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Reading Different Text Forms: Graphical Text/Making Notes

Grade 8 History (Confederation) - Factors Leading to Confederation

Notes help readers to monitor their understanding and help writers and speakers to organize information and clarify their thinking. The activity involves brainstorming and utilizing shared reading skills using a map, a variety of possible strategies for text analysis before, during, and after reading, note making, and discussion of student and teacher questions.

Purpose

- Develop ideas as to why British North American colonies formed the nation Canada.
- Explore the geographic, social and political realities facing the Fathers of Confederation, and British North American colonists by reading graphical texts (map) and using a range of strategies for before, during and after reading.
- Learn where and why the nation Canada expanded.
- Become familiar with the elements of graphical text (map) used in historical investigation.

Payoff

Students will:

- read graphical text information related to the factors leading to Confederation, analyse content and remember important information and facts.
- be able to identify important information and details from a text.
- relate present tensions and attitudes to tensions and attitudes from the past.

Tips and Resources

- Student Resource: *Flashback Canada*, Oxford, 2000, pp. 18 – 30.
- Overhead map of North America or Map, p. 19, *Flashback Canada* Oxford, 2000 p. 102, *Canada Revisited* (Arnold, 2000).
- Brainstorming questions and techniques (See Student Resource, *Tips for Reading Graphical Text*).
- For shared reading, the teacher may choose to use additional organizational and comprehension strategies (eg., **Placemat Strategy**, **Think Aloud**, **Think/Pair/Share**); apply strategies to selected questions.
- *Canada Revisited*, Arnold, 2000 pp. 52, 64, 69, 76-83, 92-101, map p. 102.
- See one of the following texts: *Canada Revisited*, Arnold, pp. 102-114; *Flashback Canada*, (Oxford), pp.32-50; *Canada: The Story of A Developing Nation*, McGraw-Hill, pp.87-99, 100-105.
- For more information, see:
 - Teacher Resource, *Questioning the Text: Historical Map*.
 - Teacher Resource, *Questioning the Text: Historical Map - Answer Key*.

Beyond Monet – Chapter 7.

Further Support

- Provide students with key word lists (*Flashback Canada*, p. 29.).
- Model utilization of textbook headings.
- Model how to use key words and phrases to keep a summary in your own words:
 - what part of this section is most important?
 - what does the author want me to know?
 - what did I find really interesting?
 - what other questions do I have?
 - what doesn't make sense at this time?
- 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, section or topic-related resource they have read. Ask one of the students to read his or her questions to the group. Model answering questions, referring the student specifically to the text where appropriate. Ask another student to ask a question, and then ask him or her to select a volunteer to answer it. After the volunteer answers the question, have this student ask one of his/her questions and so on.



Reading Different Text Forms: Graphical Text/Making Notes

Grade 8 History (Confederation) - Factors Leading to Confederation

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> From the textbook (or on transparency) provide a map of North America showing Can-U.S. borders and original BNA colonies. (See reference maps cited in Tips and Resources as samples.) Check for understanding of general boundaries and areas of population in Canada pre-Confederation (eg., review Gr. 7 historical knowledge of Upper Canada, Lower Canada, settlement patterns, borders and boundaries). Preview names of labeled colonies on map and identify existing provinces. Brainstorm questions associated with map. (See Teacher Resource, <i>Questioning the Text: Historical Map and Answer Key.</i>) 	<ul style="list-style-type: none"> View map, draw and label outline map of North America. Write three (3) questions that they would like explained for the years 1866-67 based on the map provided. Check with a partner to compare questions. Use the questions selected by partners, suggest the key information (defining a purpose) needed from the information in the textbook related to the map.
<p>During</p> <ul style="list-style-type: none"> Help students connect concept being introduced (Confederation) with prior knowledge from Grade 7 curriculum (French-English, US-Canadian, immigrant patterns etc.). Model “Think Aloud” strategies as you ask questions about the map and text-based reading selection. Explore with students reasons why one Canada as a nation is stronger than numerous individual colonies. Split class into five (5) groups, each responsible for explaining one reason for Confederation in depth. Help students share and consolidate understanding as groups report on reasons for Confederation. Summarize on overhead transparency or classroom chalkboard, the key ideas generated. 	<ul style="list-style-type: none"> Review, with classmates and teacher, key development and settlement patterns in early Canada prior to 1867 (ref. Gr. 7 – prior knowledge). Identify the subheadings in selected text pages on the topic of “Factors/Reasons Leading to Confederation”, identify the subheadings. “Factors/ Reasons Leading to Confederation” (all three texts mentioned in this activity contain similar text features and layout for this content). Write headings, leaving six (6) lines between headings. Identify key words and phrases in the reading selection and paraphrases important information. In groups, ask questions and discuss concept from each reading selection (See suggestions in Further Support.) Report from group to whole class each reason for Confederation; as group reporting develops, assist the teacher in constructing a summary on the overhead or classroom chalkboard. Complete summary notes.
<p>After</p> <ul style="list-style-type: none"> Ask students to check with a partner or in small group for common list of key factors. Review the process of connecting graphical text information to written information. 	<ul style="list-style-type: none"> Respond to “Follow-up Questions” as whole class or in a Think/Pair/Share format. Brainstorm suggestions regarding where new settlers would go in an expanded Canada. Check responses with a partner/class. Brainstorm what new settlers need for security in the 1860's.

Notes



Tips for Reading Graphical Texts

Before Reading

- Set a purpose for reading. Ask yourself why you are reading this particular text.
- Look over the text to determine what type it is and which elements are used.
- Examine the titles, headings, captions and images. Start with the title. The title tells you what the graphic is about. The captions may also use words and phrases from the text to show how the graphic is related to the information in the written text (e.g., “Figure 1.6”).
- Recall what you already know about the topic or subject.
- Record some questions you might have about the information presented.

During Reading

- Read all the labels and examine how they are related to the graphic. Each label has a purpose. The most important labels may be in capital letters, bold type, or a larger font.
- Follow the arrows and lines. They may be used to show movement or direction, or connect to the things they name.
- Look for the use of colour or symbols to emphasize important words and information. Some graphical texts have a legend or a key to explain the meaning of specific symbols and colours.
- Study the image carefully. See if you recognize the details in the image. Read the text near the picture to find an explanation of the information in the graphic. Use the figure number or title and key words to find and read the related information in the written text.
- Identify the relationships among the visuals and information presented.

After Reading

- Interpret the information conveyed in any of the graphics (e.g., diagrams, charts, graphs, maps). Ask yourself why this information might be important.
- Rephrase information orally or in writing. Imagine that you are explaining the graphic to someone who has not read it.
- Create your own graphical text (e.g., graph, map, diagram, table, flow chart) to represent the important information.

Questioning the Text: Historical Map

Listed below are sample brainstorming questions the teacher might use to guide a shared reading activity (graphical text – map) over the course of several classes. Consistent with a shared reading approach, a copy of the map is used over the course of several days; each student needs to have his or her own copy of the map, either in textbook or alternate print form. A common, enlarged copy of the map being used is also posted in the classroom for ongoing reference as the unit on Confederation develops.

Initial Questions:

- 1) What provinces do you recognize as still existing?
- 2) What are some possible reasons for the boundary lines for Canada East and Canada West?
- 3) What do we call Canada East and Canada West today?
- 4) Who might live in Rupert's Land in 1867?
- 5) Who might live in the Red River Settlements in 1867?
- 6) Who might live in British Columbia in 1867?
- 7) Where, in your view, are the three (3) best places to live in Canada? Then? Today? Why?
- 8) Where, in your view, are the three (3) least attractive places to live in Canada? Then? Today? Why?
- 9) In 1867, if you wanted to travel from Quebec City to Toronto, how would you get there? In summer? In winter?
- 10) In 1867, if you wanted to get from Toronto to Vancouver, how would you get there?
- 11) In 2004, how long does it take to reach Vancouver from Toronto by air, by train, or by car?

Note: see Teacher Resource, *Questioning the Text: Historical Map - Answer Key*.

Follow-up questions:

- 1) From our discussions, why is the United States stronger than the Canadian colonies in 1866-67?
- 2) Why is the United States stronger than Canada today?
- 3) Who would prefer living in the U.S. today? Why?
- 4) Who would prefer living in Canada today? Why?
- 5) What difficulties do you see for the political leaders to unify Canada in 1867?
- 6) What would be the best way to promote growth and expansion in Canada in the 1860's?
- 7) What does Canada need to become stronger as a nation?
- 8) Why would people want to come to Canada in the 1850's and 1860's? Would they rather go to the United States?



