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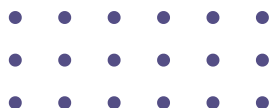
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Under Pressure

Learning Intention:

Students will learn about the relationship between force, area, and pressure for different fluids as related to Pascal's Law.

Success Criteria:

- describe Pascal's Law and interpret it in a hydraulic system and in a pneumatic system
- compare the pressure from the compressibility of fluids, such as water and gas
- determine the amount of pressure exerted on a fluid using mathematical formulas
- design and make a plan to construct a pressurized system
- make observations and conclusions about effects of pressure from forces on an area of fluid using charts and written descriptions
- make connections about the use of pressure of fluids in our environment

Materials Needed:

- a copy of "Pascal's Law" Worksheet 1 and 2 for each student
- a copy of "Putting it to the Test!" Worksheet 3 and 4 for each student
- a copy of "Measuring the Pressure" Worksheets 5, 6, 7, and 8 for each student
- a copy of "A Pressurized System" Worksheet 9 and 10 for each student
- a copy of "Inspection Report" Worksheet 11 for each student
- 2 small syringes, 2 medium syringes, 2 large syringes, a beaker, different lengths of plastic tubing, a spring scale, 2 retort stands with clamps, a 100g – 500g mass, a ruler, a jug of water (for each group of students)
- small, thin pieces of wood, wood doweling, thin wire
- a few hammers, a few hand drills, a few pliers
- class set of safety glasses, and work gloves
- paper fasteners, elastic bands, white glue, nails, screws, nuts and bolts
- calculators, pencils, pencil crayons, chart paper, markers
- iPods, iPads, Macbooks, or video camera (optional), access to internet for research

Procedure:

1. Give students Worksheet 1 and 2. Read through the information and discuss with students the concept of Pascal's Law and how it can be interpreted in a hydraulic system and in a pneumatic system. As a class, brainstorm examples of hydraulic and pneumatic systems used around the home or in public places. Record the ideas on chart paper.
2. Group students in pairs. Give them Worksheet 3 and 4 and the materials to construct simple hydraulic and pneumatic systems to experiment with the effects of pressure. Upon completion of the experiments, students are to understand that:
 - a) Water is not compressible. The volume doesn't change when it is pushed from one syringe into another. In a hydraulic system, the molecules are closer together so it is harder to compress them, making the response of pressure almost instant. Air is compressible. The volume of air decreases when it is pushed from one syringe into another. In a pneumatic system there is a delay as the air compresses and then expands. The second syringe doesn't immediately rise when the first syringe is compressed.
 - b) It takes less force to push in a small syringe than it does to push in a large syringe in a system. When you push down the plunger of a smaller syringe, the plunger of the larger one will rise a smaller distance but with greater force.





3. Explain to students that they will investigate how pressure is calculated in a hydraulic system. A teaching option is to display the formula to calculate pressure ($P = F \div A$), then give an example of how to measure the area of a syringe, chose a measurement of force in Newtons as an example, in order to demonstrate how to calculate pressure. Once students have an understanding, divide students into partners. Give them Worksheets 5, 6, 7, and 8, and the materials to conduct the experiments. Upon completion, students are to understand that:
- It takes less force to push down on a small syringe in order to lift a load sitting on a large syringe. When the same load is on the small syringe, it takes a lot of force to push down on the large syringe to lift the load.
 - The ratio of force to area means that a small force over a small area can generate a large force over a large area. If an effort force of 1 Newton is applied to a small area of 1 cm² the output force over a large area of 100 cm² in the same system will be 100 Newtons.
4. Using Worksheets 9 and 10, students will plan, design, and build a pressurize system (hydraulic or pneumatic). After reading the criteria for making the system, they will make a plan and complete a scaled drawing of their systems before beginning construction. Once construction is completed, students will compare their final product with peers from another group. They will test their system to see if it can operate under pressure by applying force to create a motion effect in order to move a load. Lastly, they will calculate the pressure in their system that is moving the load.

