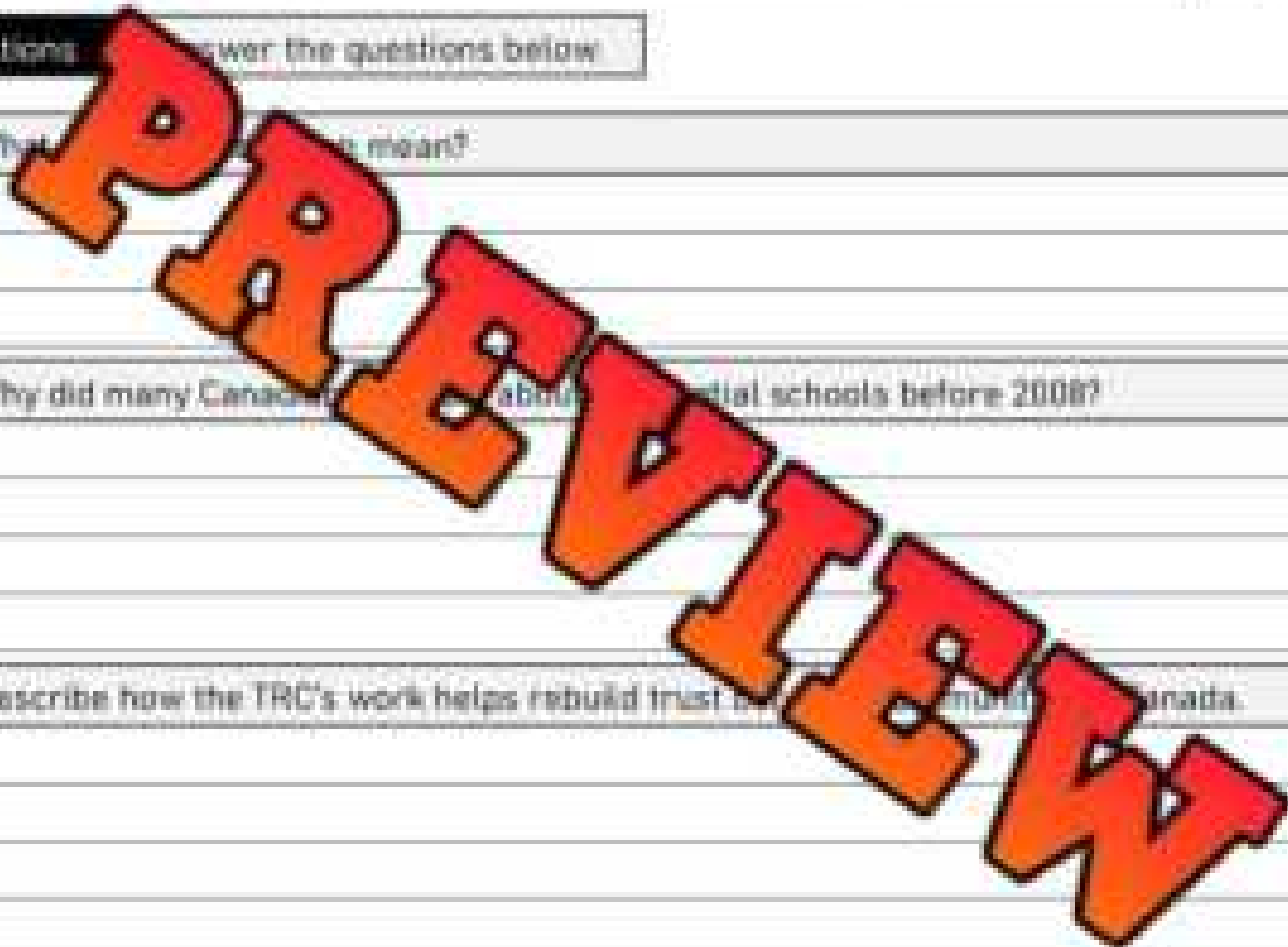
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## Why Did Alberta Join Confederation?

### Alberta Before Confederation

Before Alberta joined Confederation in 1905, it was not a province. It was part of the **North-West Territories**, which was owned by the Canadian government. The government owned the land after they bought **Rupert's Land** from Britain.

### Factors For Joining Confederation

#### 1. Money From Canadian Government

As more and more people began moving and settling in present-day Alberta, the need for infrastructure became important. **Infrastructure** is all the important services that are offered by a city. Infrastructure includes its roads, hospitals, sewers, power lines and more.

As the people of Alberta demanded better infrastructure, the government of Alberta could not afford it. They didn't have the money. If they joined confederation, they would be given money by the Federal government. This would help them build better infrastructure. The main reason why Alberta joined confederation was to receive money from the Canadian government.

#### 2. Economy - Increased Trade

With the completion of the **Canadian Pacific Railway**, Alberta could now be connected to the rest of the provinces. This means that if they joined confederation, they could increase their trade with other provinces. This would allow them to trade their wheat, oil, and lumber resources which would help their economy. A stronger economy means that they could afford better infrastructure and services for the people of Alberta.



#### 3. More Control

Before Alberta joined confederation, they had less control over their resources. This was because their land was owned by the Canadian government. That meant that all the resources were also controlled by the Canadian government. When Alberta sold their timber, wheat or coal, they had to give the earnings to the Canadian government. The Canadian government would give some of it back, but many Albertans didn't think this was fair.