Questioning the Text: Historical Map - Answer Key

Sample answers to the initial questions include:

- 1) Newfoundland, New Brunswick, Nova Scotia, Prince Edward Island, British Columbia.
- 2) - The Hudson Bay company owned Rupert's Land under a charter from the British Crown in 1670 that gave them control of lands whose rivers flow into Hudson Bay.
 - Settlers had not gone beyond rivers flowing into the Great Lakes and St. Lawrence River.
 - Land is too difficult to farm in the North.
 - It's too cold and harsh in the North.
 - French and English Canadians went to different regions.
- 3) Canada East is Quebec; Canada West is Ontario.
- 4) Hudson Bay Company employees, First Nation people (Cree, Ojibway, Inuit people).
- 5) Métis people, Scots, Irish settlers, Hudson Bay Company fur traders and Hudson Bay employees.
- 6) First Nation people (Salish, Kwakiutl, Haida, Tsimshian), American gold seekers, British settlers.
- 7) Students give rationales for their choices.
- 8) Students give rationales for their choices.
- 9) By boat, by rail, by horse in summer; by horse and sled, and rail in winter.
- 10) If by ocean, around coast of South America. If by land, rail travel to Mississippi region, wagon train through U.S.; by boat up the coast to British Columbia.
- 11) By air: 5-8 hours. By rail: 3 days. By car: 5-7 days.

Reacting to Reading: Making Judgements (Both Sides Now)

Grade 8 History (Confederation) - Confederation: Yes or No

Readers increase their understanding by reviewing what they have read, reflecting on what they have learned and asking questions about the significance. Students read text to make judgements regarding the historical viewpoints held by particular regions on the topic of Confederation. They examine reasons for supporting or opposing Confederation from six (6) different regional perspectives.

Purpose

- Assess different regional viewpoints or perspectives on whether or not to join Canada.
- Make judgements about viewpoints and opinions of political leaders and citizens on their decisions about joining Canada.

Payoff

Students will:

- review different types of questions and how to answer them.
- summarize important ideas, concepts and information.
- develop critical thinking skills
- compare their ideas with others.
- think critically about issues of Confederation.

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 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 more.
- See one of the following texts:
 - *Canada Revisited*, Arnold, pp. 102-114.
 - *Flashback Canada*, Oxford, pp. 32-50.
 - *Canada: The Story of a Developing Nation*, McGraw-Hill, pp. 87-99, 100-105.
- See Student/Teacher Resource, *Confederation: Yes or No*.

Further Support

- Review reading skills of tracking main ideas, comparing and contrasting, making inferences, drawing conclusions.
- Encourage students to ask questions about what they are reading.

Reacting to Reading: Making Judgements (Both Sides Now)

Grade 8 History (Confederation) - Confederation: Yes or No

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Divide students into six groups, each representing a specific colony. • Assign specific page readings to each group. • Distribute Student/Teacher Resource, <i>Confederation: Yes or No</i> to each student. • Decide on approximate time allotments for individual and group tasks. • Review the difference between information and opinion. 	<ul style="list-style-type: none"> • Review general reasons for supporting concept of Confederation. • Review the concept of the desirability of a nation “From Sea to Sea” with the geographical realities of distance and topography.
<p>During</p> <ul style="list-style-type: none"> • Explain general nature of task (six groups, one for each colony and one for Canada East and Canada West). Each group examines a colony’s reasons for joining or not joining Confederation. • Observe students and clarify task or content, if needed. 	<ul style="list-style-type: none"> • Read the assigned selection and ask questions about the information (What are the viewpoints of the leaders, the citizens? Do they support Confederation? Why? Why not?). • Record information on template. • Compare individually recorded information with others in group. • Clarify specific facts from opinion. • Identify decisions made by 1867, and after, by each region or colony. • Record reasons for the decisions.
<p>After</p> <ul style="list-style-type: none"> • Ask group members to orally summarize reading material and identify the decision of the colony. • Ask students to provide an idea or information from their reading that supports the decision to join Confederation. • Ask students to identify information that supports the idea of opposing Confederation. • Groups share their decision and state reasons for their decision. • Additionally, have students: <ul style="list-style-type: none"> - draw on a map of Canada, the location of the four original provinces and the entry times of Manitoba, British Columbia, and Prince Edward Island. - write a short editorial that supports or opposes their colony’s decision. 	<ul style="list-style-type: none"> • Listen to other group members’ summaries and compare them to their own. Add to their understanding. • Evaluate the evidence and make a judgement on each colony’s decision, based on information from the text, inferences they have made and their own knowledge. • Develop an opinion based on accumulated learning.

Notes

Getting Ready to Read: Anticipation Guide

Grade 8 History (Confederation) - Federal and Provincial Powers in Canada

What we already know determines to a great extent what we will pay attention to, perceive, learn, remember, and forget. (Woolfolk, 1998)

An *Anticipation Guide* is a series of questions or statements (usually 8 to 10) related to the topic or point of view of a particular text. Students work silently to read and then agree or disagree with each.

Purpose

- Help students to activate prior knowledge and experience and think about ideas they will be reading.
- Encourage students to make a personal connection with a complex topic so that they can integrate new knowledge with their background experience and prior knowledge.
- Explore specific powers and responsibilities of the federal government and Parliament in Ottawa and the ten provincial governments.

Payoff

Students will:

- connect their personal knowledge and experience with the powers and responsibilities of government.
- engage in topics, themes, and issues at their current level of understanding.
- become familiar and comfortable with a topic before reading unfamiliar text.

Tips and Resources

- An anticipation guide works best when students are required to read something that contains unfamiliar information. The idea of the guide is to raise students' awareness of related issues and help them make connections with what is familiar and unfamiliar about that text.
- In creating your anticipation guide, write open-ended statements that challenge students' response. You don't want statements such as, "School cafeterias should not sell so much junk food." Instead, write, "Teenagers consume more junk food than is good for them."
- For more information, see:
 - Student Resource, *Anticipation Guide Template*.
 - Student Resource, *Anticipation Guide: Federal and Provincial Powers*.

Further Support

- Put students in pairs to complete the anticipation guide if they are having trouble making connections with the theme or topic, or if they are having trouble with the language (for example, ESL students).
- To provide an opportunity for struggling students to contribute in a more supportive situation, divide the class into small groups of four or five and ask them to tally and chart their responses before participating in a whole-class discussion.
- Read statements aloud to support struggling readers.

Getting Ready to Read: Anticipation Guide

Grade 8 History (Confederation) - Federal and Provincial Powers in Canada

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Preview Anticipation Guide. (See Student Resource, <i>Anticipation Guide Template</i>.) Distribute copies of the Student Resource, <i>Anticipation Guide: Federal and Provincial Powers</i>. Explain that this is not a test, but an opportunity to explore their knowledge and opinions. Students are to complete the guide individually, and then share their thoughts in a whole class situation. To engage students in a whole-class discussion, start with a “hand count” of who agreed/disagreed with the statements. Have a student volunteer record some of the key points made during the discussion, using a T-chart (agree/disagree) on transparency or on the board. 	<ul style="list-style-type: none"> Working individually, read each statement on the Anticipation Guide and write/circle response in left column. Contribute responses in the class discussion and explain them.
<p>During</p> <ul style="list-style-type: none"> Explain the topic of the reading assignment and how it connects with the Anticipation Guide statements. As students read specific material, they should fill in right column of anticipation guide. Lead discussion; check for understanding. 	<ul style="list-style-type: none"> Read the specific assigned text (list of selected powers from sections 91 and 92 of the BNA Act). Fill in the right column of the Anticipation Guide. With a partner/ as a class, discuss responses and compare reasons for different opinions. (Many Canadians are unsure of specific responsibilities of federal and provincial governments.)
<p>After</p> <ul style="list-style-type: none"> Ask students to record 5 – 8 powers of the Federal and Provincial governments; have students check with a partner for clarity, understanding. Ask students to return to the statements on the Anticipation Guide to identify what they have discovered in their textbook that may confirm or change their opinions. Additionally, use current news stories to illustrate range/examples of government responsibilities. Pose questions related to current news stories. For example: <ul style="list-style-type: none"> - Should provinces have the same subjects in schools in each grade? (e.g., history, science). - Should provinces be able to have their own army? Their own police force? Why? Why not? 	<ul style="list-style-type: none"> Record information in notes as instructed. Check with a partner on his/her list of 5-8 powers of the Federal and Provincial governments. Consider contemporary news stories as examples of government responsibilities.

Notes



Anticipation Guide Template

- Circle “Agree” or “Disagree” beside each statement below before you read your textbook.
- Following our class discussion of these statements, you will read Chapter ____ in the textbook, noting page numbers that relate to each statement.
- When you have finished reading, consider the statements again based on any new information you may have read. In the right column, circle “Agree” or “Disagree” beside each statement and check to see whether your opinion has changed based on new evidence.

