



ONTARIO  
ELEMENTARY  
SOCIAL STUDIES  
TEACHERS  
ASSOCIATION

## OESSTA Primary and Secondary Resource Database for the 2013 Revised SSHG Curriculum

### Key



= book



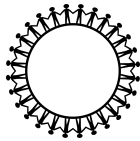
= website



= video



= map



= community resource



= Activity suggestion(s)

### Book Ordering Information

Books noted are widely available on school publisher websites as well as regular booksellers such as Indigo and Amazon. Please have your teacher-librarian search the educational publishers' sites: Saunders Book Company ([saundersbook.ca](http://saundersbook.ca)); WhiteHots ([whitehots.com](http://whitehots.com)); Goodminds ([goodminds.com](http://goodminds.com)); Ella Minnow ([ellaminnow.ca](http://ellaminnow.ca)); TinLids ([tinlids.ca](http://tinlids.ca)) and Scholastic ([scholastic.ca](http://scholastic.ca)) to access educational discounts. This is by no means an exhaustive list.

### Website Access Information




Websites often reindex pages so that the page is available, but not at the noted address. Every effort has been made to maintain currency in our website resources, however if you do encounter a bad link, search the article title (in brackets) in the website (in italics). Due to the nature of the internet, we apologize for any links that may not be current after this document was created.





Several websites listed in this resource require login credentials to which many school boards have bought subscriptions. Speak to your teacher-librarian to get the credentials for sites like Curio, Learn360, OERB and others.












## OESSTA Resource Supports for the 2013 Revised SSHG Curriculum

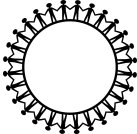


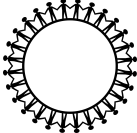
### Grade 8 History Strand A Creating Canada, 1850–1890

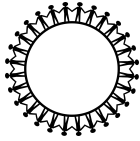
	Resource and Annotation - Inquiry	Curriculum Codes
	<p>Samuels, Barbara. <i>Canada's Immigrant Cultures</i>. Calgary: Weigl, 2012. Print.</p> <p>This book provides an overview of the growth of Canada through immigration from before Confederation to the 20th century. Students will also explore immigration barriers. Students can use this resource to formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians.</p>	A 2.1
	<p>Chakrabarty, Moushumi. <i>Champions of Women's Rights: Leading Canadian Women and Their Battles for Social Justice</i>. Toronto: J. Lorimer, 2011. Print.</p> <p>This book highlights women from the mid 1800s to the 1920s who were activists for civil rights. The women had an impact on political life in Canada. The women identified in the text include the Famous Five, women who achieved in the fields of medicine, agriculture, trade unions and education. Students can use this resource to formulate questions to guide investigations into perspectives of women during the second half of the 19th century.</p>	A 2.1
	<p>Chan, Arlene. <i>The Chinese Head Tax and Anti-Chinese Immigration Policies in the Twentieth Century</i>. Newburyport, MA: Lorimer, 2014. Print.</p> <p>This book investigates the experiences of Chinese immigrants who arrived in Canada in the mid-1800s. The resource identifies a variety of challenges like racism and cultural barriers. Students can use a graphic organizer to compare the treatment of the Chinese immigrants to that of other groups during that time period with this resource.</p>	A 2.1 A 2.4