**Some ideas for systems could be a robotic arm that lifts a load, a crane, an elevator, a submersible that could be made to sink or float by transfer of fluid*

Teaching options for this activity:

- "Inspection Report" Worksheet 11, could be completed by students to review their own system, or it could be completed by peers from another group as an interview activity/review of the first group's system
- using an iPod, iPad, Macbook, or video camera set up an oral response recording station in the classroom, groups of students could take turns recording their oral responses to questions on Worksheet 11, this would allow for a demonstration of their system, and a report on its functionality and efficiency. The video clips could be viewed later in a large group setting, with follow up discussion.

Keep these hydraulic systems as a reference tool for the next section titled "Systems in Action."

Differentiation:

Slower learners may benefit by working in a small group with teacher direction to complete the experiments on Worksheets 5, 6, 7, and 8. This would allow for a review of how to properly construct a hydraulic system, and step by step instruction for the calculations of Area, Force, and Pressure. An additional accommodation for these learners is to have them complete Worksheet 11 orally.

For enrichment, faster learners could refer back to the list of examples of hydraulic and pneumatic systems used around the home or in public places (recorded on chart paper), and choose one system to research and assess the economic and environmental impacts of its usage in our society.

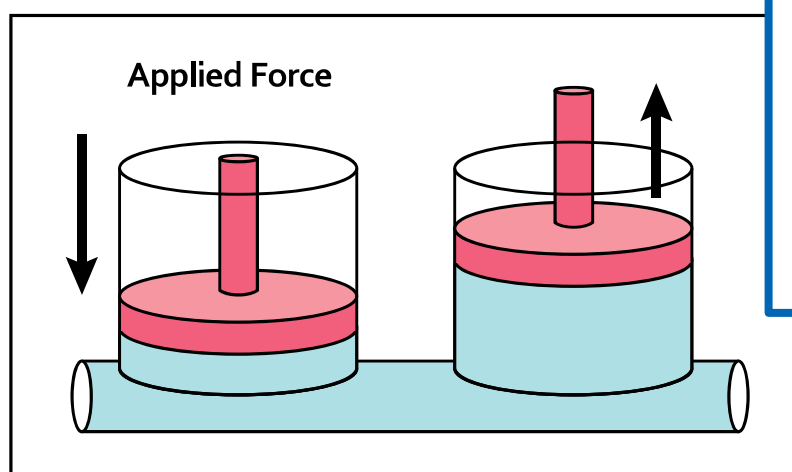




Pascal's Law

Blaise Pascal was a mathematician and physicist who conducted many scientific investigations to determine that forces can be transferred in all directions in fluids.

Pascal's Law states that when pressure is applied to confined fluids, the fluids transmit the same pressure in all directions within its container, at the same rate.



Remember! In the Particle Theory of Matter, the spaces between the particles in a liquid are relatively small. The change in volume of a liquid under pressure is very little, so it can be said that liquids are only slightly compressible.

A **hydraulic system** used by a lot of mechanical machinery, is based on the concept of Pascal's Law. A car hoist in a mechanic's garage is an example of a hydraulic system. The hydraulic fluid in this type of lift, which is petroleum oil with additives, cannot be compressed. It flows through the hydraulic system and exerts a force to move a cylinder that raises the car off the ground.



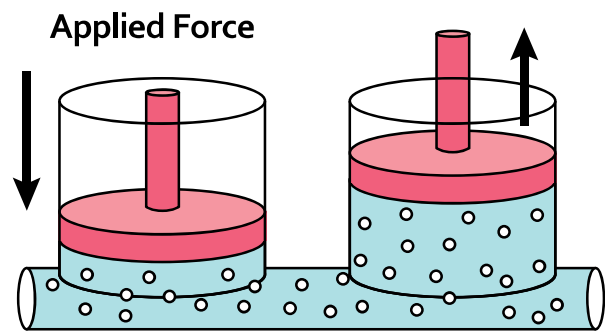
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A **pneumatic system** works similarly to the hydraulic system, except this system uses a gas as the working fluid. In a pneumatic system, a gas (usually air) is compressed in order to get a mechanical motion effect.

Remember! In the Particle Theory of Matter, the spaces between the particles in a gas are very large. The change in volume of a gas under pressure is very significant, so it can be said that a gas is very compressible.



How does it work exactly?

Pneumatic tools work by use of air pressure that is provided by an air compressor. An air compressor has a gas powered pump mechanism that continually forces air into a steel container tank until the air becomes pressurized. The air from this air compressor is under **constant pressure**.