If they joined confederation, they would have a provincial government that would give them more control over their natural resources. They saw that other provinces had more control over their own laws and the way their province operated. Therefore, if they joined confederation, they would have more control.

**Two Truths and a Lie** Read each group. Tick ✓ the two true statements. Mark ✗ the one lie.

<input type="checkbox"/>	Alberta was part of the North-West Territories.	<input type="checkbox"/>	The completion of the railway benefited Alberta's trade.
<input type="checkbox"/>	The Canadian government owned the North-West Territories.	<input type="checkbox"/>	Alberta had control of their resources before joining Confederation.
<input type="checkbox"/>	Alberta had a strong infrastructure before joining Confederation.	<input type="checkbox"/>	Trade growth strengthened Alberta's economy.

**Questions** Answer the questions below.

1) Why did some people want to join confederation?

\_\_\_\_\_

\_\_\_\_\_

2) How did the railway benefit Alberta? In what ways did it help their economy and the growth of their province?

\_\_\_\_\_

\_\_\_\_\_

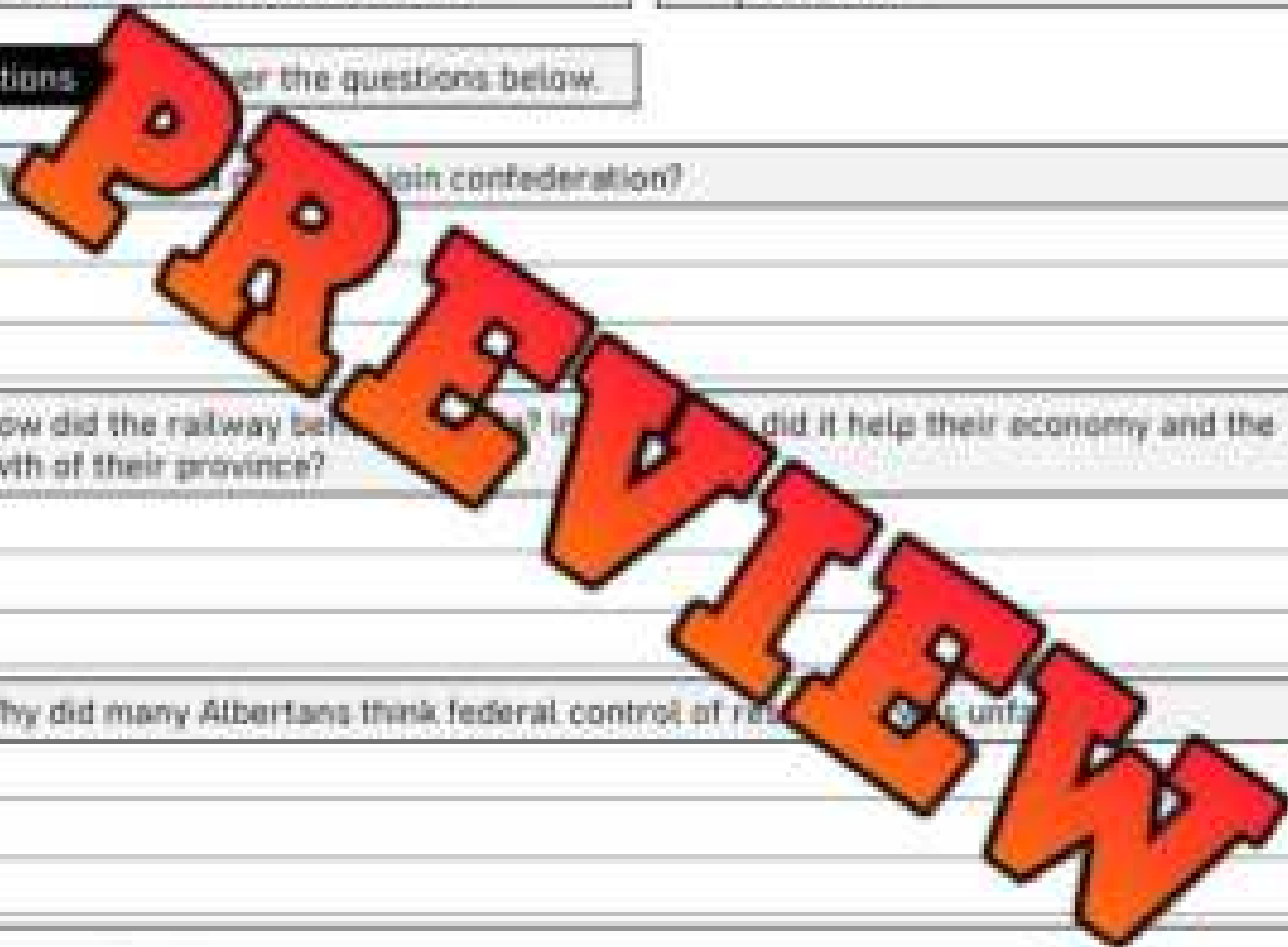
3) Why did many Albertans think federal control of railways was unfair?

