

# 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 individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in an increasingly diverse and regionally distinct nation. They will explore experiences of and challenges facing people who lived in Canada around the beginning of the twentieth century and will compare them to those of who live in present-day Canada. Students will consider the impact of the Indian Act, the Residential School System, the Numbered Treaties, and systemic racism on Indigenous individuals and communities in Canada. Students will examine the internal and external forces that led to Confederation and territorial expansion and of the impact of these developments on the people living in Canada, including First Nations, Métis, and Inuit 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 Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/Developed
<b>Strand A. CREATING CANADA, 1850–1890</b>				
<p><b>A1.</b> assess the impact of some key social, economic, and political factors, including social, economic, and/or political inequalities, on various groups and communities, including First Nations, Métis, and Inuit communities, and on the creation and expansion of the Dominion of Canada, between 1850 and 1890</p>	<p>Cause and Consequence; Historical Perspective</p>	<p>Not all Canadians enjoyed the same rights and privileges in the new nation.</p>	<p>Did all Canadians have the same reaction to the creation of the Dominion of Canada and its expansion from coast to coast?</p> <p>Is historical change always positive? How do we determine the nature of its impact?</p>	<p><b>Maps* and Globes</b> Constructing maps to show the political development of Canada (see, e.g., A2.4)</p> <p>Analysing and/or constructing demographic maps related to settlement patterns of different groups (see, e.g., A2.4)</p>
<p><b>A2.</b> use the historical inquiry process to investigate 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 between 1850 and 1890</p>	<p>Historical Significance; Historical Perspective</p>	<p>People in Canada had different reactions to the creation and expansion of the country.</p>	<p>How did the colonial policies of the new Canadian government continue to have an impact on First Nations, Métis and Inuit individuals and communities?</p>	<p>Analysing and/or constructing flow maps on movement patterns of different peoples (see, e.g., A2.4)</p> <p>Analysing and/or constructing annotated or issue-based maps related to significant events (see, e.g., A2.4)</p>
<p><b>A3.</b> describe various significant people, events, and developments in Canada between 1850 and 1890, including the Indian Act, treaties between Indigenous nations and the Crown, and the Residential School System, and explain their impact</p>	<p>Historical Significance; Cause and Consequence</p>	<p>This was an era of major political and economic change, which affected various groups in Canada in different ways.</p>		

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/Developed
<b>Strand B. CANADA, 1890–1914: A CHANGING SOCIETY</b>				
<p><b>B1.</b> analyse key similarities and differences between Canada in 1890–1914 and in the present day, with reference to the experiences of, major challenges facing, and actions taken by various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities</p>	<p>Continuity and Change; Historical Perspective</p>	<p>The struggles of individuals and groups in Canada at this time laid the groundwork for some of the rights we have today.</p>	<p>In what ways are Canadian rights and freedoms a result of the struggles of people in the past?</p> <p>What are some ways in which different people respond to challenges and create change?</p> <p>What role has diversity played in the development of Canada?</p> <p>What has been the lasting impact of the Indian Act and the Residential School System?</p>	<p><b>Graphs</b> Analysing graphs related to quality of life (see, e.g., B2.5)</p> <p><b>Maps<sup>6r</sup> and Globes</b> Extracting information from landform and climate maps of Canada (see, e.g., B1.3)</p> <p>Analysing and/or constructing demographic maps related to settlement patterns of different groups (see, e.g., B2.4)</p> <p>Analysing and/or constructing flow maps on movement patterns of different peoples (see, e.g., B2.4)</p>
<p><b>B2.</b> use the historical inquiry process to investigate 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 between 1890 and 1914</p>	<p>Historical Significance; Historical Perspective</p>	<p>During this period, a surge in immigration from new countries increased the diversity of Canadian society.</p>	<p>What role has diversity played in the development of Canada?</p> <p>What has been the lasting impact of the Indian Act and the Residential School System?</p>	<p>Analysing and/or constructing demographic maps related to settlement patterns of different groups (see, e.g., B2.4)</p> <p>Analysing and/or constructing flow maps on movement patterns of different peoples (see, e.g., B2.4)</p>
<p><b>B3.</b> describe various significant people, issues, events, and developments in Canada between 1890 and 1914, including the Residential School System, and explain their impact</p>	<p>Historical Significance; Cause and Consequence</p>	<p>Social changes that occurred at this time have had a lasting impact on Canada.</p>		