Before Reading	Statements	Page #	After Reading
1. Agree/Disagree			1. Agree/Disagree
2. Agree/Disagree			2. Agree/Disagree
3. Agree/Disagree			3. Agree/Disagree
4. Agree/Disagree			4. Agree/Disagree
5. Agree/Disagree			5. Agree/Disagree
6. Agree/Disagree			6. Agree/Disagree
7. Agree/Disagree			7. Agree/Disagree
8. Agree/Disagree			8. Agree/Disagree
9. Agree/Disagree			9. Agree/Disagree
10. Agree/Disagree			10. Agree/Disagree
11. Agree/Disagree			11. Agree/Disagree
12. Agree/Disagree			12. Agree/Disagree



Anticipation Guide: Federal and Provincial Powers

- Circle “Agree” or “Disagree” beside each statement below before you read your textbook.
- Following our class discussion of these statements, you will read Chapter ____ in the textbook, noting page numbers that relate to each statement.
- When you have finished reading, consider the statements again based on any new information you may have read. In the right column, circle “Agree” or “Disagree” beside each statement and check to see whether your opinion has changed based on new evidence.

Before Reading	Statements	Page #	After Reading
1. Agree/Disagree	I know the names of Canada’s first Prime Minister and Canada’s present Prime Minister.		1. Agree/Disagree
2. Agree/Disagree	The federal government in Ottawa has greater power than the provincial government that exists in each of our provinces.		2. Agree/Disagree
3. Agree/Disagree	My parent(s)/guardian(s) pay taxes and so do I if I buy something. I know where the PST and GST go.		3. Agree/Disagree
4. Agree/Disagree	The rules for banks are the same in all provinces of Canada.		4. Agree/Disagree
5. Agree/Disagree	The rules for schools are the same in all provinces.		5. Agree/Disagree
6. Agree/Disagree	Waiting lists for operations in hospitals are the same in all provinces.		6. Agree/Disagree
7. Agree/Disagree	Safety rules for workers in mines are different in all provinces that have mines for coal, asbestos, and gold.		7. Agree/Disagree
8. Agree/Disagree	The cost for mailing a letter in Canada to another address in Canada is the same, no matter what distance the letter travels.		8. Agree/Disagree
9. Agree/Disagree	Ontario can have its own army.		9. Agree/Disagree
10. Agree/Disagree	Independent First Nation bands control first Nation reserve lands with elected chiefs and councils.		10. Agree/Disagree
11. Agree/Disagree	Women could vote at the time of Confederation.		11. Agree/Disagree
12. Agree/Disagree	French language rights are guaranteed in Quebec and all other provinces.		12. Agree/Disagree

Getting Ready to Read: Extending Vocabulary (Creating a Word Wall)**Grade 8 History (The Development of Western Canada) - C.P.R. Railroad Construction**

Students are required to learn, on average, over 2 000 words each year in various subject areas. Those who have trouble learning new words will struggle with the increasingly complex text that they encounter in the intermediate and senior school years. A *word wall* is a wall, chalkboard, or bulletin board listing key words that will appear often in a new topic or unit of study, printed on card stock, and taped or pinned to the wall/board. The word wall is usually organized alphabetically and can include the letters as headings. The following literacy activity is on the topic of railroad construction in The Development of Western Canada unit.

Purpose

- Identify unfamiliar vocabulary and create a visible reference in the classroom for words that will appear often on the topic of railroad construction in The Development of Western Canada unit.

Payoff

Students will:

- practise skimming and scanning an assigned reading (history textbook or handouts) before dealing with the content in an intensive way. Students will then have some familiarity with issues surrounding the construction of the C.P.R.
- develop some sense of the meaning of key history words before actually reading the words in context.
- improve comprehension and spelling because key history words remain posted in the classroom.

Tips and Resources

- *Skimming* means to read quickly – horizontally – through the history text 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 in the history text.
- For general directions, see Teacher Resource, *Skimming and Scanning to Preview Text*.
- Before building the word wall, consider analyzing the features of a text first to help students become familiar with the history text. See *Think Literacy: Cross-Curricular Approaches Grades 7-12*, pp. 8-14.
- See *Think Literacy: Cross-Curricular Approaches Grades 7-12*, pp. 30-33 for information on setting up a word wall.
- 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).
- Have students refer to the word wall to support their understanding and spelling of the words.
- For a sample history word wall, see Teacher Resource, *Word Wall Sample for Grade 8 History*.
- A *word wall* can be revised throughout the unit by adding new words as they are encountered.
- See one of the following texts:
 - *Flashback Canada 4th ed.*, pp. 152-170.
 - *Canada Revisited 8 4th ed.*, pp. 223-232.
- For more information, see:
 - Teacher Resource, *Skimming and Scanning to Preview Text*.
 - Teacher Resource, *Word Wall Sample for Grade 8 History*.
 - Student Resource, *Previewing History Text to Create a Word List for a Word Wall*.

Further Support

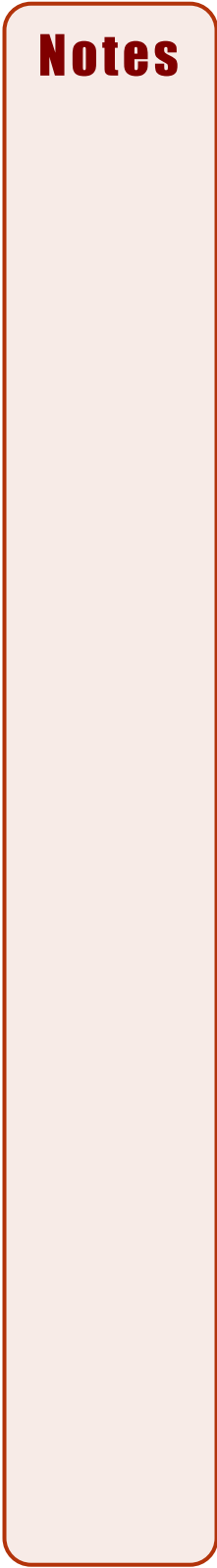
- Add a picture (preferably a photograph from a magazine) as a support for ESL students and struggling readers.
- Provide each student with a recording sheet (see Student Resource, *Previewing History Text to Create a Word List for a Word Wall*) so that they can make their own record of the key history words for further review.
- If it appears that students need additional support, review the history terminology on the word wall in two classes following this activity, using **Take Five** (in pairs, students take five minutes to orally review a history concept and present it to the class, usually at the beginning or end of a period) or **Think/Pair/Share** (students individually consider an issue or problem in history and then discuss their ideas with a partner).



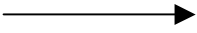
Getting Ready to Read: Extending Vocabulary (Creating a Word Wall)

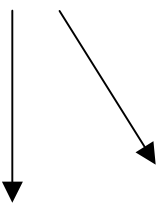
Grade 8 History (The Development of Western Canada) - C.P.R. Railroad Construction

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 words. • Divide students into groups of 3. • Provide stick-on notes, markers, and masking tape or pins for each group of students. • See Teacher Resource, <i>Skimming and Scanning to Preview Text</i> and review approaches with class. 	<ul style="list-style-type: none"> • With their group find an appropriate space where they can talk face-to-face and write down the history words. • Find the appropriate chapter or get a copy of the assigned history text • Follow along on the handout as the teacher reviews skimming and scanning techniques.
<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. • Engage students in some general discussion of the topic, making a few brief notes on the board about big ideas. For example, discuss the impact that geography, technology, and weather had on the building of the railroad. • Direct students to independently scan the history text for unfamiliar words. • Explain to students that together the class will find key vocabulary in the assigned history text and will spell the key vocabulary by creating a history "word wall" in the classroom that they can refer to during the topic or unit. • Distribute the Student Resource, <i>Previewing History Text to Create a Word List for a Word Wall</i> and ask students to create a personal list of 10 unfamiliar history words. • Direct students to small groups and ask the groups to compare personal lists and create a group master list. • Distribute eight pieces of card stock (approx. 4" x 10"), markers, and pieces of masking tape to each group so students can record the words from the master list on them. 	<ul style="list-style-type: none"> • Skim the history text, looking at illustrations and subtitles to get a general idea of the topic of the history text. • Scan the history text for words they do not know, marking them with stick-on notes (optional) and then making a personal list of the words on the Student Resource, <i>Previewing History Text to Create a Word List for a Word Wall</i>. • Compare personal lists. Choose the words for a group master list. • In each group, print the key history vocabulary words in large letters on card stock and tape or pin them to the blackboard or bulletin board, preferably alphabetically.
<p>After</p> <ul style="list-style-type: none"> • Ask students to speculate on the definitions of the words. Ask each group to look up the meaning of its history words and then to explain the meanings to the rest of the class. • Lead a discussion about the C.P.R. railroad construction. Example of questions: <ul style="list-style-type: none"> - Would you have wanted to be a worker on the railroad? Why or why not? - The railroad is seen as bad for First Nation people but good for settlers. Why? 	<ul style="list-style-type: none"> • Use the glossary in the history textbook or dictionary(ies) 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. • Use the vocabulary on the word wall in discussion about C.P.R. railroad construction.