	<p>Trottier, Maxine. <i>Blood upon Our Land: The North West Resistance Diary of Josephine Bouvier</i>. Toronto: Scholastic Canada, 2009. Print.</p> <p>This resource is written in the form of a diary, from the view of a Métis girl following the 1870 Riel Rebellion in Manitoba. Students gain insight into why the resistance occurred. Students can use this resource to evaluate evidence and draw conclusions about perspectives of the Métis during the North West Resistance.</p>	<p>A 2.5</p>
	<p>Hacker, Carlotta, and John Mantha. <i>The Kids Book of Canadian History</i>. Toronto: Kids Can, 2002. Print.</p> <p>This resource identifies a variety of events including the potlatch ceremonies of the west coast and the construction of the Canadian Pacific Railway. Students can use this book to formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1850 and 1890.</p>	<p>A 2.2</p>
	<p>Loyie, Larry, Oskiniko Brissenden, and Wayne Spear. <i>Residential Schools, With the Words and Images of Survivors, A National History</i>. Brantford, ON: Indigenous Education, 2014. Print.</p> <p>Students can gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, using the images included in this book. The archival images offer a distinct perspective of the residential school system in Canada. The book shares the memories of 70 or more survivors from across Canada. The residential school system started in the 1870s.</p>	<p>A 2.1</p>
	<p>“Canadian Confederation.” <i>Library and Archives Canada</i>. Government of Canada. Wed. 22 May 2015.  <a href="http://www.collectionscanada.gc.ca/confederation/index-e.html">http://www.collectionscanada.gc.ca/confederation/index-e.html</a></p> <p>This website is part of the Library and Archives Canada website, but goes into more detail about different aspects of Confederation. There are links to extensive information about each province before and after its inclusion in Confederation, summaries of the conferences and causes leading up to Confederation, and links to the Fathers of Confederation. There is also a link to a series of maps that show the political borders of Canada at different stages of its development (from 1667 to the 1999). It is a good site for analyzing maps and interpreting information about Confederation.</p>	<p>A 2.3 A 2.4</p>

	<p>Burka, Nicholas. "Charlottetown Conference of 1864." <i>Library and Archives Canada</i>. Government of Canada. 1998. Web. 24 May 2015.  <a href="http://epe.lac-bac.gc.ca/100/200/301/ic/can_digital_collections/charlottetown/index.html">http://epe.lac-bac.gc.ca/100/200/301/ic/can_digital_collections/charlottetown/index.html</a></p> <p>This website provides an in-depth look at the Charlottetown Conference, with details about the leaders who assembled there, the agenda of the conference, and the social events that followed. Included are primary source documents from the time, images, and links to related sites and articles. It is a great site for looking at the factors that led to Confederation and interpret and analyze information.</p>	<p>A 2.4</p>
	<p><i>Dictionary of Canadian Biography</i>. University of Toronto. Web. 04 May 2015.  <a href="http://www.biographi.ca/">http://www.biographi.ca/</a></p> <p>This extensive online resource provides biographical details about thousands of significant Canadians, including the Fathers of Confederation. The information includes biographical details, accomplishments, images and references to other information sources. The vocabulary can be a bit difficult for elementary, but it is a good site for gathering and organizing information about groups and drawing conclusions.</p>	<p>A 2.2 A 2.5</p>
	<p><i>Parks Canada</i>. Government of Canada. Web. 24 May 2015.  <a href="http://www.pc.gc.ca/Home/progs/lhn-nhs/index.aspx">http://www.pc.gc.ca/Home/progs/lhn-nhs/index.aspx</a></p> <p>From this site, one can click on "Directory of Federal Heritage Designations" and search by name or city for sites and museums about the different Fathers of Confederation (including John A. Macdonald, Samuel Tilley, George-Etienne Cartier, and Charles Tupper). Most links include text and images about the person. It is a good site for collecting information about groups or individuals and the actions that they took to improve their lives.</p>	<p>A 2.2</p>
	<p>"Canadian History and the Indian Residential School System." YouTube. YouTube, Web. 07 Oct. 2015.  <a href="https://www.youtube.com/watch?v=6-28Z93hCOI">https://www.youtube.com/watch?v=6-28Z93hCOI</a></p> <p>This short video gives the viewer a brief history about the Indian Residential School system and how it fits into Canadian history. Students can use this to gain a perspective of what a First Nations' family might have experienced during this event and examine different ways that it could have affected their development as a people. Students can use the resource to formulate questions</p>	<p>A 2.1</p>

