

CONTENTS

NEW FRANCE

Getting Ready to Read:

Analyzing the Features of a Text	2
Finding Signal Words	6
Extending Vocabulary	14

Engaging in Reading:

Making Notes	20
--------------	----

BRITISH NORTH AMERICA

Getting Ready to Read:

Extending Vocabulary (Creating a Word Wall)	26
---	----

Engaging in Reading:

Visualizing	30
Reading Between the Lines (Inferences)	34

CONFLICT AND CHANGE

Reacting to Reading:

Making Judgements (Both Sides Now)	38
------------------------------------	----

Engaging in Reading:

Sorting Ideas Using a Concept Map	42
Reading Between the Lines (Inferences)	46

Getting Ready to Read: Analyzing the Features of a Text

Grade 7 History (New France) – History Textbook

There's more to a good book or website than the words. A well-designed history textbook uses a variety of graphical and text features to organize the main ideas, illustrate key concepts, highlight important details, and point to supporting information. When features recur in predictable patterns, they help the reader to find information and make connections. Readers who understand how to use these features spend less time unlocking the text, and have more energy to concentrate on the content.

In this strategy students go beyond previewing to examine and analyze a history textbook and determine how the features will help them to find and use the information for learning. The strategy can be used to understand and to deconstruct other types of text - in magazines, e-zines, newspapers, e-learning modules, and more.

Purpose

- Familiarize students with the main features of the history texts they will be using in the classroom, so that they can find and use information more efficiently.
- Create a template that describes the main features of the texts, so that the students can refer to it.

Payoff

- develop strategies for effectively locating information in history texts.
- become familiar with the main features of the history texts they will be using.

Tips and Resources

- Text features may include: headings, subheadings, table of contents, glossary, index, unit overviews, unit summaries, boldface words, boxed text, pictures, illustrations, symbols, political cartoons, charts, tables, graphs, maps, italicized words, captions or labels, icons or themes, website references, footnotes, maps, statistics, time lines, profiles of important people and graphic organizers.
- See Student/Teacher Resource, *How to Read a History Textbook – Sample* in *Think Literacy: Cross-Curricular Approaches, Grades 7-12*, p. 14.
- The following textbooks could be used to select related texts:
 - Canada Revisited 7: Arnold Publishing Ltd, 1999. pp. 3-127.
 - Close-Up Canada: Oxford University Press, 2001. pp. 26-141.
 - Canada-The story of our heritage: McGraw-Hill Ryerson Ltd, 2000. pp. 52-118.
- This strategy would be a good introduction to creating a word wall. After the students have completed reviewing the chapter for main concepts, start to identify key words to add to a class word wall.

Cross-Curricular Literacy: Strategies for Improving Secondary Students' Reading and Writing Skills, pp.20-21.

Cross-Curricular Literacy: Strategies for Improving Middle Level Students' Reading and Writing Skills, Grades 6-8, pp. 28-29, 40-41.

Teaching Reading in the Content Areas: If Not Me, Then Who?, pp. 16-18.

Further Support

- Teach students the SQ4R strategy (Survey, Question, Read, Recite, Review, Reflect). For example, **survey** the title, headings, subheadings, maps, pictures, sidebars, bold or italic print, etc. Turn the title, headings, and captions into **questions**. Read the passage to answer questions. **Recite** the answers to their questions to summarize the passage. **Review** the passage to remember the main idea and important information and details. **Reflect** on the passage and process to check that they understand the text, and to generate additional questions.
- Model for students how to use the features of computer software and Internet Websites to help them navigate and read the program or site (e.g., URLs, pop-up menus, text boxes, buttons, symbols, arrows, links, colour, navigation bar, home page, bookmarks, graphics, abbreviations, logos).
- For curricular integration of skills: **Creating a Word Wall** activity can be done twice: once in Language class for related words and once in History class, focusing on the History-specific vocabulary.



Getting Ready to Read: Analyzing the Features of a Text

Grade 7 History (New France) – History Textbook

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Ask students to recall a magazine or informational book they have recently read, or a website they have recently viewed. Ask them to describe how the text looked and how they found information. Ask students what they remember about the content, and how they were able to locate and/or remember information. Discuss their observations. • Explain to students that they will be part of a history textbook Discovery Team. • The Discovery Team will be responsible for completing a scavenger hunt that will guide them through the textbook and require them to discover many of the textbook’s features. • Divide students into groups of three. • Provide students with a textbook. • Distribute Student Resource, <i>Scavenger Hunt</i> to students. • Read through and clarify the expectations of the scavenger hunt. 	<ul style="list-style-type: none"> • Recall something recently read or viewed and identify some features of that particular text. • Note similarities and differences among the responses from other students. • Make connections between what they remember and the features of the text. • With their group, find an appropriate space where they can work effectively. • Examine the scavenger hunt expectations and ask questions for clarification.
<p>During</p> <ul style="list-style-type: none"> • Remind students that textbooks have many different elements or features that are designed to help students learn the material being presented. Some textbooks have a greater variety of elements than others. 	<ul style="list-style-type: none"> • As members of the discovery team, students use their history textbooks and each other as resources to complete their scavenger hunt.
<p>After</p> <ul style="list-style-type: none"> • Ask students to share and compare their findings. Discuss similarities and differences. • Encourage students to keep the scavenger hunt sheet in their history notebook for future reference. • Ask students to refer to the first chapter in the textbook that will be covered. Ask students to review the chapter using the features they have just discovered during the scavenger hunt. Ask students to write down all of the main ideas that they think will be covered in the unit. 	<ul style="list-style-type: none"> • Share the group’s findings. • Refer to the appropriate chapter in the text. • Using the features they have discovered during the scavenger hunt, record all of the main ideas that they think will be covered in the unit.

Notes



Scavenger Hunt

Becoming familiar with the main features of a history textbook will allow you to access information quickly and use the information for learning. Using the chart below, record the page numbers for the following sections in your textbook, and determine purpose for each feature.

Item		Page #'s	Purpose
1	Table of Contents		
2	Glossary		
3	Index		
4	Unit Overview (choose any unit)		
5	Unit Summary (choose any unit)		
6	Endpapers (as applicable)		

You may find the following features in many parts of your history textbook. Record one example and determine the purpose for each of the following features. Note: if an item below is not featured in your current textbook, record the page number as "not applicable" (n/a) and determine what its purpose might be.

Item		Page #'s	Purpose
6	boldface word or words		
7	box or <u>boxed text</u>		
8	pictures, illustrations, cartoons		
9	charts, tables, graphs		
10	<i>italicized</i> words		
11	captions or labels		
12	icons or themes		
13	colours and symbols		
14	website references		
15	quick facts, footnotes, sidebars		
16	maps		
17	statistics		
18	timelines		
19	profiles of important people		

Getting Ready to Read: Finding Signal Words

Grade 7 History (New France) - Cartier's Three Voyages of Discovery

Writers use signal words and phrases (also called *transition words* or *connectors*) to link ideas and help the reader follow the flow of the information. Many history textbooks rely on the sequential nature of historical events to tell their stories. It is necessary for the students to be able to locate these signal words in order for them to organize the information presented.

Purpose

- Preview the text structure.
- Identify signal words and phrases, and their purposes.
- Familiarize students with the organizational pattern of a text.

Payoff

Students will:

- make connections between reading and writing tasks in historical texts and related materials.
- read and reread historical texts and related materials.
- practise their reading strategies of skimming, scanning and rereading; make predictions about the topic and content as the read and reread.
- learn and use the signal words.

Tips and Resources

- *Signal words* are words or phrases that cue the reader about an organizational pattern in the text, or show a link or transition between ideas. For a list of signal words, see Teacher Resource, *Types of Organizational Patterns (and How to Find Them)*. This resource also includes includes sequence, comparison, problem/solution, pro/con, chronological, general to specific, cause/effect, and more.
- This activity uses skimming and scanning strategies. If this strategy is new to students, explicit instruction is necessary (See Student Resource, *Skimming and Scanning to Preview Text*); even if the strategy has been taught and practised, the skills should be reviewed prior to the activity.
- A *graphic organizer* provides a visual way to organize information and show the relationships among ideas (e.g., a timeline, flow chart, or mind map).
- For more information, see:
 - Student/Teacher Resource, *Finding Signal Words in Text – Example*.
 - Student Resource, *Sequence Flow Chart*.
- Materials on Cartier's three voyages of discovery can be found in:
 - *Canada The Story of Our Heritage*, McGraw-Hill Ryerson Limited, Toronto, Ontario, 2000, pp. 32-36.
 - *Canada Revisited*, Arnold Publishing Limited, Edmonton, Alberta, 1999, p. 15.
 - *Close-Up Canada*, Oxford University Press, Don Mills, Ontario, 2001, pp. 15-18.

Further Support

- Before students read an unfamiliar or challenging selection, provide them with the signal words and the related organizational pattern (e.g., *first*, *second*, *next*, *then*, *following*, and *finally* indicate a sequence of first to last).
- Encourage students to scan reading passages to identify signal words and preview the text structure before they read.
- Have students reread an excerpt from a familiar history resource. (Students may read independently, with a partner, or listen as another person reads aloud.) In small groups, students identify the signal words that cue a text structure, link ideas or indicate transitions between ideas.

Getting Ready to Read: Finding Signal Words

Grade 7 History (New France) - Cartier's Three Voyages of Discovery

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Show a text passage on making Habitant Pea Soup that has the signal words highlighted (See Student/Teacher Resource, <i>Finding Signal Words in Text - Example</i>). • Tell students that authors use particular words to link ideas together and organize their writing, and to help readers understand the flow of ideas. • Have students determine the pattern (sequential) of these words and suggest possible purposes for them in this reading passage. • Model for students how to use these words to provide hints for reading the passage. 	<ul style="list-style-type: none"> • Scan the text passage on making pea soup to identify highlighted words and phrases. • Group and sort words. • Categorize words and identify possible headings for the categories.
<p>During</p> <ul style="list-style-type: none"> • Ask partners to scan selected text passages on Jacques Cartier's three voyages (see Tips and Resources). Note: In some classrooms, all three passages may be manageable as one reading task. However, in order to support struggling readers, it is recommended that groups read the account of one voyage at a time. Then the teacher can check for understanding before having students move to the next account. • Ask students to identify some of the signal words and note how they relate to the meaning of the passage (e.g., "These signal words indicate a sequence. This will help me track the ideas and information in order. A sequence pattern sometimes means I will be reading a chronological series of events.") . • Ask students to use the signal words to help them understand the ideas and information in the passage. 	<ul style="list-style-type: none"> • Identify and record signal words. • Compare their words with the findings from other partners. • Use the signal words as clues to find the meaning of the text. • Read the passages and identify the main ideas. • Share main ideas with a partner.
<p>After</p> <ul style="list-style-type: none"> • Using Student Resource, <i>Sequence Flow Chart</i>, model how to summarize the main ideas using the signal words and phrases to organize the summary. • Model for students how to write a brief summary of Cartier's three voyages. Use an overhead transparency so that students can follow the shared writing process. • Additionally, ask students to write a reflective response on Cartier's importance as an explorer. 	<ul style="list-style-type: none"> • Write a brief summary of the passage, using the signal words to organize the summary.