\_\_\_\_\_

\_\_\_\_\_

**Word Hunt** Find 3 important words in the text and explain them.

<input type="text"/>	_____
<input type="text"/>	_____
<input type="text"/>	_____



# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Alberta's land belonged fully to local settlers.	T	
	F	
2) Railway links made Alberta's trade much stronger.	T	
	F	
3) Alberta controlled natural resources before Confederation.	T	
	F	
4) Albertans believed the federal system was fully fair.	T	
	F	
5) Resource profits all stayed within Alberta's borders.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Alberta's land belonged fully to local settlers.	T	
	F	
2) Railway links made Alberta's trade much stronger.	T	
	F	
3) Alberta controlled natural resources before Confederation.	T	
	F	
4) Albertans believed the federal system was fully fair.	T	
	F	
5) Resource profits all stayed within Alberta's borders.	T	
	F	

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4) Albertans believed the federal system was fully fair.	T	
	F	
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	F	
3) Alberta controlled natural resources before Confederation.	T	
	F	
4) Albertans believed the federal system was fully fair.	T	
	F	
5) Resource profits all stayed within Alberta's borders.	T	
	F	

# Alberta and Saskatchewan Join Canada

## Before Confederation - Background

**Alberta and Saskatchewan** did not join Confederation in 1867 when many of the other colonies did. This is because these two regions did not have clear boundaries and were not colonies of their own. In the 1850s and 1860s, this land was still owned by Britain. The British government didn't want to defend this land any longer, as the fur trade was declining. There was a constant threat of US invasion as the United States was looking to expand their territory. In 1870, Canada purchased Rupert's Land and the North-West from the Hudson's Bay Company and labelled it the Northwest Territories.

## The New West

Before Confederation, non-Indigenous people lived in the areas we now call Alberta and Saskatchewan. In 1883, only 1,000 non-Indigenous people lived there. This changed quickly when the Canadian Pacific Railway was built and reached Calgary. News was spreading that the land in these regions was perfect for growing wheat. With this information, many people from other parts of Canada moved west. A lot of immigrants from Europe also moved to Alberta and Saskatchewan. By 1911, the population had risen to 375,000.

## Two Provinces or One?

With the populations of these two regions growing rapidly, political leaders such as Frederick William Haultain had pushed to make them provinces. The people in these regions agreed, because they knew if they became a province, they could have their own provincial government that could have more control over things like policing, hospitals, and education.

The current Prime Minister was Wilfrid Laurier, who needed to decide whether to make one large province or two smaller provinces. He decided that the large province would be too big for the provincial government to handle, so two provinces were created. On September 1, 1905, the **Alberta Act** and the **Saskatchewan Act** were signed. Canada now had their 7<sup>th</sup> and 8<sup>th</sup> province enter Confederation.

## First Nations

The First Nations communities and the Métis in these two provinces were again pushed aside. The Federal government in Ottawa prioritized expanding in the west, as opposed to the rights of the Indigenous. Most of the Indigenous moved onto reserves and farmed to survive. Many of these communities had been **nomadic**, meaning they would move around, often following a food source like the buffalo. With the Canadian population growing in these provinces, the Indigenous could no longer live nomadic lifestyles.



**True or False**

Circle whether the statement is true or false.

1) Before 1870, the British government owned Alberta and Saskatchewan.	True	False
2) The railroad and the great farming and soil brought people west.	True	False
3) The First Nations communities were left alone in these regions.	True	False
4) Alberta became a province before Saskatchewan.	True	False
5) Alberta and Saskatchewan were almost made into one big province.	True	False

**Questions**

Answer the questions below.

1) Why did Alberta and Saskatchewan join Confederation in 1871?

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2) Why did the population of these two provinces grow so fast?

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3) Did the government of Ottawa consider the Indigenous and First Nations?

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**Summarize**

Summarize the reading by including the main idea and important information.

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## Debate: Western Settlement – Fair or Unfair?

**Objective** What are we learning about?

Students will explore different viewpoints on the government's decision to promote large-scale immigration and homesteading in Western Canada between 1890-1914. They will learn how these settlement policies affected newcomers, First Nations, and Métis communities. Students will debate whether the government's actions were fair or harmful and consider the long-term impact on land, rights, and community life.

**Materials** What do you need for the activity?

- Sentence starters
- Planning page
- Debate prompt



**Instructions** How will you complete the activity?

- 1) Read the debate question: Was promoting immigration to Western Canada fair to Indigenous Peoples?
- 2) Review the background together: Government set up a homestead campaign that encouraged thousands of newcomers to move West, which created pressure on Indigenous and Métis lands.
- 3) Divide the class into two teams:
  - **Team A:** Immigration and settlement were fair and supported Canadian growth.
  - **Team B:** Immigration and settlement were unfair and harmed Indigenous communities.
- 4) Each team researches their side using class notes and completes the debate planning sheet.
- 5) Use sentence starters to prepare strong arguments with clear evidence.
- 6) Sit in a circle and let each team respectfully present their points.
- 7) After all arguments are shared, hold a class discussion or vote on which side presented the stronger case.
- 8) Reflect: How did Western settlement shape Canada's development? Who benefited most, and who faced the greatest loss?



**Planning**

Answer the questions below.

1) Do you think promoting immigration to Western Canada was fair to Indigenous Peoples? Explain why or why not.

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2) What reasons do you have for your opinion?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3) What might the other side say?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4) What facts or examples make your opinion stronger?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**PREVIEW**

Reflection Questions

Answer the questions below.

1) How did Western settlement change life for the people who moved there?

2) Which group gained the most from Western settlement, and why?

3) Which groups were harmed most by Western settlement, and how?

4) How did new farms and towns change the land used by indigenous peoples?

5) How can learning about this history help us understand Canada today?