	about the conditions in residential schools, the treatment of aboriginal Canadians, and the intentions of the Canadian government in maintaining the system.	
	<p>"Sir John A. Macdonald." <i>YouTube</i>. YouTube, Web. 07 Oct. 2015.  <a href="https://www.youtube.com/watch?v=vBGNEJpznNE">https://www.youtube.com/watch?v=vBGNEJpznNE</a></p> <p>In this video, Canada's first Prime Minister, Sir John A. Macdonald, outlines his vision for Confederation while en route to the Charlottetown Conference. This video gives students an idea of why Macdonald was so determined to push Canada towards confederation. It helps students to analyse and interpret why Macdonald's firm beliefs about confederation created political deadlock between him and George Brown.</p>	A 2.5
	<p>"Underground Railroad". <i>Historica Canada</i>. Historica Canada. Web. 07 Oct. 2015.  <a href="https://www.historicacanada.ca/content/heritage-minutes/underground-railroad?media_type=41&amp;media_category=36">https://www.historicacanada.ca/content/heritage-minutes/underground-railroad?media_type=41&amp;media_category=36</a></p> <p>This video shows the moment when two escaped African-American slaves are reunited after travelling the Underground Railroad. Students can use this video to ask questions about the journey as well as understanding the challenges that escaped slaves endured in order to travel to Canada to gain their freedom.</p>	A 2.1 A 2.4
	<p>"Nitro". <i>Historica Canada</i>. Historica Canada. Web. 28 Oct. 2015.  <a href="https://www.historicacanada.ca/content/heritage-minutes/nitro?media_type=41&amp;media_category=36">https://www.historicacanada.ca/content/heritage-minutes/nitro?media_type=41&amp;media_category=36</a></p> <p>This video shares the experiences of the Chinese who came to British Columbia in 1882 to work on the final link of the Canadian Pacific Railway. It shares how the Chinese immigrants risked their lives performing the most dangerous jobs on the railway but only earned half the wages of the white labourers. Students can use this video to get a brief glimpse of how the Chinese worker was treated as new working immigrants in the new nation and compare this version of events to others from other sources.</p>	A 2.4
	<p>"Map Album: Resistance." <i>Manitoba Digital Resources</i>. Manitoba Web. 30 May 2015.  <a href="http://manitobia.ca/content/en/maps/Resistance">http://manitobia.ca/content/en/maps/Resistance</a></p> <p>This site portrays maps of the Red River Valley.</p>	A 2.3
	<p>"Map Room." <i>Aboriginal Affairs and Northern Development Canada</i>. Government of Canada, Web. 3 June 2015.</p>	A 2.3

	<p><a href="http://www.aadncaandc.gc.ca/eng/1290453474688/1290453673970">http://www.aadncaandc.gc.ca/eng/1290453474688/1290453673970</a></p> <p>This site houses maps relating to current locations of First Nations, Métis and Inuit peoples. The thematic maps include information about population, economic development, education, residential schools and treaties.</p>	
	<p>Ontario Federation of Indigenous Friendship Centres: Field Study &amp; School/Community Partnership</p> <p><i>OFIFC</i>. OFIFC. Web. 22 May 2015. <a href="http://ofifc.org/">http://ofifc.org/</a></p> <p>Friendship Centres are meeting places for urban aboriginals. One of their mandates is to connect with non-aboriginals to tell their stories in their own voices. Use the Friendship Centre Locator tab to find a centre near you to arrange a field trip or to invite a speaker into your classroom.</p>	A 2.1
	<p>Museums Ontario: Field Study</p> <p><i>Discover Ontario Museums</i>. Ontario Museums Association, 2015. Web. 25 May 2015. <a href="http://www.museumsontario.ca/">http://www.museumsontario.ca/</a></p> <p>Use this directory to locate museums in your area. Use a keyword connected to your curriculum goals to help narrow your search.</p>	A 2.1
	<p>African Culture Online: Field Study &amp; School/Community Partners</p> <p>“Culture: Pioneers.” <i>African Canadian Online</i>. York University. Web. 25 May 2015. <a href="http://www.yorku.ca/aconline/c_pioneers.html">http://www.yorku.ca/aconline/c_pioneers.html</a></p> <p>This site itemizes African Canadian contributions to culture and lists some Arts based organizations which you can contact to book performances under the Dance tab at the top of the page.</p>	A 2.1
	<p>Ontario Historical Society: Field Study</p> <p><i>Ontario Heritage Directory</i>. The Ontario Historical Society, Web. 22 May 2015. <a href="https://www.ontariohistoricalsociety.ca/index.php/education-publications/for-teachers">https://www.ontariohistoricalsociety.ca/index.php/education-publications/for-teachers</a></p> <p>Use this site to locate local cultural centres, historic sites or First Nations organizations in your area to plan a field trip.</p>	A 2.1











