



Grade 8

Canada at the Turn of the Twentieth Century:

The Impact of Industrialization

1890s-1920s

1. Introduction

Unit: Grade 8 History: Canada: A Changing Society

“In studying Canada as a changing society, students focus on why and how changes occur in society. They examine social and economic factors, as well as individuals and groups, promoting change in Canada up to 1918. Canada’s involvement in World War I is studied, with emphasis on the impact of the war on Canadians and the world community.” (*The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 1998* [Toronto: Ministry of Education and Training, 1998]: 46.)

1. A. Activities

Students use primary and secondary sources for gathering, analyzing, synthesizing and evaluating historical information.

1. Introductory activities: primary and secondary sources

Students will be introduced to the concept of primary and secondary sources. They will then visit a number of different primary source "stations," which they will analyze through a series of prompts.

See Teacher Package: Introductory activities: primary and secondary sources

2. WebQuest

Following completion of the introductory activities, students will be assigned a role in a class WebQuest. The WebQuest explores the impact of industrialization on Canada and Canadians around the turn of the twentieth century.

In partnership (usually in pairs), students will research their role by using linked primary sources on the WebQuest and searching the Ontario History Quest Digital Collections database to locate additional illustrative and explanatory materials. They will select and organize these materials

and provide suitable written explanations of them. They will then present their findings to the class. To conclude, students work individually to write an account of how their investigation demonstrated one or more aspects of the WebQuest's theme.

See Part 2: Teacher Package: WebQuest

1. B. Time Requirement

Introductory Activities: Primary and Secondary Sources – 135-155 minutes

WebQuest - 300 minutes

1. C. Curriculum Expectations

History: Grade 8 - Canada: A Changing Society

Writing: Grade 8

Oral and Visual Communication: Grade 8

Inquiry and Research: Grade 8

History: Grade 8 - Canada: A Changing Society

Overall Expectations

- demonstrate an understanding of how diverse groups and individuals have contributed to the historical, cultural, and economic development of Canada
- analyze 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

- demonstrate an understanding of factors contributing to change in a society
- demonstrate an understanding of how the industrial revolution changed Canadian society
- identify and demonstrate an understanding of major developments that affected the working conditions of Canadian workers

- identify major developments in the changing role of children in the Canadian workforce
- identify major developments (e.g., the suffrage movement) and personalities 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
- demonstrate an understanding of Canada's participation in World War I (e.g., reasons Canadians fought; roles of Canadian men and women)
- 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

- 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
- analyze, synthesize, and evaluate historical information (e.g., compare and evaluate the role of women in the nineteenth century and the twentieth century)
- analyze 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

- 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

Writing: Grade 8

Overall Expectations

- communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using

- forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions)
- use writing for various purposes and in a range of contexts, including school work (e.g., to write technical instructions, to clarify personal concerns, to explore social issues, to develop imaginative abilities)
 - organize information and ideas creatively as well as logically, using paragraph structures appropriate for their purpose (e.g., paragraphs structured to develop a comparison or establish a cause-and-effect relationship)
 - use a wide variety of sentence types and sentence structures, with conscious attention to style
 - produce pieces of writing using a variety of specific forms (e.g., a script for a play), techniques, and resources appropriate to the form and purpose, and materials from other media (e.g., lighting effects)
 - produce media texts using writing and materials from other media (e.g., a video documentary on an environmental issue)
 - revise and edit their work, focusing on content and on more complex elements of style (e.g., imagery), independently or using feedback from others
 - proofread and correct their final drafts, focusing on grammar, spelling, punctuation, and conventions of style
 - use and spell correctly the vocabulary appropriate for this grade level

Oral and Visual Communication: Grade 8

Overall Expectations

- provide clear answers to questions and well-constructed explanations or instructions in classroom work
- listen attentively to organize and classify information and to clarify thinking
- listen to and communicate connected ideas and relate carefully-constructed narratives about real and fictional events
- express and respond to a range of ideas and opinions concisely, clearly, and appropriately
- contribute and work constructively in groups
- demonstrate the ability to concentrate by identifying main points and staying on topic
- identify a wide range of media works and describe the techniques used in them
- analyze and interpret media works
- create media works of some technical complexity
- use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade

Inquiry and Research: Grade 8

Overall Expectations

Prepare for research:

- define information needs using a variety of strategies
- explore information using a variety of group activities
- identify varied ways of organizing information
- relate prior knowledge to information tasks

Access resources:

- locate a variety of appropriate resources from a variety of sources
- select information appropriate to needs using a variety of strategies
- gather information from resources using internal organizers and conventions of texts
- collaborate with others to share findings and ideas

Process information:

- analyze and evaluate information using a variety of strategies
- test ideas to adjust research and problem-solving strategies
- sort information using a variety of organizers and formats
- synthesize findings and formulate conclusions

Transfer learning:

- revise product appropriate to purpose, audience, and format
- present research findings in a variety of forms for a variety of audiences
- reflect on and evaluate product and process
- transfer new information skills and knowledge to solve problems and make decisions.