Notes



Finding Signal Words in Text - Example

The title says, “How to Make Habitant Pea Soup.” I will look for the answer as I read. I can use signal words and the organizational pattern to help me understand how to make pea soup.

How to Make Habitant Pea Soup

Making pea soup from scratch is a great way to impress your friends. It is very easy to make pea soup if you follow the instructions.

Before you can actually begin to make the soup, you must soak the dried peas overnight in enough water to cover them. This process will rehydrate and soften the peas. Drain the excess water in the morning.

Now you are ready to begin. **First** you need to assemble the ingredients you are going to use. You are going to need: dried green peas, a large chopped onion, a grated carrot, seasonings such as: chopped parsley, bay leaf, salt, and pepper. You will also need salt pork or salty bacon, and cold water.

To **begin** cooking the soup, bring the cold water to a boil and add the onion, carrot, and salt. **After** the water has boiled, reduce it to a simmer. **Then** add the parsley, bay leaf, and chopped pork or bacon to the water. You will need to simmer the soup for several hours. **While** it is simmering, stir occasionally and add extra water, if necessary. **After** the soup is done, mash the peas against the side of the pot to give the soup a more creamy consistency.

Finally...share with friends and enjoy!!



Student Resource

Sequence Flow Chart

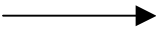
Cartier's First Voyage...

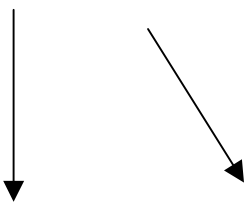
Cartier's Second Voyage...

Cartier's Third Voyage...

Summary...

Skimming and Scanning to Preview Text

Skimming	
What is it?	When you SKIM, you read quickly to get the main idea of a paragraph, page, chapter, or article, and a few (but not all) of the details.
Why do I skim?	Skimming allows you to read quickly to get a general sense of a text so that you can decide whether it has useful information for you. You may also skim to get a key idea. After skimming a piece, you might decide that you want or need to read it in greater depth.
How do I skim? <div style="text-align: center;">  </div> Read in this direction.	<ol style="list-style-type: none"> 1. Read the first few paragraphs, two or three middle paragraphs, and the final two or three paragraphs of a piece, trying to get a basic understanding of the information. 2. Some people prefer to skim by reading the first and last sentence of each paragraph, that is, the topic sentences and concluding sentences. 3. If there are pictures, diagrams, or charts, a quick glance at them and their captions may help you to understand the main idea or point of view in the text. 4. Remember: You do not have to read every word when you skim. 5. Generally, move your eyes horizontally (and quickly) when you skim.

Scanning	
What is it?	When you SCAN, you move your eyes quickly down a page or list to find one specific detail.
Why do I scan?	Scanning allows you to locate quickly a single fact, date, name, or word in a text without trying to read or understand the rest of the piece. You may need that fact or word later to respond to a question or to add a specific detail to something you are writing.
How do I scan? Read in these directions. <div style="margin-top: 20px;">  </div>	<ol style="list-style-type: none"> 1. Knowing your text well is important. Make a prediction about where in a chapter you might find the word, name, fact, term, or date. 2. Note how the information is arranged on a page. Will headings, diagrams, or boxed or highlighted items guide you? Is information arranged alphabetically or numerically as it might be in a telephone book or glossary? 3. Move your eyes vertically or diagonally down the page, letting them dart quickly from side to side and keeping in mind the exact type of information that you want. Look for other closely associated words that might steer you toward the detail for which you are looking. 4. Aim for 100% accuracy!



Types of Organizational Patterns (and How to Find Them)

<p style="text-align: center;">Spatial Order</p> <ul style="list-style-type: none"> • What specific person, place, thing or event is described? • What details are given? • How do the details relate to the subject? • Does the description help you to visualize the subject? • Why is the description important? • Why did the author choose this organizational pattern? 	<p style="text-align: center;">Spatial Order</p> <p>Information and ideas are arranged in an order related to the geographic or spatial location (e.g., left to right, top to bottom, foreground to background). This pattern is often used in descriptions, maps, diagrams and drawings help to record spatial details.</p> <p>Signal Words: above, across from, among, behind, beside, below, down, in front of, between, left, to the right/left, near, on top of, over, up, in the middle of, underneath.</p>
<p style="text-align: center;">Order of Importance</p> <ul style="list-style-type: none"> • What is the main idea? • What are the important details? • Are there examples, facts, or statistics to support the main idea? • What is the most important detail? • What is the least important detail? • How are the details organized? • Why did the author choose this organizational pattern? 	<p style="text-align: center;">Order of Importance</p> <p>Information and ideas are arranged in order of importance (e.g., least important to most important; or the 2-3-1 order of second most important, least important and most important). This pattern can be used in persuasive writing, reports, explanations, news reports and descriptions. Pyramid, sequence and flow charts are examples of visual organizers.</p> <p>Signal Words: always, beginning, first, finally, following, in addition, most important, most convincing, next.</p>
<p style="text-align: center;">Cause/Effect</p> <ul style="list-style-type: none"> • What process, event or subject is being explained? • What is/are the cause(s)? • What is/are the effect(s)? • What are the specific steps in the process? • What is the outcome, product or end result? • How does it work or what does it do? • How are the causes and effects related? Is the relationship logical? • Why did the author choose this organizational pattern? 	<p style="text-align: center;">Cause/Effect</p> <p>Details are arranged to link a result with a series of events, showing a logical relationship between a cause and one or more effects (e.g., describe the cause first and then explain the effects, or describe the effect first and then explain the possible causes). It sometimes called a problem/solution order or process order, and may be used in explanations, descriptions, procedures, process reports, and opinion writing. Cause-and-effect charts and fishbone diagrams can be used to illustrate the relationships.</p> <p>Signal Words: as a result of, because, begins with, causes, consequently, due to, effects of, how, if...then, in order to, leads to, next, since, so, so that, therefore, when...then.</p>
<p style="text-align: center;">Generalization</p> <ul style="list-style-type: none"> • What generalization is the author making? • What facts, examples, statistics or reasons are used to support the generalization? • Do the details appear in a logical order? • Do the details support or explain the generalization? • Why did the author choose this organizational pattern? 	<p style="text-align: center;">Generalization</p> <p>Information is arranged into general statements with supporting examples. The pattern may be general-to-specific or specific-to-general. Generalizations may appear at the beginning or the end of a report, essay, summary, or article. Webs, process charts, and pyramid charts help to record the causal sequence that leads to a specific outcome.</p> <p>Signal Words: additionally, always, because of, clearly, for example, furthermore, generally, however, in conclusion, in fact, never, represents, seldom, therefore, typically.</p>



Types of Organizational Patterns (and How to Find Them) continued

<p style="text-align: center;">Time Order</p> <ul style="list-style-type: none"> • What sequence of events is being described? • What are the major incidents or events? • How are the incidents or events related? • What happened first, second, third, etc.? • How is the pattern revealed in the text? • Why did the author choose this organizational pattern? 	<p style="text-align: center;">Time Order</p> <p>Details are arranged in the order in which they happen. This is also called chronological order, and is often used in incident reports, biographies, news articles, procedure, instructions, or steps in a process. Visual organizers include timelines, flowcharts, and sequence charts.</p> <p>Signal Words: after, before, during, first, finally, following, immediately, initially, next, now, preceding, second, soon, then, third, today, until, when.</p>
<p style="text-align: center;">Compare/Contrast</p> <ul style="list-style-type: none"> • What is being compared? • What is the basis for the comparison? • What characteristics do they have in common? • In what ways are the items different? • Did the author make a conclusion about the comparison? • How is the comparison organized? • Why did the author choose this organizational pattern? 	<p style="text-align: center;">Compare/Contrast</p> <p>Details are arranged to show the similarities and differences between and among two or more things (e.g., ideas, issues, concepts, topics, events, places). This pattern is used in almost all types of writing. Venn diagrams, graphs and cause/effect charts illustrate the comparison.</p> <p>Signal Words: although, as well as, but, common to, compared with, either, different from, however, instead of, like, opposed to, same, similarly, similar to, unlike, yet.</p>
<p style="text-align: center;">Classification</p> <ul style="list-style-type: none"> • What is being classified? • What is the concept being defined? • How are items being grouped? • What are the common characteristics? • What are the categories? • What examples are given for each of the item's characteristics? • Is the grouping logical? • Why did the author choose this organizational pattern? 	<p style="text-align: center;">Classification</p> <p>Details are grouped in categories to illustrate or explain a term or concept. This pattern is often used in descriptions, definitions and explanations (e.g., a writer describes each category, its characteristics, and why particular information belongs in each category). Classification notes, column charts, T-charts, tables and webs can be used to group ideas and information.</p> <p>Signal Words: all, an example of, characterized by, cluster, for instance, group, is often called, looks like, many, mixed in, most, one, part of, the other group, resembles, similarly, sort, typically, unlike, usually.</p>
<p style="text-align: center;">Combined/Multiple Orders</p> <ul style="list-style-type: none"> • What is the topic or subject? • What is the main idea? • What are the relevant details? • How are the ideas and information organized? • What organizational patterns are used? • Why did the author choose these organizational patterns? 	<p style="text-align: center;">Combined/Multiple Orders</p> <p>Many textbooks and reference materials use many organizational patterns to present information and ideas. Sometimes a single paragraph is organized in more than one way, mixing comparison/contrast, cause/effect and order of importance. Tables and webs can be used to illustrate the links among different organizational patterns.</p> <p>Look for the patterns and trends in the signal words.</p>

Getting Ready to Read: Extending Vocabulary

Grade 7 History (New France) - Jeopardy Game

Students are required to learn, on average, over 2 000 words each year in the various subject areas. Those who have trouble learning new words will struggle with the increasingly complex texts that they encounter in the middle and senior years. The New France word sort gives students the opportunity to further develop their word solving skills.

Purpose

- Identify key vocabulary words from the New France unit of study and sort the words into categories.
- Develop a relationship between key New France vocabulary in relation to historical timelines and events.

Payoff

Students will:

- make connections between vocabulary and historical events.
- become more familiar with the words/ word meanings.