<sup>6r</sup> 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 inequalities, on various groups and communities, including First Nations, Métis, and Inuit communities, and on the creation and expansion of the Dominion of Canada, between 1850 and 1890 (FOCUS ON: *Cause and Consequence; Historical Perspective*)

**A2. Inquiry:** use the historical inquiry process to investigate 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 between 1850 and 1890 (FOCUS ON: *Historical Significance; Historical Perspective*)

**A3. Understanding Historical Context:** describe various significant people, events, and developments in Canada between 1850 and 1890, including the Indian Act, treaties between Indigenous nations and the Crown, and the Residential School System, and explain their impact (FOCUS ON: *Historical Significance; Cause and Consequence*)

### Specific Expectations

#### A1. Application: Peoples in the New Nation

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 Manitoba Act of 1870, the search for the Northwest Passage, the Red River Resistance, the North-West Resistance, the federal government's purchase of Rupert's Land, 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 motivated the federal government to create the Indian Act? How important a role did the act play in the expansion of Canada?” “Why did the government of Canada claim authority over Arctic islands and waters in 1880? What role did the Inuit presence in this region play in that decision? What was the importance of this claim with respect to Canadian territorial expansion?”

## NEW SE

**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 (e.g., with reference to land ownership; the Act for the Better Protection of the Lands and Property of Indians in Lower Canada, 1850; the Gradual Civilization Act, 1857; the Gradual Enfranchisement Act, 1869; the Indian Act, 1876; the rights and legal status of “status Indians” on reserves; policies of assimilation; the exclusion of Métis as a collective from most treaties)

**Sample questions:** “In the Indian Act of 1876, a ‘person’ is defined as: ‘an individual other than an Indian.’ What impact did this definition have on First Nations peoples?” “What was the impact on Métis and Inuit of their not being included in treaties during this period?” “What was the ‘Half-Breed Adhesion’ to Treaty 3? What were the intended and unintended consequences of the agreement?” “What are some instances of systemic oppression that have either been strategically directed at Indigenous peoples or have been allowed to happen? What impact has such oppression had on Indigenous peoples and on Canada as a country?”

**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 (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 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?”

**A1.4** analyse some of the actions taken by various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1850 and 1890 to improve their lives (e.g., the creation of Provisional Governments by the Métis in 1869 and 1884; attempted 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 higher pay, shorter hours, and better working conditions; the creation of the newspaper *The Provincial Freeman* 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?” “When you assess the actions taken by different groups, including Indigenous groups, to improve their lives, which groups do you find were the most successful? How might you account for some groups being more successful than others?”

## A2. Inquiry: Perspectives in the New Nation

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of Grade 8, students will:

**A2.1** formulate questions to guide investigations into 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 between 1850 and 1890 (e.g., *Confederation, the National Policy, the rights of First Nations, the establishment of Residential Schools for First Nations and Métis children, industrialization, temperance, immigration, the presence of refugee slaves and free African-American migrants in Canada, the building of the Canadian Pacific Railway [CPR], the Red River Resistance and/or the North-West Resistance, the trial and execution of Thomas Scott and/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?” “If you want to investigate how the development of commercial whaling in the Arctic changed the lives of Inuit, what questions could you ask to ensure that your investigation reflects the perspectives of Inuit?” “What was the reaction of different groups to the prospect of Confederation?” “How did various groups, including First Nations and Métis peoples, react to the opening up of the West to settlement by immigrants?” “Why might workers’ views of mechanization in industry have differed from those of industrialists?” “Who do you think was a good leader during this period? Why? What did it mean to be a good leader at this time?”

**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 (e.g., *advertisements; diaries; letters; oral histories; hospital records; 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; museum exhibits; documentaries; online videos; 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 Resistance, why should you look at newspaper accounts from different regions of the country?” “Why might it be useful to sort the primary sources on the Thomas Scott trial and the Red River Resistance by perspective or point of view as you are gathering them? How might you do so?” “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?”

## NEW SE

**A2.3** assess the credibility of sources and information relevant to their investigations (*e.g., by considering the perspective, bias, accuracy, authenticity, purpose, and/or context of the source and the values and/or expertise of its author*)

**Sample questions:** “If you were consulting sources for information on the life and legacy of Louis Riel, how would you determine which sources are most reliable and credible?” “Whose voices are present in these pieces of legislation? Whose are missing?”