A pneumatic tool is connected to a hose that is attached to the tank with an air valve. Once connected, it opens the valve and pressurized air escapes under great force into the hose.

Each pneumatic tool, whether it is a hammer, ratchet, sand blaster or other air powered tool, has its own release valve or firing pin. When the trigger is pulled on the pneumatic tool, this firing pin opens a valve and pressurized air flows through the tool. The compressed air forces mechanical parts such as pistons, shafts, and cylinders to move.

A pneumatic system is often used for different kinds of hand tools and for machines doing repetitive motion. A nail gun is a good example of a pneumatic tool.





Putting it to the Test!

Let's do some investigating of the force caused by pressure from the compressibility of fluids, in liquid form as water, and in a gas form as air!

Materials Needed:

- 2 small syringes
- 2 medium syringes
- 2 large syringes
- a beaker of water
- different lengths of plastic tubing (e.g., 30 cm, 50 cm)

What to Do:

1. Put the tip of one syringe into the beaker of water and slowly pull the plunger out in order to fill it.
2. Attach it to one end of a piece of tubing. Push in the syringe plunger all the way to fill the tubing with water and empty the syringe.
3. Attach a second syringe (of a different size), full of water to the other end of the water-filled tubing.

**One syringe should be pushed out all the way and the other should be pushed in. When using two syringes of different sizes, have the small syringe full of water and the large syringe pushed out to begin with.*

4. Operate the completed hydraulic system by pushing down on one of the plungers. Record your observations on Worksheet 4.
5. Repeat steps 1 - 4 using different lengths of tubing.
6. Repeat steps 1- 5 using syringes that are both the same size.
7. Repeat steps 1- 6 using only **air** as the moving fluid.
8. Make a conclusion about your observations on Worksheet 4.



**Let's Observe**

A Hydraulic System (water-filled)	A Pneumatic System (air-filled)
What effect did a small syringe have on a large one? _____ _____ _____ _____	What effect did a small syringe have on a large one? _____ _____ _____ _____
What effect did a large syringe have on a small one? _____ _____ _____ _____	What effect did a large syringe have on a small one? _____ _____ _____ _____
What difference did it make using two syringes of the same size? _____ _____ _____ _____	What difference did it make using two syringes of the same size? _____ _____ _____ _____

Let's Conclude

What conclusion can you make about the effect of pressure on the volume of water compared to the effect of pressure on the volume of air? _____





Measuring the Pressure

The amount of pressure exerted on a fluid depends on the amount of the force and the total area on which the force acts. Let's experiment with a hydraulic system to further investigate Pascal's Law about the effects of the force of pressure!

The force of pressure can be measured as **Pressure** = $\frac{\text{Force}}{\text{Area}}$

Force is measured in Newtons (N), Area is measured in square meters (m²), so that Pressure is measured in **Newton's per meter square (N/m²)**. This unit of measurement is also called a Pascal (Pa).

Materials Needed:

- a large syringe
- 2 medium syringes
- a small syringe
- plastic tubing
- 2 retort stands with clamps
- a 100 g – 500 g mass
- beaker
- a ruler
- jug of water
- spring scale

What to Do:

1. Using a ruler, measure the diameter of the large syringe. Divide the diameter in half to find the radius. Convert this measurement into **meters**, record it on Worksheet 6.
2. Using the formula to the right, calculate the area of the syringe, record it on Worksheet 6.
3. Fill syringe with water and attach to the retort stand, with tip pointing down.
4. Place the beaker under the syringe.
5. Hook the spring scale to the plunger of the syringe. Then, holding the hook, pull down on the spring scale until all the water is pushed out of the syringe.
6. On Worksheet 6, record the force in Newtons (N) that it took to expel the water.
7. You know the area and the force, now **calculate the pressure in (Pa)**, that you exerted on the syringe to push the water out. Record it on Worksheet 6.

$$\text{Area} = \pi r^2$$

*remember ($\pi = 3.14$)



**Let's Observe****(Part One)**

Use the chart to record your measurements in order to calculate the pressure exerted to expel the water from the syringe.