Tips and Resources

- Students need to develop sense of the meaning of key words from the New France unit before actually preparing to sort.
- *Skimming* means to read quickly – horizontally through the list of words to get a general understanding of the content and its usefulness.
- *Scanning* means to read quickly – vertically or diagonally to find single words, facts, dates, names, or details.
- See Student Resource, *Skimming and Scanning to Preview Text*.
- Consider building a word wall so that the students can refer to the New France wall of words. See *Extending Vocabulary (Creating a Word Wall)*, p. 30 in *Think Literacy: Cross-Curricular Approaches, Grades 7-12*.
- For more information, see:
 - Student Resource, *New France: Jeopardy Game*.
 - Teacher Resource, *New France: Jeopardy Answers*.
 - Student Resource, *Skimming and Scanning to Preview Text*.

Words, Words, Words pp. 70-71.

When Kids Can't Read, What Teachers Can Do, Chapter 10.

Reaching Higher – Making Connections Across the Curriculum, p. 7-8.

Further Support

- Add a picture or symbol to the New France word sort cards as a support for ESL students and struggling readers.
- Provide student with a blank template so that they can make their own record of the New France key words for further review.
- If it appears that students will need additional support, review the terminology on the New France word wall, study notes and history texts in the classes following this activity, using **Take Five** or **Think/Pair/Share**, which are described in the Oral Communication section of *Think Literacy: Cross-Curricular Approaches, Grades 7-12*, pp. 152-155.

Getting Ready to Read: Extending Vocabulary

Grade 7 History (New France) - Jeopardy Game

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Before class, preview the New France unit for key vocabulary. (See Teacher Resource, <i>New France: Jeopardy Answers</i>.) • Prepare strips of card stock for words. • Divide students into small groups. • Explain to the students that they as a group will decide what each of the historical words or sentences have in common and divide them into a number of categories. Teachers can limit the number of categories in which the students are to sort or give the students the specific category names prior to sorting. • Distribute an envelope of the New France key words and phrases to each group. • In advance of the activity, the teacher may also wish to make a transparency of possible answers (Teacher Resource, <i>New France: Jeopardy Answers</i>). 	<ul style="list-style-type: none"> • Find an appropriate space with their group where they can talk face-to-face and space out their New France words to sort. • Find the chapter or get a copy of the history text or personal history notes. • Review the New France word wall and review words as needed.
<p>During</p> <ul style="list-style-type: none"> • Ask the students to skim the historical words to get a general sense of what's in the sort. • As the word sort activity develops, the teacher can use the opportunity to review big ideas, concepts in the New France unit, names of explorers, dates, etc. • Instruct students to categorize words (e.g., who, what, where, why, when); students may sort in a range of ways. Discussion based on choices students make will provide good "check for understanding" information and help students to consolidate knowledge. • Ask students to defend their New France categories and sorts to their group. • Ask each group to defend their sorts to the class. 	<ul style="list-style-type: none"> • Skim sort words to get an idea of the New France vocabulary and theme. • Scan for words that are familiar or unfamiliar in order to start the sort. • Compare and contrast ideas with your group. • In each group, sort material into categories agreed on by the group or given by the teacher.
<p>After</p> <ul style="list-style-type: none"> • Lead some discussion of the New France vocabulary and ask students to speculate on what they have in common. • Ask each group to look up historical meanings and explanations if not clear to the group. • Distribute a blank template for students to use. 	<ul style="list-style-type: none"> • Use the glossary in the history textbook to find meaning of the New France words. • Present and defend sort to the rest of the class. • Add words to a blank template of the sort for your history notes.

Notes



New France: Jeopardy Game

Who	What	Where	When
A farmer in New France	Position in New France after 1663; looked after justice, finances, and economic development	The country where all rulings were governed in 1663	Cartier lands in Gaspé Bay and claims it for France
It means <i>runner of the woods</i> and was a career in the fur trade pursued by many independent and energetic French youth	An exclusive privilege of trading, the absence of competition. This term is often applied to the fur trading during the French regime	French Fort on Cape Breton Island captured by the British in 1758	Start of Royal Government
A religious order noted for its missionary work and teaching activities in New France	The Native name for Montreal	A river explored by both Las Salle and Jolliet	The British attempt to establish a Scottish settlement in Acadia
The “father” of New France, he founded the first permanent French colony in North America at Quebec in 1608	A large wedding gift of money, goods, or produce from the bride’s family to the groom	French Fort on Lake Ontario. Today it is the city of Kingston	Start of the Seven Year’s war
He claimed New France for France during exploratory voyages in 1534 and 1535	A sworn statement promising to do something	The river, which Catholic Recollects traveled to convert the Montagnais and Hurons	The Treaty of Paris and Royal Proclamation
The Great Intendant	An official count of people	The centre of government and administration for the colony of New France	James Murray becomes the first governor of the Colony of Quebec
Commander of Quebec in 1759, he was defeated by Wolfe’s forces on the Plains of Abraham	A disease that Cartier and Champlain’s crew suffered from	A river used by the French fur traders to get from the Ottawa River to Lake Nipissing	The Quebec Act



New France: Jeopardy Answers

Who	What	Where	When
Habitant	Intendant	France	1534
Coueurs de Bois	Monopoly	Louisburg	1663
Jesuits	Hochelaga	Mississippi River	1621
Champlain	Dowry	Fort Frontenac	1756
Cartier	Oath	St. Lawrence River	1763
Talon	Census	Quebec	1764
Montcalm	Scurvy	Mattawa River	1774

Note to Teachers:

In a word sort, students sort words into categories. In an open sort, the students create their own categories as they ‘problem solve’ sorting the words. In a closed sort, the teacher determines the categories. The teacher, with categories in mind, selects a reasonable number of important words or phrases from the text and writes them on cards. Students, individually, in groups, or in pairs, read the word cards and use the teacher’s pre-determined categories or create their own categories to sort the cards. Students then share and defend their sorts with others. Word sorts can be used as a quick assessment tool or as a springboard for a group/class discussion. (From Cross-Curricular Reading Comprehension Strategies, TCDSB, 2003)

“Drawing from A Hat” (closed sort)

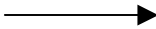
On the board or chart paper, write as many category headings as the students will be encountering. Write the words related to each category on slips of paper and place them in a hat. Have each student draw a slip of paper out of the hat and place the word under the appropriate heading on the board or chart paper.

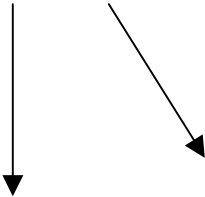
“Jeopardy” (closed sort)

Make an overhead copy of the New France template. Cover the template by only leaving the categories in view. Select a student to choose a category. Uncover only the “answer” for this category. If the student asks the question correctly, they move on to select again. Extend the activity by giving a point system to each row. Students collect points as they participate. Ask a final “Jeopardy” question for students to wager their points.



Skimming and Scanning to Preview Text

Skimming	
What is it?	When you SKIM, you read quickly to get the main idea of a paragraph, page, chapter, or article, and a few (but not all) of the details.
Why do I skim?	Skimming allows you to read quickly to get a general sense of a text so that you can decide whether it has useful information for you. You may also skim to get a key idea. After skimming a piece, you might decide that you want or need to read it in greater depth.
How do I skim?  Read in this direction.	<ol style="list-style-type: none"> 6. Read the first few paragraphs, two or three middle paragraphs, and the final two or three paragraphs of a piece, trying to get a basic understanding of the information. 7. Some people prefer to skim by reading the first and last sentence of each paragraph, that is, the topic sentences and concluding sentences. 8. If there are pictures, diagrams, or charts, a quick glance at them and their captions may help you to understand the main idea or point of view in the text. 9. Remember: You do not have to read every word when you skim. 10. Generally, move your eyes horizontally (and quickly) when you skim.

Scanning	
What is it?	When you SCAN, you move your eyes quickly down a page or list to find one specific detail.
Why do I scan?	Scanning allows you to locate quickly a single fact, date, name, or word in a text without trying to read or understand the rest of the piece. You may need that fact or word later to respond to a question or to add a specific detail to something you are writing.
How do I scan? Read in these directions. 	<ol style="list-style-type: none"> 5. Knowing your text well is important. Make a prediction about where in a chapter you might find the word, name, fact, term, or date. 6. Note how the information is arranged on a page. Will headings, diagrams, or boxed or highlighted items guide you? Is information arranged alphabetically or numerically as it might be in a telephone book or glossary? 7. Move your eyes vertically or diagonally down the page, letting them dart quickly from side to side and keeping in mind the exact type of information that you want. Look for other closely associated words that might steer you toward the detail for which you are looking. 8. Aim for 100% accuracy!

Engaging in Reading: Making Notes**Grade 7 History (New France) - Champlain and New France**

Notes help readers to monitor their understanding and help writers and speakers to organize information and clarify their thinking. Students read a selected text entitled “Samuel de Champlain” with the teacher. Teachers model note-making and students have the opportunity to practise the skill. In the process, students are introduced to Samuel de Champlain and his significance to the development of early Canadian settlement and French colonization.

Purpose

- Provide strategies for remembering what one reads.
- Provide a tool for summarizing information and ideas, making connections, and seeing patterns and trends in history-related material and text(s).

Payoff

Students will:

- learn a strategy for studying, researching, or generating content for a writing task.
- be able to identify important information and details from a selected text.

Tips and Resources

- See Student Resource, *Some Tips for Making Notes*. These tips should be used several times in different reading situations in the history classroom in order to give students opportunity to develop important note-making skills. The sample modelled selection on “Sharks” provided in *Think Literacy: Cross-Curricular Approaches, Grades 7-12* is a good introductory activity for the skill. The teacher might choose to use that item directly or to apply the skills directly to the reading selection provided with this lesson.
- For more information, see:
 - Student/Teacher Resource, *Samuel de Champlain*.
 - Student/Teacher Resource, *Important to Know/Interesting to Know*.

Cross-Curricular Literacy: Strategies for Improving Middle Level Students’ Reading and Writing Skills, Grades 6-8, pp. 46-55.

Cross-Curricular Literacy: Strategies for Improving Secondary Students’ Reading and Writing Skills, pp. 38-45.

Info Tasks: Strategies for Successful Learning, pp. 17, 21.

Further Support

- Provide students with visual organizers such as a key word list, and “Important/Interesting” T-chart, or a chronological sequence chart or timeline.
- Model for students specific strategies for selecting key information for note-making (in this example, the “highlighter” strategy is used; for textbook reading for note-taking, stick-notes can be used to ‘flag’ key information).