Expectations in Specific Areas

Reasoning

- ask higher-order questions
- compare and verify statements from two or more sources
- identify criteria used to evaluate information
- articulate the stages of the research process
- assess bias in data-collection methods

Organizing

- describe the features and conventions of a variety of reference materials
- create paraphrases
- edit product for unity
- verify the accuracy of examples and quotations of primary sources

Communicating

- use simulation strategies to explore ideas during research process
- use paraphrase in peer and teacher conferencing to check progress and test clarity of ideas

Applying

- identify cause and effect relationships in information
- make inferences and convincing arguments based on data analysis
- recast a product in a new format for a range of purposes and audiences
- make judgments and draw conclusions to solve problems

1. D. Planning Notes

- This unit will span several lessons and class periods. The activities support interdisciplinary work. It is recommended that the history teacher, the language teacher, and the teacher-librarian use a team-teaching approach to take full advantage of all of the activities. Time for completing the tasks could come not only from the assigned history periods but also from the allotted language time and resource centre periods.
 - The history teacher could establish the introductory activities and the WebQuest.
 - The language teacher could help introduce or review the final report activity.
 - The teacher-librarian could make available computers in the resource centre and/or computer lab, and create a display of different types of primary sources, e.g., *The Diary of a Young Girl* by Anne Frank.
 - The teacher-librarian could demonstrate how to work through a sample topic using both the primary source materials on the WebQuest and the Ontario History Quest Digital Collections database.
- The number of available computers will determine how the activities are handled

- The ideal environment is to have one computer for every two students, and to have all students working on their activities at the same time. Computers in the classroom, the resource centre or computer lab could be used.
- If only three to six computers are available, then you could make copies, in overhead and handout form, of pertinent sections of the Introductory Activities and the WebQuest and walk students through the activities.
- Ontario History Quest works within a closed Internet environment. The Introductory Activities and the WebQuest provide the resources that students and teachers need to complete the tasks. Textbooks can be used to provide background.

1. E. Resources

Texts

Arnold, Phyllis A., Penney Clark, and Ken Westerlund, *Canada Revisited 8* Edmonton: Arnold Publishing, 2000.

Cruyton, J. Bradley and Wilson, W. Douglas. *Flashback Canada*. Don Mills: Oxford Press, 2000.

Deir, Elspeth, and others. *Canada: The Story of A Developing Nation*. Toronto: McGraw-Hill, 2000.

Curriculum Documents

Information Studies: Kindergarten to Grade 12. Toronto: Ontario School Library Association, 1999.

The Ontario Curriculum, Grades 1–8: Language, 1997. Toronto: Ministry of Education and Training, 1997.

The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 1998. Toronto: Ministry of Education and Training, 1998.

2. Introductory Activities: Primary and Secondary Sources

2. A. Activity: Introductory Activities: Primary and Secondary Sources

Students will be introduced to the concept of primary and secondary sources. They will then visit a number of different primary source "stations," which they will analyze through a series of prompts.

2. B. Time Requirement

Introductory Activities: Primary and Secondary Sources – 135 minutes

Optional Introduction – 20 minutes

Understanding Primary and Secondary Sources - 60 minutes

Using Primary Sources: The Historian's Tools – 75 minutes

2. C. Description

Understanding Primary and Secondary Sources

Students read two selections about World War I, a primary source and a secondary source. They then discuss the differences between the two sources and problems associated with each. They confirm the discussion by reviewing the characteristics of primary sources and secondary sources, and key questions that historians must consider when analyzing each source. Students then complete a review exercise to distinguish between primary and secondary sources.

Using Primary Sources: The Historian's Tools

Students examine one or two primary source "stations," and answer questions. Each station links to examples of primary sources, and presents questions and prompts to help students understand how to use the primary sources in historical research. This section concludes with a class discussion.

2. D. Prior Knowledge and Skills

Using a textbook and other materials, students will have developed some understanding of factors influencing change in Canada in the period around the turn of the twentieth century. Factors include the opening of the Canadian West to settlement partly because of the growing demand for wheat in Europe and elsewhere; the increasing numbers of immigrants coming to Canada in these years; increased railway building and industrialization, especially in central Canada, in response to these changes.