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"> 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. 	<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!



Teacher Resource

Word Wall Sample for Grade 8 History

Word/Phrase Wall		
Aboriginal peoples	bribe	Canadian Pacific Railway (C.P.R.)
Chinese workers	colonist car	westward expansion
National Policy	navvies	Northwest Mounted Police
Pacific Scandal	rail-spikers	trestle

Word Cards with Definitions

colonist car

One of a large number of cars on the early trains that brought settlers to Western Canada.

navvies

The construction workers who built the railway.

rail-spikers

A group of navvies who hammered in the steel spikes to hold the rails in place. This happened after the ties and rails had been laid and adjusted to make sure they were in the proper place.

trestle

A wooden framework used as a bridge to support the railway tracks that were built over river canyons and valleys.



Previewing History Text to Create a Word List for a Word Wall

Skim the history text, looking at illustrations and subtitles to get a general idea of the topic. Scan the history text for words you do not know, making a personal list of the words in the first column of the first chart below. In your group, compare personal lists. Choose the words for a group list and record them alphabetically in the first column of the second chart. Use the glossary in the history textbook or dictionary(ies) to find the meaning of the words and add them to the charts.

PERSONAL LIST

WORDS	MEANINGS
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

GROUP LIST

WORDS	MEANINGS
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Engaging in Reading: Reading Between the Lines (Inferences)

Grade 8 History (The Development of Western Canada) - C.P.R. Railroad Construction

Making inference from words that are read or spoken is a key comprehension skill. Students may miss vital information if they fail to make appropriate inferences.

Purpose

- Draw meaning through explicit details and implicit clues in a song on the topic of railroad construction in The Development of Western Canada unit.
- Connect prior knowledge and experiences to the history text 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 songs and written texts can be understood on more than one level.
- become capable and confident in comprehending the subtle meaning of historical events.

Tips and Resources

- Using Gordon Lightfoot's song "The Canadian Railroad Trilogy", students learn historical concepts and ideas through inferences and attention to lyrics.
- Milton Acorn's book *Poetry: a People's History* has poems containing true historical experiences.
- Pierre Berton's books *The National Dream* and *The Last Spike* have a detailed descriptive account of the building of the railroad.
- *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 knowledge and experiences.
- *Inferences* are conclusions drawn from evidence in the history text or reasoning about the history text.
- 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/Teacher Resource, *Reading Between the Lines to Infer Meaning in History*.
 - Teacher Resource, *Sample Answers: Canadian Railroad Trilogy*.

<http://www.dictionary.com>

Flashback Canada 4th ed., p. 168.

"Canadian Railroad Trilogy" song, Gordon Lightfoot:

http://www.corfid.com/gl/Albums/The_Way_I_Feel/Canadian_Railroad_Triology.htm

Further Support

- Provide additional opportunities for students to practice making inferences with history texts in a supported situation – perhaps in a small group with the teacher acting as the facilitator.
- Use this exercise as a pre-reading activity (before the song is heard or the topic is taught) or as a post-reading activity (after the song is heard or the topic is taught).

Engaging in Reading: Reading Between the Lines (Inferences)

Grade 8 History (The Development of Western Canada) - C.P.R. Railroad Construction

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 history text (names, dates, and definitions). At other times, readers must draw a conclusion about what is meant based on clues in the history text. This strategy is called “making inferences”, and is also referred to as “reading between the lines.” Distribute Student Resource, <i>Reading Between the Lines to Infer Meaning in History</i>. See Teacher Resource, <i>Sample Answers: Canadian Railroad Trilogy</i>. Ask students to pick out the explicit information in the first line on the handout, and then to infer meaning, or draw a conclusion about the “time in this fair land when the railroads did not run.” 	<ul style="list-style-type: none"> Read the first line on the handout <i>Reading Between the Lines to Infer Meaning in History</i> and pick out the explicit information about the “time in this fair land when the railroads did not run.” Make an inference about the meaning of the “time in this fair land when the railroads did not run.”
<p>During</p> <ul style="list-style-type: none"> Play the song “The Canadian Railroad Trilogy” by Gordon Lightfoot. (This could be done at one or more stages of the lesson.) Ask the students to read the remaining examples on the handout. Engage the whole class in discussion about the meaning to be inferred from each statement about the railroad that was completed in 1885. 	<ul style="list-style-type: none"> Infer meaning from the clues in each statement on the handout. Provide various interpretations of the situations described in each statement.
<p>After</p> <ul style="list-style-type: none"> Help students to transfer the skill of inferring meaning by providing a sample of a history text or pictures that require them to make inferences (see appropriate texts). Additionally, have students: <ul style="list-style-type: none"> - create lyrics for a short song about building the railroad through the mountains, First Nation peoples’ reactions to the railroad, or the destruction of the buffalo. - analyse the role of treaties in Canada’s West in promoting settlement and limiting First Nation people’s powers. 	<ul style="list-style-type: none"> Practise inferring meaning from history text or pictures.

Notes



Reading Between the Lines to Infer Meaning in History

Gordon Lightfoot is a talented Canadian songwriter who wrote a famous ballad in 1967 with images and scenes from Canadian history. Explain what you think might be happening in the following lines from Gordon Lightfoot's song, "Canadian Railroad Trilogy."

1. There was a time in this fair land when the railroads did not run
2. As to this verdant country they came from all around
3. Their minds were overflowing with the visions of the day
4. With many a fortune won and lost and many a debt to pay
5. They saw an iron road runnin' from the sea to the sea
6. Drivin' 'em in and tyin' 'em down
7. Oh the song of the future has been sung
8. All the battles have been won
9. We have opened up this soil with our teardrops...and our toil...
10. And many are the dead men...too silent...to be real



Sample Answers: Canadian Railroad Trilogy

4. With many a fortune won and lost and many a debt to pay

Many people thought they would make money by buying land – wherever they thought the railway might build a station. Unfortunately, these people bought land at expensive prices and sometimes the railway decided to build its stations in different places and their land could no longer be sold.

5. They saw an iron road runnin' from the sea to the sea

There was a national vision of a railroad linking Canada from coast to coast.

6. Drivin' 'em in and tyin' 'em down

The navvies were the construction workers who actually built the railways. They were organized into groups: the first group built the solid roadbed; the next group laid the ties; another distributed the spikes and bolts; another adjusted the rails, and finally the rail-spikeers hammered in the steel spikes.

Developing and Organizing Ideas: Webbing, Mapping, and More**Grade 8 History (The Development of Western Canada) - The Results of the North-West Rebellion**

Effective writers use different strategies to sort the ideas and information they have gathered in order to make connections, identify relationships, and determine possible directions and forms for their writing. This strategy gives students the opportunity to reorganize, regroup, sort, categorize, classify, and cluster their history notes.

Purpose

- Identify relationships and make connections among ideas and information within the topic of the results of the North-West Rebellion of 1885 in The Development of Western Canada unit.
- Select ideas and information for possible history topics and subtopics.

Payoff

Students will:

- model critical and creative thinking strategies.
- learn a variety of strategies that can be used throughout the writing process.
- reread history notes, gather information and writing that are related to the results of the North-West Rebellion of 1885.
- organize ideas and information to focus the history writing task.

Tips and Resources

- Strategies for webbing and mapping include:
 - *Clustering* – looking for similarities among ideas, information or things, and grouping them according to characteristics.
 - *Comparing* – identifying similarities among ideas, information, or things.
 - *Contrasting* – identifying differences among ideas, information, or things.
 - *Generalizing* – describing the overall picture based on the ideas and information presented.
 - *Outlining* – organizing main ideas, information, and supporting details based on their relationship to each other.
 - *Relating* – showing how events, situations, ideas, and information are connected.
 - *Sorting* – arranging or separating into types, kinds, sizes, etc.
 - *Trend-spotting* – identifying things that generally look or behave the same.
- For more information, see:
 - Teacher Resource, *Webbing Ideas and Information in History*.
 - Teacher Resource, *Webbing Ideas and information in History - Sample*.

Flashback Canada 4th ed., p. 197.

Canada Revisited 4th ed., p. 239.

Think Literacy: Cross-Curricular Approaches Grades 7-12, p. 108-110.