**PREVIEW**

## Boer War

### Who were the Boers?

The **Boers** were settlers who lived in a South African colony called Cape Town. The colony had first been controlled by the Netherlands, and many Boers were descendants of people who migrated from France, Germany, and the Netherlands. In the early 1800s, Britain took control of the region after several battles with the Boers. Even though the Boers resisted, the Netherlands eventually gave up the colony. Once Britain gained full control, they sent many British colonists to the area. These new arrivals brought changes to laws, farming practices, and daily life, which caused tension with the Boer families who had lived there for generations.

### Unhappy

The Boers became increasingly unhappy under British rule. They disagreed with new taxes and laws and felt that the British ignored Boer traditions. As a result, many Boers left Cape Town and moved to other parts of the region, hoping to build independent communities. They created several states called Boer republics, where they could run their own governments and protect their traditions.

### First Boer War

In 1868, diamonds were discovered in British territory extremely valuable. This discovery encouraged more British settlers to move into the region. The Boers, already living in their own republics, feared Britain would take away their land. When fighting broke out, the Boers used smart strategies, including:

- **Fighting from long distances**, avoiding close combat.
- **Attacking quickly**, then retreating before British troops could respond.
- **Using the landscape**, such as hills and rocky areas, to their advantage.

The Boers won the first war, and Britain was forced to recognize the independence of the Boer free states.

### Second Boer War

A second conflict began in 1886 when gold was discovered in the Boer republic of Transvaal. This made the region wealthy and threatened British control in South Africa. Britain feared the Boers would grow stronger, so they attacked again. The second war was long and costly, but Britain eventually captured all Boer territory, making the region part of the British Empire.

### Canada's Participation in the Boer War

In 1899, Britain needed more soldiers and asked Prime Minister Wilfrid Laurier to send Canadian troops. Laurier agreed, and about 8,000 Canadians volunteered. They earned respect for bravery and discipline, though 244 Canadians died. The war improved Canada's world reputation and encouraged more immigration after it ended in 1902.



## True or False

Circle whether the statement is true or false.

1) The Boer people were from France, Britain, and the Netherlands.	T	F
2) The British won both of the Boer Wars.	T	F
3) The Boer's land was valuable because they found diamonds and gold on it.	T	F
4) The Boers won the first Boer war.	T	F
5) Britain was worried that the Boers were becoming too powerful.	T	F
6) The Boers were intelligent fighters as they attacked from a distance.	T	F
7) The Boers and British colonists got along before the first Boer war.	T	F
8) Britain won the second Boer war and took control of all Boer lands.	T	F

## Questions

Write answers below.

1) Who were the Boers and where did they come from?

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2) What was the Boer war fought over?

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3) How was Canada involved in the Boer war? Why did they join Britain?

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## Questioning

Write 2 questions you have about the reading.

1)

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2)

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# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

Name: \_\_\_\_\_ Mark: 

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Write the correct letter (A, B, C or D) beside each rule.

Transvaal	A) Area where gold discovery increased conflict.
Cape Town	B) Independent regions created by Boers after leaving Britain.
Laurier	C) Region first settled by Boers under Dutch control.
	D) Leader who sent Canadian troops to South Africa.

Name: \_\_\_\_\_ Mark: 

--

Write the correct letter (A, B, C or D) beside each rule.

Transvaal	A) Area where gold discovery increased conflict.
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--

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--

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Boer republics	D) Leader who sent Canadian troops to South Africa.



## Naval Service Act

### Navy After Confederation

After **Canadian Confederation**, Canada didn't have its own navy. A **navy** is a military group that protects and participates in battles on water. A navy consists of warships. At the time of Confederation, Canada relied on the British navy to defend its territory.

With Canada becoming its own country, it needed its own navy. Britain was no longer interested in keeping warships in Canada. They feared it could anger the US and break relationships with them.

The need for Canada to have a navy was obvious because of the many fights fought on water between Britain and France in the **Seven Years' War**, as well as the War of 1812 when Britain invaded Canada. Without the British navy, Canada would not have been able to defend itself.

### Naval Service Act

The proposal of the **Naval Service Act** was to spend \$3 million yearly for a navy. Many opposed this bill, arguing that it would cost Britain the \$3 million for their ships and crew. Others understood that it was important for Canada to have its own navy to protect Canadians if Britain wouldn't come to our defense.

In 1910, Prime Minister Sir Wilfrid Laurier introduced the **Naval Service Act**. It set up a **Department of Naval Service** which would operate the small Canadian Navy. It was controlled by the British navy. In times of war, it could be put to use under British control.

Many opposed the **Naval Service Act**, especially the French-Canadian. They did not want to send the Canadian Navy to support British wars because it was their tax dollars paying for this war, and the war could technically be against their homeland – France. Others that were loyal to Britain thought Canada wasn't doing enough to support Britain.

In 1911, Laurier lost the federal election because he lost French-Canadian support. Robert Borden won the election and became Prime Minister. In 1912, Borden replaced the **Naval Service Act** with the **Naval Aid Bill**. The bill outlined that instead of sending Britain ships in war, Canada would send money instead.

The bill was not passed by the Senate though, and in 1914, Canada entered the **First World War** with Britain. Borden had to focus his efforts on Canada's actions in the war against Germany, Italy, and Austria-Hungary.



Commemorative Anchor Monument



**Questions**

Answer the questions below

1) Why didn't Canada need a navy before Confederation?

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2) What was the Naval Service Act? Who made it and what did it mean for Canada?