2. E. Planning Notes

- Review Teacher Package Introduction: Planning Notes (below)
- Examine Using Primary Sources: The Historian's Tools in Ontario History Quest

2. F. Teaching/Learning Strategies

1. Optional Introduction: Bias and “Canada’s Century”

- Review the word bias with students.
- Provide students with an excerpt of Wilfrid Laurier’s speech about “Canada’s century.”
 - Prime Minister Laurier initially made his famous declaration in a speech delivered at the first annual banquet of the Canadian Club of Ottawa on January 18, 1904, when he stated:

The more I advance in life – and I am no longer a young man – the more I thank Providence that my birth took place in this fair land of Canada. [Cheers] Canada has been modest in its history, although its history is heroic in many ways. But its history, in my estimation, is only commencing. It is commencing in this century. The nineteenth century was the century of the United States. I think we can claim that it is Canada that shall fill the twentieth century. (Wilfrid Laurier. Quoted in John Robert Colombo, *Colombo’s Canadian Quotations* [Edmonton: Hurtig, 1974]: 332.)

- Laurier re-phrased the aphorism in a campaign speech at Massey Hall, Toronto, October 14, 1904, declaring: “Let me tell you, my fellow countrymen, that all the signs point this way, that the twentieth century shall be the century of Canada and of Canadian development.” (For a fuller excerpt, see P. A. Arnold, P. Clark, and K. Westerlund, *Canada Revisited 8: Confederation, The Development of Western Canada, and Changing Society* [Edmonton: Arnold Publishing, 2000]: p. 274.)
- Have the students read one of Laurier’s speeches. Use the following prompts to initiate discussion about bias. Note: modify the given prompts if you decide to use the key phrase, rather than the fuller excerpt.
 - What is the point of view that Laurier is expressing?
 - What words or phrases are used by Laurier that indicates a bias?
 - Why should we not be surprised by Laurier’s speech?
 - How might the following have influenced Laurier’s opinion:
 - Immigration to the West
 - The completion of railways across Canada

- Urbanization/Industrialization

2. Understanding Primary and Secondary Sources

Give students the URL for the Ontario History Quest and guide them to the section, Introductory activities: primary and secondary sources. [Link to 3.1]

In pairs, students read the opening page, and then click to Understanding Primary and Secondary Sources.

Have the students:

- Read the two selections about World War I - one is a primary source and the other is a secondary source
- Discuss the differences between the two sources and problems associated with each. .
- Confirm discussion by reviewing information in "Characteristics of primary and secondary sources."
- Print a copy of the review exercise and complete it. Applying your knowledge: Distinguishing Between Primary and Secondary Sources

3. Using Primary Sources: The Historian's Tools

- Introduce students to the purpose of this section
 - to becoming familiar with different types of primary sources
 - to learn how primary sources aid the historian
- Assign each student two or three stations to visit with a partner. There are four primary sources stations for Grade 8.
- Have students view the image at each assigned station, answer the questions, and consider how an historian might use this type of primary source to gather historical evidence.
- You could have the class develop lists of generic questions that can be used with a particular type of primary source. Students could keep these lists in their notebooks, and use them as additional questions for the source.
- Conclude with a class discussion, which could include hearing the responses the groups have written down for each of the stations. It is

important that all students understand how to use each kind of primary source to gather information.

2. G. Accommodations

- Some students may require additional support in completing the tasks that make up this WebQuest. Printing pertinent parts of the WebQuest – Process, Rubrics, etc. - would help visual learners in the class. Encourage underlining and annotating of these instructions.
- After you discuss the instructions in class, ask some students to repeat back to you what they think you/the WebQuest is asking them to do.
- The activities in the WebQuest are set up so that collaborative work is important in the research and oral components of the activity, while individual accountability is stressed in the written report. You may wish to confer with the student pairs at various times to monitor their progress.
- Pair the students for roles based on verbal fluency. There is an oral component to this task; at your discretion, you can ask for only one member of a pair to participate in this part of the activity.
- Take some additional time to place this activity in the historical context of time and place. You might use history texts to support the research of students who are having difficulty.

2. H. Assessment and Evaluation

Discuss with students how the process and product will be evaluated. The WebQuest provides one rubric for the evaluation of the task requirements and a second rubric for the evaluation of the written report. Review them with the students.

The self- and peer-assessment tools provided in the WebQuest will also help guide students in their activities.

You can decide on the number of tasks to be evaluated in this activity. It is possible to teach and evaluate certain tasks in different classrooms, because the tasks are interdisciplinary in nature. The research phase and note making, the oral report, and the final report can be divided by teacher and subject or evaluated by one teacher in one subject.