"Aboriginal Experiences." *Ontario Travel*. Ontario Travel Network. Web. 1 Dec 2015.

<https://www.ontariotravel.net/ind/play/aboriginal-experiences>





Book a visit to different locations that promote key characteristics of First Nations groups situated in Ontario



A 2.1

	Resource and Annotation - Understanding Context	Curriculum Codes
	<p>Yee, Paul. <i>Blood and Iron: Building the Railway</i>. Toronto: Scholastic Canada, 2010. Print.</p> <p>Students can use this resource to identify factors leading to some key events or developments that occurred in and/or affected Canada between 1850 and 1890. The story focuses on Chinese workers who traveled to Canada and helped build the Canadian Pacific railway. The story identifies some of the challenges Chinese workers faced.</p>	A 3.1
	<p>Bouchard, David. <i>The Secret of Your Name: Proud to Be a Métis</i>. Red Deer Press: Calgary, 2009. Print.</p> <p>Students can use this picture book to explore Métis heritage including Gabriel Dumont and Louis Riel. The story explores the identity that was hidden from the child. As an adult he investigates his lineage to his Anishinaabe (Chippewa), Innu, and Menominee grandmothers.</p>	A 3.4
	<p>Lightfoot, Gordon, and Ian Wallace. <i>Canadian Railroad Trilogy</i>. Toronto: Groundwood/House of Anansi, 2010. Print.</p> <p>This book portrays a song that describes the construction of the transcontinental railway. Students can view illustrations of landscapes and a concise history of the railroad in the resource. Students can use this resource to understand the expansion of the CPR and how it related to Canada's development as a country.</p>	A 3.1
	<p>Sadlier, Rosemary, and Qijun Wang. <i>The Kids Book of Black Canadian History</i>. Toronto: Kids Can, 2010. Print.</p> <p>Students can identify a variety of significant individuals and groups in Canada during this period with this book. The resource is an overview of people, places and events related to African-Canadians. Students can examine inspiring stories and</p>	A 3.5

	events of a people who fought oppression as they they worked to find their place in Canada.	
	<p>“Confederation for Kids.” <i>Library and Archives Canada</i>, Government of Canada. Web. 04 May 2015.  <a href="http://www.collectionscanada.gc.ca/confederation/kids/index-e.html">http://www.collectionscanada.gc.ca/confederation/kids/index-e.html</a></p> <p>This website created by Library and Archives Canada introduces the topic of Confederation with images and text. Students can click on various themes, provinces, and key people involved. There is a series of maps showing when each province entered Confederation, a gallery of images, a glossary of terms, and lesson plans and worksheets for teacher use. It is a useful site for identifying political, legal, social and economic changes.</p>	A 3.2 A 3.3
	<p><i>Canada 150</i>. Government of Canada. Web. 04 May 2015.  <a href="http://canada150.gc.ca/eng/1342792785740/1342793251811">http://canada150.gc.ca/eng/1342792785740/1342793251811</a></p> <p>To celebrate the 150th anniversary of Canada’s Confederation, the Government of Canada has created a site with historical information, videos, and teacher activities for such themes as Confederation, Sir John A. Macdonald, and the Canadian flag. Students can conduct a search of the Fathers of Confederation and of the different conferences that led to Confederation, including key events or developments and significant individuals involved.</p>	A 3.1 A 3.5
	<p>“Confederation.” <i>The Canadian Encyclopedia</i>. Historica Canada. Web. 04 May 2015.  <a href="http://www.thecanadianencyclopedia.ca/en/article/confederation/">http://www.thecanadianencyclopedia.ca/en/article/confederation/</a></p> <p>This section of the <i>Canadian Encyclopedia</i> contains extensive information about Confederation in the form of text, maps, images, charts, and cartoons. Key words and names in the text are hyperlinked to allow for easy access from one article to the other. An option to search the entire encyclopedia is always provided at the top of the page. There are several details about key political, legal, social and economic changes occurring at the time.</p>	A 3.2 A 3.3
	<p><i>Parliamentary Institutions</i>. The Government of Canada. Web. 22 May 2015.  <a href="http://www.parl.gc.ca/marleauontpetit/DocumentViewer.aspx?DocId=1001&amp;Sec=Ch01&amp;Seq=0&amp;Language=E">http://www.parl.gc.ca/marleauontpetit/DocumentViewer.aspx?DocId=1001&amp;Sec=Ch01&amp;Seq=0&amp;Language=E</a></p> <p>This section of the Parliament of Canada’s main website provides a brief history of parliament and the origins and structure of the House of Commons and the Senate at the time of Confederation, as well as its development to the present. Returning to the home page also provides access to current members of the Senate and</p>	A 3.2 A 3.4