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3) What happened when the Naval Service Act Bill in the Senate?

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**Ordering**

Number the steps of the Naval Service Act from 1 to 8

	The Act creates a Department of Naval Service to run the navy.
	Canada realizes it needs its own navy after the War of 1812.
	The bill fails in the senate, and Canada later enters the World War I with Britain.
	Prime Minister Laurier introduces the Naval Service Act in 1904.
	Britain becomes less interested in protecting Canada with its navy.
	Laurier loses the 1911 election, and Borden replaces the Act with the Naval Aid Bill.
	Many people, especially French Canadians, strongly oppose the new navy.

**Reaction**

If you were a French Canadian, how would you feel about the Naval Service Act?

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## Blog Post: The Klondike Gold Rush

### 5 Interesting Facts About the Klondike Gold Rush

Date: November 17, 2025

Author: Maya L.

5-minute read

I've always heard people talk about the **Klondike Gold Rush** like it was some wild adventure, so I finally looked into it—and wow, it was way more intense than I ever imagined. Between 1896 and 1899, almost 100,000 people packed up their lives and travelled to the Yukon after gold was found on August 16, 1896. Most of them had never even seen a horse that before! Here are five of the most interesting things I learned.

- 1) Almost No One Reached the Gold Fields** - About 100,000 people started the trip north, but only about 20,000 made it. The trails were rough, with people climbing icy steps, carrying almost 100 pounds of food and gear, and moving through deep snow. Many used horses, but so many died that most horses didn't survive.
- 2) The Trip Cost a Lot of Money** - Some people were spending almost a whole year just trying to reach the place where you could find gold. That's what happened. People travelled hundreds of kilometers overland. When they reached the Yukon River, they built their own boats to go another 100 miles to Dawson City. Some days they moved only a few metres because the trails were so crowded with thousands of people.
- 3) Only 4% Found Gold** - This shocked me. Out of all the people who got to the Klondike, only about 4,000 found gold. That's just 4% of the people who started the journey. Most people returned home with empty pockets and a little bite instead of riches.
- 4) Dawson City Blew Up Overnight** - Dawson City had only 100 residents in 1896. Two years later, it had almost 30,000. It became one of the fastest growing towns in Canadian history. But when gold was discovered in California, thousands left right away, and Dawson shrank almost as fast as it had grown.
- 5) The Gold Rush Changed Where People Lived** - Many Americans who stayed in Canada after the rush. Many Canadians also moved westward to British Columbia, changing population patterns for years to come.

### Comments:



Jacob R. - November 18, 2025

I think the rush was great for Canada. The Yukon grew fast, and the new towns helped build the economy.

Like Reply 1h ago



Sofia M. - November 18, 2025

I'm not sure. Most people failed, and the trip was deadly. The 4% success rate shows how risky it really was.

Like Reply 30m ago



Group of men waiting for mail in Dawson, Yukon.

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

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Worksheet Generator  
BY [www.cursive.com](#)

**True or False**

Decide if the statement is true or false.

1) Miners had to bring a year's supply of food.	True	False
2) Most miners found lots of gold in the Klondike.	True	False
3) The Klondike Gold Rush brought a lot of Americans to Canada.	True	False
4) The Center of the Klondike Gold Rush was Nome.	True	False
5) It was easy to drive your vehicle to the Gold Rush.	True	False

**Questions**

Answer the questions below.

1) How did the Gold Rush change the population of Canada?

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2) What challenges did the Klondike Gold Rush face?

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3) Describe how the Gold Rush showed both opportunity and danger.

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**Comment**

What comment would you post to the blog post?

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 Like

 Reply

 Just now

# Klondike Gold Rush and First Nations

## First Nations in the Yukon

The First Nation communities that lived in the Yukon are not discussed often when historians talk about the Gold Rush, but it was a Tahltan First Nation member who first discovered gold there. This discovery helped trigger one of the biggest migrations in North American history, yet the voices of the people who lived on this land are often left out of the story.

The Trondëk Hwëch'in (Han) were a First Nation community that suffered greatly because of the Gold Rush, as thousands of miners pushed into their homeland. Many miners came looking for gold and ignored that the land already belonged to communities with rich cultural traditions. The word Hwëch'in means "the people," and Trondëk Hwëch'in means "the people who lived at the mouth of the Klondike." Their way of life had existed in the area for thousands of years before miners arrived.

## Land

The miners moved into the area, building their camps and villages from them. In many cases, the Han had no real choice. They were forced to sell their land through force and weapons, pressure, and intimidation to force sales. The miners also built wooden houses and brought alcohol, something the Han people did not traditionally consume. The production of alcohol was harmful because miners used it to get drunk, which weakened the Han and weakened their judgement. Traditional fishing areas, and family homes were pushed aside to make room for hotels, storage buildings, and busy supply routes.

## Environment

The miners had one goal in mind: dig until they found gold. This caused major damage to the environment. They cut down huge sections of forest, dug massive pits, destroyed animal habitats, and dumped waste into rivers. For the Han people, this was devastating because the environment was closely connected to their culture, survival, and identity. Their concerns included:

- Loss of clean water sources
- Fewer animals to hunt
- Permanent changes to the shape of the land

## Disease

Lastly, the miners brought diseases that the indigenous people had no immunity to. Dawson City had no proper infrastructure for its fast-growing population. Sewage was dumped directly into the Yukon River, causing a deadly typhoid outbreak. Many miners and even more Han people died. Other dangerous illnesses, like tuberculosis and influenza, also spread quickly and harmed the Han population for years after the Gold Rush ended.