**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 (*e.g., analyse issue-based maps as part of their investigation into the North-West Resistance; 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 immigrant groups and Indigenous communities in Canada during this period; analyse a flow map that shows the Métis dispersion during this period*)

**Sample questions:** “What does this annotated map tell you about 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?” “What do the wooden coastal maps made by Inuit reveal about the perspectives of Inuit at this time? How do these maps differ from European maps and maps created by Inuit at the request of European explorers?”

**A2.5** 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 Resistance? 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?” “In 1883, Prime Minister John A. Macdonald stated that ‘When the school is on the reserve the child lives with its parents, who are savages, he is surrounded by savages. Indian children should be withdrawn as much as possible from the parental influence.’ What does this statement contribute to your understanding of the establishment of the Residential School System? What does it imply about the policies the government would pursue with respect to First Nations?” “Why might a living graph be a useful tool for helping you analyse information on the impact on First Nations, Métis, and/or Inuit of various discriminatory practices and legislation?”

**A2.6** 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

**Sample questions:** “What views did people in French and English Canada have on 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?” “Given the information you have analysed, do you consider the Indian Act to be a turning point for First Nations and other Indigenous peoples in Canada? Why or why not?”

**A2.7** 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 School System, racism, cultural genocide, assimilation, pass system, reconciliation*) 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 Resistance 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 contributing 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 Resistance, 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, including First Nations, Métis, and Inuit individuals and/or communities

**Sample questions:** “What was the significance of the Red River Resistance and the North-West Resistance for First Nations and Métis people? In what ways did the actions of John A. Macdonald help instigate a situation that led to these acts of Métis resistance?” “Why was the NWMP created? What was its significance for settlers and First Nations, Métis, and/or Inuit in

the North and West? What was its significance for Canadian identity?" "How did the construction of the transcontinental railway interfere with First Nations and Métis trade and economies?"

## NEW SE

**A3.2** 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 (e.g., *the Robinson Treaties, 1850; the Manitoba Act, 1870; the Numbered Treaties 1–7; the Provisional Government’s List of Rights of December 1, 1869; the Métis scrip system; the 1880 order in council proclaiming Canada’s sovereignty over Arctic lands and waters; the St. Catharines Milling case, 1888*), and explain some of their short- and long-term consequences

**Sample questions:** "What were some key provisions of the 1876 Indian Act? What was their immediate impact? What were some of the long-term consequences of the act for First Nations, Métis, and Inuit?" "What was Treaty 6? Why did Mistahimaskwa (Big Bear) refuse to sign the treaty? What were some of the consequences of that refusal?" "What was the scrip system? What impact did this system have on Métis individuals and communities during this period?" "Why were the Inuit not consulted before the order in council on sovereignty over Arctic lands and waters was implemented? What were the implications of this order in council for the Inuit?" "Why did the federal government outlaw traditional First Nations practices such as the potlatch? What impact did such laws have on First Nations peoples?" "What impact did Confederation have on Indigenous people?" "What are some unresolved issues that arose from treaties, policy, or legislation dating from this period that continue to affect First Nations, Métis, and Inuit today?" "What were the consequences of the eradication of Great Lakes Anishinaabe clan system governance with implementation in 1876 of the Indian Act band council governance system?"

## NEW SE

**A3.3** identify some key factors that contributed to the establishment of the Residential School System (e.g., *government and/or settler appropriation of Indigenous land; desire to impose Christianity on Indigenous peoples; government policies and church actions that repressed Indigenous cultures and resistance and/or sought to assimilate Indigenous people; beliefs within settler society about European cultural and race superiority; the drive to expand the British Empire*), and explain the impact of this system on Indigenous individuals and communities (e.g., *loss of Indigenous language, culture, and identity; disconnection of Indigenous children from family and community; intergenerational trauma and grief; changes in Indigenous children’s relationship to the land; internalization among Indigenous people of the world view of the colonizers; assimilation; exposure to disease; physical, sexual, and emotional abuse*)

**Sample questions:** "Which factors were the most influential in the establishment and administration of Residential Schools?" "How is our identity shaped by our language of origin? What would be the impact on an individual’s identity if his or her language were taken away? Why were family connections and language among the first things targeted by Residential Schools?" "Why is education about the Residential School System a key focus of the Calls to Action of the Truth and Reconciliation Commission?" "What do the photographs by Thomas Moore that supposedly show a First Nations child before and while attending a Residential

School reveal about the racist attitudes in the dominant society that contributed to the establishment of these schools? What do they tell you about the experience of children in the schools?"

