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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...

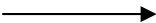
Cartier's Second Voyage...

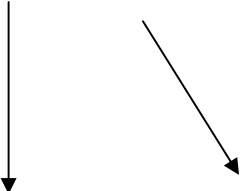
Cartier's Third Voyage...

Summary...

Student Resource

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)

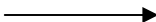
On the board or chart paper, write as many category headings as the students will be encountering. Write the words related to each category on slips of paper and place them in a hat. Have each student draw a slip of paper out of the hat and place the word under the appropriate heading on the board or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

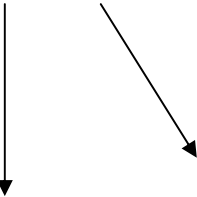
“Jeopardy” (closed sort)

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? <div style="text-align: center;">  </div> 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. <div style="text-align: center;">  </div>	<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

Notes

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.



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

Notes

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.



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

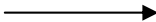
Tories
Treaty of Ghent

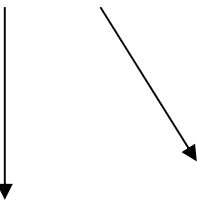
United Empire Loyalists
underground railroad

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.	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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.

Teacher Resource

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.**

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

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.

Notes



Sample Set of Index Cards

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

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	Question or Statement Should there be zoos?	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 align="center">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 align="center">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

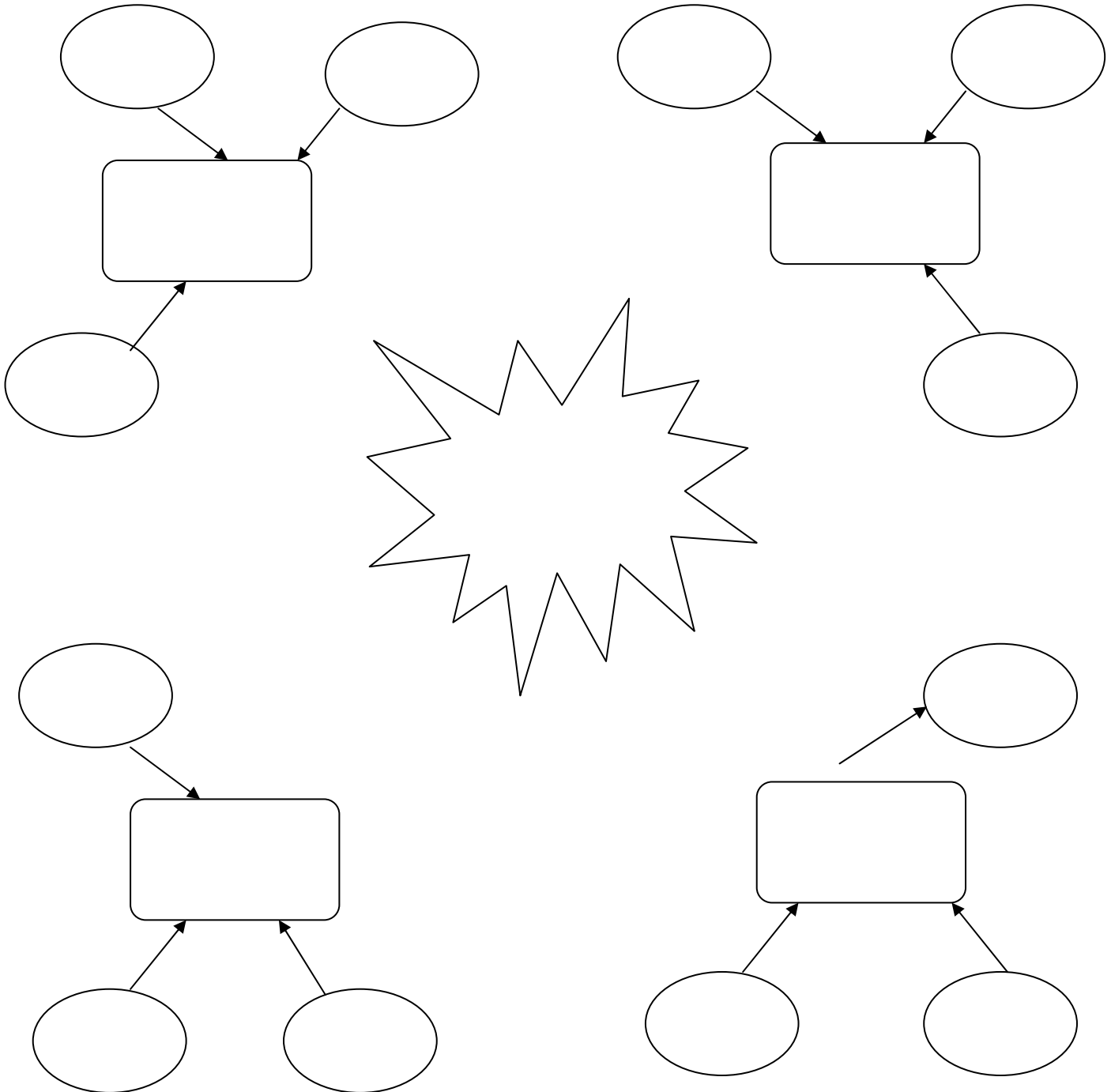
Grade 7 History (Conflict and Change) - The Rebellion of 1837

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.