Remember! **Pressure = Force ÷ Area**

<i>Radius of syringe</i>	<i>r =</i>	<i>Force in Newtons (N)</i>	_____ N
<i>Area = πr^2</i>	<i>A =</i>	<i>Pressure in pascals (Pa)</i>	_____ Pa

Diagram of the experiment:

Think Pair Share

Discuss your results with a peer from another group. Then answer the questions below based on your thoughts and discussion.

Were your measurements the same as your peer's measurements? Explain.

If you used the same sized syringe, what could have been the variables?



**What to Do:****(Part Two)**

1. Set up a hydraulic system using some water, plastic tubing, and 2 syringes that are the same size.
2. Attach one syringe to one of the retort stands, and attach the other syringe to another retort stand (point both syringes downward).
3. Push in the plunger of one of the syringes, and then place the mass on top of it.
4. Have a partner gently hold the mass in place so that it does not fall off. Now, lift the load of the mass by pushing down on the plunger of the other syringe.
5. Record the effort that it took to lift the load in Newtons (N), in the chart below.
6. Place the mass on the other syringe, and repeat steps 4 and 5.
7. Repeat the experiment using a medium syringe and a large syringe.
8. Repeat the experiment using a small syringe and a large syringe.
9. Make conclusions and a connection on Worksheet 8.

Let's Observe

Hydraulic Systems	Force required to lift the mass
2 medium syringes	Mass on medium syringe _____N Mass on medium syringe _____N
1 medium syringe + 1 large syringe	Mass on medium syringe _____N Mass on large syringe _____N
1 small syringe + 1 large syringe	Mass on small syringe _____N Mass on large syringe _____N



**Let's Conclude**

Which of your hydraulic systems required the least amount of force to lift the mass?

Provide details. _____

Diagram of this hydraulic system lifting the load:

"Pressure is the ratio of force to area". Explain your results in accordance to this.

Let's Connect It!

How could this knowledge be useful in our daily lives? _____





A Pressurized System

You know a lot about fluids and the effect force has upon them. Understanding and applying Pascal's Law can be advantageous when having to expel force on an object in order for it to compress a fluid to create a mechanical motion effect.

Your task now is to design and construct a pressurized system (hydraulic or pneumatic) that demonstrates a mechanical motion effect.

Your system is to have the following criteria:

- use the transfer of a fluid to apply force
- use the transfer of a fluid to control a motion in a certain direction
- use the transfer of a fluid to move a load

The materials I will use are:

Scaled drawing of your system.

My plan for making the pressurized system is:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Now carry out your plan by gathering the materials. Begin your construction!



**Share & Compare**

Working with peers from another group, compare your final products.

- a) Describe similarities in your systems (e.g., functions, structural supports).
- b) Describe any differences in your systems.

Similarities	Differences

Let's Test It!

Test your system to see if it can operate under pressure! Apply force to create a motion effect in order to move a load. Describe what happened.

Use a spring scale to measure the force (in Newtons) being applied to transfer the fluid that is moving the load. Calculate the area of the syringe you are using. Then, calculate the pressure being exerted. Use the following formulas to help you:

$$\text{Area} = \pi r^2 \text{ *remember } (\pi = 3.14)$$

$$\text{Pressure} = \text{Force} \div \text{Area}$$





Inspection Report

Complete an inspection of your pressurized system. Review the design techniques used in the construction in order to exert a force to move a load by answering the following questions:

1. What function was your pressurized system intended to perform? _____

2. What strategies did you use to construct a pressurized system that was capable of exerting enough force to move a load? _____

3. How did you test your system? _____

4. Was your pressurized system successful in exerting enough force to move a load? How do you know? _____

5. What changes might you suggest to improve its functionality or efficiency? _____



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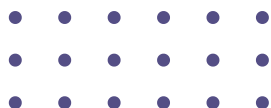
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Lesson 2: What is the Economy and the Different Types?

LEARNING INTENTION:

Students will learn what the economy is and the four different types of the economy.

SUCCESS CRITERIA:

Students will be able to identify what the economy is and the differences between the types of economies.

MATERIALS NEEDED:

- Reading Notes #1
- Student Worksheet #1, #2
- Chart Paper titled *How I Benefit from the Economy*
- 1 sticky note per student.