**A3.4** identify key political and legal changes that occurred in and/or affected Canada during this period (e.g., the U.S. Fugitive Slave Act of 1850, the British North America Act, the B.C. Qualification of Voters Act, the National Policy), and explain the impact of some of these changes on various non-Indigenous 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 were the main elements of the National Policy? What impact did this policy have on different groups?"

**A3.5** 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 and Métis communities as a result of declining buffalo populations, the role of the Inuit in the whale oil industry in the Arctic, 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, including First Nations, Métis, and Inuit individuals and/or communities

**Sample questions:** "What impact did the collapse of the whaling industry and a switch to a fur-trade economy have on the Inuit? What impact did the opening of trading posts in the Arctic have on Inuit settlement patterns?" "What impact did the Industrial Revolution have on workers? On industrializing cities?" "Why were some regions of Canada opposed to free trade within the newly created dominion?" "Who do you think gained from the Reciprocity Treaty of 1854? Who lost? Why? What impact did the treaty have on First Nations, Métis, and/or Inuit?"

**A3.6** describe significant instances of cooperation and conflict in Canada during this period (e.g., conflict between Protestants and Catholics; the Red River Resistance; the North-West Resistance; the Toronto printers' strike of 1872; cooperation between various individuals and groups to coordinate the Underground Railroad; Confederation negotiations; the 1880 petition of First Nations and Métis in the Lake Nipigon region; cooperation between First Nations, Métis, and the Hudson's Bay Company in the fur trade or between Inuit and Europeans in the development of trade and resources in the Arctic)

**Sample questions:** "Why was D'Arcy McGee assassinated?" "In what ways did the Métis and the Cree work together during the North-West Resistance?" "What role did Jerry Potts play in helping to establish cooperation and trust between the NWMP and First Nations?" "How would you describe trade relations between the Inuit and Europeans at this time?" "How did the attitudes of the Orange Order of Canada affect Irish Catholics and Indigenous peoples during this period?"

**A3.7** 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, anti-slavery and abolitionist groups, Chinese railway workers, the Métis Nation, the Woman's Christian Temperance Union*), and explain their contributions to heritage and/or identities in Canada

**Sample questions:** "What is the legacy of Louis Riel?" "What do you think would have been the consequences had Big Bear been successful in realizing his vision of uniting western First Nations? Why?" "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 identities?" "Who are some First Nations and Métis leaders who were executed by the government of Canada during this period? What did the government accuse them of? What was the government's motivation? What impact did the resulting loss of their leaders have on First Nation and Métis people?" "How do you think we should judge historical figures who made significant contributions to Canada but who also made mistakes and/or had beliefs, values, or attitudes that would be considered offensive today?"

PRE PUBLIC

## 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, major challenges facing, and actions taken by various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities (FOCUS ON: *Continuity and Change; Historical Perspective*)

**B2. Inquiry:** use the historical inquiry process to investigate 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 between 1890 and 1914 (FOCUS ON: *Historical Significance; Historical Perspective*)

**B3. Understanding Historical Context:** describe various significant people, issues, events, and developments in Canada between 1890 and 1914, including the Residential School System, 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, including First Nations, Métis, and Inuit communities, in present-day Canada and the same groups/communities in Canada between 1890 and 1914 (*e.g., the urban poor, the unemployed, workers, farmers, recent immigrants, different Indigenous communities, 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?” “How were Inuit settlement patterns during this period different from those of the present day?” “Who could vote in Canada in 1900? Who could not? Who can vote now? Who cannot?”

## NEW SE

**B1.2** analyse 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 (*e.g., disruption of families, including loss of parental control and responsibility, as rights of Indigenous parents were disregarded when their children were removed and placed in Residential Schools; loss of knowledge of language and traditional culture; loss of traditional lands with increasing settlement by non-Indigenous Canadians; loss of decision-making power to federal Indian agents, including the denial of personal rights and freedom under the pass system*) and how some of these challenges continue to affect Indigenous peoples today (*e.g., with reference to ongoing issues around cultural assimilation and loss of identity; isolation from mainstream society and/or home communities; mental and physical health issues; the ongoing impact of the Residential School System on the development of parenting skills and family/community bonding; the continuing need to address the legacy of abuse from the Residential School System; struggles for recognition of treaty rights; efforts to address sexism in the Indian Act*)

