

## HISTORY

### **Grade 7 – New France**

outline the reasons why settlers came to New France; identify the social, political, religious, and economic factors that shaped the colony; and describe how settlers and fur traders interacted with the First Nation peoples.

use a variety of resources and tools to gather, process, and communicate information about how settlers in New France met the physical, social, and economic challenges of the new land.

identify and explain similarities and differences in the goals and interests of various groups in New France, including French settlers, First Nation peoples, and both French and English fur traders.

*[Name]* can explain why people came to live in New France (e.g., for land, military reasons, the fur trade, religious reasons). During a class discussion, *[he/she]* explained why *[his/her]* family migrated to Canada. This real life description helped *[Name]* to understand the impact of European immigration on First Nation settlements. *[He/she]* used a Venn diagram to identify the similarities and differences in the goals and interests of groups in New France, including French settlers and English fur traders, then explained why these differences and similarities existed.

### **Grade 7 – British North America**

explain the origins of English settlement in British North America after the fall of New France, describe the migration and settlement experiences of the various groups of settlers, and outline the causes, events, and results of the War of 1812.

use a variety of resources and tools to gather, process, and communicate information about the beginnings and development of the new British colonies.

identify some themes and personalities from the period, and explain their relevance to contemporary Canada.

<p><b>Grade 7 – Conflict and Change</b></p> <p>describe the causes, personalities, and results of the rebellions of 1837-38 in Upper and Lower Canada in relation to themes of conflict and change.</p> <p>use a variety of resources and tools to gather, process, and communicate information about issues and conflicts in Upper and Lower Canada, and about the attempts to resolve them.</p> <p>compare methods of conflict resolution in both historical and contemporary situations.</p>	<p><i>[Name]</i> played the role of <i>[specific role, such as Mackenzie, Papineau, Bond Head]</i> in <i>[specific task, such as “An interview from the past”]</i>. In this role, <i>[he/she]</i> described the part this person played in bringing about change.</p> <p><i>[Name]</i> compared methods of conflict resolution in historical situations to those used in <i>[his/her]</i> everyday life. <i>[He/she]</i> described reasons for these differences and in some cases, similarities.</p>	<p><i>[Name]</i> needs to improve <i>[his/her]</i> understanding of the causes, personalities and results of the rebellions of 1837-38. <i>[Name]</i> could create a thought web or a mind map connecting key names and events to help develop better understanding.</p>
<p><b>Grade 8 – Confederation</b></p> <p>describe the internal and external political factors, key personalities, significant events, and geographical realities that led to the creation of the Dominion of Canada in 1867, and to the growth of Canada as other provinces and territories joined Confederation.</p> <p>use a variety of resources and tools to gather, process, and communicate information about the needs and challenges that led to the formation and expansion of the Canadian federation.</p> <p>compare Canada as it was in 1867 to the Canada of today, including political, social, and other issues facing the country in both periods.</p>	<p>Name is able to identify external and internal factors that led to Confederation. <i>[His/ Her]</i> participation in class discussions on political deadlock, intercolonial trade and the Corn Laws demonstrated <i>[his/her]</i> understanding of events leading to the Dominion of Canada. <i>[He/she]</i> compared life in Canada as it was in 1867 to life in Canada today in <i>[specific evidence, such as a podcast]</i>.</p>	<p><i>[Name]</i> struggled to identify external and internal factors that led to Confederation. <i>[He/She]</i> would benefit from relating <i>[his/her]</i> understanding of current events to <i>[his/her]</i> historical inquiry (e.g., think about “What qualities make a good mayor?” to answer “What qualities made Louis Riel a good leader?”)</p>
<p><b>Grade 8 – The Development of Western Canada</b></p> <p>outline the main factors contributing to the settlement and development of the Prairie provinces, British Columbia, and Yukon, and describe the effects of development on various</p>		

<p>groups of people in the region from a variety of perspectives.</p> <p>use a variety of resources and tools to gather, process, and communicate information about conflicts and changes that occurred during the development of western Canada.</p> <p>show how the history of the Canadian west has influenced both artistic/imaginative works and Canadian institutions.</p>		
<p><b>Grade 8 – Canada: A Changing Society</b></p> <p>describe key characteristics of Canada between 1885 and 1914, including social and economic conditions, the roles and contributions of various people and groups, internal and external pressures for change, and the political responses to these pressures.</p> <p>use a variety of resources and tools to gather, process, and communicate information about the factors that shaped Canada as it was entering the twentieth century.</p> <p>compare living and working conditions, technological developments, and social roles near the beginning of the twentieth century with similar aspects of life in present-day Canada.</p>	<p><i>[Name]</i> successfully described key characteristics of Canada between 1885 and 1914 in <i>[specific evidence, such as a timeline, or class discussion and assignments]</i>.</p> <p><i>[Name]</i> compared living and working conditions and technological developments (e.g., prospecting, the radio, telephone, electricity) near the beginning of the twentieth century with life in present-day Canada.</p>	