Further Support

- Provide students with sample graphic organizers that guide them in sorting and organizing their information and history notes – e.g., cluster (webs), sequence (flow charts), and compare (Venn diagram).
- Have students create a variety of graphic organizers that they have successfully used for different writing tasks. Create a class collection for students to refer to and use.
- Provide students with access to markers, highlighters, scissors, and glue for marking and manipulating their gathered ideas and information.
- Select a topic (e.g., the results of the North-West Rebellion of 1885). Have students recall what they already know about the history topic and ask questions in groups. Taking turns, students record one idea or question on a stick-on note and place it in the middle of the table, building on the ideas of others. Then the groups sort and organize their stick-on notes into clusters on chart paper. Ask students to discuss connections and relationships, and identify possible category labels. Provide groups with markers or highlighters to make links among stick-on notes. Display groups' thinking.

Developing and Organizing Ideas: Webbing, Mapping, and More

Grade 8 History (The Development of Western Canada) - The Results of the North-West Rebellion

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Select a history-writing task. • Prepare an overhead transparency or chart-paper sample of possible ideas and information gathered on the results of the North-West Rebellion of 1885. (See Teacher Resource, <i>Webbing Ideas and Information</i>.) • Using a marker, model for students how to make connections among the ideas and information (e.g., number, circle, colour-code, draw arrows). • Explain that using a strategy such as webbing or mapping makes it easier to see connections and relationships. • Use a web to demonstrate the process of rereading notes and arranging key points to show the connections and relationships. (See Teacher Resource, <i>Webbing Ideas and Information in History</i>.) 	<ul style="list-style-type: none"> • Recall what they already know about <i>the results of the North-West Rebellion of 1885</i> and the writing task. • Make connections to their own history notes. • Note the links and connections that the teacher makes among history ideas and information. Consider the similarities and differences in their own thinking.
<p>During</p> <ul style="list-style-type: none"> • Ask students to identify important ideas and key information and suggest how to place the points to create a web. (See Teacher Resource, <i>Sample Flowchart - Webbing Ideas and Information in History</i>.) • Ask students questions to clarify the decisions. For example: <ul style="list-style-type: none"> - What does this mean for First Nation people, the Métis people, and Westerners? - Is this important? Why? - Is there another way to sort my notes? • Model how to use the web to create a possible outline or template for writing a first draft. Consider the subtopics that emerge. 	<ul style="list-style-type: none"> • Contribute to the class discussion on <i>the results of the North-West Rebellion of 1885</i>. • Note the similarities and differences in the responses.
<p>After</p> <ul style="list-style-type: none"> • Have students refer to their notes for a history-writing task. • Ask students to create a web by sorting and organizing their ideas and information. • If appropriate, consider having students who are writing on a similar topic work in pairs to create a web for their combined history notes. Some students may prefer to use scissors to cut-and-paste their web. • Ask students to reread their webs and use them to create an outline for writing. • Additionally, have students: <ul style="list-style-type: none"> - research the fates of First Nation chiefs who were sent to prison after the rebellion. - write reactions to Riel's death from different perspectives (e.g., Ontarian, Métis, Francophone, etc.). 	<ul style="list-style-type: none"> • Reread history notes and identify important information and ideas. • Use the question prompts to re-phrase history notes, identify key points, and group the ideas and information to create a web. For example: <ul style="list-style-type: none"> - Share and compare webs. - Make the connection between the web and possible ways of organizing the information and ideas into a template for writing.

Notes



Webbing Ideas and Information in History

Ask yourself:

What are “big ideas”?

Can you identify any patterns or trends?

How are the ideas and information connected?

What evidence or information is missing?

Is a particular viewpoint suggested?

Does the web suggest a writing outline?

See Teacher Resource, *Webbing Ideas and Information in History - Sample*.



Webbing Ideas and Information in History - Sample

The Results of the North-West Rebellion of 1885

<p>Effects on First Nation people</p>	<p>Prompted by a request of a delegation of Manitoba First Nation people, negotiations for a post-Confederation treaty took place in the spring of 1871. This action led to the establishment of “Indian Reserves.”</p> <p>After 1885, more “numbered treaties” (numbered 1 to 11) were negotiated which led to the creation of more lands reserved for First Nation people, covering primarily present day Alberta, Saskatchewan, and Manitoba.</p>
<p>Effects on the Métis people</p>	<p>Many Métis fled to the wilderness in northern Alberta.</p> <p>Others were offered scrip (money) worth \$160-\$240 if they agreed to relinquish their identity as Métis. Scrip was redeemable toward purchase of land owned by the Dominion of Canada.</p> <p>Upon defeat of the rebels, one of the Métis leaders, Louis Riel, was executed. Métis issues were quashed and they lost leadership that was not regained for a long time.</p>
<p>Effects on French-English Relations in Canada</p>	<p>The English-speaking and French-speaking people disagreed about Riel’s hanging. The French-speaking people didn’t think Riel should have been hanged for leading a resistance against the government.</p> <p>Hard feelings between Ontario Protestants and Québec Catholics lasted a long time after Riel’s execution.</p>
<p>Effects on Political Parties</p>	<p>Many people in Québec stopped voting for the Conservative party. They no longer supported the party that had hanged Riel.</p> <p>Many people in Québec began to vote in large numbers for the Liberal party, especially after the Liberals chose Wilfred Laurier, a French-Canadian leader.</p>
<p>Effects on Western Canada</p>	<p>The railroad was completed after the government saw how quickly troops could be transported to the North-West on the railway.</p> <p>Settlers felt more secure in moving to the West because the rebellions had been put down.</p> <p>Many soldiers who fought in the rebellion settled in the West.</p>

Reference: *Flashback Canada* (Oxford, 2000), p. 197

Engaging in Reading: Sorting Ideas Using a Concept Map

Grade 8 History (Canada: A Changing Society) - The Impact of New Technologies on Canadian Society

A concept map is a way to visually organize your understanding of information. It is 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. The students read a text selection that outlines new technologies that become popular at or near the turn of the twentieth century, choose what they feel to be the most important ideas and supporting details for the technologies, then work in pairs or small teams to create a concept map that communicates their selections.

Purpose

- Record and organize ideas during reading.
- Illustrate relationships among ideas (e.g., cause and effect).
- Distinguish between main ideas and supporting details.
- Research the origins of technology that impacts, or is used in, students' lives today (e.g., the automobile, the telephone, the wireless radio, the bicycle, the airplane) .

Payoff

Students will:

- connect prior knowledge with events in history.
- remember important details from the text (e.g., major technological innovations, changes in lifestyle for Canadians).
- organize information in a memorable and accessible way to help with studying (students will have visual representations of cause and effect relationships).
- benefit from student-student interaction while constructing their concept maps.

Tips and Resources

- The teacher should provide students with several different examples of concept maps before asking them to create one of their own.
- Students should be given sticky notes or pieces of paper on which to write concepts. It is not recommended that students create a map without the use of some manipulatives.
- During a gallery tour, students walk about in pairs or groups to view other students' work and provide feedback (when requested).
- The examples provided in *Think Literacy: Cross-Curricular Approaches, Grades 7-12*, pp. 50-54 are suitable for use in a history classroom.
- See *Think Literacy: Cross-Curricular Approaches, Grades 7-12*, pp. 48-49 for general descriptions of how concept mapping can be used as a reading strategy.
- Consider using concept-mapping software, such as Smart Ideas (Ministry licensed), or Inspiration. Both of these programs offer extensive concept-mapping information on their websites: <http://www.inspiration.com> and <http://www.smarttech.com/products/smartideas/index.asp> .
- Information for making the concept map for this activity can be found in *Flashback Canada* (Chapter 15), *Canada Revisited 8* (Chapter 11), and *Canada: The Story of a Developing Nation 8* (Chapter 9).
- See Teacher Resource, *Concept Map: The Impact of New Technologies on Canadians - Example*.

Beyond Monet, Chapter 10

<http://www.inspiration.com>

<http://www.smarttech.com/products/smartideas/index.asp>

Further Support

- Allow students to work in partnerships or small teams when reading the text and creating their concept maps. For example, if using teams of 4 students, give each person on a team a different technology to research.
- It is not essential that concept maps contain colour or graphics; however, some students will benefit from integrating these components into their maps.
- Create a scaffold concept map for students to complete (it should have some concepts and some linking words/phrases on it when students receive it).