Engaging in Reading: Making Notes

Grade 7 History (New France) - Champlain and New France

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Make a transparency of the first paragraph in Student/Teacher Resource, <i>Samuel de Champlain</i> to model the process of making notes. Make a transparency of the Student/Teacher Resource, <i>Important To Know/Interesting To Know</i> to use for demonstrating selection/highlighting activity for students. Use a blank transparency as a “notebook” page. • Preview the text with the class, noting the features of the text and using them to form questions such as: <ul style="list-style-type: none"> - What does the title tell me? - What form of writing is this? (narrative, article, letter, information) - What does this subheading tell me? - What do I already know about this topic? (Write down some points) 	<ul style="list-style-type: none"> • Preview the text and note strategies that others use to preview a text.
<p>During</p> <ul style="list-style-type: none"> • Model, read and make notes using the first paragraph. Read the paragraph aloud and identify key words when you are finished. Ask students to suggest key words and phrases. Underline those key words and phrases as students identify them. • Model how to use key words and phrases to complete the T-chart, <i>Important to Know/Interesting to Know</i>. • Ask students in pairs to complete the reading, identification of key words and phrases and complete the T chart. • Start creating a summary or point-form notes as a class. • Model rereading sections to clarify notes, to ask questions about the text, and to encourage response and personal connections to the reading. <ul style="list-style-type: none"> - What part of this paragraph is most important? Why? - What words might you use to describe Champlain’s character, based on the information provided in this paragraph? - What might you predict will be the relationship between the Iroquois and the French? Do you think Champlain predicted that? Why or why not? - What do you find most interesting about this part? • Model what information should go into a note; what information is important for personal response or connections but will not be part of note making. Use Student/Teacher Resource, <i>Important to Know/Interesting to Know</i>. 	<ul style="list-style-type: none"> • Listen and observe the teacher modeling. If students have their own copy of the text provided, they can practise highlighting key words and then compare their choices with other members of the class as the lesson develops. Then students complete the T-chart to identify important information from the text selection. • Create his or her own notes in pairs based on the teacher’s class example. • Identify key words and phrases in the reading selection, and paraphrase important information. • Ask questions about the reading selection. • Respond and speculate, asking “What if” questions or make “I predict” statements. • Select important information in note making.
<p>After</p> <ul style="list-style-type: none"> • Have partners or small groups complete the summary, share and compare notes. Students use partner’s ideas to change or add to their notes. • As a class, review key information on Champlain and discuss what makes a good note on this topic. • Extend the thinking through a personal response writing task (eg., a short, writing-in-role task), by listing questions for upcoming reading in the unit, or making an “I Still Want to Know” list. 	<ul style="list-style-type: none"> • Read the passage and use note-making strategies to record important ideas and information. • Use other’s notes to add to or refine their own. • Identify note-making strategies and resources to use in the future.

Notes



Samuel de Champlain

Samuel de Champlain was born in France and was introduced to the excitement of exploration when he participated in expeditions to the West Indies and Mexico, areas already active in trade and colonial exchange with Europe. In 1603, as part of a fur-trading expedition sponsored by Henry 1V, King of France, Champlain travelled as far as the St. Lawrence River in what is now the province of Quebec, journeying upriver until the rough waters halted his travel near what is now Montreal. On a second voyage in 1604, Champlain tried to establish a fur-trading settlement on an island in the St. Croix River on the eastern coastline. Efforts did not go well and many members of the group died during the first winter. The next spring, the remaining members of the party relocated across the Bay of Fundy at Port-Royal, in what is now Nova Scotia. Although most of the original settlers became unhappy and decided to return home to France and the original Port-Royal settlement was not successful, the expedition signalled the first official attempt by France to establish a settlement in the new colony. Port-Royal was later resettled and became a centre for a strong French agricultural community.

The Founding of Quebec

It was in 1608 that Champlain returned to North America and travelled up the St. Lawrence River to the area that is now Quebec City. Only 28 people made up the total of that first settlement and many members of that group did not survive long in the harsh conditions of those early months in their new home. But Champlain was determined. His persistence resulted in the establishment of a working relationship between the little colony and local First Nations, the Montagnais and the Algonquin. French men who learned to live and work with the First Nations people became the first *courreurs de bois* (runners of the woods) a group of men significant in the French fur trade and in French expansion in North America. Champlain joined with his new Montagnais and Algonquin partners against the Iroquois in 1609. His participation in these conflicts earned him important alliances with some First Nations but made him an enemy to the Iroquois. For many years afterward, the Iroquois would ally themselves with the enemies of France and would fight against French settlements. But it was in that first battle during the 1609 expedition that Champlain saw the lake that he named after himself. It would also be the first time the Iroquois had ever seen European firearms. Champlain's decision to make enemies of the Iroquois was one that would carry significant consequences in years to come. The fur-trade competitions between French and English entrepreneurs were complicated by the animosity of the Iroquois for the French after the battle at Lake Champlain.

For many years after the initial establishment of Quebec, the settlement on the St. Lawrence, Champlain struggled to support the colony both in New France and in his home country. Champlain was not always in agreement with his French sponsors. While Champlain wanted to encourage settlers in New France, the king and wealthy French merchants were mainly interested only in economic ventures in the fur trade. As a result, the settlements grew very slowly. In 1626 when war broke out between England and France, confrontations between the French and the British in North America complicated the lives of settlers. When Quebec was finally captured by the English in 1629, Champlain was arrested and taken to England in custody. Quebec was returned to France in 1632 when the war ended and Champlain came back to North America where he dedicated his efforts to improve the struggling colony.

Help From France

The efforts to improve the strength of the new settlement were greatly improved when Cardinal Richelieu founded the Company of 100 Associates in 1627, a group specifically focussed on investment in New France and in attracting new settlers to the area. Richelieu also sent missionaries and religious order to establish Church involvement in the area and to establish a stronger French voice to compete with the much larger and more powerful English-speaking settlements to the south.

Samuel de Champlain is rightly called the "Father of New France". He invested many, many years of his life in efforts to establish a healthy settlement at Quebec. His alliances with the Algonquins and Hurons proved to be important to economic growth of the fur trade and French expansion into the interior. Champlain's map-making skills provided important records for other explorers and settlers. From the modest beginnings at Port-Royal and Quebec, the French fur trade developed into a powerful factor in the growth of early Canada.



Student/Teacher Resource

Important to Know / Interesting to Know

Important to Know	Interesting to Know



Some Tips for Making Notes

Tips	Why
Write down the date of your note making.	<ul style="list-style-type: none"> • helps you remember context • if you have written the notes on a loose sheet of paper, date helps you organize notes later
Give the notes a title, listing the text the notes are about.	<ul style="list-style-type: none"> • helps you quickly identify information you may be looking for later
Use paper that can be inserted later into a binder, or have a special notebook for note making, or use recipe cards. Use notepad, outlining, or annotation features of your word processing software.	<ul style="list-style-type: none"> • you need to be able to organize your notes for easy access for use in studying, or in research reports • loose-leaf paper, a single notebook, or small cards are convenient in library research
Use point form, your own shorthand or symbols, and organizers such as charts, webs, arrows. Use the draw and graphic functions of your software.	<ul style="list-style-type: none"> • point form and shorthand is faster, easier to read later, helps you summarize ideas • organizers help you see links and structures, organize your ideas
Use headings and subheading in the text as a guide for organizing your own notes.	<ul style="list-style-type: none"> • this part of the organization is already done for you; provides a structure
Don't copy text word for word. Choose only the key words, or put the sentences in your own words. If you want to use a direct quote, be sure to use quotation marks. Don't write down words that you don't know unless you intend to figure them out or look them up. Use software's copy and paste function to select key words only.	<ul style="list-style-type: none"> • helps you understand what you have read • short form is much easier for studying and reading later • helps avoid plagiarism (using someone else's writing or ideas as your own)
Write down any questions you have about the topic.	<ul style="list-style-type: none"> • gives you ideas for further research • reminds you to ask others, clarify points • gives you practice in analyzing while reading
Review your notes when you are done.	<ul style="list-style-type: none"> • ensures that they're legible • can go back to anything you meant to look at again • helps you reflect on and remember what you've read

Getting Ready to Read: **Extending Vocabulary**

Grade 7 History (British North America) – Creating a Word Wall

Students are required to learn, on average, over 2 000 words each year in the various subject areas. Those who have trouble learning new words will struggle with the increasingly complex texts that they encounter in the middle and senior years. (*Think Literacy: Cross-Curricular Approaches, Grades 7-12*, p. 30) The British North America word wall could be set up on a wall, chalkboard, bulletin board or project board. List key historical words that will appear often in the British North America unit and that are printed on card stock and taped or pinned to the wall/ board. The word wall is usually organized alphabetically.

Purpose

- Identify unfamiliar vocabulary from the text and create a visible reference in the classroom for words that will appear often in British North America unit of study.

Payoff

Students will:

- practise skimming and scanning chapters related to British North America in the history text prior to beginning to work with the content in an intensive way. Students will then have some familiarity with the location of information and with the various elements of the history text.
- develop some sense of the meaning of history key words before actually reading the words in context.
- improve comprehension and spelling because history key words remain posted in the classroom for the duration of the British North America unit.

Tips and Resources

- Students can practise **Previewing a Text**, if additional support or review of skills is required.
- *Skimming* means to read quickly – horizontally- through the list of words to get a general understanding of the content and its usefulness.
- *Scanning* means to read quickly – vertically or diagonally- to find single words, facts, dates, names, or details.
- Before building the history word wall, consider using *Analyzing the Features of Text* (*Think Literacy*, p.12) to help students become familiar with the history text.
- Consider posting certain words for longer periods (for example: words that occur frequently in the unit, words that are difficult to spell, and words that students should learn to recognize on sight: loyalist, refugee, government).
- Have students refer to the British North America word wall to support their understanding and spelling of the words.
- For more information, see:
 - Student/Teacher Resource, *The BNA (British North America) Word Wall*.
 - Student Resource, *Skimming and Scanning to Preview Text*.

Words, Words, Words pp. 70-71.

When Kids Can't Read, What Teachers Can Do, Chapter 10.

Reaching Higher – Making Connections Across the Curriculum, p. 7-8.

Further Support

- Add a picture to the history word cards (preferably a photograph from a magazine, outdated history resources such as an expired encyclopedia or postcards) as a support for ESL students and struggling readers.
- Provide each student with a recording sheet so that they can make their own record of the history key words for further review.
- If it appears that students will need additional support, review the history terminology on the BNA word wall in the two classes following this activity, using **Take Five** or **Think/Pair/ Share**, which are described in the Oral Communication section of *Think Literacy: Cross-Curricular Approaches, Grades 7-12* on pp. 152-154.