PROCEDURE:

(This lesson should be completed in one class about 30-60 minutes)

The teacher will call the class together and hand out Reading Notes #1 and Student Worksheet #1.

The students will read and learn about the economy and how it can benefit them.

After fifteen minutes, the teacher will call the class together and lead an oral discussion about what the students learned from the Reading Notes.

This will be an excellent opportunity for the teacher to see if the students are on track and focused on the task.

The teacher will ask the students to think about what type of economy Canada has, and how it benefits them directly.

The students will then write their answer on a sticky note and place it on the chart paper labelled *How I Benefit from the Economy*.

This anchor chart can be kept and used for the extension activity.

The teacher will then hand out Student Worksheet #2.

The students will complete the assignment that demonstrates how the economy benefits the country as a whole.

The students will have the remainder of class time to complete this assignment.

(Depending on the needs of your students, you may wish to scan these activity cards onto the computer and have some students complete their work via school issued laptop through the use of Microsoft Word or through Kurzweil.)

EXTENSION:

The teacher can extend this lesson by having the students look back at their previous anchor chart about how the economy benefits them, and what might be a danger in the economy of Canada that needs to be addressed. This would be a great opportunity for the teacher to lead an oral discussion with the students about how an economy that is only focused on fossil fuel production could contribute to environmental problems. The teacher has the chance to allow the students time to critically think about the role an economy has, and why it is a necessary part of our survival, but also how it could negatively contribute to our future.

The Four Types of Economy

The economy can be defined as the resources and wealth of a nation or region. The consumption and the production of goods and services are part of a nation's overall economy.



There are four types of economy systems at play in the world.



1. Traditional economies produce products and services. These are a result of the customs and traditions of the nation.

2. Command economic systems are a step up from a traditional economy. They usually follow the same path as a tradition economy, however, command economic systems

happen when a country finds itself in

possession of a vast amount of a certain resource. For example, Middle East countries with lots of oil reserves follow the command economic system.



3. Market economy is very similar to a free market.

The central government does not have any control over valuable resources or any significant part of the economy. Private companies and organizations which are run by people in the business industry have a greater say in how the supply of goods is generated and what demands are necessary and how they are met.

4. Mixed economies are a mixture of **Command** and **Market** economies.

[illegible]

How the Economy Helps Me!

Instructions:

Using the knowledge you have gained from Reading Notes #1; you are going to create a word web below that demonstrates how the economy benefits you. Make sure you use detailed descriptive words or phrases to express your thoughts.



Name: _____

Final Mark: _____

- 1) Student has created a detailed word web that connects their thoughts and ideas clearly to the topic.**

LEVEL: 1 2 3 4

- 2) Student has made few to no spelling or grammar errors in their writing.**

LEVEL: 1 2 3 4

Comments: _____

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Name: _____

Correct these sentences.

1. hey look at these its a canadian pennys witch we not longer us

2. hour coynes is the loony twoony quartar dime and nickle

Circle the *object* of the underlined preposition.

3. Rosi put her quarter into the machine but she didn't get a gumball.

4. A fierce wind blew the snow over the highway.

Write a contraction for the underlined words.

5. Our uncle Paul is coming to visit. _____

WEEK

1

ACTIVITY

1

TOTAL

/5

Name: _____

Underline the main verbs in this sentence.

1. The puppy jumped up on the bed, grabbed my library book and began to chew.

Correct these sentences.

2. eva were fasinated bye the grase and poise of the ballarina in the nutcracker

3. she went to the evning performance at the grand theater in hamilton

Write the plural form of each noun.

4. studio _____

5. nucleus _____

WEEK

1

ACTIVITY

2

TOTAL

/5

Name: _____

WEEK
1

ACTIVITY
3

TOTAL
/5

Complete each analogy.

1. Three is to triangle as eight is to _____
2. Carpet is to floor as bedspread is to _____

Correct these sentences.

3. there famly have a big orcherd with meny varieties of apples

4. thay make delisious sider by chopping and pressing frash apples

Is the following text a *complete sentence* or a *fragment*?

5. Knowing you as well as I do. _____

Name: _____

WEEK
1

ACTIVITY
4

TOTAL
/5

Circle the *object* of the underlined preposition.

1. We didn't leave our house during the blizzard.
2. Mom got her car stuck in our driveway.

Correct these sentences.

