

**Grade 8 – History: Confederation****Overall Expectations**

By the end of Grade 8, students will:

- demonstrate an understanding of the factors that contributed to Canada's Confederation;
- analyse and describe current issues and their potential impact on Confederation today (e.g., demands of the Aboriginal peoples, Quebec issues, Western issues);
- demonstrate an understanding of the diverse groups and individuals who contributed to the formation and growth of Canada.

**Specific Expectations****Understanding Concepts**

By the end of Grade 8, students will:

- demonstrate an understanding of the social, political, and economic make-up of the British North American colonies in the 1860s;
- identify external and internal factors leading to Confederation (e.g., political deadlock, intercolonial trade, reciprocity, Corn Laws, Fenians, Manifest Destiny, transportation, defence);
- demonstrate an understanding of the roles of the key individuals (e.g., Sir George-Étienne Cartier, Sir John A. Macdonald) and main events leading to Confederation (e.g., Charlottetown, Quebec, and London Conferences; coalition government in the Canadas);
- identify the colonies that joined Confederation and their dates of entry (1867 – Ontario, Quebec, New Brunswick, Nova Scotia; 1870 – Manitoba, as a province, and North West Territories, as a territory; 1871 – British Columbia; 1873 – Prince Edward Island; 1898 – Yukon, as a territory; 1905 – Alberta and Saskatchewan; 1949 – Newfoundland).

**Developing Inquiry/Research and Communication Skills**

By the end of Grade 8, students will:

- use appropriate vocabulary (e.g., Confederation, conference, political deadlock, reciprocity, Corn Laws, Fenians, Manifest Destiny) to describe their inquiries and observations;
- formulate questions to facilitate research on issues and problems (e.g., the contrasting points of view of various individuals and groups regarding Confederation);
- locate relevant information about the regional interests of each colony, using a variety of sources;
- analyse, synthesize, and evaluate historical information (e.g., determine the changes in Canada's boundaries in 1867, 1870, 1871, 1873, 1905, and 1949, using a series of maps);
- analyse and describe conflicting points of view about an historical issue (e.g., British versus Canadian points of view about trade and defence);
- construct and interpret a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information;
- communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and descriptions, drawings, tables, charts, and graphs.

**Applying Concepts and Skills in Various Contexts**

By the end of Grade 8, students will:

- identify the contributions of each political region to Canadian Confederation today;
- identify recent developments in Confederation (e.g., Canada Act, Meech Lake Accord, Charlottetown Accord, regional interests).

**Grade 8 – History: Confederation****Overall Expectations**

By the end of Grade 8, students will:

- describe the internal and external political factors, key personalities, significant events, and geographical realities that led to the creation of the Dominion of Canada in 1867, and to the growth of Canada as other provinces and territories joined Confederation;
- use a variety of resources and tools to gather, process, and communicate information about the needs and challenges that led to the formation and expansion of the Canadian federation;
- compare Canada as it was in 1867 to the Canada of today, including political, social, and other issues facing the country in both periods.

**Specific Expectations****Knowledge and Understanding**

By the end of Grade 8, students will:

- identify key social, political, economic, and physical characteristics of the British North American colonies between 1850 and 1860 (e.g., British, French, First Nation, and Black communities);
- identify external and internal factors and events leading to Confederation (e.g., political deadlock, intercolonial trade, reciprocity, Britain's repeal of the Corn Laws, the Fenian raids, the U.S. doctrine of Manifest Destiny, transportation and defence issues);
- identify the roles of key individuals (e.g., Sir George-Étienne Cartier, Sir John A. Macdonald), the main events leading to the signing of the British North America Act (e.g., the Charlottetown, Quebec, and London Conferences; coalition government in the Canadas), and the reasons for the exclusion of certain groups from the political process (e.g., First Nation peoples, women, the Chinese and Japanese).