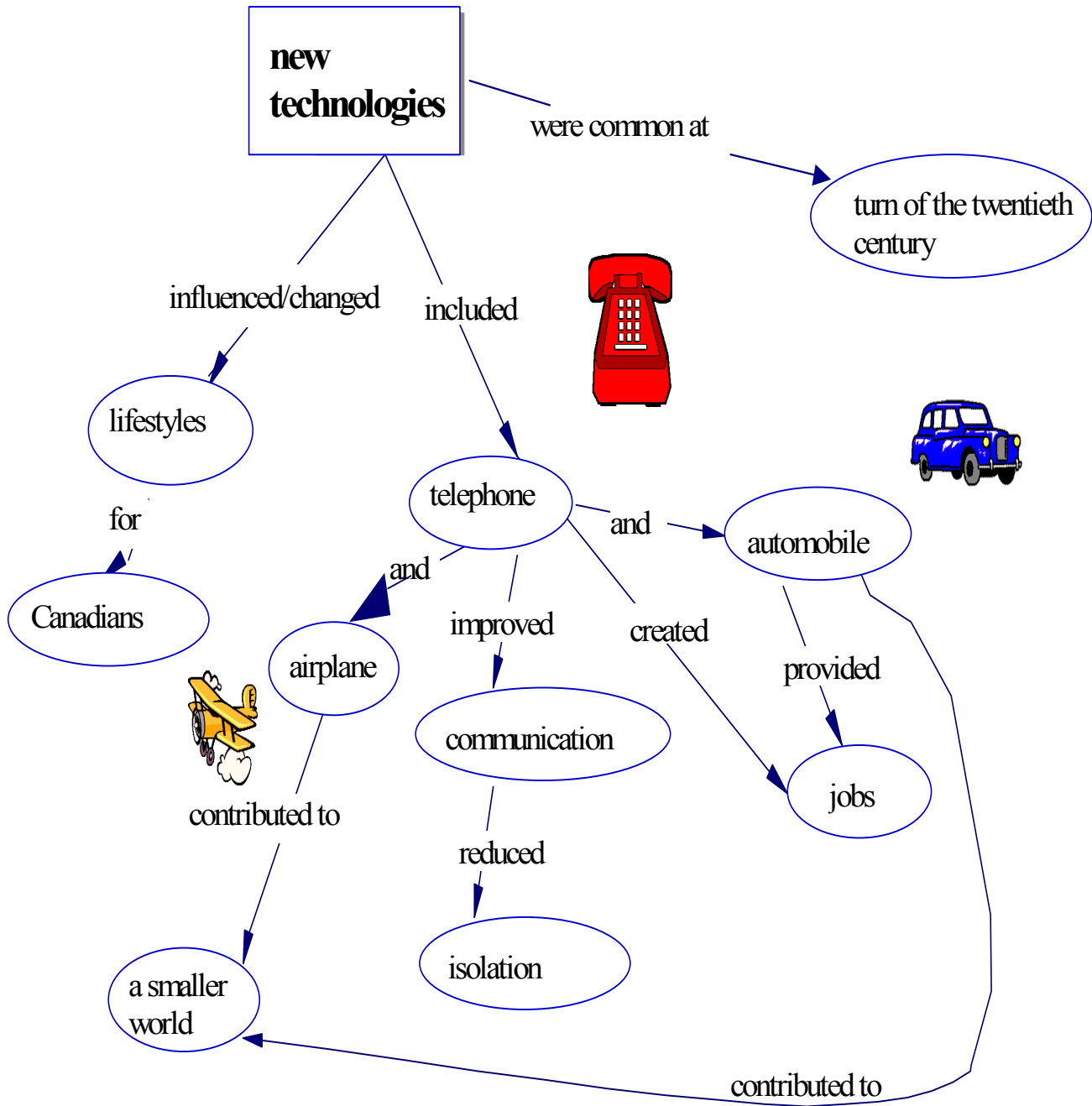
Engaging in Reading: Sorting Ideas Using a Concept Map

Grade 8 History (Canada: A Changing Society) - The Impact of New Technologies on Canadian Society

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Collect and display several examples of concept maps for student viewing. • Have students describe the aspects of a concept map (e.g., create a checklist for a good concept map using their input). Compare concept maps to other graphic organizers such as word webs and Mind Maps. • Model how to make a concept map using a short text selection (See <i>Think Literacy</i>, pp. 50-52). • Provide students with a list of linking words and phrases to connect concept bubbles. (See <i>Beyond Monet</i>, Chapter 10.) • If available, reserve a computer lab and demonstrate how to use concept-mapping software. • Engage students' prior knowledge by asking them about technology that they use in their everyday lives. Students could create simple web diagrams to illustrate a particular piece of technology and how it affects their lives or life in general (e.g., a picture of an automobile). 	<ul style="list-style-type: none"> • Assist teacher in describing the critical attributes of a concept map. • Provide input to concept map checklist. • Complete sample concept mapping exercise. • Brainstorm pieces of technology that they use on a daily basis. • Volunteer ideas about the impact of technology on their lives.
<p>During</p> <ul style="list-style-type: none"> • Provide students with the sticky notes or small pieces of paper on which to write key concepts. • Assign a reading about technological innovation at the turn of the century and inform students that they will be required to create a concept map to sort the important ideas that they discover about each type of technology. Review the idea of hierarchy with students. • Stress to students that they need only pick out important concepts and supporting ideas at this point; they will not be required to choose connecting words or phrases until later. 	<ul style="list-style-type: none"> • Read the text, either alone or with another student and select important ideas and supporting details to be recorded on the sticky notes or pieces of paper. • Begin the concept map using a sheet of chart paper. • Arrange main concepts and supporting details but do not include the linking words or phrases.
<p>After</p> <ul style="list-style-type: none"> • Allow students to compare their maps with a partner or create small teams for sharing. • Challenge students to use the list of connecting words and phrases to complete their maps. (They can work cooperatively on this phase.) • Post maps and have students complete a gallery tour to view their peers' creations. • Additionally, have students: <ul style="list-style-type: none"> - Create an advertisement for the new invention(s) they researched. - Explore how the technology has evolved since its introduction. 	<ul style="list-style-type: none"> • Share concept map with a partner or small team. • Work cooperatively to fill in linking words and phrases between concepts. • View and praise classmates' work during gallery tour.

Notes

Concept Map: The Impact of New Technologies on Canadians - Example



Reacting to Reading: Responding to Text (Graffiti)

Grade 8 History (Canada: A Changing Society) - Social Changes in Canadian Society

Graffiti is a collaborative learning strategy that can be used before or after on assigned reading or readings. Students will work in teams to respond to readings about social groups who experienced change, both positive and negative, during the late 1800s and early 1900s (e.g. women, children, Aboriginal people, immigrants).

Purpose

- Provide an opportunity for students to make a personal connection to a topic or unit of work by expressing their opinions, demonstrating their understanding of the assigned text, and making connections to their prior knowledge and experience.

Payoff

Students will:

- connect their personal knowledge and experience with a curriculum topic, in this case, the changes experienced by some of Canada's social groups around the turn of the century.
- expand their understanding of the assigned topics by reading, reacting to, and critically evaluating the opinions of others.

Tips and Resources

- Create response questions or prompts based on major text headings or subtopics and write the questions/prompts on individual pieces of chart paper. Small groups of students will travel in rotation from chart to chart, writing responses to the question/prompt and to other students' comments.
- The topics listed for research and response (women, children, Aboriginal people, and immigrants) are recommended; however, depending on availability of resources, individual teachers may reduce or expand the choices for students.
- Teachers need to decide whether to use a strategy like Numbered Heads to assign specific roles to students on teams or to give each student his or her own marker so that every student on every team responds to each topic at each station. Employing the latter option increases each student's individual accountability. If the teacher decides to assign individual roles to students (e.g. recorder, reporter), the roles should rotate each time they move to a new graffiti sheet.
- Each team should use a different coloured marker in order to identify which group made which contribution to the graffiti sheet.
- Limit the amount of graffiti time each group gets at any given station.
- Encourage students to respond to other students' graffiti and to use appropriate diagrams and symbols if necessary. Students might put a checkmark beside an item to agree with it or a question mark beside a response that they feel requires further clarification.
- It is recommended that groups classify comments that were recorded before making any sort of report (approximately 5 min.). Each person on the team must be able to explain the group's classification and make general statements about what was written on their sheet.
- Graffiti sheets may be passed from group to group instead of having groups move to stations.
- For tips on generating the topics, see *Think Literacy: Cross-Curricular Approaches, Grades 7-12*, p. 68.
- See Teacher Resource, *Social Changes in Canadian Society*.
- For more instructions on using the graffiti strategy see the following:
 - *Beyond Monet*, pp. 174-177.
 - *Cooperative Learning: Where Heart Meets Mind* (Bennett, Rolheiser, Stevahn), pp. 210-211.

Further Support

- Clarify challenging vocabulary by putting key terms on a word wall.
- Allow students to work with a partner during the graffiti sessions. Students can coach each other when making responses.
- Teacher should circulate among groups to provide appropriate prompting or clarification.

