

**JUNE 2019**

**GRADE 8 SOCIAL STUDIES EXAM  
OVERVIEW**

This is a cumulative exam, meaning it will cover any content from September-June. About 75% of the content will come from our History unit, while 25% will be from our Geography unit. Below is an overview of each section of the exam:

<b>Section</b>	<b>Marks</b>	<b>Suggested Time</b>
Section 1: Vocabulary (10 words)	/15	5 min
Section 2: Short Answer (5 questions)	/25	30 min
Section 3: Primary Source Analysis (1 source)	/10	10 min
<i>Total:</i>	<i>/50</i>	<i>45 min</i>

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**GRADE 8 SOCIAL STUDIES EXAM  
STUDY PACKAGE**

**Part I: Vocabulary**

The vocabulary words below are from our units throughout the year. On your exam, 15 words will be chosen and you will be asked to match the vocabulary word to the definition.

a. Primary source	k. Megacity
b. Secondary source	l. George Etienne Cartier
c. Free trade	m. Métis
d. Nationalism	n. Sir John A. MacDonald
e. Confederation	o. Phantom energy
f. Manifest destiny	p. Reserve
g. Fenians	q. The Great Coalition
h. Urban sprawl	r. George Brown
i. Push factor	s. Industrialization
j. Pull factor	t. Dominion Day

Resource: Create online flashcards: <http://flashcard.online/> (OR Mrs.B has cue cards you can use).

**Part 2: Short Answer**

All short answer questions may cover the topics below:

1. **Push and pull factors:** What are they and identifying specific factors for areas you are familiar with (Ex. Ontario). Resource: [push/pull project](#), [push/pull article](#)
2. **Megacities:** What is it and the specific challenges that they face. Resource: [population density worksheet](#), [megacity project](#), [megacity article](#), [The Daily Conversation 'Megacities' video series](#).
3. **Confederation (1850-1890)** Resource: ['Confederation' Google Slides \(on the blog\)](#)

- a. Reasons for and against confederation.
  - b. The 3 conferences leading to Confederation.
  - c. How Confederation impacted First Nations groups in Canada
  - d. Who (groups or colonies) benefitted the most from Confederation? Who benefitted the least?
  - e. The importance of the transcontinental railway
  - f. The contribution of key individuals in Confederation.
4. **Canada's Changing Society (1890-1914)** [Resource: 'Changing Society' Google Slides \(on the blog\)](#)
- a. How industrialization changed daily life
  - b. Cultural diversity and immigration
  - c. Residential school system

### **Part 3: Primary Source Analysis**

For this section you will be provided with a primary source (text or photo), and be asked to draw conclusions about source.

[Resource: Textbook p.66-67 discusses how to read a primary source text and includes key questions to ask and answer about the source. Throughout the textbook, there are examples of primary sources that you can look at and ask yourself the questions from p.66-67 to practise for this section of the exam. Here are the pages containing primary sources:](#)

- a. [Figure 1.29- 1872 photo of Red River Metis](#)
- b. [Figure 2.23- 1864 photo of Charlottetown Conference](#)
- c. [Figure 2.28- 1864 draft from Quebec Conference](#)
- d. [Figure 2.32- 1867 Market Square in Kingston, Ontario](#)