Chief Isaac -  
Trondëk Hwëch'in

**Questions**

Answer the questions below.

1) What was the impact of the Klondike Gold Rush on the Han people?

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2) Why did the Han people react strongly to environmental destruction?

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3) Reflect: What did you like on the reading? What surprised you the most?

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**True or False**

Circle whether the statement is true (T) or false (F).

1) A First Nation member first discovered gold in the Klondike region.	T	F
2) The miners made sure to leave the environment as clean as they found it.	T	F
3) Influenza was deadly to the Han people as they didn't have any immunity.	T	F
4) Many diseases spread in Dawson City as it was very unsanitary.	T	F
5) The Han shared their alcohol with the miners.	T	F

**Quote**

Why do you think Chief Isaac said this?

"When the gold came, everything changed for our people." – Chief Isaac of the Trondok Hwech'in

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# Exit Cards

**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

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

Mark

Answer the questions below.

1) The first gold was discovered by a member of the \_\_\_\_\_ First Nation.

2) The Trondik Hwēch'in are also known as the \_\_\_\_\_ people.

3) The Han people had lived at the mouth of the \_\_\_\_\_ for generations.

4) Overcrowding in Dawson City caused a deadly outbreak of \_\_\_\_\_.

5) Miners pushed into Han land because they hoped to find \_\_\_\_\_.

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

Mark

Answer the questions below.

1) The first gold was discovered by a member of the \_\_\_\_\_ First Nation.

2) The Trondik Hwēch'in are also known as the \_\_\_\_\_ people.

3) The Han people had lived at the mouth of the \_\_\_\_\_ for generations.

4) Overcrowding in Dawson City caused a deadly outbreak of \_\_\_\_\_.

5) Miners pushed into Han land because they hoped to find \_\_\_\_\_.

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

Mark

Answer the questions below.

1) The first gold was discovered by a member of the \_\_\_\_\_ First Nation.

2) The Trondik Hwēch'in are also known as the \_\_\_\_\_ people.

3) The Han people had lived at the mouth of the \_\_\_\_\_ for generations.

4) Overcrowding in Dawson City caused a deadly outbreak of \_\_\_\_\_.

5) Miners pushed into Han land because they hoped to find \_\_\_\_\_.

**PREVIEW**

## Social Media Post – Alaska Boundary Dispute, 1903

### NorthLineHistory CA

In 1903, Canada and the United States argued over who owned a key coastal strip near Alaska that connected Yukon to the Pacific Fjords. A British judge sided with the U.S., and Canada lost the route. How might Canada's northern trade and travel look today if that decision had gone the other way?

11:30 AM - 07/2025 - 1,929 SHARES 4,721 LIKES

**JohnMiller:** Arguing that fjord weakened Canada's northern access. A Yukon-to-coast route would have made movement easier during the Klondike Gold Rush, when tens of thousands of people traveled through dangerous trails to move supplies.

**SofiaReed:** I think the U.S. claim made sense. Most of the coastline already connects to the U.S. elements. Commissions often supported existing control to the larger neighbor.

**MarcusLee:** A lot of things worked. Canada and the U.S. already co-manage waterways. Great Lakes. Financing shipping routes with environmental care and more.

**JohnMiller:** The commission setup was biased. Three American officials and only two Canadians meant the vote leaned heavily in favor of the U.S. position.

**SofiaReed:** Even if Canada gained the fjord, shipping would be limited. Harsh winters, steep mountains, and long distances made it difficult. Major ports were developing farther south anyway.

**MarcusLee:** At least the dispute encouraged Canada to focus more on its own foreign affairs. It also led to better mapping and clearer boundaries to avoid confusion later on.

**JohnMiller:** Many Canadians felt betrayed by Britain. That frustration pushed Canada to take more steps toward independence, especially in external relations and decision-making.

**SofiaReed:** The U.S. needed that coastline for quick supply runs to mining towns. Some towns grew by thousands during the Gold Rush and depended on those fjords for tools, food, and transport.

**MarcusLee:** Geography shaped the whole issue—mountains, deep inlets, and icy passes influenced decisions. Physical geography still affects modern boundary agreements across Canada's northern regions.

**JohnMiller:** If Canada had won, northern growth might've sped up. Coast access boosts economic strength, just like British Columbia's ports now move billions of dollars in goods every year.

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

130

Discussion Questions  
1877-1896, 1897-1914

**Questions**

Answer the questions below

1) What was the Alaska Purchase? Why did Russia give up the land?

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2) Did Canada win or lose the Alaska Boundary Dispute? How did it make Canadians feel about Britain?

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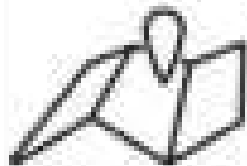
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**Directions**

Label the boundaries between the United States and Canada



**Opinion**

Write a comment that you would add to this conversation.

Username: \_\_\_\_\_

Date: \_\_\_\_\_

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## A Changing Society – Activities

### Word Search

Find the word bank words in the puzzle!



