

HISTORY, GRADE 8

OVERVIEW

In Grade 8 history, students will build on their understanding of earlier Canadian history, examining how social, political, economic, and legal changes in Canada between 1850 and 1914 affected different groups in an increasingly diverse and regionally distinct nation. They will explore experiences of and challenges facing Canadians around the beginning of the twentieth century and will compare them to those of present-day Canadians. Students will examine the internal and external forces that led to Confederation and territorial expansion and of the impact of these developments on long-time Canadians, including First Nations, as well as new immigrants. Through an examination of inequalities in the new nation, students will learn that many of the rights and freedoms we have in Canada today are the result of actions taken by people in this era to change their lives. Students will develop their ability to apply the concepts of historical thinking as well as the historical inquiry process, using both primary and secondary sources to explore the perspectives of groups on issues of concern to Canadians from the mid-nineteenth century to the eve of World War I.

The Grade 8 history expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *democracy, equity, inclusiveness, law and justice, power and authority, relationships, respect, and rights and responsibilities*.

The following chart presents an overview of Grade 8 history, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of historical thinking and a big idea (see pages 14 and 12 for an explanation of big ideas and the concepts of disciplinary thinking and page 58 for definitions of the concepts of historical thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 24 for a description of spatial skills).

Overall Expectations	Related Concepts of Historical Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/Developed
Strand A. Creating Canada, 1850–1890				
A1. assess the impact of some key social, economic, and political factors, including social, economic, and/or political inequality, on various Canadians between 1850 and 1890 as well as on the creation and expansion of the Dominion of Canada	Cause and Consequence; Historical Perspective	Not all Canadians enjoyed the same rights and privileges in the new nation.	Did all Canadians have the same reaction to the creation of the Dominion of Canada and its expansion from coast to coast? Is historical change always positive? How do we determine the nature of its impact?	Maps* and Globes Constructing maps to show the political development of Canada (see, e.g., A2.3) Analysing and/or constructing demographic maps related to settlement patterns of different groups (see, e.g., A2.3) Analysing and/or constructing flow maps on movement patterns of different peoples (see, e.g., A2.3)
A2. use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1850 and 1890	Historical Perspective; Historical Significance	People in Canada had different reactions to the creation and expansion of the country.		Analysing and/or constructing annotated or issue-based maps related to significant events (see, e.g., A2.3)
A3. describe various significant events, developments, and people in Canada between 1850 and 1890, and explain their impact	Historical Significance; Cause and Consequence	This was an era of major political and economic change, which affected various groups in Canada in different ways.		

(continued)

Overall Expectations	Related Concepts of Historical Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/Developed
Strand B. Canada, 1890–1914: A Changing Society				
B1. assess key similarities and differences between Canada in 1890–1914 and in the present day, with reference to the experiences of and major challenges facing different groups and/or individuals and to some of the actions Canadians have taken to improve their lives	Continuity and Change; Historical Perspective	The struggles of individuals and groups in Canada at this time lay the groundwork for some of the rights we have today.	In what ways are Canadian rights and freedoms a result of the struggles of people in the past? What are some ways in which different people respond to challenges and create change? What role has diversity played in the development of Canada?	Graphs Analysing graphs related to quality of life (see, e.g., B2.4) Maps* and Globes Extracting information from landform and climate maps of Canada (see, e.g., B1.2) Analysing and/or constructing demographic maps related to settlement patterns of different groups (see, e.g., B2.3)
B2. use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1890 and 1914	Historical Perspective; Historical Significance	During this period, a surge in immigration from new countries increased the diversity of Canadian society.		
B3. describe various significant events, developments, and people in Canada between 1890 and 1914, and explain their impact	Historical Significance; Cause and Consequence	Social changes that occurred at this time have had a lasting impact on Canada.		

* The term *map* refers to print, digital, and interactive maps. Students may analyse and create maps on paper or using mapping programs.

