

A Changing Society

— Grade 8 —

Written by Eleanor M. Summers & Ruth Solski

This history series was developed to make history curriculum accessible to students at multiple skill levels and with various learning styles. The content covers key topics required for eighth grade history and supports the updated **2013 Ontario Curriculum: History Grade 8**. Each topic is presented in a clear, concise manner, which makes the information accessible to struggling learners, but is also appropriate for students performing at or above grade level. Illustrations, maps, and diagrams visually enhance each topic covered and provide support for visual learners.

The reading passages focus on the significant people, historic events, and changes in the government that were important to **Canadian history between 1890 and 1914**, giving students a good overall understanding of this time period.



Eleanor Summers is a retired elementary teacher who continues to be involved in various levels of education. Her goal is to write creative and practical resources for teachers to use in their literacy programs.

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Title: Canada: A Changing Society 1890 – 1914

Each student activity worksheet meets one or more of the following expectations from the Ontario Curriculum: History Grade 8

LEARNING EXPECTATIONS

I. APPLICATION

Analyse key similarities and differences between Canada in 1890-1914 and in the present day; major challenges and actions taken to improve lives.

- | | |
|---|---|
| 1 | Analyse key similarities and differences of various groups and communities in 1890 -1914 and compare to present-day situations in Canada. |
| 2 | Analyse the challenges facing various individuals, groups and communities in 1890 -1914 and compare these challenges to present-day situations in Canada. |
| 3 | Analyse the actions taken by various groups and individuals in an effort to improve their lives and compare these actions to those taken by similar groups today. |

II. INQUIRY

Investigate perspectives of different groups on significant issues, events and developments that affected Canada and Canadians 1890 – 1914.

- | | |
|---|---|
| 1 | Investigate the perspectives of different groups on issues, events or developments that affected Canada or Canadians between 1890 – 1914. |
| 2 | Organize information and evidence about the perspectives of different groups on issues, events and developments using a variety of sources. |
| 3 | Analyse and construct maps and timelines of events or issues with a focus on exploring spatial boundaries. |
| 4 | Analyse information and interpret evidence relevant to their investigations using a variety of tools. |
| 5 | Evaluate evidence and state conclusions about perspectives of different groups on relevant issues, events and developments during this time period. |
| 6 | Communicate the results of the investigations using suitable vocabulary and formats. |

III. UNDERSTANDING

Describe significant developments, events and people in this time period in Canada and their impact on the times.

- | | |
|---|--|
| 1 | Identify leading factors that resulted in key events and developments happening in Canada in this time period and explain their historical significance. |
| 2 | Identify key legal and political changes that occurred in this period and explain their effect on various individuals, groups and communities. |
| 3 | Identify key social and economical changes that occurred in this period and explain their impact on various individuals, groups and communities. |
| 4 | Describe important instances of cooperation and conflict in Canada during this time period. |
| 5 | Identify important individuals and groups and explain their contribution to and impact upon Canada's identity and heritage. |

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Canada: A Changing Society 1890-1914

To the Teacher

This history series was developed to make history curriculum accessible to students at multiple skill levels and with various learning styles. The content covers key topics required for eighth grade history and supports the updated **2013 Ontario Curriculum: History Grade 8**. Each topic is presented in a clear, concise manner, which makes the information accessible to struggling learners, but is also appropriate for students performing at or above grade level. Illustrations, photos, maps, and charts visually enhance each topic covered and provide support for visual learners.

The reading passages focus on the huge changes to society brought about by the Industrial Revolution and the struggle for equal rights and the dynamic impact of immigration on Canada's population and economy between 1890 and 1914, giving students a good overall understanding of this time period.

The premise of this series is that if students can first “master the facts” of history – know what happened when, where, and why – a foundation for historical and critical thinking has been created. There are two levels of questions for each topic. The questions on the Activity Pages test basic comprehension and will help to assess whether students have “mastered the facts.” Once it has been determined that students have a good basic understanding of the information, they can move on to the Think About It question pages.

These pages give students an opportunity for critical thinking as they compare life in Canada during different time periods and contrast that life with present day society. A variety of applications can be used to express their opinions and ideas.

Sprinkled throughout this book are **Word Power** and **Fast Fact** boxes. The Word Power boxes provide definitions of words that may not be familiar to students. The Fast Fact boxes feature an interesting fact related to the content on the page.

The reading passages and question pages for each topic form a complete lesson that can be integrated into your existing history curriculum. The material allows for flexibility and can be used in whatever way best supports your curriculum needs.