**Sample questions:** “Why was it challenging for Indigenous students to return to their communities and/or live in non-Indigenous communities after attending Residential Schools?” “What are some ways in which the educational experiences of First Nations people during this period were similar to and different from experiences of First Nations people today?” “What is meant by the term ‘intergenerational trauma’? In what ways is this term relevant to a discussion of the impact of Residential Schools?” “How did rivalries between Christian churches affect Indigenous people and/or communities? How did these rivalries contribute to the development of the Residential School System?” “When you investigate the short- and long-term impact that Residential Schools had on First Nations children and their families, what actions do you think have to be taken to make amends? In this context, how is an apology different from reconciliation?” “What impact did the Indian Act have on Indigenous governance structures during this period?” “What impact does the gradual disappearance of a language have on a community? What impact has loss of Indigenous language had on First Nations communities in Canada?”

**B1.3** analyse some of the challenges facing various non-Indigenous individual, groups, and/or communities in Canada between 1890 and 1914 (*e.g., increasing industrialization; restrictions on immigration of some ethnic groups; lack of political rights for women; working conditions in sweatshops; racism and other forms of prejudice*), 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? Are there some similarities? 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?” “Why did the Immigration Act of 1910 prohibit the immigration of peoples ‘belonging to any race deemed unsuitable to the climate’? Who was the target of such restrictions? Who did this policy privilege?”

**B1.4** analyse actions taken by various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1890 and 1914 to improve their lives (e.g., *different Indigenous and ethnic/racial communities, religious groups, immigrants from different parts of the world, people in different regions of Canada, francophones, 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 actions did Onondyoh (Frederick Ogilvie Loft) take to improve the lives of First Nations people in Ontario? What comparisons can you draw between Loft’s actions and those of Indigenous activists 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?” “What actions did some Métis at Moose Factory take in 1905 to protest their exclusion from Treaty 9? In what ways was this action similar to and/or different from actions taken by present-day Métis activists?” “What actions are being taken today, including by First Nations, Métis, and Inuit, to recognise, preserve, and restore Indigenous languages both in Ontario and across Canada? How are these actions different from actions taken by Indigenous activists during the period 1890–1914?”

## **B2. Inquiry: Perspectives on a Changing Society**

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of Grade 8, students will:

**B2.1** formulate questions to guide investigations into 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 between 1890 and 1914 (e.g., *the Boer War, the Manitoba Schools Question, efforts to protect and educate children, the expansion of the Residential School System, 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:** “Why do Indigenous peoples and the federal government have different perspectives on some treaties from this period? What questions might you ask to guide an investigation into these differences?” “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?" "Why did many Métis people choose not to publicly identify as Métis during this period? What questions are important to consider when investigating this topic?"

**B2.2** 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 (*e.g., government documents and records; treaties; advertisements; letters; newspaper reports and editorials; archaeological evidence; Indigenous oral histories; paintings, photographs, or posters from the time; petitions*) and secondary sources (*e.g., historical fiction, textbooks, reference books, museum exhibits, documentaries, online videos*)

**Sample questions:** "Why might studying photographs showing the living conditions of the urban poor help you 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?" "Where would you look for information on student deaths in Residential Schools? Why are school/government records of such deaths incomplete? How do these incomplete records affect our ability to determine the truth about this issue? What other sources could you consult to gain a fuller understanding?" "When you are conducting research, what challenges do you face in gathering, organizing, and storing Indigenous primary sources?" "Where could you find documents that reveal the perspective of the federal and provincial governments on the North during this period? Where would you find information on the perspectives of people who lived in this region?"

### **NEW SE**

**B2.3** assess the credibility of sources and information relevant to their investigations (*e.g., by considering the perspective, bias, accuracy, authenticity, purpose, and/or context of the source and the values and/or expertise of its author*)

**Sample questions:** "If you were consulting sources for information on the establishment of Algonquin Park in 1893, how would you determine which sources were the most reliable and credible? Why is it important to consult Indigenous sources on this event?" "Why is it important to examine many types of sources with different viewpoints when examining the impact of Residential Schools?"