A. CREATING CANADA, 1850–1890

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- A1.** **Application:** assess the impact of some key social, economic, and political factors, including social, economic, and/or political inequality, on various Canadians between 1850 and 1890 as well as on the creation and expansion of the Dominion of Canada (**FOCUS ON:** Cause and Consequence; Historical Perspective)
- A2.** **Inquiry:** use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1850 and 1890 (**FOCUS ON:** Historical Perspective; Historical Significance)
- A3.** **Understanding Historical Context:** describe various significant events, developments, and people in Canada between 1850 and 1890, and explain their impact (**FOCUS ON:** Historical Significance; Cause and Consequence)

SPECIFIC EXPECTATIONS

A1. Application: The New Nation and Its Peoples

FOCUS ON: Cause and Consequence; Historical Perspective

By the end of Grade 8, students will:

- 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 (e.g., *the doctrine of Manifest Destiny, the American Civil War, changes in British attitudes towards British North America, Fenian raids, the construction of the transcontinental railway, the Red River Resistance, the creation of the North-West Mounted Police [NWMP], the numbered treaties, the Indian Act*)

Sample questions: “What order of importance would you assign to the various factors that led to Confederation? What criteria would you use to determine the ranking of these factors?” “To what extent did policies and events in the United States play a role in the creation of the Dominion of Canada and the expansion of its territory?” “What was the significance of the Indian Act in the expansion of Canada?”

- A1.2** assess the impact that differences in legal status and in the distribution of rights and privileges had on various groups and individuals in Canada between 1850 and 1890 (e.g., *with reference to land ownership in Prince Edward Island, married women’s property rights, women’s political*

rights, property qualifications for the franchise, restrictions on Chinese immigration, the rights and legal status of “status Indians” on reserves, the privileged lifestyle of industrialists in contrast to the lives of workers in their factories, discrimination facing African Canadians)

Sample questions: “Why did Emily Stowe attend medical school in the United States and not in Canada? What do her actions tell you about limitations on women’s rights in Canada during this period? What impact did these limitations have on women?” “In what ways did the rights of First Nations peoples living on reserves differ from those of other Canadians? What impact did limited citizenship rights have on status Indians?”

- A1.3** analyse some of the actions taken by various groups and/or individuals in Canada between 1850 and 1890 to improve their lives (e.g., *lifestyle changes among Métis facing increasing agricultural settlement in the West; alliances among First Nations during negotiations with the federal government; the creation of mutual aid societies by ethnic groups to help new immigrants from their homelands; campaigns against Confederation in the Maritimes; the creation of labour unions to press for better pay, hours, and working conditions; the creation of a newspaper by Mary Ann Shadd to lobby against slavery and for the rights of African Canadians*)

Sample questions: “What were some strategies immigrants developed to cope with the environment of the Canadian Prairies?”

“Who established the Chinese Consolidated Benevolent Association? What challenges was it created to address?” “What was the Toronto Women’s Literary Club? What was its goal? What were its strategies?”

A2. Inquiry: Perspectives in the New Nation

FOCUS ON: *Historical Perspective; Historical Significance*

By the end of Grade 8, students will:

A2.1 formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1850 and 1890 (e.g., *Confederation, the National Policy, the rights of First Nations, the establishment of residential school for First Nations and Métis children, industrialization, temperance, immigration, the presence of refugee slaves in Canada, the building of the Canadian Pacific Railway [CPR], the Red River Resistance or the North-West Rebellion, the trial and execution of Thomas Scott or Louis Riel*)

Sample questions: “What were the views of federal politicians, business people, First Nations, settlers, and Chinese labourers on the building of the CPR? Why did these differences exist?” “What was the reaction of different groups to the prospect of Confederation?” “What was the response of different groups to the opening up of the West to settlement by immigrants from Europe? Why might First Nations and Métis peoples have had a different view from that of settlers and politicians?” “Why might workers’ views of mechanization in industry have differed from those of industrialists?”

A2.2 gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, using a variety of primary sources (e.g., *advertisements; diaries; editorial cartoons; excerpts from fiction or non-fiction books written during this period; petitions; photographs, paintings, songs, or poetry from the time; testimony to commissions of inquiry*) and secondary sources (e.g., *poetry, songs, paintings, or drawings from a later period; graphic novels; reference books*)

Sample questions: “What type of information might you find in songs, poetry, or stories written about the construction of the CPR? Whose perspectives do these sources reveal?” “If you are exploring views on the North-West Rebellion, why should you look at newspaper accounts from different regions of the country?”