Getting Ready to Read: Extending Vocabulary: (Creating a Word Wall)

Grade 7 History (British North America) – Creating a Word Wall

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Before class, preview the history text for key vocabulary. • Prepare strips of card stock (approximately 4” x 10”) for history words. • Divide students into groups of 3. • Provide stick-on notes, markers, and masking tape or pins for each group of students. • Explain to students that together the class will find key vocabulary in the history text, and will help each other to understand and spell the key vocabulary by creating a “British North America Word Wall” in the classroom that they can refer to for the duration of the history unit. • Distribute Student Resource, <i>Skimming and Scanning to Preview Text</i>, and read and clarify the techniques with students. 	<ul style="list-style-type: none"> • Find an appropriate space with their group where they can talk face-to-face and write down the history words. • Find the British North America unit in the history text. • Follow along on the handouts as the teacher reviews skimming and scanning.
<p>During</p> <ul style="list-style-type: none"> • Ask students to skim the history text to get a general sense of what’s in it and where things are. Note: The teacher may decide to “chunk” reading sections in order to build in opportunities to check for understanding and to provide additional support for struggling students (e.g., Think/Pair/Share after a specific “chunk” of reading). • Engage students in a discussion of British North America, making a few brief notes on the board about big ideas. • Direct students to independently scan the history text for unfamiliar words. • Ask students to create a personal list of 10 unfamiliar words. • Direct students to small groups and ask the groups to compare personal lists and create a group master list. • Distribute pieces of card stock, markers and pieces of masking tape to each group. 	<ul style="list-style-type: none"> • Skim the history text, looking at illustrations and subtitles to get a general idea of the British North America information. • Scan the history text for words they do not know, marking them with stick-on notes and then making a personal list of the words. • Compare personal lists. Choose the history words for a group master list. • In each group, print the key vocabulary words in large letters on card stock and tape or pin them to the blackboard or bulletin board alphabetically.
<p>After</p> <ul style="list-style-type: none"> • Lead some discussion of the history words and ask students to speculate on their meaning. If appropriate, describe prefixes and suffixes that are unique or common to history (e.g., interviewee Parliamentary). • Ask each group to look up the meaning of its words and then to explain the historical meaning to the rest of the class. • Additionally, have students re-present theme words in a timeline to reinforce chronology. 	<ul style="list-style-type: none"> • Use the glossary in the history textbook to find the meaning of the words. • Present their words to the rest of the class. • Add the meaning to the words on the cards in smaller letters.

Notes



The BNA (British North America) Word Wall

armistice
abolitionist

banish
bateau
bee
boycott

Canada Company
canal
cholera
clergy reserve
civilians
coalition
compensation
corduroy roads
Crown Reserve

depression
directed settlement
displacement

economy
elected assembly
emigration
Executive Council

famine

genocide
greatcoat

historical fiction

immigration
industrial revolution
industry

land baron
libel
Lieutenant-Governor
loyalists

magistrate
matriarchal
mess
migration
military rule
minutemen

opportunist

patriots
privateer
protagonist

raids
reformers
refugees
responsible government

shanty
squatters


Tories
Treaty of Ghent

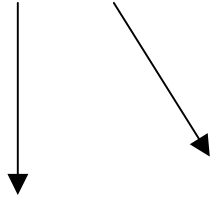
United Empire Loyalists
underground railroad

War Hawks



Skimming and Scanning to Preview Text

Skimming	
What is it?	When you SKIM, you read quickly to get the main idea of a paragraph, page, chapter, or article, and a few (but not all) of the details.
Why do I skim?	Skimming allows you to read quickly to get a general sense of a text so that you can decide whether it has useful information for you. You may also skim to get a key idea. After skimming a piece, you might decide that you want or need to read it in greater depth.
How do I skim?  Read in this direction.	11. Read the first few paragraphs, two or three middle paragraphs, and the final two or three paragraphs of a piece, trying to get a basic understanding of the information. 12. Some people prefer to skim by reading the first and last sentence of each paragraph, that is, the topic sentences and concluding sentences. 13. If there are pictures, diagrams, or charts, a quick glance at them and their captions may help you to understand the main idea or point of view in the text. 14. Remember: You do not have to read every word when you skim. 15. Generally, move your eyes horizontally (and quickly) when you skim.

Scanning	
What is it?	When you SCAN, you move your eyes quickly down a page or list to find one specific detail.
Why do I scan?	Scanning allows you to locate quickly a single fact, date, name, or word in a text without trying to read or understand the rest of the piece. You may need that fact or word later to respond to a question or to add a specific detail to something you are writing.
How do I scan? Read in these directions. 	9. Knowing your text well is important. Make a prediction about where in a chapter you might find the word, name, fact, term, or date. 10. Note how the information is arranged on a page. Will headings, diagrams, or boxed or highlighted items guide you? Is information arranged alphabetically or numerically as it might be in a telephone book or glossary? 11. Move your eyes vertically or diagonally down the page, letting them dart quickly from side to side and keeping in mind the exact type of information that you want. Look for other closely associated words that might steer you toward the detail for which you are looking. 12. Aim for 100% accuracy!

Engaging in Reading: Visualizing

Grade 7 History (British North America) - Immigration to Canada

Visualizing text is a crucial skill for students because if they can get the picture, often they've got the concept. When students don't get pictures in their heads, the teacher may need to think aloud and talk them through the ideas in the text, explaining the pictures that come to mind. Visualization can help students to focus, remember, and apply their learning in new and creative situations. History is a series of stories told from many different perspectives. Comprehension of these stories can be assisted if the students are able to "see" what is happening.

Purpose

- Promote comprehension of the ideas in written texts by forming pictures in the mind from the words on the page.

Payoff

Students will:

- reread and reflect on assigned historical readings.
- develop skills for independent reading.
- improve focus and attention.

Tips and Resources

- Words on a page can be a very abstract thing for some students. They don't inspire pictures in the mind or create other types of sensory images. Teaching students to visualize or create sensory images in the mind helps them to transform words into higher-level concepts.
- In order to visualize text, students must understand the concepts of *seen text* and *unseen text*. *Seen text* involves everything they can see on the page: words, diagrams, picture, and special typographical features. *Unseen text* draws on their background knowledge and experiences, and their word knowledge as they come across unfamiliar vocabulary.
- See Teacher Resource, *Visualizing— Sample Text to Read Aloud*, in *Think Literacy: Cross-Curricular Approaches*, Grades 7-12 on p. 58.
- Text references on the topic of immigration to Canada include:
 - "Aboard the Immigrant Ship," *Canada Revisited*, Clark, Arnold, McKay, Soetaert, Arnold Publishing Ltd., Edmonton, Alberta, 1999, pp. 188-189.
 - "The Trip Over," *Canada the Story of Our Heritage*, Dier, Fielding, et.al., McGraw-Hill Ryerson Limited, Toronto, Ontario, 2000, pp. 239-241.
 - "Upper Canada Develops," *Close-Up Canada*, Cruyton, Wilson, Walker, Oxford University Press, Don Mills, Ontario, 2001, pp. 196-197.
- Text references describing Life in Upper Canada include:
 - *Canada Revisited*, Clark, Arnold, McKay, Soetaert, Arnold Publishing Ltd., Edmonton, Alberta, 1999, Chapter 7.
 - *Canada the Story of Our Heritage*, Dier, Fielding, et.al., McGraw-Hill Ryerson Limited, Toronto, Ontario, 2000, Chapter 8.
 - *Close-Up Canada*, Cruyton, Wilson, Walker, Oxford University Press, Don Mills, Ontario, 2001, Chapter 10.
- For more information, see:
 - Teacher Resource, *Sample Text on Think-Aloud Script*.
 - Teacher Resource, *Visualizing – Sample Text to Read Aloud, Deirdre's Story*.

Further Support

- Learning to visualize takes practice. Model the strategy of visualizing for your students, using a variety of history texts and resources.
- Put students in pairs from the beginning of this strategy and allow them to work through the texts together.

Engaging in Reading: Visualizing

Grade 7 History (British North America) - Immigration to Canada

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Ask the students to try and “see” in their minds what the words are saying. • Read aloud the text from the Teacher Resource, <i>Sample Text and Think-Aloud Script</i>, which is about lumbering in pioneer communities. • After reading, invite some students to share the pictures in their heads generated from the reading. • Engage students in a class discussion about the importance of visualizing text in their minds-to get the idea or concept the words are conveying. 	<ul style="list-style-type: none"> • Listen carefully to the text, trying to picture the words. • Contribute responses to class discussion.
<p>During</p> <ul style="list-style-type: none"> • Before reading Teacher Resource, <i>Visualizing – Sample Text to Read Aloud - Deirdre’s Story</i>, set the stage for the students. Ask them to think about how immigrants might feel before they leave their homes. What are their hopes/fears, etc.? Generate some responses from the students. • Read aloud the second Teacher Resource, <i>Sample Text and Think–Aloud Script - Deirdre’s Story</i>. • Reread the section aloud asking the students to either make notes about or sketch the mind picture that emerges from the reading. • Engage students in whole-class discussion about the kinds of things that may have triggered their mind pictures or mental images e.g., understanding of a specific word, personal experience, something read previously, a movie or television show. • Confirm that individuals may have some very different pictures in their minds, based on differing personal experience. Some of those pictures will be accurate and some inaccurate, and so students should confirm their picture with other details or elements of the text, as described below. • Remind students that textbook features (such as diagrams, pictures, or a glossary) may help them create more accurate and detailed mind pictures. 	<ul style="list-style-type: none"> • Listen carefully to the text, trying to picture the image the words convey. • Make notes or sketch the mind picture that emerges after listening to the passage. • Ask questions of each other to determine why the mental images may differ.
<p>After</p> <ul style="list-style-type: none"> • Assign text passages describing everyday life in British North America (see Tips and Resources). • Ask students to work individually to create mind pictures from the text. 	<ul style="list-style-type: none"> • Read silently and make notes about mind pictures that emerge from the words in the texts. • Take notes about the features of text that may help them create pictures in their minds from text. • Share and discuss mind images.



Sample Text and Think-Aloud Script

Text *	Think-Aloud Script
<p>Lumbering became a way of life for many in the pioneer communities. The season began in the fall. Canoes carried the loggers and their supplies to the camps in the forests. Thousands went to live in the shanties of the lumber camps as the timber trade grew in importance.</p>	<p>I can picture early settlements of houses among many trees. The leaves on the trees are orange, red, and yellow because it is fall. I can see the loggers with big bundles of supplies in long, wide canoes on a river.</p>
<p>The axe men carefully selected the trees they would cut. The best white pine might tower 50 m. high. Considerable skill was needed to bring these trees down safely. A good axe man could drop a tree on a precise spot. His skill and power were essential to the profit of the camp.</p>	<p>I'm having a hard time imagining how high a 50 m. pine tree would be. I think of my own height and multiply until I reach 50. Or I compare the height to the height of a room or a building. In my mind, the axe man is a big, muscular guy because the text talks about his power.</p>
<p>Once the logs were felled, they were squared to fit more easily into the timber ships. Rounded edges wasted important space. Squaring was done with an adze and a heavy broad-axe which could weigh as much as 4 kg. Actually, squaring timber was very wasteful. About a quarter of the log was cut away and left on the ground. In winter the logs were hauled out of the woods with teams of oxen.</p>	<p>I can see the loggers working with axes to chop off the round edges of the trees. I don't know what an "adze" is but I imagine it is a special tool with a sharp blade for trimming logs.</p> <p>I can see all that wasted wood on the ground, but at least it would decompose and be recycled into the soil as a nutrient.</p>

* Excerpted from Cruxton, J. Bradley, and Robert J. Walker, *Community Canada*, Toronto: Oxford University Press, 1990, pp. 287-288.

