

Communities in Canada, Past and Present

Heritage and Identity Series

———— Grade 6 ————

Written by Sandra Appleby

This resource has been developed to cover the overall expectations of the Ontario Ministry of Education Social Studies Heritage and Identity: Communities in Canada, Past and Present curriculum. This unit can be used as a whole to fulfill the overall expectation requirements or it can be used by activity to compliment other resources and activities.



Sandra Appleby has taught grades one to O.A.C. in a variety of subject areas over the past twenty-six years. She is particularly interested in the holistic well-being of her students, and her passions include, outdoor recreation, yoga, writing, and learning.

Copyright © On The Mark Press 2015

This publication may be reproduced under licence from Access Copyright, or with the express written permission of On The Mark Press, or as permitted by law. All rights are otherwise reserved, and no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, scanning, recording or otherwise, except as specifically authorized.

All Rights Reserved
Printed in Canada

Published in Canada by:
On The Mark Press
15 Dairy Avenue, Napanee, Ontario K7R 1M4
www.onthemarkpress.com

Funded by the Government of Canada
Financé par le gouvernement du Canada



At A Glance™

Overall Expectations

A1. Application: assess contributions to Canadian identity made by various groups and by various features of Canadian communities and regions.

A2. Inquiry: use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada.

A3. Understanding Context: demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada.

Resource Activities

Specific Expectations	Vocabulary/Word Wall	Canadian Feature Scavenger Hunt	Who is Canadian?	A Canadian Jig Saw Puzzle	One Nation, Many Perspectives	Graphing Us!	All Aboard - Push and Pull Factors	Finding Common Ground	A Timeline to Canada Today	Compare and Contrast Diary Entries	Personal Interview and Presentation	Me in Canada Now! - A Time Capsule	Canadian Bulletin Board	I Nominate Debate	Canadian Inclusiveness at Your School
A1.1		•		•	•								•	•	
A1.2			•	•	•						•		•	•	
A1.3			•	•	•		•	•	•	•				•	
A2.1			•		•			•		•	•			•	
A2.2			•					•	•	•		•		•	
A2.3									•				•		
A2.4					•	•			•						
A2.5					•		•	•		•		•			
A2.6	•				•						•			•	
A3.1							•								
A3.2								•		•					
A3.3		•	•	•	•	•			•				•	•	
A3.4					•				•						
A3.5			•				•			•			•		
A3.6										•					
A3.7		•									•	•			•
A3.8				•	•					•					•



Table of Contents

	Page
At a Glance - Overall and Specific Expectations.....	2
Achievement Chart	4-5
Student Self Assessment.....	6
Introduction to Resource.....	7
Activity #1 Vocabulary.....	8-9
Activity #2 Canadian Scavenger Hunt	10-16
Activity #3 Who Is Canadian?	17-20
Activity #4 A Canadian Jig Saw Puzzle	21-25
Activity #5 One Nation, Many Perspectives	26-29
Activity #6 Graphing Us!	30-32
Activity #7 All Aboard - Push/Pull Factors.....	33-34
Activity #8 Common Ground	35-38
Activity #9 A Timeline to Canada Today.....	39-40
Activity #10 Compare and Contrast Diary Entries	41-43
Activity #11 Personal Interview and Presentation.....	44-47
Activity #12 Me in Canada Now! - A Time Capsule	48-49
Extension Activity A Canadian Bulletin Board	50
Extension Activity I Nominate / Debate	51
Extension Activity Canadian Inclusiveness at Your School.....	52
Extension Activity Symbols of Canada	53-56
Extension Activity Story Starters.....	57-62
Answer Key	63-64



The Achievement Chart: Social Studies, Grades 1-6, and History and Geography, Grades 7-8

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding - Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g. facts, terms, definitions)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g. concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking - The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g. organizing an inquiry: gathering and organizing data, evidence, and information; setting goals; focusing research)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g. interpreting, analysing, synthesizing, and evaluating data, evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g. applying concepts of disciplinary thinking using inquiry, problem-solving, and decision-making processes)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
Communication - The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information (e.g. clear expression, logical organization) in oral, visual, and written forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness



Categories	Level 1	Level 2	Level 3	Level 4
Communication - (continued)				
	The student:			
Communication for different audiences (e.g. peers, adults) and purposes (e.g. to inform, to persuade) in oral, visual, and written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g. mapping and graphing conventions, communication conventions), vocabulary, and terminology of the discipline in oral, visual, and written forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application - The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g. concepts, procedures, spatial skills processes, technologies) in familiar contexts	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Transfer of knowledge and skills (e.g. concepts of thinking, procedures, spatial skills, methodologies, technologies) to new contexts	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Making connections within and between various contexts (e.g. between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address related issues)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness





Teachers Notes

1 Minds On: Define Inclusiveness

Hand out a slip of paper to groups of 3-5 students and ask them to brainstorm the things they think are covered in the Canadian Charter of Rights and Freedoms under each section:

Democratic Rights, mobility rights, legal rights, equality rights, official languages of Canada, Minority Languages, Educational Rights

Take up with additions from other groups and the Charter itself. Post the Charter in the classroom.

2 Copy and cut the handout: A Canadian Jig Saw Information Source Sheet

3 Place a copy of each section of the handout at one of eight stations around the room

4 a) Distribute the handout: A Canadian Jig Saw Information Handout

b) Divide class into groups of 8

c) One member of each group goes to a station to copy the jig saw information onto their 'A Canadian Jig Saw Information Handout'

d) Students bring the information they have copied back to their home group and one at a time, share this information with the other group members



**INFORMATION SOURCE SHEET****First Nations**

First Nations people have been persistent and patient in their intentions of having the Government of Canada honour its side of the treaty agreements signed between the two groups. Recently, First Nations peoples have begun the 'Idle No More' campaign to peacefully demonstrate against the procrastination of the Canadian Government to honour these historic treaties.

Women's Groups

Five Albertan women called "The Famous Five" challenged the Supreme Court of Canada in what is known as the "Persons Case" in which women won the right to become senators. Prior to this case, women were not allowed to become senators because they were not considered "people" (a requirement to become a senator) under

Persons with Disabilities

The Council of Canadians with Disabilities is a human rights organization founded in 1976 that has helped to remove barriers that persons with disabilities face in every aspect of their life.

Civil Rights

Founded in 1964, the Canadian Civil Liberties Association works to safeguard Canadian Civil Rights through public education, litigation, and advocacy.

Immigrant Organizations

The Canadian Immigrant Integration Program is one of many organizations that help newcomers to Canada with housing, jobs, finances, language, schooling, and general support.

Religious Groups

In 2013, Canada opened an office of Religious Freedom in order to protect citizens' rights to practise their religion as well as oppose intolerance and religious hatred.

Employment / Labour Groups

Canada's first labour action was a publishing industry strike in 1872 which won this group the right to limit their workday to nine hours. Since then, labour groups have been protecting workers' rights in the form of unions in many areas of Canadian employment. (www.canadahistory.ca)

Sexual Orientation and Gender Identity

The LGBTQTA groups in Canada have effectively won a court case in 1998 to have sexual orientation and gender identity included as one of the rights that are legislated in our Canadian Charter of Rights and Freedoms. (www.pch.gc.ca)





ACTIVITY 4

■ A Canadian Jig Saw Puzzle

INFORMATION HANDOUT

First Nations

Women's Groups

Persons with Disabilities

Civil Rights

Immigrant Organizations

Religious Groups

Employment / Labour Groups

Sexual Orientation and Gender Identity