“What can you learn about attitudes towards Jewish people from their depictions in popular books of the time? Where might you find information about the experience and perspectives of Jewish immigrants to Canada?”

A2.3 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 (e.g., *analyse issue-based maps as part of their investigation into the North-West Rebellion; construct a map showing the political and territorial expansion of Canada; analyse flow maps to determine the routes of the Underground Railroad; construct a demographic map showing the location of the major groups in Canada during this period*)

Sample questions: “What does this annotated map tell you about the events during the Red River Resistance and the reactions to these events in Ontario and Quebec?” “What patterns do you see in this map showing western settlement in this period?”

A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools (e.g., *use graphic organizers to help them to compare perspectives in the information they have gathered on the impact of the Indian Act or to analyse different perspectives on components of the national policy; analyse political speeches and newspaper articles for views on Chinese immigrants; analyse pamphlets from the time to determine the arguments used by temperance advocates and their opponents*)

Sample questions: “What type of graphic organizer might help you sort the different perspectives represented in the information you have gathered on the anti-Confederation movement?” “Whose perspective is reflected in this editorial about the North-West Rebellion? Do you think it is an accurate interpretation of events? Why or why not?” “What event is represented in this cartoon? Whose perspective does the cartoonist present? How do you know?”

A2.5 evaluate evidence and draw conclusions about perspectives of different groups on some significant events, developments, and/or issues in Canada during this period

Sample questions: “What views did people in French and English Canada have of the Red River Resistance? Were there any pivotal events that shifted people’s perspectives?” “What did you learn about the attitudes of workers and factory owners from examining submissions to the Royal Commission on the Relations of Labour and Capital? What do they tell you about the attitudes towards child labour?”

A2.6 communicate the results of their inquiries using appropriate vocabulary (e.g., *Confederation, National Policy, Underground Railroad, industrialization, expansion, resistance, rebellion, migration, refugee, settlement, treaty, reserves, residential schools*) and formats appropriate for specific audiences (e.g., *a story or graphic novel on the Underground Railroad from the perspective of a fugitive slave, abolitionists along the route, and free Blacks in Canada; a dramatic presentation on differing perspectives on the North-West Rebellion and its aftermath; an information poster explaining attitudes of pro- and anti-Confederation forces; an audiovisual presentation on the perspectives of the federal government and status and non-status Indians on the Indian Act; a photographic essay on the various groups of people involved in the construction of the CPR*)

Sample questions: “Which format will best enable you to communicate your ideas to your intended audience? Are there visual elements you might use to stimulate your audience’s interest or to bolster your arguments?”

A3. Understanding Historical Context: Events and Their Consequences

FOCUS ON: Historical Significance; Cause and Consequence

By the end of Grade 8, students will:

A3.1 identify factors leading to some key events or developments that occurred in and/or affected Canada between 1850 and 1890 (e.g., *Confederation, the Red River Resistance, the creation of the NWMP, the settlement of the Northwest, the North-West Rebellion, the construction of the CPR, the Royal Commission on the Relations of Labour and Capital*), and explain the historical significance of some of these events for different individuals, groups, and/or communities

Sample questions: “What was the significance of the Red River Resistance and the North-West Rebellion for First Nations and Métis people?” “Why was the NWMP created? What was its significance for settlers and First Nations in the West as well as for Canadian identity?”

A3.2 identify key political and legal changes that occurred in and/or affected Canada during this period (e.g., *the numbered treaties, the U.S. Fugitive Slave Act of 1850, the Gradual Civilization Act of*

1857, the British North America Act, the Métis Bill of Rights of 1869, the B.C. Qualification of Voters Act, the National Policy, the Indian Act of 1876, the St. Catharine’s Milling case), and explain the impact of some of these changes on various individuals, groups, and/or communities

Sample questions: “What are some of the key aspects of the British North America Act?” “What impact did the Chinese Immigration Act of 1885 have on Chinese people already in Canada and their families in China?” “What impact did the National Policy have on different groups?” “Why did the federal government outlaw traditional First Nations practices such as the potlatch? What impact did such laws have on First Nations peoples?”