Reacting to Reading: Responding to Text (Graffiti)

Grade 8 History (Canada: A Changing Society) - Social Changes in Canadian Society

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Assign the reading to students. See Teacher Resource, <i>Social Change in Canadian Society</i>, for sample readings. Post challenging vocabulary on a word wall or clarify difficult concepts before proceeding with graffiti. Determine number and approximate membership of groups and set up as many graffiti stations as there are groups of students. At each station place either one different coloured marker or enough coloured markers for each person on the team starting at any given station. On each page, write one question/issue/topic related to the reading. See Teacher Resource, <i>Social Change in Canadian Society</i>, for sample topics/questions. Define, with the help of students, the concept of graffiti in the real world. Explain the classroom graffiti process to students; model the rotation procedure if necessary. 	<ul style="list-style-type: none"> Read assigned text. Ask teacher to clarify difficult concepts. Contribute to discussion about and definition of graffiti. Listen to the instructions about the graffiti process and ask for clarification if needed.
<p>During</p> <ul style="list-style-type: none"> After a specified time length, ask groups to rotate to the next chart (or have groups exchange graffiti sheets). Remind groups to take their marker(s) with them as they rotate. If individual roles were designated, instruct students to change roles before reaching the next station. Monitor student behaviour and clarify/remind as necessary. 	<ul style="list-style-type: none"> Rotate as a group to each graffiti station, using the same coloured marker to contribute ideas. Continue graffiti process until arriving back at original graffiti sheet.
<p>After</p> <ul style="list-style-type: none"> Once teams arrive back at original graffiti sheet, allow them time to read and classify what was written on their paper. Use Numbered Heads to designate a reporter for each team. As each team reports, ask other students to record in their notes what they feel to be the most interesting or important 2 or 3 items, leaving spaces between each item. Give students an opportunity to reread the assigned reading and add page numbers to the top 2 or 3 items from each report, in preparation for making more complete notes. 	<ul style="list-style-type: none"> Review the original graffiti sheet as a team. Ensure that each person on the team can explain the group's classification of items and that each person is able to make some general comments about what was written. Display and report the information on their graffiti sheet. As other groups report, record the most interesting or important items under the proper headings. Leave space for additional notes. Reread the assigned reading and add page numbers to the items that were recorded during reports. Create more complete notes for each topic.

Notes



Social Changes in Canadian Society

Subheadings from a textbook chapter often provide very useful topics for graffiti sheets when the teacher turns them into questions.

In this example, the questions are based on headings taken from a Grade 8 textbook, *Canada: The Story of a Developing Nation* (Toronto, McGraw-Hill Ryerson Ltd., 2000), Chapter 11 (pp. 290-315). Similar content can be found in other commonly used textbooks:

Text	Chapter and Page References
<i>Canada Revisited 8</i> (Edmonton, Arnold, 2000)	Chapter 11 Immigration, pp. 254-259 Women, p. 279 Children, p. 280 Social Reform, p. 282
<i>Flashback Canada</i> (Toronto, Oxford, 2000)	Chapter 15 Aboriginal people, p. 229 Immigration, pp. 231, 238-239 Women, pp. 246-247, 264-282 Children, pp. 248-250

Try to keep the questions brief so they do not take up too much space on the graffiti sheet.

1. Why would many groups object to calling life 100 years ago 'the good old days'?
2. Identify the attitudes that society had about women and their place in society at this time. (The teacher might compare attitudes in the past to current attitudes.)
3. How did women work together to bring about change?
4. Describe the changing role of children. (A comparison between then and now helps students create a personal link with the people in different time periods.)
5. Describe the treatment of Aboriginal people in the years that followed Confederation.
6. What kind of immigrants did Canada want at the turn of the twentieth century? Which groups were considered 'undesirable'? (Could link to present day.)

Reacting to Reading: Drawing Conclusions (I Read/I Think/Therefore)

Grade 8 History (Canada: A Changing Society) - Canadian Industry Around 1900

Readers draw conclusions based on the ideas and information that they read from one or more sources. Providing a graphic organizer *before reading* helps students to organize their thinking *during reading* in order to analyze, make inferences and draw conclusions *after reading*. This activity is based directly on reading included in the Ontario Curriculum – Exemplars (2002) for Grade 8 History.

Purpose

- Actively use prior knowledge while reading text section included in the Grade 8 Ontario Exemplars task.
- Read and respond to important concepts to be addressed in the Grade 8 exemplars task, making inferences and drawing conclusions.
- Provide a model for reading secondary source material that will support students' reading strategies.

Payoff

Students will:

- develop content and opinions for storyboard writing activity which is the core writing task for the Grade 8 exemplars sample.
- become thoughtful speakers during whole-class and small-group discussion.
- practise an explicit “think through” strategy that can be used with other secondary source material used during the exemplar task or elsewhere in the course.

Tips and Resources

- See Reacting to Reading: Drawing Conclusions (I Read/I Think/Therefore) in *Think Literacy: Cross-Curricular Approaches, Grades 7-12*, p. 70 for a sample.
- See Teacher Resource, I Read/I Think/Therefore – Sample Response in *Think Literacy: Cross-Curricular Approaches, Grades 7-12*, p. 72. This annotated sample illustrates the thinking process that a reader might follow to gather information, reflect, and draw a conclusion.
- For more information, see:
 - Student Resource, *Template for Drawing Conclusions*.
 - Student/Teacher Resource, *Canadian Industry Around 1900*.

Further Support

- Encourage students to respond to the information provided, using their personal knowledge and experience. For example, the teacher can ask key questions such as, “Do you know someone who has a part-time job? Have you talked to anyone about “working conditions” (hours of employment, opportunity for time off, salary or payment, safety concerns, etc.)? Have you seen or heard a commercial on television or radio on workplace injuries? What kinds of safety precautions are required at school? What kinds of safety precautions would you expect on a workplace site? In a factory? On a farm? In a mine? What kinds of workplace choices did Canadian workers have at the turn of the twentieth century? How have conditions changed?”
- Create a wall chart or overhead transparency to illustrate the strategy I Read/I Think/Therefore and post it as a reference for students.



Reacting to Reading: Drawing Conclusions (I Read/I Think/Therefore)
Grade 8 History (Canada: A Changing Society) - Canadian Industry Around 1900

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Copy for students or provide on overhead the Student/Teacher Resource, <i>Canadian Industry Around 1900</i>. • Model the thinking strategy “I Read/I Think/Therefore” to demonstrate how to draw a conclusion based on the first part of the gathered information. (See Student Resource, <i>I Read/I Think/Therefore</i>.) • Provide students with a graphic organizer to record their thinking as they read the remainder of the selected text passage. • Set a purpose for reading. For this reading task, instruct the students: As we read through this selection, “Canadian Industry Around 1900”, think about the conditions of labour that concern you. What ones would be difficult for a family? If you were talking to the Labour Commission, what points would you make to help people who are working in industry? • Instruct students to read along with the teacher for the first reading of the selected text passage. Explain that once the passage has been read together once, students will have the opportunity to re-read the passage and complete the graphic organizer. 	<ul style="list-style-type: none"> • Read the information provided and make inferences based on the information. • Make a conclusion. • Observe the teacher’s thinking process for drawing a conclusion. • Preview the text to get ready to read. • Clarify the purpose for reading (prompt or question: What 3 or 4 main points are you going to make when you talk to the Royal Commission?). • Observe how to complete the graphic organizer.
<p>During</p> <ul style="list-style-type: none"> • For the first reading (shared reading) all students need to be able to see the text selection (either by personal copy or on overhead transparency) and read silently along with the teacher. • After shared reading, check for understanding of vocabulary in the text (e.g., entrepreneur, displaced, compensation). • Instruct students to re-read the passage on their own, using Student Resource, <i>Template For Drawing Conclusions</i> to record information and make inferences. 	<ul style="list-style-type: none"> • Read together, along with the teacher, the selection (shared reading). • Re-read the selected text provided, pausing to record important information and make inferences.
<p>After</p> <ul style="list-style-type: none"> • Review the information gathered in the “I Read” section. Ask students to work in pairs using a Think/Pair/Share to compare responses and check for understanding. • Compile the information on a transparency of the graphic organizer so that all students can see the process. • Discuss the students’ responses in the “I Think” section; model “thinking through” differences or selection of key ideas/facts. • Discuss possible “Therefore” conclusions. • Model how to make a conclusion based on gathered information. • Ask students to apply this strategy to Appendix 2 (The Royal Commission Interviews – 1889) or Appendix 3 (Summary of Current Labour Law) in the Grade 8 exemplar task resource document. 	<ul style="list-style-type: none"> • Reread their graphic organizers. Participate in Think/Pair/Share with partners in order to identify similarities and differences among responses. • Contribute to shared responses as the teacher compiles the information on the transparency. • Draw a conclusion based on the information and inferences in the chart. • Compare own conclusion with those of others. • Apply their learning to a new selected reading task (Appendix 2 or 3 of the Exemplar task resource document).