	Members of Parliament, especially helpful when wanting to compare parliament then to now. It provides details about political and legal changes, and how conflicts were resolved politically.	
	<p>"Face to Face: The Canadian Personalities Hall". <i>Canadian Museum of History</i>. Canadian Museum of History. Web. 22 May 2015.  <a href="http://www.historymuseum.ca/cmhc/exhibitions/hist/biography/biography200e.shtml">http://www.historymuseum.ca/cmhc/exhibitions/hist/biography/biography200e.shtml</a></p> <p>This site on the McCord Museum's website provides links to various biographies, including one about John A. Macdonald. In addition to the biography, the site includes a timeline, images, and links to additional sites, including a game about the Fathers of Confederation at <a href="http://www.mccord-museum.qc.ca/en/keys/games/jeu5/">http://www.mccord-museum.qc.ca/en/keys/games/jeu5/</a> It provides a lot of information about significant individuals and political and legal changes.</p>	A 3.2 A 3.5
	<p>"Louis Riel". <i>Historica Canada</i>. Historica Canada. Web. 28 Oct. 2015.  <a href="https://www.historica-dominion.ca/content/heritage-minutes/louis-ri-el?keys=&amp;page=24">https://www.historica-dominion.ca/content/heritage-minutes/louis-ri-el?keys=&amp;page=24</a></p> <p>This video shares some history about Louis Riel and his impact on the Red River Resistance. Students can use this resource to gather information about Louis Riel's role in this conflict.</p>	A 3.4
	<p>"Canada, A People's History, Episode 8: The Great Enterprise." <i>Curio</i>. CBC. Web. 07 Oct. 2015.  <a href="http://curio.ca/en/video/canada-a-peoples-history-episode-8-the-great-enterprise-1743/">http://curio.ca/en/video/canada-a-peoples-history-episode-8-the-great-enterprise-1743/</a></p> <p>This video shows how Canada changed from a few small, separate British colonies into a new nation. It also outlines the opinions of a variety of different citizens; railway magnates, unwed mothers, nuns, prosperous merchants of Halifax, fugitives of the Underground Railroad, Irish immigrants and their feelings as a New Canada is being developed. Students could use this resource to organize and gather information to compare the opinions that different citizens had towards Confederation.</p>	A 3.1
	<p>"The National Dream, Episode 8: The Last Spike." <i>Curio</i>. CBC. Web. 07 Oct. 2015.  <a href="http://curio.ca/en/video/the-national-dream-episode-8-the-last-spike-1712/">http://curio.ca/en/video/the-national-dream-episode-8-the-last-spike-1712/</a></p>	A 3.1