A3.3 identify key social and economic changes that occurred in and/or affected Canada during this period (e.g., *the Industrial Revolution, the development of urban centres, the gold rush in British Columbia, economic changes resulting from the Reciprocity Treaty of 1854 and the repeal of the Corn Laws, lack of foreign markets for locally produced products resulting from changes in British policies, changes among Plains First Nations as a result of declining buffalo populations, increased settlement of the West, increasing rates of immigration*), and explain the impact of some of those changes on various individuals, groups, and/or communities

Sample questions: “Why were some regions of Canada opposed to free trade within the newly created dominion?” “What impact did the Industrial Revolution have on workers? On industrializing cities?”

A3.4 describe significant instances of cooperation and conflict in Canada during this period (e.g., *conflicts between Protestants and Catholics, the Red River Resistance, the North-West Rebellion, the Toronto printers’ strike of 1872; cooperation between various individuals and groups to run the Underground Railroad, among politicians negotiating Confederation, between First Nations, Métis, and the Hudson’s Bay Company in the fur trade*)

Sample questions: “Why was D’Arcy McGee assassinated?” “In what ways did the Métis and the Cree work together during the North-West Rebellion?” “What role did Jerry Potts play in helping to establish cooperation and trust between the NWMP and First Nations?”

A3.5 identify a variety of significant individuals and groups in Canada during this period (e.g., *George Etienne Cartier, James Douglas, Gabriel Dumont, Joseph Howe, Kwong Lee, John A. Macdonald, Thomas D'Arcy McGee, Mistahimaskwa [Big Bear], Nahnebahwequay [Catharine Sutton], Louis Riel, Mary Ann Shadd, Emily Stowe; the Orange Order, the Knights of Labor, the Underground Railroad and abolitionist groups, Chinese railway workers, the Métis Nation, the Woman's Christian Temperance Union*), and explain their contributions to Canadian heritage and/or identity

Sample questions: “What is the legacy of Louis Riel?” “If you were to name a new national holiday after someone from this time period, who would it be? Why did you choose this person? Do you think your choice would be different if you lived in a province other than Ontario?” “How did Chinese railway workers contribute to the development of Canadian identity?”

B. CANADA, 1890–1914: A CHANGING SOCIETY

OVERALL EXPECTATIONS

By the end of Grade 8, students will:

- B1.** **Application:** analyse key similarities and differences between Canada in 1890–1914 and in the present day, with reference to the experiences of and major challenges facing different groups and/or individuals, and to some of the actions Canadians have taken to improve their lives (**FOCUS ON:** *Continuity and Change; Historical Perspective*)
- B2.** **Inquiry:** use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1890 and 1914 (**FOCUS ON:** *Historical Perspective; Historical Significance*)
- B3.** **Understanding Historical Context:** describe various significant events, developments, and people in Canada between 1890 and 1914, and explain their impact (**FOCUS ON:** *Historical Significance; Cause and Consequence*)

SPECIFIC EXPECTATIONS

B1. Application: Canada – Past and Present

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of Grade 8, students will:

- B1.1** analyse key similarities and differences in the experiences of various groups and communities in present-day Canada and the same groups in Canada between 1890 and 1914 (e.g., *the urban poor, the unemployed, workers, farmers, recent immigrants, First Nations and Métis, Québécois, African Canadians, Chinese Canadians, South Asian Canadians, Jewish Canadians, women, children, the elderly*)

Sample questions: “In what ways is the life of a new immigrant to Canada today different from that of an immigrant around 1900? In what ways is it the same? What accounts for some of the differences?” “What programs or services are available for the urban poor today that were not available at the turn of the century?” “In what ways are the experiences of present-day farmers on the Prairies different from those of farmers at the beginning of the twentieth century? In what ways are they similar?”

- B1.2** analyse some of the challenges facing different individual, groups, and/or communities in Canada between 1890 and 1914 (e.g., *Native residential schools and loss of First Nations land with increasing western settlement; increasing industrialization; restrictions on immigration of some ethnic groups; lack of political rights for women; working conditions in sweatshops*), and compare some of these challenges with those facing present-day Canadians

Sample questions: “What challenges did a child in an urban working-class family face at the turn of the twentieth century? How do those challenges compare to those facing children today?” “What challenges would Ukrainian immigrants have faced on the Prairies at the end of the nineteenth century?” “What are some differences in how immigrants were viewed then and how they are viewed now? What impact do economic circumstances have on people’s views of new immigrants?” “What do these climate and landform maps tell you about the environmental challenges Prairie settlers faced at the beginning of the twentieth century? Do similar challenges still exist today?”