**Inquiry/Research and Communication Skills**

By the end of Grade 8, students will:

- formulate questions to guide research on issues and problems (e.g., Why did Nova Scotia join Confederation in 1867 while Prince Edward Island did not? What qualities made Louis Riel a good leader?);
- use a variety of primary and secondary sources to locate relevant information about the regional interests of each colony/ province before and after joining the Dominion of Canada (e.g., primary sources: artefacts, journals, letters, statistics, field trips, period documents and maps; secondary sources: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);
- describe and analyse conflicting points of view about a historical issue or personality (e.g., British versus Canadian points of view about trade and defence; Queen Victoria, Sir John A. Macdonald, Joseph Howe, Louis Riel);
- construct and use a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information (e.g., a decision-making chart showing the advantages and disadvantages of joining Confederation for each colony);
- analyse, synthesize, and evaluate historical information (e.g., determine the changes in Canada's boundaries in 1867, 1870, 1871, 1873, 1898, 1905, 1949, and 1999, using a series of maps);
- communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and descriptions, drawings, tables, charts, and graphs (e.g., create captions for political cartoons of the time);
- use appropriate vocabulary (e.g., Confederation, conference, political deadlock, reciprocity, intercolonial trade, Corn Laws, Fenians, Manifest Destiny) to describe their inquiries and observations.

**Application**

By the end of Grade 8, students will:

- illustrate the growth of Canada, using outline maps or other tools, identifying the physical regions of Canada, the colonies that joined Confederation, and their boundaries and dates of entry (e.g., 1867 – Ontario, Quebec, New Brunswick, Nova Scotia; 1870 – Manitoba, as a province, and Northwest Territories, as a territory; 1871 – British Columbia; 1873 – Prince Edward Island; 1898 – Yukon, as a territory; 1905 – Alberta, Saskatchewan; 1949 – Newfoundland; 1999 – Nunavut, as a territory);
- use sections 91 and 92 of the British North America Act to outline how and why responsibilities are divided between the federal and provincial governments and relate these divisions to some present-day disagreements between the two levels of government (e.g., federal responsibilities for First Nation peoples, health care, the environment, trade, telecommunications).

**Grade 8 – History: The Development of Western Canada****Overall Expectations**

By the end of Grade 8, students will:

- demonstrate an understanding of the growth and development of the West from the points of view of the Canadian government, Aboriginal peoples, Metis, and new immigrants;
- analyse and describe the conflicts and changes that occurred in the Canadian West in the nineteenth century;
- demonstrate an understanding of how diverse groups and individuals have contributed to the growth and development of the Canadian West.

**Specific Expectations****Understanding Concepts**

By the end of Grade 8, students will:

- demonstrate an understanding of the factors that led to the settlement of the Canadian West;
- describe the everyday life of various groups (e.g., Aboriginal peoples, Europeans, Metis) in Western Canada at the time of settlement by Europeans;
- describe the causes, results, and personalities of the Red River Rebellion of 1870 and the North West Rebellion of 1885;
- describe the role played by the North West Mounted Police in the opening of the West (e.g., stoppage of illegal whiskey trade) and identify some of the significant personalities associated with this role (e.g., Sam Steele);
- describe the significance of the Canadian Pacific Railway in Canada's expansion and identify the key individuals (e.g., Donald Smith, William Van Horne) and groups (Chinese workers) whose efforts led to the railway's completion;
- identify and explain the effects of post-Confederation immigration on the development of Western Canada;
- demonstrate an understanding of the effect that the discovery of gold and new wheat strains had on the economy of the early Canadian West.

**Developing Inquiry/Research and Communication Skills**

By the end of Grade 8, students will:

- use appropriate vocabulary (e.g., regionalism, Metis, Rupert's Land, provisional government) to describe their inquiries and observations;
- formulate questions to facilitate research on issues and problems (e.g., events that led to the rebellions);
- locate relevant information (e.g., concerning reasons different groups emigrated to the West), using a variety of sources;
- analyse, synthesize, and evaluate historical information (e.g., on trends in immigration);
- analyse and describe conflicting points of view about an historical event (e.g., Pacific Scandal);
- communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and reports, drawings, tables, charts, and graphs.

**Applying Concepts and Skills in Various Contexts**

By the end of Grade 8, students will:

- describe the changing roles of the North West Mounted Police (Royal Canadian Mounted Police);
- identify references made to Canada's historical development in Canadian art and music (e.g., sketches by C. W. Jeffreys, "Cremation of Sam McGee" by Robert Service, and "Canadian Railroad Trilogy" by Gordon Lightfoot).

**Grade 8 – History: The Development of Western Canada****Overall Expectations**

By the end of Grade 8, students will:

- outline the main factors contributing to the settlement and development of the Prairie provinces, British Columbia, and Yukon, and describe the effects of development on various groups of people in the region from a variety of perspectives;
- use a variety of resources and tools to gather, process, and communicate information about conflicts and changes that occurred during the development of western Canada;
- show how the history of the Canadian west has influenced both artistic/imaginative works and Canadian institutions.