Visualizing – Sample Text to Read Aloud - Deirdre's Story**An Immigrant's Experience: Deirdre's Story**

- Day 1:** We set sail from Dublin on this bright, sunny day with few clouds and very little wind. My children were quite excited as were all of the other children on the ship. You could also hear the crying of those left behind as they watched their loved ones begin a journey to take them to a new life. All around us was noise and confusion as 200 people loaded their worldly possessions into the very crowded hold of the ship. We are all looking forward to a new and better life in Canada although we are very sad to be leaving our family and loved ones.
- Day 5:** It is very crowded below the deck in the hold of this ship. There are many families sharing the cooking fires and some unfortunate people are forced to share very small, hard bunks with strangers. The atmosphere is very congenial despite the crowding. There is much singing and laughing among the passengers. We are all hopeful of a fast and uneventful crossing as we have heard that there can be very fierce storms in the Atlantic Ocean.
- Day 11:** We have now been almost two weeks at sea. The conditions have much deteriorated. All hopes for an uneventful crossing are gone. We endured a fierce storm at sea that lasted for 5 days. The waves often came over the hatchway of our little prison down here wetting the clothes and belongings of many people. During the storm, we were not allowed on deck for fresh air. Our belongings were strewn around the hold and we were much tossed about in our bunks by the violent motion of the waves. Many people became quite ill and some have not yet begun to recover. The very young and the old seem to be suffering the most. Now that the storm has ended we have hopes of restoring some cleanliness and fresh air below decks.
- Day 27:** We have endured two more storms on this crossing that were almost as violent as the first. Two of the other passengers have not recovered from their illnesses and I do not believe they will see the shores of Newfoundland. We try to spend as much time on deck as possible. The cramped conditions and the lack of fresh air make the smell below deck almost intolerable. Between the cooking fires, the unwashed bodies and the sick and dying the conditions are much worse than any of us could have expected. We try to avoid being below deck as much as possible, not only for the air but also to avoid the cries and moans of the sick and dying passengers.
- Day 49:** We sighted the shores of Newfoundland yesterday. We are all much excited that our voyage is coming to an end. We are almost out of food and water. We have lost several people so far on this crossing, their bodies committed to the sea. There are many more who are quite ill with fevers and are very weak. We all pray that we will arrive safely that we may begin our new lives in this great country.

Engaging in Reading: Reading Between the Lines (Inferences)**Grade 7 History (British North America) – Introduction to the War of 1812**

Making inferences from words and statements that are read or spoken is a key comprehension skill. Students may miss vital information if they fail to make appropriate inferences. For this “chat room” activity, students use their prior knowledge and practise inference-making skills orally in pairs and small groups as an introduction to the in-class study of the War of 1812.

Purpose

- Draw meaning from text through explicit details and implicit clues.
- Connect prior knowledge and experiences to the text in order to make good guesses about what is happening, may have happened, or will happen (in this case, with specific reference to upcoming study of War of 1812).
- Read and respond to the important concepts and issues related to British North America and the war of 1812, making inferences and drawing conclusions.

Payoff

Students will:

- become thoughtful speakers during whole-class and small-group activities.
- develop greater awareness that texts can be understood on more than one level.

Tips and Resources

- Explicit details appear right in the text (for example, names, dates, descriptive details, facts).
- Implicit details are implied by clues in the text. Readers are more likely to recognize implicit details if they relate to prior knowledge and experiences.
- Inferences are conclusions drawn from evidence in the text or reasoning about the text.
- “Readers transact with the text, constructing meaning from the information that the author provides in the text and the information they bring to the text.” (Beers, 2003.)
- Encourage students to make inferences by providing sentence starters on the board or orally such as:
 - Based on ... I predict that...
 - I can draw these conclusions...
 - Based on this evidence, I think ...
- The following textbooks could be used to select text related to the War of 1812:
 - *Canada Revisited 7*: Arnold Publishing Ltd, 1999. pp. 166-169.
 - *Close-Up Canada*: Oxford University Press, 2001. pp. 175-177.
 - *Canada-The story of our heritage*: McGraw-Hill Ryerson Ltd, 2000. pp.180-187.
- See Student Resource, *Sample Set of Index Cards*.

When Students Can't Read: What Teachers Can Do, Chapter 5.

Cross-Curricular Literacy: Strategies for Improving Middle Level Students' Reading and Writing Skills, Grades 6-8, pp. 34-35, 58-59.

Cross-Curricular Literacy: Strategies for Improving Secondary Students' Reading and Writing Skills, pp. 26-27, 48-49.

Further Support

- ESL students may benefit from pairing with a partner who speaks the same first language so they can clarify concepts in their first language.
- Provide additional opportunities for students to practise making inferences with history texts and materials in a supported situations- perhaps in small groups with the teacher acting as facilitator.

Engaging in Reading: Reading Between the Lines (Inferences)
Grade 7 History (British North America) – Introduction to the War of 1812

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Select text relating to the causes of the War of 1812. • Create a set of index cards (one per student) with thoughtfully selected phrases from the text printed on them. (The same phrase can appear on more than one card.) See Student Resource, <i>Sample Set of Index Cards</i>. • Explain to students that some information is stated explicitly in the text (for example, names, dates, and definitions). On the other hand, sometimes readers must draw a conclusion about what is meant based on clues in the text. • Explain to students they will be given an opportunity to predict and make inferences based on prior experiences from a selected text. • Give each student a card. • Have students get up and move from student to student sharing their cards, listening to each other read the phrase, and discussing how the cards might be related (similar to trading stories in a chat room). 	<ul style="list-style-type: none"> • Read over the text on the card. • Move around classroom from student to student, sharing their cards, listening to each other read the phrase, and discussing how the cards might be related. • Make potential “matches” between and among cards. • Thank each other for sharing information.
<p>During</p> <ul style="list-style-type: none"> • Divide students into groups of four. • Ask students to share their cards and discuss their inferences with group members. • Ask groups to list “We Think” predictions in which they infer what the text will be about. • Ask groups to share their statements with the class, explaining why they made the inferences they did. • Read the text passage aloud to the students. Have students follow along in their own textbooks. • Alternatively, a text selection can be provided on transparency for shared reading. • As the text is read, ask students to check their inferences. 	<ul style="list-style-type: none"> • With their group find an appropriate space where they can work effectively. • Share their cards and discuss their inferences with group members. • Write a “We Think” statement. • Share their “We Think” statement and explanation with the class. • Listen to the text being read. • Make connections to the text and the groups inferences.
<p>After</p> <ul style="list-style-type: none"> • Provide a writing prompt and time for group discussion of key prompt related to activity. • Have students (alone, in pairs, or in groups) respond to prompt in writing. The responses should be from a first-person perspective. (Possible prompts could include: What would the King of England say about the declaration of war? What would Tecumseh say to his allies?) 	<ul style="list-style-type: none"> • Write a first-person account responding to the writing prompt.



Sample Set of Index Cards

The United States declared war on Britain in June 1812.	The Americans were caught in the middle of a fight between Britain and France.
The Americans wanted to be able to trade freely with any country they chose.	Both Americans and British warned that any ships sailing to the enemy country would be stopped and their cargoes seized.
The British stopped, searched, and seized twice as many American vessels as the French did.	The Americans resented the interference with their trade on the high seas.
The British navy was stopping and searching American ships for another reason.	They were looking for runaway British sailors who they believed were hiding on American vessels.
In the US Congress, some American frontier men were pushing for a war with Britain.	These frontier men were known as War Hawks.
The War Hawks claimed that the British in Canada were providing Tecumseh, a Shawnee chief, with guns and supplies.	They accused the Aboriginal people of attacks on American frontier settlements.
They believed that this was a good reason for the United States to go to war with Britain.	

Source: Close-Up Canada: Oxford University Press, pp. 175-176

Reacting to Reading: Making Judgements (Both Sides Now)

Grade 7 History (Conflict and Change) – The Rebellion of 1837

Readers increase their understanding by reviewing what they have read, reflecting on what they have learned, and asking questions about the significance. This activity focuses on the differing views and opinions on factors leading to the Rebellion of 1837.

Purpose

- Assess different viewpoints or perspectives.
- Make judgements about viewpoints or opinions.

Payoff

Students will:

- think critically about historical materials.
- develop critical thinking skills.
- develop a model for reading and thinking critically about important concepts, issues, and ideas.

Tips and Resources

- To *make judgements*, readers ask questions to help them process information, assess the importance and relevance of the information, and apply it in a new context. *Evaluating* is a skill that readers use when reading and critically thinking about a particular text. Readers make value judgements about the validity and accuracy of the ideas and the information, the logic of a writer's argument, the quality of a writer's style, the effectiveness of the text organization, the reasonableness of events and actions, and many more. They also assess bias in written and other related materials.
- Text references on the Rebellion in Lower Canada include:
 - *Canada Revisited*, Clark, Arnold, McKay, Soetaert, Arnold Publishing Ltd., Edmonton, Alberta, 1999, Chapter 7.
 - *Canada the Story of Our Heritage*, Dier, Fielding, et.al., McGraw-Hill Ryerson Limited, Toronto, Ontario, 2000, Chapter 9.
 - *Close-Up Canada*, Cruxton, Wilson, Walker, Oxford University Press, Don Mills, Ontario, 2001, Chapter 12.
- For more information, see:
 - Teacher Resource, *Both Sides Now—Sample Response*.
 - Student/Teacher Resource, *To Rebel or Not to Rebel?* Adapted from *Making Judgements, Both Sides Now—Sample Response*, from the *Think Literacy* document, page 77.
 - Teacher Resource, *Early French Canadian Grievances* (Sample BLM 4.21 from the Ontario Curriculum Planner, online units, Conflict and Change, Gr. 7 History, Public).

Further Support

- Review reading skills of tracking main ideas, comparing and contrasting, making inferences, and drawing conclusions.
- Encourage students to ask questions about what they are reading. For example, have students write questions based on a textbook chapter they have read. Ask one of the students to read his or her questions to the group. Model answering the question referring the student specifically to the text where appropriate.
- To further extend the activity, students may refer to the chapter in the texts that provides more information with which to make an informed judgement.