B1.3 analyse actions taken by various groups and/or individuals in Canada between 1890 and 1914 to improve their lives (e.g., francophones in Quebec, First Nations and Métis, immigrants from Europe and Asia, African Canadians, women, workers), and compare these actions to those taken by similar groups today

Sample questions: “Why did some workers in this period join unions? What did the unions advocate? What are some similarities and differences in the concerns of unions in the past and in present-day Canada?” “What were the major concerns of women’s rights groups at the turn of the century? Which women did women’s rights groups at this time represent? Who was included and who was excluded? How did the groups address their concerns? Are any of these concerns still relevant to women’s groups today?” “What was the All People’s Mission in Winnipeg? What similarities or differences are there between its services and those provided to immigrants today?”

B2. Inquiry: Perspectives on a Changing Society

FOCUS ON: Historical Perspective; Historical Significance

By the end of Grade 8, students will:

B2.1 formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1890 and 1914 (e.g., the Boer War, the Manitoba Schools Question, efforts to protect and educate children, Canadian immigration policy, the “continuous journey” regulation, increases in the Chinese head tax, amendments to the Indian Act, movements for women’s suffrage, reciprocity, heightened rivalries in Europe)

Sample questions: “What view did different groups have of the women’s suffrage movement? What arguments did people who opposed women’s suffrage use to support their position?” “What were the differences in the views of English and French Canadians on participation in the Boer War?” “Why did different groups choose to immigrate to Canada? What did people who were already in Canada think of recent immigrants from different countries?” “Why did the Naval Service Bill create conflict within the Conservative Party of Canada?”

B2.2 gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, using a variety of primary sources (e.g., advertisements; letters; newspaper reports and editorials; paintings, photographs, or posters from the time; petitions) and secondary sources (e.g., historical fiction, textbooks, reference books)

Sample questions: “Why might studying photographs of the living conditions of the urban poor help you to understand the perspectives of poor people and of social reformers? Where might you find historical photos? What other types of sources might you use to supplement the information conveyed by these photos?” “Who provided newspaper coverage of the *Komagata Maru* incident? Whose perspectives do these stories provide? What other sources might you consult when investigating the perspectives of South Asians trying to immigrate to Canada in this period?” “Whose perspectives on the temperance movement might newspaper editors or editorial cartoons provide?”

B2.3 analyse and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, with a focus on exploring their spatial boundaries (e.g., determine the location of key events in the Klondike gold rush; analyse a series of historical maps to determine the growth of cities in this period; create a flow map to show the origins of immigrants to Canada and the regions in which they settled)

Sample questions: “When you examine these maps, what do you notice about differences in population distribution in Canada between 1890 and 1914?” “Where did Ukrainian immigrants or Doukhobors tend to settle?” “When you study a map showing European alliances in 1914, where do you see potential for conflict?”

B2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools (e.g., use organizers to help them compare perspectives in the information they have gathered on reciprocity with the United States; analyse political cartoons for views on women and women’s roles; interpret graphs on quality of life indicators such as infant mortality to help them understand perspectives of social reformers and the urban poor)

Sample questions: “What does the popularity of Pauline Johnson’s poetry at the time suggest

about the attitudes of English Canadians towards First Nations?" "What do these photographs tell you about the living conditions of the urban poor in Toronto and Montreal at the turn of the century? Does other evidence you have gathered support what you see in the photographs?"

B2.5 evaluate evidence and draw conclusions about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period

Sample questions: "Why did Laurier compromise on the issue of sending Canadian soldiers to fight in the Boer War? What does this compromise reveal about different perspectives on the war in English and French Canada? Do you think Laurier's decision was a good way of reconciling these two perspectives? Why or why not?" "What have you learned about differences in the positions of the federal and provincial government with respect to Aboriginal land rights during this period? What was the position of First Nations people on this issue?"