### Word Bank

- Immigration
- Deportation
- Emigration
- Economy
- Groups
- Truancy
- Dominion
- Britain
- Federal
- Government
- Union
- Catholic
- Protestant
- Labour
- Tax
- Urbanization
- Industrialization
- Relationships
- Invention
- Conflict

### Word Scramble

Read the clue and then unscramble the word

MIITRNMOGA	RIBNTA
ATICLOCH	RTNPASTOTE
TLOSANIPHSERI	EIDTTNPORA
RAIUTZNBANIO	ENTINNVO
OMODINNI	EDAFLER

## Memory Game – Influential Canadians (1890–1914)

### Objective

What are we learning about?

Students will learn about important Canadian figures from 1890–1914 and their contributions to Canada's identity. Each card shows either a historical figure or their matching achievement. Students will build understanding of how different leaders, activists, and artists shaped Canada during this period of change, conflict, and nation-building.

### Materials

What do you need for the activity?

- Set of Memory Game cards (provided)
- A small table or clear area on the floor for the activity



### Instructions

How will you complete the activity?

- 1) Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards (provided).
- 2) Have each group lay all the cards face down in a grid on the table.
- 3) The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
- 4) If a student finds a match, they remove those cards from the grid and keep them.
- 5) If the cards do not match, they are turned back over, and the next student takes a turn.
- 6) The game continues until all the cards have been matched.
- 7) After the game, review the terms and definitions with the class.
- 8) Discuss why these terms are important to understand and how they relate to the topic.

## Cards

## Memory Game Cards



Tom Longboat

Onondaga runner who won major races like the Boston Marathon and challenged racist treatment of Indigenous athletes.



Pauline Johnson

Mohawk poet and performer who shared Indigenous stories across Canada and became one of the country's best-known artists.



Henri Bourassa

Quebecian leader who opposed federal foreign wars and strongly advocated French language rights in Canadian provinces.



Wilfrid Laurier

First French-Canadian Prime Minister who promoted Prairie migration, encouraged national growth, and worked to reduce cultural tensions.



Nellie McClung

Activist who fought for women's voting rights in Manitoba and used speeches and campaigns to challenge unfair gender laws.

**PREVIEW**

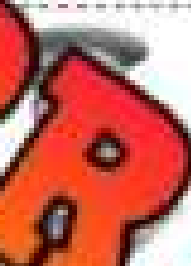
## Cards

## Memory Game Cards



Clifford Sifton

Minister who encouraged thousands of European farmers to settle Western Canada, shaping Prairie growth but using racial preferences.



Orondeyoh (Fred) Young

Mohawk veteran who founded the League of Indians of Canada and fought for fair treaties, land rights, and Indigenous justice.



Emily Carr

Artist who travelled to West Coast Indigenous communities and painted their art and stories, influencing Canadian art.



Sam Steele

Mounted Police officer who maintained order during Klondike Gold Rush and protected growing frontier communities from chaos.



J. J. Kelso

Social reformer who created the Children's Aid Society and worked to protect children from unsafe work and neglect.

**PREVIEW**

## Cards

## Memory Game Cards



John Ware

Black cowboy and skilled rancher who helped shape Alberta's ranching culture and earned respect across the Prairies.

Lucy Maud



Author of *Anne of Green Gables*, whose novels shared Prince Edward Island life and influenced Canadian storytelling worldwide.

Maude Abbott



Researcher who became a pioneer in studying heart defects and improve early medical care in Canada.

Duncan Campbell Scott



Government official who oversaw residential schools, causing harm to Indigenous families and shaping discriminatory Canadian policies.

Alexander Graham Bell

Inventor who worked in Canada to improve telephone technology and experiment with new scientific ideas and early aircraft.

**PREVIEW**

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

**Quiz  
Check-In**

This quiz will assess students' understanding of the important historical figures and their roles introduced in the 1890-1914 memory game activity.

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

Choose two influential Canadians from 1890-1914 who you think shaped Canada the most and explain why.

Mark

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

Choose two influential Canadians from 1890-1914 who you think shaped Canada the most and explain why.

Mark

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

Choose two influential Canadians from 1890-1914 who you think shaped Canada the most and explain why.

Mark

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**PREVIEW**

## Fact or Fiction: Key Political Decisions

### Objective

What are we learning about?

Students will examine major Canadian political decisions from 1890-1914 by deciding whether statements are fact or fiction, helping them understand how these choices shaped law, created tension, and affected different communities.

### Materials

What do you need for the activity?

- Fact or Fiction signs
- A 'Fact' sign and a 'Fiction' sign on each side of the room
- Designated areas in the classroom for 'Fact' and 'Fiction' signs, allowing space for students to move to either side

FACT  
OR  
FICTION



### Instructions

How will you complete the activity?

- 1) Your teacher will read statements. Pay close attention as each is read.
- 2) Consider carefully whether you think the statement is true or false.
- 3) If you decide the statement is true, walk to the 'Fact' side of the room.
- 4) If your guess is that it's not true, move to the 'Fiction' side of the room.
- 5) Stay on your chosen side and listen attentively for the correct answer to be revealed.
- 6) When the right answer is announced, return to your seat, ready for the next round.
- 7) Have fun getting up and moving!

## Fact or Fiction

Read the statements to the class.