Reacting to Reading: Making Judgements (Both Sides Now)

Grade 7 History (Conflict and Change) – The Rebellion of 1837

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Prepare an overhead of Teacher Resource, <i>Both Sides Now – Sample Response</i>. Model for students using think aloud how the template was completed. • Use the Teacher Resource, <i>Both Sides Now— Sample Response</i> as a template for the activity. • Prepare a blank template or have students construct a “Both Sides Now” template with the following question: Should Quebec separate from Canada? • Write the question on the board, “Should Quebec separate from Canada?” • Review the difference between information (fact, statistics, examples etc.) and opinion (inferences based on information, prior knowledge, experience, bias). • Ask for one idea or piece of information that supports the question and record it under the statement in a T-chart. • Ask for one idea or piece of information that opposes the question and record it in the right-hand column of the T-chart. • Elicit several more ideas or pieces of information and record under the appropriate side of the T-chart. • Ask students where their responses came from (e.g., prior knowledge and experiences of other reading tasks, videos, discussions). • Inform students that writers may include ideas and information to support both sides of an issue or may include only the evidence to support their viewpoint. • Effective readers question the ideas and information in a text to determine and develop their own opinions. 	<ul style="list-style-type: none"> • Recall what they already know about the issue. • Recall what they already know about information and opinions. • Observe the teacher record the evidence that supports or opposes the question. • Recall where they learned about the issue.
<p>During</p> <ul style="list-style-type: none"> • Divide the students into five groups. Give each group one of the documents found in the Curriculum Unit Planner and the question page on the Rebellion in Lower Canada. See Teacher Resource, <i>Early French Canadian Grievances</i>. • Black line masters are available from the Ontario Electronic Planner, Grade 7 History, Conflict and Change, Public, www.curriculum.org. • Appoint a spokesperson for each group to summarize the information they read. • Record the evidence on the appropriate side of the T-chart. • Continue until each group has presented its findings. 	<ul style="list-style-type: none"> • Read selection and answer assigned questions. • Summarize the information. • Make a group decision as to whether or not the material read by the groups supports or opposes the Rebellion.
<p>After</p> <ul style="list-style-type: none"> • Students will independently evaluate the information on the class chart and make a decision based on their reasons. 	<ul style="list-style-type: none"> • Make a decision about whether or not to support the rebellion and provide the reasons for doing so.

Notes



Both Sides Now – Sample Response

Editorials, magazine articles, and reference materials often present one side or viewpoint on a particular issue, or limit one of the viewpoints. Therefore students may need to read several short selections on the same issue or topic to fully consider both sides of an issue before making a judgment based on the evidence provided.

Both Sides Now		
Evidence That Supports	<p>Question or Statement</p> <p>Should there be zoos?</p>	Evidence That Opposes
help to educate people about different animals in their area		animals show signs of stress, boredom and unhappiness
protect endangered animals		animals belong in their natural habitats
scientists can study animals up close		scientists would learn more about animals in the wild
veterinarians and zoologists can learn how to care for different animals in the wild		some animals are abused in captivity
can help injured animals or couldn't survive in the wild		the natural world is for the survival of the fittest; man shouldn't interfere
make money that can pay for animal care in the wild		do humans have the right to capture animals?
zoos, wildlife preserves and aquariums may be the only way for some people to see wild animals and learn about them		animals are forced to entertain people so parks make lots of money that may not be used for animal welfare
<p>Decision</p> <p>Zoos could be created so that the animals can live in their natural habitats with minimal interference from people. Wildlife preserves help to protect animals from the expansion of towns and cities, and can provide a safe haven for migrating birds and animals.</p>		
<p>Reasons</p> <ul style="list-style-type: none"> • The welfare of the animals is important, and they don't choose to be in a zoo. • People sometimes cause the animals' problems in the wild by invading their habitats. • People shouldn't destroy the animals' homes or kill them for fun or for a few body parts. Zoos can help to educate people about the importance of protecting wildlife and how to live in harmony with them. • Video can be used to show people animals in their natural world so that we don't have to capture animals and put them on display. 		



Early French Canadian Grievances

When our constitution was granted, the English-speaking subjects controlled the government. The only Canadians* admitted to the to the government were chosen, on English recommendation, from a group of Canadian “followers” of the English.

Since the granting of the constitution the same situation has prevailed.* The English subjects continue to occupy government offices and have become the official party of the administration. The channel of recommendation for office remains as before and only a few Canadians whose adherence to the English party was well known have been given positions.

Because the majority of the population is Canadian*, the majority of the House of Assembly has been composed of Canadians*, and The English with a few Canadian “followers” have formed the minority. Because the Canadians of the majority, freely elected by the people, have not been found to ‘pander to the English, they have not been able to hold official positions.* The members who have been made Executive Councillors have been chosen from the minority. The governing party has been linked with the minority in the House of Assembly; and the majority, that is to say the House of Assembly itself, which is supported by the mass of the people, has been regarded as a foreign* body, scarcely recognized by the government and the other branches of the Legislature, and left in opposition as if destined to be guided by authority.

The English party is opposed to their interests, having much more of an affinity with the Americans through their customs, their religion, and their language. They encourage the American population as a means of ridding themselves of the Canadians whom they have always regarded as a foreign population, as a French Catholic population... thus the English party is opposed to the Canadian party precisely in that area which affects its life and existence as a nation.

Words Defined

- * Canadians: Meaning French Canadians or members of the Parti Canadien (Canadian party)
- * prevailed: continued...
- * pander: give in...
- * official positions: appointed jobs within the government
- * foreign: alien, from somewhere else

Original source: Christie, Robert. A History of the Late Province of Lower Canada (6 volumes, Quebec, 1849-1855). V/ 6/ Richard Worthington, Montreal, 1866.

Cited in **Ontario Curriculum Unit Planner**, Grade 7 History, *Conflict and Change*, Public.
www.curriculum.org Sample BLM 4.2.1 from the Ontario Curriculum Planner, online units, Conflict and Change, Gr. 7 History, Public.

Engaging In Reading: Sorting Ideas Using a Concept Map

Grade 7 History (Conflict and Change) - The Rebellion of 1837

Mind Maps and *concept maps* are ways to visually organize your understanding of information. *Mind Maps* organize starting with the subject or topic at the top or middle of the page, and then branching down or out into sub-topics and details. *Concept* maps are hierarchical in nature, beginning with the subject or topic at the top or side of the page, and then branching into sub-topics and details.

Purpose

- Record ideas during reading.
- Organize ideas in a visual format.
- See the relationships among ideas, and distinguish between main ideas and supporting details.

Payoff

Students will:

- remember important details from the text.
- organize information in a memorable and accessible way to help with studying.

Tips and Resources

- Brain based research shows that visual organizers, such as mind maps, can be highly effective in helping students who struggle with reading and writing.
- If possible, provide students with several samples of mind maps that look different so that they get a sense of how concepts can be organized.
- See Student/Teacher Resource, *Webbing Ideas and Information*.
- Have students use chart paper and markers to draw their own webs.
- The following textbooks could be used to select related text:
 - Canada Revisited 7: Arnold Publishing Ltd, 1999. pp. 194-209.
 - Close-Up Canada: Oxford University Press, 2001. pp. 249-257.
 - Canada-The story of our heritage: McGraw-Hill Ryerson Ltd, 2000. pp. 326-337.

Beyond Monet, Chapter 10.

Further Support

- Pair students or put them into groups to read the text and create their mind maps.
- Encourage students to use their real-life experiences as models for drawing conclusions.

Engaging In Reading: Sorting Ideas Using a Concept Map

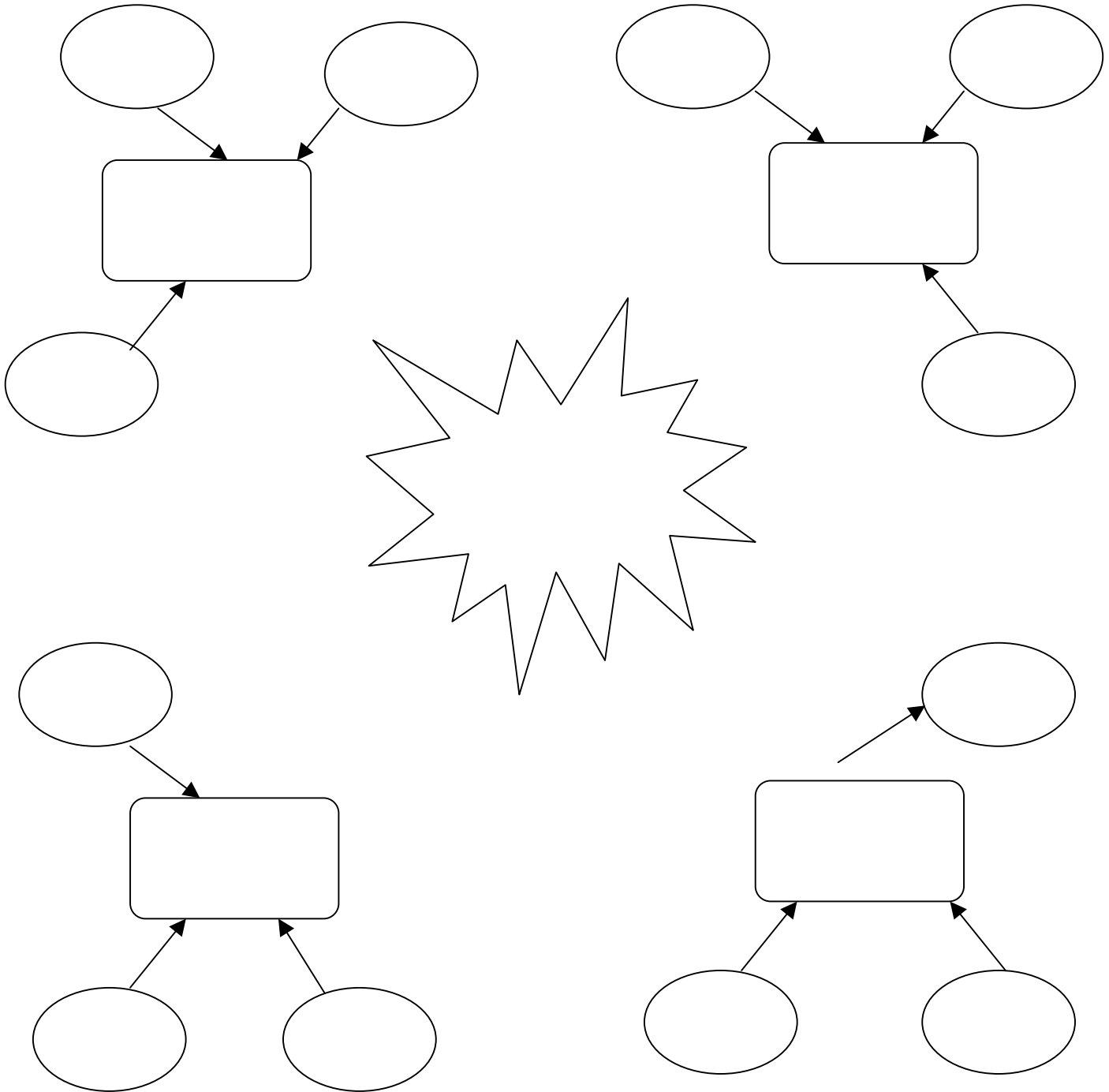
Grade 7 History (Conflict and Change) - The Rebellion of 1837