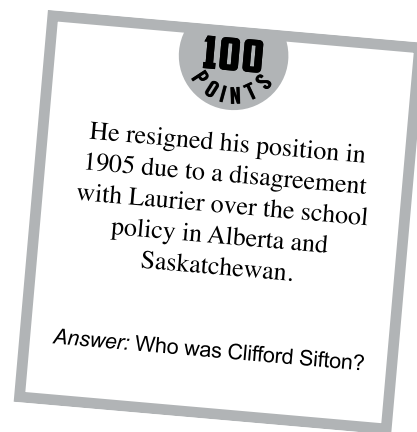
This resource contains three pages for teacher information and use. **At a Glance** lists expectations from the 2013 Ontario Curriculum: History Grade 8. Page references indicate where to locate examples of student activities that meet the expectations. **Teacher Assessment Rubric** allows the teacher to assess student understanding and performance based on a four-level scale. The **Student Self-Assessment Rubric** gives the student an opportunity to evaluate their strengths and identify areas that require improvement.



Master the Facts Review Game

Once the students have completed all the lessons in this book, the review game is a very effective tool for determining each student's mastery of the facts. This is a Jeopardy-style game that will entertain students while reinforcing important history facts.

There are 48 game cards, each card has a clue and an answer in the form of a question. There is also a point value assigned to each card – 25, 50, or 100 points. The point value represents the difficulty of the clue. Use the cut marks as a guide to cut out the cards with a paper cutter. Once the cards have been cut, they can be stored in a zip-lock bag for future use.



Playing the Game

This game can be played with three to five players and will need a clue giver as well as a scorekeeper. The clue giver will shuffle the cards before play begins. After a clue is read, the student who raises his/her hand first gives the answer in the form of a question. If the answer is correct, the scorekeeper records the point value shown on the game card and assigns it to that player. If the answer is incorrect, another player may try answering the question. Once the clue has been given, a timer can be used to add an extra element of excitement and urgency to the play. That card is then placed in a discard pile.

Play can continue until all of the clues have been answered or can be confined to a specific amount of time or until a student reaches a particular number of points. After play is completed, the student with the highest score may then receive a predetermined special classroom privilege.

Play Options

There are clues from each topic covered in the book. To test students on a particular section of the material, organize the game cards accordingly. This option can provide more immediate feedback on how a student is progressing through the material.

Expanded Uses

Shuffle the cards and ask a student to pick one of the cards and read the clue and the answer. At this point, the student can then be assigned to do further research on that topic or depending on the clue/answer be asked to create a map, graph, or comparison chart relating to that topic. Another option is to ask the student to tell what else they already know about that clue/answer or to give an opinion about the person, place or event. Again, the cards can be organized in specific groupings – people, events, sections of the book. And the expanded activity can be customized to fit that grouping.

Factories

By 1900, the family-operated **cottage system** of producing goods was almost gone. It was replaced by the **factory system**. Factories used mechanized tools and machines run by steam engines to produce goods that were once made by hand. This change in how goods were made was called **industrialization**.

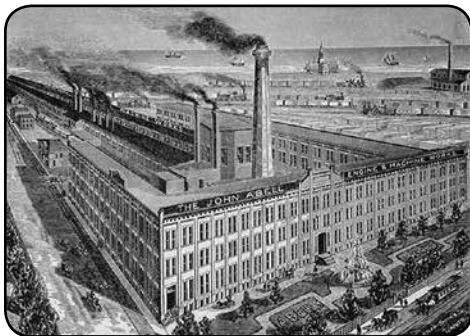
WORD POWER

cottage system – a system for making products to sell in which people work in their own homes and use their own equipment

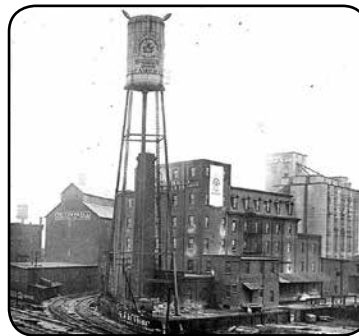
entrepreneur – a person who organizes and operates a business and is willing to risk loss in order to make money

It cost less to produce products in a factory and that cost savings was passed on to the customer. More people were able to buy the products that they needed and wanted. Soon a large group of **entrepreneurs** were building factories to make everyday items like clothing and household goods. Other factories made farm equipment, and parts for railway cars and automobiles.

Factories were built in cities where there was access to a large workforce and transportation. Toronto was a big factory town. By 1891, there were over 26 000 workers employed by more than 2400 factories.