3. we all agreed that maxwell downes are the thoughtfulest boy in hour class

4. mrs costini is opening a knew flour shop called blossom on fourth avenue

Circle the *indefinite pronoun* in this sentence.

5. Jake asked, "Does anyone know if we have math homework tonight?"

Name: _____

Correct the errors in this business letter. Write each underlined part correctly.

(1)Setember 24 2015

(2) dear ms greenlees

(3)i wood like to invite you to our (4)next monthly meeting Please let me know if you can come.

(5)very truely yours

James Madison, Human Resources, KIMCO

WEEK
1

ACTIVITY
5

TOTAL
/5

1. _____
2. _____
3. _____
4. _____
5. _____

Name: _____

Bonus Activity: What Happened Next?

When you write about something happening or something you do, it must be in the right time order. Another name for this is **chronology**.

Number these events in chronological order.

- | | |
|--------------------------------|-----------------------------------|
| _____ snap on the leash | _____ find an old Hallowe'en mask |
| _____ bring your dog back home | _____ clean up your room |
| _____ get the leash | _____ sneak up on your sister |
| _____ whistle for your dog | _____ put it on |
| _____ walk your dog | _____ jump out at her |

WEEK
1



Arthur Sicard of Montreal, Quebec invented the first snowblower. He sold his first working prototype to the town of Outremont in 1927. He got the idea from watching a thresher harvest wheat in the fields. His neighbours thought his idea was crazy but he persisted. Today many Canadians are grateful that he did!

MY CANADA

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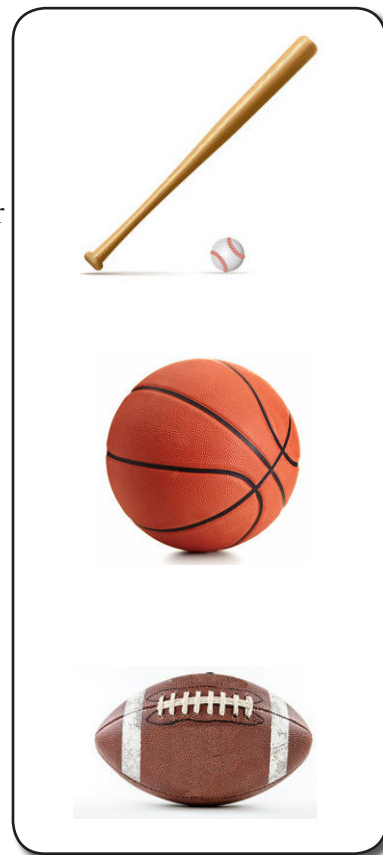
Canadian Sports Trivia

Popular Sports in Canada

Hockey is not the only sport played or participated in by Canadians. Some like and enjoy winter sports, while others prefer summer sports. Read the trivia facts to find out about other sports enjoyed by Canadians.

Did you know:

- Canada has only one major baseball league, called the Bluejays, but amateur baseball is played across the country at many different levels. Baseball players may be involved in hard ball, soft ball, and fast pitch softball. Baseball is played by two teams on a large field with three bases, a pitcher's mound, and a home plate. Each team has nine players that take turns batting and fielding. A hard ball or a softball may be used.
- Lacrosse is a contact team sport played between two teams. A small rubber ball and a long-handled stick called a *crosse* or lacrosse stick are used. The objective of the game is to get the ball into the opponents' net and to prevent them from scoring. It may be played inside an arena or on a large playing field.
- Football is played at many levels in Canada. The CFL league is the highest level of competition. Canada has nine professional teams. They are the B.C. Lions, Calgary Stampeders, Winnipeg Blue Bombers, Edmonton Eskimos, Toronto Argonauts, Ottawa Redblacks, Montreal Alouettes, Saskatchewan Rough Riders, and the Hamilton Tiger Cats. These teams all play for the highest award, which is the Grey Cup. Football is also played at high schools, colleges, and universities.
- Basketball was created by a Canadian named James Naismith. It is played by many men and women at the amateur level. Canada has only one professional basketball team, called the Toronto Raptors.
- Field hockey is played between two teams of eleven players, using hockey sticks and a solid plastic ball, on a field 40 metres by 20 metres. Many of the rules are similar to ice hockey.
- Tobogganing is a favourite winter sport for many Canadian children on a snow-covered slope. At one time, it was a favourite competitive pastime during the late 1800s in Montreal and Quebec City. Today, the luge and the bobsled have taken its place.
- Downhill skiing is another popular winter sport in Canada, especially where there are high mountains. People enjoy the thrill of sliding down snow-covered hills with fixed-heel bindings and two poles. Skiers control their direction and speed by making left and right turns and using a snowplough maneuver to stop by pointing one or both skis inwards.
- Cross country skiing involves skiing over flat terrain. Cross country skiers travel in the countryside on long, thin skis that allow the weight of the skier to be distributed quickly. Poles are used to propel the skier forwards. The skier also wears special boots that are attached to the ski with a binding, but the heel remains free.
- Ice skating outdoors has been enjoyed by many Canadians for 150 years. First Nations people skated on the ice by tying animal shin bones to their footwear using leather thongs. This was a faster way of getting across lakes instead of having to walk around them on the shore. Ice skating became so popular in Canada that ice rinks were built. Most were sheltered from the wind and snow with large shed-like coverings. In 1911, the first artificial ice rinks were built in British Columbia. Today, most communities have a rink with artificial ice on which hockey is played and ice skating and figure skating are taught.