B2.6 communicate the results of their inquiries using appropriate vocabulary (e.g., *Klondike, immigrant, industrialization, unions, strikes, sweatshops, reciprocity, suffragist, compromise, alliance*) and formats appropriate for specific audiences (e.g., *a photo essay on the lives of children from different regions and/or representing different groups in Canada; a speech written in the voice of a labour activist or suffragist and a response from an opponent; a poem written from the perspective of a passenger on the Komagata Maru; letters to the government from an Indian agent enforcing the ban on the potlach and from a Haida chief giving reasons why the law should be repealed*)

Sample questions: "What format best enables you to present multiple perspectives on the issue you have been investigating? Are there visual elements that might be included in your final product? What is the best way to present them?"

B3. Understanding Historical Context: Events and Their Consequences

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of Grade 8, students will:

B3.1 identify factors leading to some key events or developments that occurred in and/or affected Canada between 1890 and 1914 (e.g., *the Boer War,*

promoting Canada as a destination for immigrants, the growth of the women's suffrage movement, the founding of the Children's Aid Society, an increase in the number of residential schools for First Nations and Métis children, the immigration of British Home Children to Canada, the expansion of homesteading in the West, the growth of labour unions, anti-Asian riots in Vancouver), and explain the historical significance of some of these events for different individuals, groups, and/or communities

Sample questions: "What was the impact of Clifford Sifton's approach to promoting Canada abroad? How did this approach change the face of the West?" "Who were the 'Home Children'? Why did they come to Canada? Do you think they were better off in Canada or in Britain?" "Why did the number of Native residential schools increase during this period? What impact did they have on First Nations and Métis children and their families?"

B3.2 identify key political and legal changes that occurred in and/or affected Canada during this period (e.g., *Alberta and Saskatchewan becoming provinces, the response to the Manitoba Schools Question, European alliances and the conflict in South Africa and threat of conflict in Europe, the Truancy Act of 1891, the Alaska boundary dispute, the Naval Service Bill, increases in the Chinese head tax*), and explain the impact of some of these changes on various individuals, groups, and/or communities

Sample questions: "What was the Manitoba Schools Questions? How was it resolved? What impact did its resolution have on different groups?" "Why was the federal Department of Labour created? What impact did it have?"

B3.3 identify key social and economic changes that occurred in and/or affected Canada during this period (e.g., *the Klondike gold rush; changes in the home countries of immigrants; the Immigration Act of 1910; technological changes; increasing urbanization; the development of mining in Ontario, Nova Scotia, and British Columbia; reciprocity*), and explain the impact of some of these changes on various individuals, groups, and/or communities

Sample questions: "What were some of the similarities and differences in the impact of the Klondike gold rush on First Nations in the Yukon and the impact of western settlement on Métis and First Nations peoples of the Prairies?" "What impact did the Royal Commission on the Relations of Labour and Capital have on workers and unions?"

B3.4 describe significant examples of cooperation and conflict in Canada during this period (e.g., conflicts between English and French Canadians over issues such as the Boer War and the Naval Service Act; conflict between European and non-European immigrants; strikes by coal miners in Nova Scotia and British Columbia; cooperation of different groups under the social gospel umbrella; cooperation between immigrants in new ethnic enclaves)

Sample questions: “Why did the Manitoba Schools Question increase conflict between English and French Canadians?” “What are some of the ways in which immigrants to the Canadian Prairies helped each other? What types of knowledge and information did they share?”

B3.5 identify a variety of significant individuals and groups in Canada during this period (e.g., Maude Abbott, Henri Bourassa, Alexander Graham Bell, Pauline Johnson, J. J. Kelso, Wilfrid Laurier, Tom Longboat, Nellie McClung, L. M. Montgomery, Duncan Campbell Scott, Clifford Sifton, John Ware; the National Council of Women of Canada, the Trades and Labour Congress, various immigrant groups), and explain their contributions to Canadian heritage and/or identity

Sample questions: “How did the actions of women during this time period contribute to women’s rights then and now?” “What impact did Clifford Sifton’s immigration policies and strategies have on Canadian heritage and identity?”