The John Abell factory in Toronto



The Maple Leaf factory in Toronto

Factory Workers

People who produced goods through the cottage system were often skilled craftsmen. Most people who worked in factories were unskilled workers. The need for skilled workers dramatically decreased

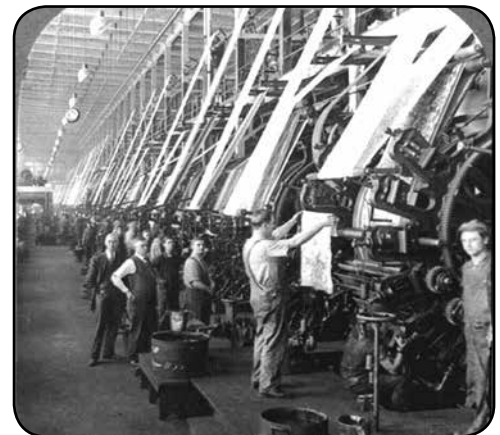
with the increase in manufactured goods. Women and children made up the majority of the workforce in many factories. They needed to work to help the family survive since they could no longer make a living farming the land or working in the cottage system. While unskilled work was plentiful, wages were low to keep the cost of goods down. Often times the whole family had to work to make ends meet.



Women working in a fuse factory



Women working in a can factory



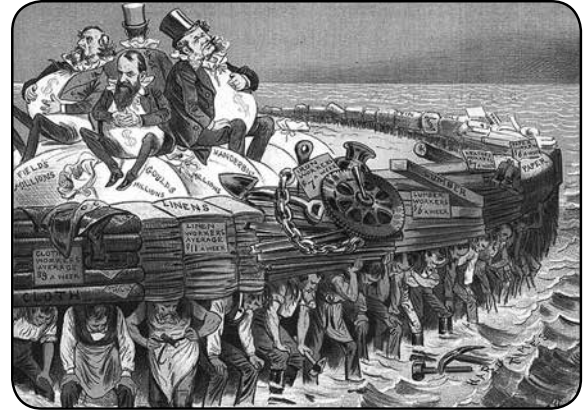
Men working in a textile mill

Factories

Wages

In 1914, the wages for men averaged between 21 and 29 cents per hour. Skilled workers could make up to 35 cents per hour. Women in the textile industry – cotton spinners – only made 13 cents per hour. Most people worked at least 55 hours per week. The average factory labourer in Ontario made about \$12.21 per week. Women textile workers averaged about \$7.40 per week. It was estimated that a family of five needed about \$14.59 per week to pay for food, utilities, and housing.

Poor families could not make it on one income. Women and some children needed to work as well. If one of the parents was not able to work, it could mean disaster for the family. In that case, the younger children were put to work.



Cartoon showing the low wages of factory workers compared to the owners

Child Labour

Factory owners liked hiring children. They were a cheap source of labour, and strength was not required to run the power-driven machines in a factory. Which meant children were able to operate the machines and they could be hired for much less money than an adult.

While children had always worked helping on the farm, factory work was much harder on them. Many children put in 12 to 18 hours a day, six days a week, to earn a dollar. Some children had to go to work before the age of seven. They tended machines in spinning mills and hauled heavy loads. They were forced to work long hours in unsafe conditions. Working children had no time to play and did not go to school. They barely had enough time to rest and often became ill.

The work environment was very strict. Children were punished for laughing, running, or doing any behaviour that managers felt was not productive. They were spanked and sometimes confined to dark, damp cellars for periods of time. If they were late or absent from work, the punishment was even worse. In 1892, Ontario passed a law requiring all children under 14 to go to school. But some parents were so desperate that they lied about their children's ages and younger kids continued to work. Since it did not benefit the factory owners, this law was not very strictly enforced.



Children working in a cotton mill



Children working the night shift in a glass factory



Child working in a hosiery factory



Factories: Factory Workers, Wages, Child Labour

Tell whether the following statements are true or false. Write T for true or F for false.

1. Only unskilled workers produced goods through the cottage system. _____
2. Toronto was a big factory town with over 26 000 factory workers. _____
3. The average factory worker in Ontario made about \$15.50 per week. _____
4. Skilled workers made up the majority of the workforce in most factories. _____
5. It took until 1910 before a law was passed requiring children under 14 to go to school. _____
6. The work environment for children was very strict. _____

Circle the correct answers to the following questions.

7. How much money did a family of five need per week for food, utilities, and housing?

\$20.29

\$14.59

\$13.45

\$18.65

8. What was the minimum number of hours most people worked per week?

60 hours

72 hours

48 hours

55 hours

9. How much could skilled workers make per hour?

35 cents

29 cents

21 cents

40 cents

10. What kind of worker made only about 13 cents per hour?

seamstresses

floor sweepers

cotton spinners

unskilled men

11. How long did it take the average female textile worker to make about \$7.40?

one week

two days

one day

one month