Notes



Canadian Industry Around 1900

At the end of the nineteenth and the beginning of the twentieth centuries, the Canadian industrial economy expanded rapidly, which created many new economic opportunities for Canadian manufacturers and entrepreneurs as well as many new jobs. However, life was often hard for the new immigrants and displaced farm workers who formed the majority of the workforce in the new factories and mines.

Working conditions in the factories were uncomfortable, harsh, and exhausting. Most people worked six days a week, ten hours a day. Their half-hour lunch break was unpaid. They usually worked all year with no vacation. Employers, who believed that it was their right to produce products in the cheapest way possible, often treated their workers badly. Employees were occasionally verbally abused or beaten for failing to obey orders, for damaging equipment, or for working too slowly. Wages were often reduced by the fines imposed for talking at work or making mistakes. Workers who complained could easily be replaced, since many people were looking for work. There was little protection for working people, and none of the things we have come to rely on, such as unemployment insurance or compensation for injury, existed.

The factories themselves were very dangerous places. They were usually dirty, dark and unsafe. Many workers were seriously injured by hazardous equipment, or became ill when working with dangerous chemicals. Thousands of workers died every year as a result of these workplace hazards.

There were very few women in the labour force. Those who were often worked as domestic servants employed by wealthy families. Others worked in textile, food processing, and clothing factories. Many women in these industries were paid much less than men doing similar jobs. Women were often paid for piecework, which is a wage based on the amount of work produced, and the rate of pay for this piecework was often based on impossible production quotas. This meant that many women were paid less than they needed to survive.

At the turn of the century, children were often employed in Canadian industry. Although school was mandatory, some families found it difficult to survive without the income that could be provided by a working child. Thus, many children worked instead of attending school. Children often worked on dangerous machinery for wages that were much lower than those received by an adult for the same work. Many children worked in very unsafe conditions and were often harshly punished by their employers.

In 1889, encouraged by members of the labour movement, the government organized a Royal Commission on the Relations of Labour and Capital to investigate working conditions in Canada.

Source: *The Ontario Curriculum – Exemplars Grades 7 and 8* (2002)



Student Resource

Template for Drawing Conclusions

I Read	I Think
Therefore...	

Reading Different Text Forms: Reading Graphical Texts

Grade 8 History (Canada: A Changing Society) - The Causes of World War One

Providing students with an approach to reading graphical texts helps them become effective readers. Students make inferences based on an examination of a painting and then check their ideas by reading a short passage that explains the events depicted by the painting. In addition, students employ cooperative learning strategies, generate their own questions, and evaluate the graphical text in terms of its suitability and effectiveness. Students practise using visual information to increase their understanding of printed text materials.

Purpose

- Become familiar with the elements and features of graphical texts.
- Explore a process for reading graphical texts, using a range of strategies for before, during and after reading.
- Generate questions for further investigation (develop inquiry skills).
- Make inferences about what is depicted in a visual information source.

Payoff

Students will:

- become more efficient at “mining” texts for information and meaning by utilizing visual sources and information other than printed text.
- practise essential reading strategies and apply them to different course-related materials.
- identify areas of interest for further study.

Tips and Resources

- Sometimes an idea, concept or event can be communicated more easily through a visual or graphical source (e.g., diagrams, photographs, drawings, graphs, maps, timelines, and charts).
- In the history classroom, visual sources, when used effectively, are excellent for generating student questions and interest.
- Teachers can ask students to imagine themselves as a person in a photograph or painting and have the students generate questions or dialogue based on their assumed persona.
- When asking students to make inferences and generate questions, the teacher is encouraged to allow student talk before asking them to volunteer their ideas to the class.
- The material referenced in this lesson is from [Flashback Canada](#), 4th edition (Cruyton and Bradley) but most Canadian history texts contain a visual source and accompanying printed text outlining the assassination in Sarajevo.
- Many of the strategies for reading informational and literary texts can also be used effectively to read graphical texts.
- For a more generic template for using this strategy, see *Tips for Reading Graphical Texts* in *Think Literacy: Cross-Curricular Approaches, Grades 7-12*, pp. 84-86. The following subject-specific lesson builds on the ideas listed in that document.
- For more information, see:
 - Teacher Resource, *Copy of Painting*.
 - Teacher Resource, *Focus Questions for Visual Source/Graphical Text Analysis/Evaluation*.
 - Student/Teacher Resource, *The Question Matrix*.

Further Support

- Provide students with an advance organizer to guide them as they read a particular text. The organizer might be a series of prompts to guide them through the reading task.

Reading Different Text Forms: Reading Graphical Texts

Grade 8 History (Canada: A Changing Society) - The Causes of World War One

Notes

What teachers do	What students do
<p>Before Help students to connect new content and ideas to prior knowledge. For example:</p> <ul style="list-style-type: none"> - Write the following phrase on the board or overhead: "A picture is worth 1000 words." - Do a quick Think/Pair/Share with the class to generate an explanation for the phrase. - Provide students with photos depicting armed conflict (e.g., the war in Iraq) and have them identify/brainstorm as much information as possible about the events illustrated by the visual source. (See Teacher Resource, <i>Focus Questions For Graphical Text Analysis</i>.) <ul style="list-style-type: none"> • Randomly call upon students to summarize the information they extracted from the sources provided. • Ask students why textbook editors include visuals when compiling their books. Inform students that they will be using both printed text and visual sources to begin the next unit of study. 	<ul style="list-style-type: none"> • Copy the phrase into their books and explain the phrase in point form in their notes. • Share idea(s) with a partner. Partners volunteer ideas to teacher. • Examine the visual sources provided and complete worksheets. (The teacher decides whether students work alone, in pairs or in small teams.) • Identify information provided by the photographs. • Brainstorm reasons for including visual information in textbooks (Think/Pair/Share could be used as could placemat.)
<p>During</p> <ul style="list-style-type: none"> • Model how to recognize when confusion occurs and identify strategies that help to regain meaning. • Have students examine the painting that depicts the murder of Archduke Ferdinand. (See Teacher Resource, <i>Copy of Painting</i>.) • Have students answer analysis questions using Teacher Resource, <i>Focus Questions for Visual Source/Graphical Text Analysis</i>. Ask students to focus only on that painting and not on the printed text that accompanies it. • Instruct students to generate 2 questions about the painting using Student/Teacher Resource, <i>The Question Matrix</i>. • Have students share ideas with a partner then record student ideas and questions on the board. • Instruct students to read the printed text that accompanies the painting to find answers for the questions generated using the matrix. 	<ul style="list-style-type: none"> • Work individually to complete analysis questions (1 & 2) on worksheet. • Generate 2 possible questions about the painting using the question matrix. • Share ideas with a partner and volunteer ideas and questions to the teacher. • Read text that accompanies painting and attempt to answer matrix-generated questions.
<p>After</p> <ul style="list-style-type: none"> • Check with students to see if any of their questions were left unanswered after reading the printed text. • Have individuals or pairs answer the evaluation questions in Teacher Resource, <i>Focus Questions for Visual Source/Graphical Text Evaluation</i>. 	<ul style="list-style-type: none"> • Restate and rephrase interpretations of the graphic/visual source. • Practise teacher-modeled strategies for making connections between prior knowledge and what the text is saying. • Suggest and utilize methods for checking the accuracy and reliability of inferences.

Copy of Painting

Copy of painting used in lesson plan.

Source: <http://www.temple.edu/history/images/1914assassinationpainting.jpg>





Teacher Resource

Focus Questions for Visual Source/Graphical Text Analysis

1. What do you think is occurring in the photograph or painting?
2. What do you think is the purpose of this photograph or painting?
3. Generate 2 questions about the photograph or painting using the question prompts included with the question matrix.

Focus Questions for Visual Source/Graphical Text Evaluation

1. Is the photograph or painting a useful source of information?
Explain why or why not.
2. Why might the authors have included the photograph or painting in addition to their printed text information?



THE QUESTION MATRIX

What is?	Where/When is?	Which is?	Who is?	Why is?	How is?
What did?	Where/When did?	Which did?	Who did?	Why did?	How did?
What can?	Where/When can?	Which can?	Who can?	Why can?	How can?
What would?	Where/When would?	Which would?	Who would?	Why would?	How would?
What will?	Where/When will?	Which will?	Who will?	Why will?	How will?
What might?	Where/When might?	Which might?	Who might?	Why might?	How might?