**B2.4** analyse 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 (*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; analyse an interactive map that shows the growth of Residential Schools in Canada; create a flow map to show the origins of immigrants to Canada and the regions in which they settled)*

**Sample questions:** “What does this historical map of the Klondike gold rush tell you about the impact of the gold rush on Indigenous peoples?” “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?” “What information should you include on a map to show changing patterns of economic development in northern Ontario during this period? What type of map would best suit the purpose of showing the perspectives of both the Cree and the federal or provincial government on such development?”

**B2.5** 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?” “What do these sources tell you about similarities and differences in the Residential School experiences of First Nations and Métis children? What do accounts of First Nations and Métis survivors of Residential Schools tell you about their differing experiences?” “What information have you found about how oral records of Treaty 9 differ from the written language of the treaty?”

**B2.6** 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

**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 conclusions have you drawn about educational policies and practices in Residential Schools compared to educational policies/practices in non-Indigenous communities? What evidence supports your conclusions?”

**B2.7** 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; a dramatic monologue from the perspective of a Haida chief or child giving reasons why the potlatch ban should be repealed; a dance representing aspects of the impact of colonization on Indigenous peoples)*

**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?” “How might you represent your understanding of historical change through music, song, art, or dance?”

### **B3. Understanding Historical Context: Events and Their Consequences**

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of Grade 8, students will:

#### **New SE**

**B3.1** 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 (e.g., with reference to the status of “Indians” as wards of the state; the role of Indian agents in regulating the lives of people on reserves; laws forbidding Indigenous ceremonies, including the potlatch and powwows; expropriation of land from reserves for public works, roads, and railways; an increase in the number of Residential Schools for First Nations and Métis children; issuance of Métis scrip in conjunction with Treaties 8 and 10), and explain the historical significance of some of these issues, events, and/or developments for different individuals and/or communities

**Sample questions:** “Why did the number of Residential Schools increase during this period? What was the significance of this expansion for First Nations and Métis children and their families?” “What was the Bryce Report? How did Ottawa respond to it? What does this response tell you about the government’s attitudes towards First Nations children? How did these attitudes contribute to the continuing development of the Residential School System?” “What were the consequences of colonial attitudes towards Indigenous people during this period?” “Why didn’t the federal government enter into treaty negotiations with the Inuit? What was the eventual alternative?” “What were the consequences for a First Nations man if he took steps to enlist in the military or to vote? What happened to a status Indian woman when her husband became enfranchised?” “What are some factors that contributed to Arctic exploration at this time? How did the Netsilik Inuit community contribute to the ability of non-Inuit to navigate the Northwest Passage and engage in Arctic exploration?” “What were some key events that led to the growth of trading posts in northern Canada?” “How did the attitudes of churches and the federal government influence the design and conditions of Residential Schools during this period?”

**B3.2** identify factors contributing to some key events and/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, 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 and/or developments for various non-Indigenous individuals, groups, and/or communities

**Sample questions:** “What was the impact of Clifford Sifton’s approach to promoting Canada abroad? How did his policy change the face of the West?” “What factors contributed to the emigration of the ‘Home Children’? Do you think they were better off in Canada than they were in Britain? Why or why not?”

**B3.3** 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/or the threat of conflict in Europe; the Truancy Act, 1891; Ottawa’s establishment of per student funding of Residential Schools in 1891; the abolishment of French as an official language in the Northwest Territories in 1892; 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, including First Nations, Métis, and Inuit individuals 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?” “What impact did the Truancy Act of 1891 have on the treatment of students in Residential Schools?” “What territories were covered by Treaties 8 and 10? What were the provisions of these treaties? What impact did they have on Métis individuals and communities? On First Nations?”

**B3.4** 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 to Canada; 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, including First Nations, Métis, and Inuit individuals 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?” “What was the impact of American and British traders and missionaries in the Far North during this period?” “What impact did the decline of the fur trade have on Métis individuals and communities?”

**B3.5** describe significant examples of cooperation and conflict in Canada during this period (e.g., *increasing resistance among Indigenous families to Residential Schools; 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?” “Why did the Residential School System meet with growing resistance from Indigenous families during this period? What happened when parents resisted the removal of their children? Why did some parents not resist?”

**B3.6** 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, Onondayoh [Frederick Ogilvie Loft], Oronhyatekha [Peter Martin], 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 heritage and/or identities in Canada

**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?” “What actions did Tom Longboat and other Indigenous people take to further awareness of Indigenous rights/issues?” “How can we reconcile Duncan Campbell Scott’s achievements with his negative legacy with respect to Residential Schools?”

PRE PUBLISHED