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Read a current newspaper or magazine article to the class. • Ask the students to identify key words from the text. • As a class, build a mind map on the board or overhead using all of the key words they have identified. (See Student/Teacher Resource, <i>Webbing Ideas and Information</i>.) • Make an overhead of a Rebellion of 1837 text passage. (See Tips and Resources.) Note: Do not tell students the topic of this text ahead of time. • Read the sample text aloud to the class, asking them to listen for and note the ideas that stand out in their minds or are of greatest interest. • Engage students in discussion about the ideas that captured their interest. 	<ul style="list-style-type: none"> • Identify key words from the text. • Contribute ideas and suggestions to complete the sample mind map. • Listen and record ideas of greatest interest as the teacher reads the text. • Contribute ideas and suggestions to the class discussion.
<p>During</p> <ul style="list-style-type: none"> • Put students into groups of three. Ask students to re-read the text on the Rebellion of 1837. Ask students to create a list of key words. (These key words should be the main ideas of the Rebellion of 1837.) • Ask groups to create, on chart paper, a rough draft of a mind map on the Rebellion of 1837. (See Student/Teacher Resource, <i>Webbing Ideas and Information</i>.) • Encourage students to write the details of each key word using connecting lines to the boxes. 	<ul style="list-style-type: none"> • Read the text and identify key words to fit into the mind map. • Create a rough draft of a mind map highlighting the major events of the Rebellion of 1837.
<p>After</p> <ul style="list-style-type: none"> • Put different groups together to share and compare their mind maps. • Ask students to discuss and reach an agreement on the main ideas and details. • Using the feedback from other groups, ask each group to create a final draft of their mind map. • Put each groups' mind map on an overhead. Ask students to present their mind maps to the class. • Help students make a note based on their group mapping activity. 	<ul style="list-style-type: none"> • Compare and discuss differences between their mind maps. • Reach agreement on the key topics and details. • Groups write final draft of their mind map. • Groups present their mind maps to the class. • Make a note based on the group mapping activity.

Notes



Webbing Ideas and Information



Engaging in Reading: Reading Between the Lines (Inferences)

Grade 7 History (Conflict and Change) - An Analysis of “The Hockey Sweater”

An inference is the ability to connect what is in the text with what is in the mind to create an educated guess. (Beers, 2003)

Making inferences from words that are read or spoken is a key comprehension skill. Students may miss vital information if they fail to make appropriate inferences. Readers can infer meaning in text through historical letters, pictures and stories. Roch Carrier’s story, *The Hockey Sweater* (Tundra Books, 1979), carries many inferences pertaining to Quebec as a province. Although the reader can read between the lines of the text, illustrations can also offer a hidden message without words. This activity would be best suited as a follow up activity after inference has been practised.

Purpose

- Draw meaning of conflict and change from *The Hockey Sweater* – through explicit details and implicit clues.
- Connect prior knowledge of Conflict and Change to *The Hockey Sweater* in order to make good guesses about what is happening, may have happened, or will happen in the future.

Payoff

Students will:

- develop greater awareness that historical information can be understood on more than one level.
- comprehend subtle meanings in a variety of history texts.

Tips and Resources

- *Explicit details* appear right in the history text (for example, names, dates, descriptive details, facts).
- *Implicit details* are implied by clues in the history text. Readers are more likely to recognize implicit details if they relate to prior historical knowledge and experiences.
- Inferences are conclusions drawn from evidence in the history text or reasoning about the text. “*Readers transact with the text, constructing meaning from the information that the author provides in the text and the information they bring to the text.*” – Beers, 2003.
- You can encourage students to make inferences by providing sentence starters similar to the following:
 - I realize that...
 - Based on...I predict that...
 - I can draw these conclusions...
 - Based on this evidence, I think...
- For more information, see:
 - Student Resource, *Reading Between the Lines to Infer Meaning*.
 - Student Resource, *Making Inferences from a Job Ad – Sample*.
 - Student Resource, *The Hockey Sweater – Reading Between the Lines*.

When Students Can’t Read: What Teachers Can Do, Chapter 5.

Further Support

- Provide additional opportunities for students to practice making inferences with history materials such as letters, stories, texts, political cartoons, bumper stickers, advertisements, brochures, etc. in a supported situation – perhaps in a small group with the teacher acting as the facilitator.
- ESL students may benefit from pairing with a partner who speaks the same first language so they can clarify concepts in their first language.

Engaging in Reading: Reading Between the Lines (Inferences)

Grade 7 History (Conflict and Change) - An Analysis of “The Hockey Sweater”

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Explain to students that some information is stated explicitly in the text (for example, names, dates, and definitions). On the other hand, sometimes readers must draw conclusions about what is meant based on clues in the text. This strategy is called “making inferences” and is also referred to as “reading between the lines.” (See Student Resource, <i>Reading Between the Lines to Infer Meaning</i> and Student Resource, <i>Making Inferences from a Job Ad – Sample</i>.) Display the picture book, <i>The Hockey Sweater</i> to your class. Ask students to pick out the explicit information that is evident from the cover. What information can they infer about the story before reading the text? How does this relate to Conflict and Change? What conflict do you predict will take place in this story? 	<ul style="list-style-type: none"> Read and study the cover of Roch Carrier’s <i>The Hockey Sweater</i>. Identify the explicit information on the cover of the book. Make an inference about the meaning of the hockey sweater.
<p>During</p> <ul style="list-style-type: none"> Model for your students what information might be inferred as you begin to read the story (e.g., Why would the illustrator choose to put the Church in the center of the village?). Engage the whole class in discussion about the meaning to be inferred from specific pages in the text such as: <ul style="list-style-type: none"> Why did the mother make a mistake? What is the significance of the Church? What unique features of Canada are evident? Would this conflict happen in any other part of Canada? What political messages can residents of Ontario infer from Roch Carrier’s story? 	<ul style="list-style-type: none"> Infer meaning from the clues in each statement and picture from the story. Provide various interpretations of the situations displayed on each page.
<p>After</p> <ul style="list-style-type: none"> Have students work in pairs to discuss the ideas presented under #1 in the Student Resource, <i>The Hockey Sweater – Reading Between the Lines</i>. Give students time to discuss #2 in Student Resource, <i>The Hockey Sweater – Reading Between the Lines</i> in pairs or small groups. Then have a whole class discussion. Engage the whole class in discussion about: “Each provincial license plate carries a motto. All licensed vehicles in Quebec carry this message ‘Je me souviens.’ What does this message mean?” Additionally, have students study the Canadian five-dollar bill. The bill reflects Carrier’s story with an updated view and a message from Roch Carrier himself. 	<ul style="list-style-type: none"> Practice inferring meaning from other subject-area text, bumper stickers, advertisements or political cartoons.

Notes



Reading Between the Lines to Infer Meaning

Explain what you think might be happening in the following situations:

1. A young man brings a bouquet of flowers to the home of a girl who goes to his school.

2. A truck is parked in a Canadian Tire parking lot. No one is inside, the headlights are on and the driver's door is open.

3. A man arrives at the home of a woman with red roses and a diamond ring.

4. Your neighbour, married about a year ago, is shopping for diapers and baby formula.

5. A car containing two men has been parked in front of your neighbour's home every day for a week.

6. A car stops at a gas station in the middle of the night and a woman rushes in asking to use the telephone.

7. A friend of yours suddenly begins buying everything in sight – fancy food, expensive clothes, a big-screen TV, a dishwasher, and a new car.

8. Two of your friends were rushed to the hospital together one evening. When you see them the next day, they look fine, but seem embarrassed when you ask what happened.

9. You see your neighbour's new truck in front of their house in the morning. All four tires are flat.



Making Inferences from a Job Ad - Sample

Sunil and Moira are applying for jobs they saw advertised at a busy restaurant in the shopping mall. The ad indicated the following:

- an hourly rate of \$7.10 for greeters
- an hourly rate of \$6.85 plus tips for servers.

Some job requirements for both positions were also indicated, and these are listed in the table below.

1. Sunil and Moira are both to be interviewed for a job at the restaurant. How might they prepare for their interviews, considering the requirements listed in column 1? In column 2, write some things the applicants might say to show their qualifications.

Requirement	Possible things to say
Cleanliness	
Outgoing personality	
Reliable work habits	
Punctuality	
An excellent attendance record	
Reliable organizational skills	

Why would cleanliness be an important requirement for a restaurant job?

2. The interviewer tells them that successful candidates will be contacted between 5 p.m. and 6 p.m. the next day.
 - a) How should Moira and Sunil arrange their schedules the next day?
 - b) What message would it send to the potential employer if they could not be reached between 5 p.m. and 6 p.m.?
3. While being interviewed, Moira and Sunil were told that
 - servers and greeters work 6-hour shifts
 - servers usually serve \$100 worth of food and beverages per hour
 - servers could expect a 10% to 15% tip on all food and beverage sales

Based on this information and the wages mentioned above, which job would you recommend that the two request?

Adapted from: Carli, Enzo, et al. *Mathematics for Everyday Life 11*. Toronto: Irwin Publishing, 2003, p. 11.



The Hockey Sweater – Reading Between the Lines

Roch Carrier is an author from Quebec who has written many stories about his childhood and his French Canadian culture. *The Hockey Sweater* reminds us how Canada is unique. It is a story about kids, hockey and the rivalry between two Canadian teams.

The Hockey Sweater was first published in Canada in 1979. Through the study of this story, focus on the influence French heritage has had on Canada in 1979 and today. What issues are still relevant that were concerns of habitants then?

1. Explain why you think the author/illustrator directs the attention to the following:
 - Look at the inside cover picture. What are the two most significant symbols of French Canada in this picture?
 - “Real battles were won on the skating-rink.” What types of battles is the author inferring?
 - You are filling his mother’s order at the Eaton’s store. After reading her letter, what would you send? How could have a mistake been made?
 - “You’re not Maurice Richard! Besides, it’s not what you put on your back that matters, it’s what you put inside your head.” What message is implied by both the narrator and his mother?
 - “The Maple Leaf sweater weighed on my shoulders like a mountain. The captain came and told me to wait; he’d need me later, on defense.”
 - “Just because you’re wearing a new Toronto Maple Leafs sweater, it doesn’t mean you’re going to make the laws around here.”
 - “Take off your skates and go to the church and ask God to forgive you. ”
2. What messages and meaning do you find in this story that would reflect change in French Canada in 1838? In 1979? Today?

Carrier, Roch. *The Hockey Sweater*. Montreal: Tundra Books, 1979.