#	Statement	
1	The Naval Service Act created Canada's first small navy for local defence.	Fact
2	Alberta and Saskatchewan became Canadian provinces at the same exact moment.	Fact
3	The Chinese head tax was lowered in 1903 to encourage immigration.	Fiction
4	The Alaska Boundary ruling angered Canadians because Britain supported the United States.	Fact
5	The Manitoba Schools Question argued only about school building safety.	Fiction
6	European leaders feared that a major war might soon begin.	Fact
7	Ottawa paid a special fee to attract more student numbers starting in 1891.	Fact
8	The Naval Service Act required every man to join the navy.	Fiction
9	French Canadians worried that British officials showed too much loyalty to Britain.	Fact
10	The Chinese head tax only applied to people who lived in Canada.	Fiction
11	Saskatchewan's creation changed who could make land use decisions.	Fact
12	The Alaska Boundary Dispute gave Canada full access to the Yukon River.	Fiction
13	The Manitoba Schools Question focused on language rights for students.	Fact
14	Canada joined a European alliance directly before the First World War began.	Fiction
15	Rising military spending made some Canadians fear higher taxes and debt.	Fact
16	The head tax targeted Chinese newcomers more than any other immigrant group.	Fact
17	Alberta became a province to gain control over its natural resources.	Fiction
18	The Naval Service Act was strongly opposed by many French Canadians.	Fact
19	British officials on the tribunal helped Canada win the Alaska decision.	Fiction
20	The Northwest Territories lost French as an official language in 1892.	Fact

**Quiz  
Check-In**

This quiz will assess students' understanding of the concepts covered in the Fact or Fiction activity. Cut along the lines and give each section to a student.

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

Mark: \_\_\_\_\_

Is the statement true (T) or false (F)?

1) The Chinese head tax was lowered in 1903 to encourage immigration.	T	F
2) The Naval Service Act forced every Canadian man to join the navy.	T	F
3) The Alaska Boundary Dispute gave Canada full access to every Yukon fjord.	T	F
4) Alberta became a province to gain control over its natural resources.	T	F
5) British officials on the tribunal helped Canada win the Alaska decision.	T	F
6) The Naval Service Act was strongly opposed by many French Canadians.	T	F

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

Mark: \_\_\_\_\_

Is the statement true (T) or false (F)?

1) The Chinese head tax was lowered in 1903 to encourage immigration.	T	F
2) The Naval Service Act forced every Canadian man to join the navy.	T	F
3) The Alaska Boundary Dispute gave Canada full access to every Yukon fjord.	T	F
4) Alberta became a province to gain control over its natural resources.	T	F
5) British officials on the tribunal helped Canada win the Alaska decision.	T	F
6) The Naval Service Act was strongly opposed by many French Canadians.	T	F

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

Mark: \_\_\_\_\_

Is the statement true (T) or false (F)?

1) The Chinese head tax was lowered in 1903 to encourage immigration.	T	F
2) The Naval Service Act forced every Canadian man to join the navy.	T	F
3) The Alaska Boundary Dispute gave Canada full access to every Yukon fjord.	T	F
4) Alberta became a province to gain control over its natural resources.	T	F
5) British officials on the tribunal helped Canada win the Alaska decision.	T	F
6) The Naval Service Act was strongly opposed by many French Canadians.	T	F

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

142

Total
/

## Unit Test

### A CHANGING SOCIETY

Mark	/
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<p>1. An example of a pull factor that brought people to Canada was...</p> <p>a) Cheap land that was good for farming</p> <p>b) The potato famine in Ireland</p> <p>c) War in Europe</p> <p>d) Food shortages in Europe</p>	<p>2. The Chinese Head Tax went as high as...</p> <p>a) \$10 per immigrant</p> <p>b) \$100 per immigrant</p> <p>c) \$500 per immigrant</p> <p>d) \$50 per immigrant</p>
<p>3. Which Act was passed to stop child labour?</p> <p>a) The Working Hours Act</p> <p>b) The Winnipeg Act</p> <p>c) The Immigration Act</p> <p>d) The Truancy Act</p>	<p>4. The Bessemer Method allowed for the creation of...</p> <p>a) Clothing</p> <p>b) Steel</p> <p>c) Brick</p> <p>d) Glass</p>
<p>5. The Komagata Maru was a result of discrimination against which race?</p> <p>a) Indian immigrants</p> <p>b) Chinese immigrants</p> <p>c) Irish immigrants</p> <p>d) Japanese immigrants</p>	<p>6. The Chinese Exclusion Act of 1923 was passed because children were brought to Canada from which country?</p> <p>a) Britain</p> <p>b) China</p> <p>c) Ireland</p> <p>d) Italy</p>
<p>7. Where did the first bloc of Ukrainians settle?</p> <p>a) Ontario</p> <p>b) Manitoba</p> <p>c) Alberta</p> <p>d) British Columbia</p>	<p>8. Where was the first coal mine located?</p> <p>a) Ontario</p> <p>b) Manitoba</p> <p>c) Alberta</p> <p>d) British Columbia</p>
<p>9. The Indian Act...</p> <p>a) Created reserves.</p> <p>b) Declared the potlatch illegal.</p> <p>c) Denied First Nations the right to vote.</p> <p>d) All of the above.</p>	<p>10. Which Prime Minister created the Naval Service Act?</p> <p>a) Pierre Trudeau</p> <p>b) Robert Borden</p> <p>c) Charles Tupper</p> <p>d) Wilfred Laurier</p>

PREVIEW

Define

What do the terms below mean?

Mark

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Chinese Head Tax

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Industrial Revolution

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Sub

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Short Answer

the p... low

Mark

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1) What was the Truancy Act? How did it affect child labour?

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2) Who were the 'Home Children'? Why did they come to Canada?

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3) What impact did the Klondike Gold Rush have on the Han First Nation community in Dawson City?

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