Canadian Sports trivia

Popular Sports in Canada

A

READING ACCURACY

Record the name of the sport that each group of words describes.

1. played on a large field; oval ball used; score touchdowns; kick or run carrying the ball

2. eleven players per team; played on a field; goals are scored by hitting a ball into a net with a stick

3. done on a flat trail in the country; long slim skis, two poles; special boots with free heel

4. played on a marked field with bases; points are made with a bat and ball; two teams; umpire

5. a long-handled stick and a ball are used; players toss, catch, and score using the ball and the stick

6. done on high hills and mountains; travel quickly on skis using poles; person controls the direction of travel with the poles _____
7. popular sport in schools; invented by a Canadian; only one professional team in Canada; played in a gym _____
8. done on frozen water; can be done inside or outside; some jump and twirl about while doing it

B

LANGUAGE REVIEW

Underline the subordinate clause in each sentence.

1. There was a time when the only place to skate was outside on frozen water.
2. We waited in the rain until the baseball game was over.
3. No one was around when the downhill skier ran into a tree.
4. While he was tobogganing down the hill, the boy was wearing a helmet.
5. My father knows the famous hockey player whom you were lucky to meet.

C

UNDERSTANDING VOCABULARY

Record the **antonym** for each of the following words found in the information.

- | | | | |
|-----------------|-------|------------|-------|
| 1. minor | _____ | 6. trap | _____ |
| 2. professional | _____ | 7. real | _____ |
| 3. allow | _____ | 8. friends | _____ |
| 4. destroyed | _____ | 9. smooth | _____ |
| 5. hilly | _____ | 10. soft | _____ |

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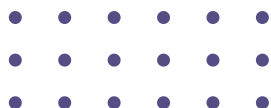
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Red River Rebellion

Land Conflicts

By the fall of 1869, big changes were happening in the Red River Valley in Manitoba. The Canadian government was getting ready to buy Rupert's Land, which included the area around the Red River, from the Hudson's Bay Company. The people who lived there were upset and concerned about their future. They wanted a voice in what was to happen.



Surveyors plotting out homesteads

Even before the deal was done, the government sent **surveyors** into the area to mark the land for settlement. The surveyors acted as if the Canadian government already owned the land. This

was very disturbing to the Métis, the Native People of Manitoba who were descendants of the French Fur Traders and the First Nations People, and some of the settlers. They were worried their land would be stolen from them.

WORD POWER

surveyor— someone whose job it is to measure and examine an area of land

Louis Riel was a prominent leader of the Métis. He organized Métis patrols to protect their homes and land. The surveyors started marking up “hay privilege” land. A hay privilege was the land at the back of a Métis farm on which the farmer cut his hay. Since the valley wasn't the property of the Canadian government yet, Riel and his patrols made the surveyors leave.