	The CPR faces riots, strikes and bankruptcy before an eleventh-hour government loan saves the day. In November 1885 Donald Smith drives the last spike in the CPR to link Canada from sea to sea. Students can use this resource to help gain a better understanding of why some citizens opposed the construction of the CPR and the challenges the provinces encountered while it was being built.	
	"CBC - 8th Fire - Maps." <i>CBCnews</i> . CBC/Radio Canada, 09 June 2015. Web. 10 Nov. 2015. <a href="http://www.cbc.ca/8thfire/map.html">http://www.cbc.ca/8thfire/map.html</a>	A 3.5
	"Residential School Locations." <i>Truth and Reconciliation Commission of Canada</i> . The Truth and Reconciliation Commission of Canada. Web. 30 May 2015. <a href="http://www.trc.ca/websites/trcinstitution/index.php?p=12">http://www.trc.ca/websites/trcinstitution/index.php?p=12</a>	A 3.1
	This map portrays locations of Residential Schools in Canada.	

Professional Resources
<p>Seixas, Peter, Tom Morton, Jill Colyer, and Stefano Fornazzari. <i>The Big Six: Historical Thinking Concepts</i>. Toronto: Nelson Education, 2013. Print.</p> <p>Teachers are encouraged to use this text introduces the big six historical thinking concepts to students : Historical Perspective, Historical Significance, Cause &amp; Consequence, and Continuity &amp; Change. These 4 concepts of historical thinking are required in Grade 7 and 8. This resource also includes 2 supplementary concepts which are useful, but not included in the Ontario Curriculum (Revised) 2013: The Ethical Dimension, and Evidence.</p>
<p>Denos, Mike, Roland Case, Peter C. Seixas, and Penney Clark. <i>Teaching about Historical Thinking: A Professional Resource to Help Teach Six Interrelated Concepts Central to Students' Ability to Think Critically about History</i>. Vancouver, BC: Critical Thinking Consortium, 2006. Print.</p> <p>This teacher resource is published by <a href="http://www.criticalthinkingconsortium.com">The Critical Thinking Consortium</a> (TC<sup>2</sup>), a non-profit organization dedicated to promoting critical thinking, and to "help students learn to think, and learn to learn." This book contains chapters devoted to each of the big six historical thinking concepts, as well as lesson and</p>

activity plans, blackline masters and organizers which can be duplicated and used with students. The website also contains many videos, [print and digital resources](#) which are available for free or paid download, as well as [resources in French](#).

"The Historical Thinking Project." *The Historical Thinking Project*. Web. 28 Oct. 2015.

This is the website for the [Historical Thinking Project](#). [Templates for each Historical Thinking Concept](#) are available for download. They produce [posters](#) for the Historical Thinking Concepts which are recommended, and are available for purchase in both French and English.

*Begbie Contest Society*. Begbie Contest Society. Web. 22 May 2015.

<http://begbiecontestsociety.org/>

This website was established by the Begbie Contest Society which ran a multiple-choice test about Canadian history for 20 years. In addition to providing the questions and details about the methodology of the test, the real value of this site is the number of primary sources available under the "themes" link, including political cartoons and posters about such themes as Confederation, First Nations, National Policy, the Northwest Rebellion and Women's Suffrage. A good site for analyzing actions and perspectives of groups, and assessing the impact of differences in legal status on different groups.

*Repertory of General Databases for Canadian History*. The History Education Network. Web. 24 May 2015.

<http://thenhier.ca/en/content/repertory-general-databases-canadian-history>

This website is a great starting-point for teachers, with links to several websites and online collections about Canadian history. There are also links to curriculum documents for all provinces and territories in Canada, links for college instructors and graduate students, and a variety of instructional videos and and podcasts about teaching history.

"Canada: A People's History--Teacher Resources: Grades 10-12." *CBCnews*. CBC/Radio Canada. Web. 04 May 2015.

<http://www.cbc.ca/history/>

This site was created to support the CBC TV series, *Canada: A People's History*, covering the history of Canada from pre-European exploration to 1990. The site provides background information, a biography search, previews of the videos, teacher resources, and student games and activities. There is also a link to purchase the video series as well as a new book series to support the videos.