Student Resource

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.

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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 or 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



Confederation: Yes or No

Both Sides Now		
<p>Evidence that Supports joining a united nation of Canada</p> <p>1) From Leaders? Who? Why?</p> <p>2) From citizens?</p>	<p>Questions or Statement</p> <p>Should the colony join with other colonies to form the Dominion of Canada?</p>	<p>Evidence that Opposes joining a united nation of Canada</p> <p>1) From leaders? Who? Why?</p> <p>2) From citizens?</p>
Decision		
Reasons		

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).




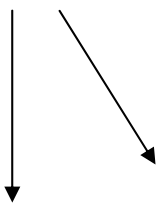
Getting Ready to Read: Extending Vocabulary (Creating a Word Wall)
Grade 8 History (The Development of Western Canada) - C.P.R. Railroad Construction

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.

Notes

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.	16. 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. 17. Some people prefer to skim by reading the first and last sentence of each paragraph, that is, the topic sentences and concluding sentences. 18. 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. 19. Remember: You do not have to read every word when you skim. 20. 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. 	13. Knowing your text well is important. Make a prediction about where in a chapter you might find the word, name, fact, term, or date. 14. 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? 15. 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. 16. 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).



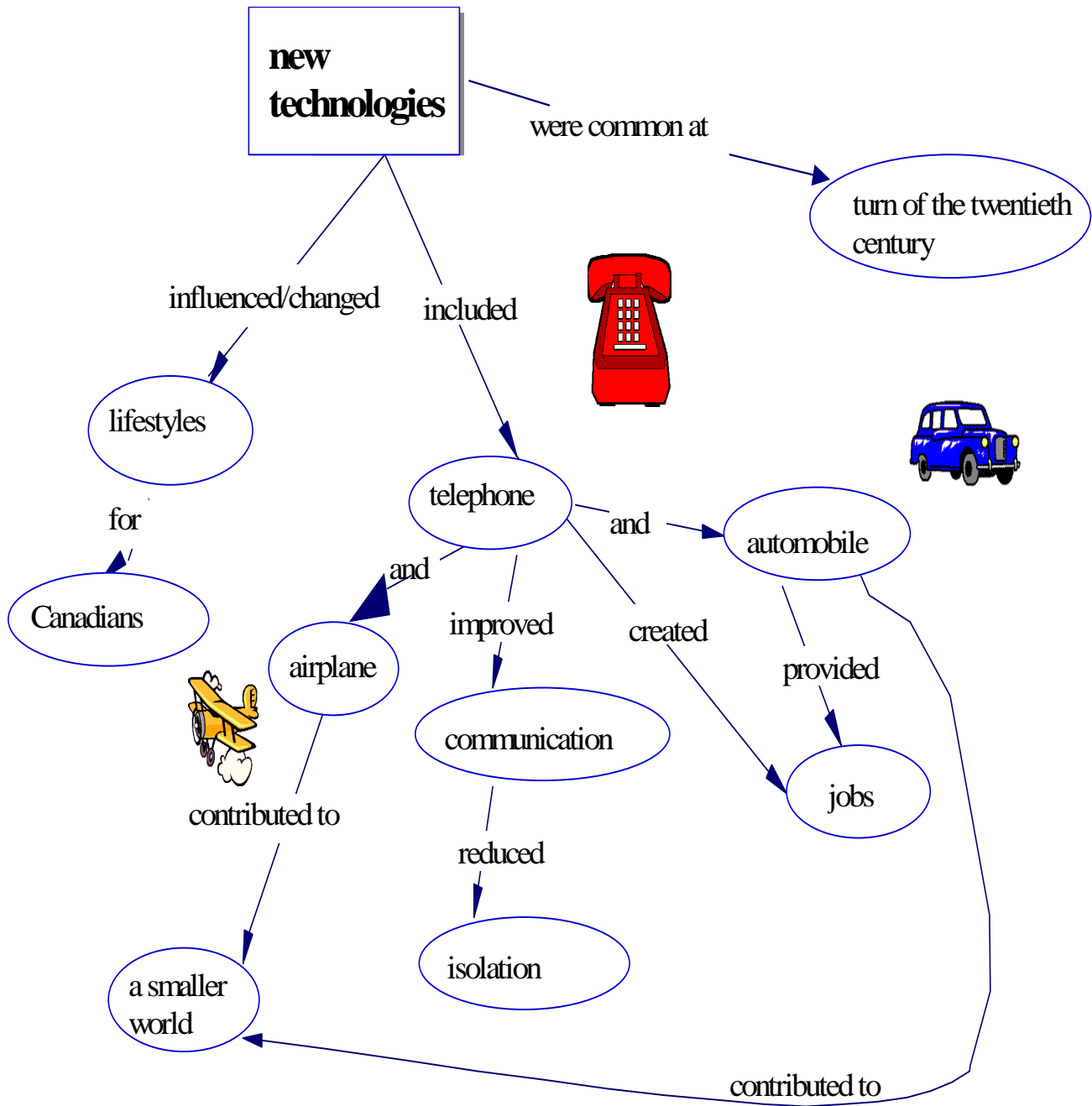
Engaging in Reading: Sorting Ideas Using a Concept Map

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

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.

Notes

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?