**Specific Expectations****Knowledge and Understanding**

By the end of Grade 8, students will:

- describe the everyday life of various groups (e.g., First Nation peoples, Métis, Europeans) in western Canada in the late nineteenth century;
- explain the factors that led to the settlement of the Canadian west (e.g., federal government policy of opening up the prairies for European settlement, protective tariffs, railroad construction);
- analyse how treaties and the Indian Act of 1876 transformed the lifestyles of First Nation peoples in the Canadian west;
- describe the role of the Canadian Pacific Railway in furthering Canada's expansion, and identify the key individuals (e.g., Donald Smith, William Van Horne) and groups (e.g., Chinese workers) whose efforts led to the railway's completion;
- describe the causes and results of the Red River Rebellion of 1869-70 and the North-West Rebellion of 1885 and explain the role of key individuals and groups (e.g., Louis Riel, Gabriel Dumont, the North-West Mounted Police, Thomas Scott, Big Bear, Poundmaker, General Wolseley, Catherine Schubert);
- explain the effects of post-Confederation immigration, new wheat strains, and the Klondike gold rush on the expansion of western Canada and British Columbia (e.g., the development of prairie towns, the entry of the Yukon Territory into Confederation, the growth of Dawson City).

**Inquiry/Research and Communication Skills**

By the end of Grade 8, students will:

- formulate questions to guide research on issues and problems (e.g., Why did Big Bear receive the treatment he did from Canada's legal system?);
- use a variety of primary and secondary sources to locate relevant information about the building of the railway, the settling of the land, and social and cultural life in the developing west (e.g., primary sources: photographs of Chinese labourers and prairie sodbusters, the poetry of Robert W. Service; secondary sources: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);
- analyse, synthesize, and evaluate historical information (e.g., trends in immigration, the impact of Treaties 1 to 8);
- describe and analyse conflicting points of view about a historical event (e.g., the Pacific Scandal, the hanging of Louis Riel, the imprisonment of Big Bear);
- communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., create diary entries depicting Louis Riel as a hero or a traitor);
- use appropriate vocabulary (e.g., treaties, Métis, Rupert's Land, provisional government, prospector, panning for gold, staking a claim) to describe their inquiries and observations.

**Application**

By the end of Grade 8, students will:

- compare the image and duties of the North-West Mounted Police to the image and duties of the Royal Canadian Mounted Police today;
- show how examples of art, poetry, music, and video reflect the history of the Canadian west (e.g., the art of Emily Carr, "The Cremation of Sam McGee" by Robert W. Service, "The Canadian Railroad Trilogy" by Gordon Lightfoot, Paul Yee's writings).

### **Overall Expectations**

By the end of Grade 8, students will:

- demonstrate an understanding of how diverse groups and individuals have contributed to the historical, cultural, and economic development of Canada;
- analyse and describe the conflicts and changes involving Canadians from Confederation to 1918;
- demonstrate an understanding of the impact of World War I on Canada and the world community.

### **Specific Expectations**

#### **Understanding Concepts**

By the end of Grade 8, students will:

- demonstrate an understanding of factors contributing to change in a society (e.g., technology, immigration, politics, globalization, war);
- demonstrate an understanding of how the industrial revolution changed Canadian society;
- identify and describe the achievements of Canadians who have contributed significantly to the development of Canada and the world (e.g., contributions of inventors, innovators, entrepreneurs);
- identify and demonstrate an understanding of major developments that affected the working conditions of Canadian workers (e.g., development of unions, Winnipeg General Strike, the provision of unemployment insurance and workers' compensation);
- describe the impact of the Indian Act of 1876 on Aboriginal peoples;
- identify major developments in the changing role of children in the Canadian workforce (e.g., mandatory school attendance, working restrictions);
- identify major developments (e.g., the suffrage movement) and personalities (e.g., Nellie McClung) in the women's rights movement, and demonstrate an understanding of the changing role of women in Canadian society (e.g., with respect to composition of the labour force);
- identify features of Canada's immigration policy in the nineteenth century (e.g., head tax, no stoppage rule);
- demonstrate an understanding of Canada's participation in World War I (e.g., reasons Canadians fought; roles of Canadian men and women; actions of Canadian forces at the Battle of Vimy Ridge) and the contributions of war veterans to Canada and to world history;
- demonstrate an understanding of the impact of the war on the veterans, their families, Canada as a whole, specific groups within the country, and the world.