Riel and His Supporters



Riel with his supporters

Louis Riel and **John Bruce** formed a new organization called the **National Committee of the Métis**. This organization wanted to negotiate with the Canadian government before they took over. The Métis had been in the valley for a long time and felt they had earned rights that the government should respect.

Some of the English settlers, who had come from Ontario, were in favour of a government takeover. They felt that Riel and his group were rebels. Riel did not see himself this way. He just wanted to protect his people's rights to be in the valley.

The conflicts continued to increase. On November 2, 1869, Riel took over **Fort Garry** and made it his headquarters. The fort was in a very good position to control and limit movement within the Red River Settlement.



Fort Garry on the Red River

Red River Rebellion (continued)

A Provisional Government

Throughout the winter of 1869 to 1870 there was fighting between the supporters of Riel and the English settlers. Several of Riel's opponents were imprisoned at Fort Garry. On December 7, 1869, Riel set up a provisional government there. The purpose of this temporary government was to negotiate the terms under which Manitoba would become part of Canada. He and his supporters drafted a **Métis List of Rights** that they wanted the Canadian Government to accept.

Métis demands included:

- *The right to elect their own Legislative Assembly*
- *The right to approve or reject any federal laws concerning Manitoba*
- *The territory of the North-West and Rupert's Land were to enter the Confederation as provinces*
- *The schools should be separated based on religion – Protestant and Catholic – and be paid for by the government*
- *French and English were to be the two official languages*
- *Treaties were to be signed with the First Nations people*
- *All existing rights and privileges were to remain*



The Métis at Fort Garry

Negotiations

The Canadian Government agreed to negotiate. They sent **Donald Smith**, a Hudson's Bay Company official to work with Riel. During these negotiations one of the prisoners, **Thomas Scott**, escaped from the fort. Scott was a strong and violent opponent of Riel and his supporters. Scott was recaptured, but he caused a lot of trouble with the other prisoners and the guards. Then, Riel made a big mistake. He held a court martial and had Scott shot on March 4, 1870. The execution of Scott set off many protests in Ontario. The people there demanded that Riel be punished for his crime. In Québec, however, there were many people who supported Riel and his cause.

Negotiations were able to continue and finally an agreement was reached. The Canadian Government agreed to some of the Métis' demands. In the meantime, protests in Ontario against Riel did not die down. Troops were sent to Fort Garry to capture Riel. By the time they arrived, he had escaped to the United States.

Name _____

Red River Rebellion

Answer the following questions in complete sentences.

1. Explain why the Métis were upset with the government surveyors.

2. What was “hay privilege” land?

3. What was the purpose of the National Committee of the Métis?

4. Where did Riel set up a provisional government and why?

5. Name three demands from the Métis List of Rights.

6. What happened that caused protests in Ontario against Riel?



Red River Rebellion

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

1. The Canadian government was buying land in the Red River Valley from the Scottish settlers. _____
2. Some English settlers thought Riel and his group were rebels. _____
3. The Canadian Government agreed to some of the Métis demands. _____
4. Troops captured Riel at Fort Garry. _____
5. The Métis wanted treaties to be signed with the First Nations people. _____
6. Riel and his patrols made the surveyors leave. _____

Fill in the blanks with the correct word/words to complete each sentence.

7. **(Donald Smith, Thomas Scott)** _____
was court martialled and shot on March 4, 1870.
8. Many people in **(Québec, Ontario)** _____
supported Riel and his cause.
9. The surveyors were sent to mark land in the Red River Valley for
(settlement, sale) _____
10. The Canadian Government **(agreed to, did not agree to)**
_____ negotiate with Riel.

Name _____

Think
About It



Red River Rebellion

Use the information pages, library resources, and the internet to complete your answers.

Briefly summarize the sequence of events that led to the Red River Rebellion by answering the following questions.

1. How did the behaviour of the government and their surveyors in Manitoba cause the Métis to be upset with their situation?

2. What action did Louis Riel take to try to protect the rights of the Métis?

3. How did English settlers from Ontario regard Riel?

4. What was the purpose of Riel's provisional government?

5. Negotiations with the Canadian government were underway and then Riel made a big mistake. Describe what Riel did and what followed after his actions.

6. In your opinion, was Riel justified in his actions:

a) in organizing Métis patrols?

b) in ordering the court martial and execution of Thomas Scott?

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