3. WebQuest

3. A. Activity: WebQuest

The activities of this WebQuest will help students understand the political, social, and economic conditions of Ontario at the turn of the century.

This will mark one of the first times that students have used primary sources as the main source of information and analysis. Students will have an opportunity to act as historians drawing their own conclusions as they use materials on the WebQuest and on the Ontario History Quest Digital Collections.

The digital collections introduced here serves both as a source of information and a valuable teaching tool for future use.

3. B. Time Requirement

WebQuest - 300 minutes

Introduction - 30 minutes

- Discussion of how a WebQuest is conducted
- Assignment of roles
- Review of tasks and process – how to use the links and generate words for additional search

Research and note making - 60 minutes

Preparation of product (school and home) – 60 minutes in school

Presentation of product to class (optional) – 75 minutes

Written report – 75 minutes

- Discussion of report model - 30 minutes
- Writing of report/peer editing - 45 minutes of class time, then completed at home.

3. C. Description

The WebQuest provides four activities for students to complete based on the research that they conduct in role.

- Research the task associated with their role and select suitable primary sources from the WebQuest and the Ontario History Quest Digital Collections database
- Organize these sources and develop suitable explanations and illustrations to accompany them,
- Present the finished product
- Submit a short written account of how the completed task demonstrates one or more aspects of the theme of the impact of industrialization on Canadian society.

3. D. Prior Knowledge and Skills

Before attempting this WebQuest, students require the ability to work with primary sources, including photographs and written materials. Students should have a good understanding of:

- the differences between primary and secondary sources of historical information
- what primary sources are and how they are used in the study of history.

The activities found in the Introductory Activities: Primary and Secondary Sources will help students with this understanding.

3. E. Planning Notes

- Review Introduction: Planning Notes
- Read the WebQuest, and become familiar with the different sections and the task requirements.
- Since there are strong language and research components to this WebQuest, time and support from the language and resource teachers would be beneficial.

3. F. Teaching/Learning Strategies

1. Introduce WebQuest

- Discuss how a WebQuest is conducted

Explain what a WebQuest is, how it is set up, and how it can be accessed 24/7, from computers anywhere (in the classroom, the library, and at

home) and anytime. The class should understand the process of completing this WebQuest.

- Assign partners and roles

Assign each student a partner and a role for the WebQuest. Pairings should be different from those used for the introductory "stations" activities.

- Review the task, activities and process

Students should examine in advance the tasks they will be required to complete, along with the Evaluation Criteria

Students should understand that some of the tasks require work with a partner, while other tasks are to be completed individually and will be evaluated on that basis.

Students should be given the completion dates for the various stages of the WebQuest: research, preparation of the product, oral presentation, and follow-up written report.

2. Research and note making

- The initial computer session should involve an introductory activity to reinforce students' ability to work with various types of primary sources.
- Choose a sample topic and work through the process with students so that they understand clearly how to proceed and what is expected. Demonstrate how to research the sample topic on both the WebQuest and the Ontario History Quest Digital Collections. Explain that some primary sources can be found by using the links on the WebQuest, while more materials are available by searching the Ontario History Quest Digital Collections. Point out the keywords provided on the WebQuest, and demonstrate how to use these keywords as well as the subjects on the full captions as starting points to search for additional materials on the Digital Collections site.
- Students should then have access to the computers to initiate and conduct their search and selection of materials. This may involve more than one session. You should provide a combination of class and home time for the completion of the task over the next week (or whatever period of time is appropriate).
- Encourage students to use organizers for note making. Note organizer

3. Prepare oral presentation (speech to lieutenant-governor/teacher)

Discuss with students how many pictures/texts should be included in their finished product, and the kind of explanatory written material that must accompany the images. The characteristics of the final product, in most cases a variation of a photo essay, must also be part of this discussion. You and the students should decide whether the final products will be presented or handed in.

4. Prepare oral presentation

Distribute and review [Getting Ready for Presentations](#) [Link to 2.2.6.2] to help students with the oral presentation process.

5. Prepare written report

- Distribute and review the guides and checklists provided in the WebQuest to help students prepare their written work.
 - Report Format
 - Editing the First Draft of My Report
 - Peer Response Report
- Give students 45 minutes of class time for writing the report and peer editing
- Have students complete the written report at home.

3. G. Accommodations

- Some students may require additional support in completing the tasks that make up this WebQuest. Printing pertinent parts of the WebQuest – Process, Rubrics, etc. - would help visual learners in the class. Encourage underlining and annotating of these instructions.
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