#### **Developing Inquiry/Research and Communication Skills**

By the end of Grade 8, students will:

- use appropriate vocabulary (e.g., globalization, advocate, movement, suffrage, innovators, entrepreneurs, multiculturalism, conscription) to describe their inquiries and observations;
- formulate questions to facilitate research on particular topics (e.g., issues involved in World War I);
- locate relevant information (e.g., on the changing role of women in the labour force), using a variety of sources;
- analyse, synthesize, and evaluate historical information (e.g., compare and evaluate the role of women in the nineteenth century and the twentieth century);
- analyse and describe conflicting points of view about an historical issue (e.g., conscription);
- communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and reports, drawings, tables, charts, and graphs.

#### **Applying Concepts and Skills in Various Contexts**

By the end of Grade 8, students will:

- describe and evaluate the effects of technology on Canadian society;
- describe how events in the Canadian labour movement have influenced workers today;
- demonstrate an understanding of significant changes made to Canada's immigration policy;
- interview new Canadians to determine their attitudes towards their new home and towards Canada's immigration policies.

### **Overall Expectations**

By the end of Grade 8, students will:

- describe key characteristics of Canada between 1885 and 1914, including social and economic conditions, the roles and contributions of various people and groups, internal and external pressures for change, and the political responses to these pressures;
- use a variety of resources and tools to gather, process, and communicate information about the factors that shaped Canada as it was entering the twentieth century;
- compare living and working conditions, technological developments, and social roles near the beginning of the twentieth century with similar aspects of life in present-day Canada.

### **Specific Expectations**

#### **Knowledge and Understanding**

By the end of Grade 8, students will:

- describe the factors contributing to change in Canadian society (e.g., immigration, technology, politics, globalization);
- describe the achievements of individuals and groups in Canada who have contributed significantly to the technological development of Canada and the world (e.g., Martha Black, Guglielmo Marconi, Alexander Graham Bell, J.A.D. McCurdy, Samuel McLaughlin, George Ross, Adam Beck) and analyse the impact on society of new technologies (e.g., prospecting, radio, the telephone, the automobile, electricity);
- describe the social and working conditions of Canadians around the beginning of the twentieth century (e.g., in mining, forestry, factory work; on farms; in cities);
- describe how specific individuals and events helped change the position of women and children in Canada (e.g., Nellie McClung, Emily Carr, Lucy Maud Montgomery, Pauline Johnson; the Temperance Movement, laws establishing compulsory education);
- outline the advantages and disadvantages of Clifford Sifton's immigration policy in the Laurier era;
- identify and explain the factors that led to Laurier's electoral defeat in 1911 (e.g., the reciprocity issue, political compromise, French-English tensions);
- identify key events that illustrate Canada's role within the British Empire and explain their significance (e.g., the Boer War, the Naval Question, Canada's participation in Imperial conferences);
- describe the treaties, alliances, events, and people that contributed to the start of the First World War, and explain their relevance to Canada.

#### **Inquiry/Research and Communication Skills**

By the end of Grade 8, students will:

- formulate questions to facilitate research on particular topics (e.g., Why did Canadians support Laurier's leadership for fifteen years? Who started the First World War?);
- use a variety of primary and secondary sources to locate relevant information (e.g., primary sources: immigration posters, photographs of working conditions, journals and diaries; secondary sources: print materials, videos, CD-ROMs, Internet sites);
- analyse, synthesize, and evaluate historical information (e.g., immigration tables, population growth tables);
- describe and analyse conflicting points of view about a historical issue (e.g., child labour, the Boer War, the causes of the First World War);
- communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., prepare a report on a selected topic and individual);
- use appropriate vocabulary (e.g., advocate, movement, temperance, reciprocity, entrepreneurs, multiculturalism, alliance, entente) to describe their inquiries and observations.

#### **Application**

By the end of Grade 8, students will:

- create an immigration campaign to attract immigrants to Canada around the beginning of the twentieth century and today, using media appropriate to the period (e.g., poster, pamphlet);
- compare the challenges facing farmers and workers at the beginning of the twentieth century to those facing farmers and workers today;
- compare family roles at the beginning of the twentieth century to family roles today (e.g., responsibilities and roles of men, women, and children).