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.



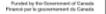
Sandra Appleby has taught grades one to O.A.C. in a variety of subject areas over the past twenty-six years. She is particularly interested in the holistic well-being of her students, and her passions include, outdoor recreation, yoga, writing, and learning.

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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				•	•					•					•

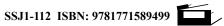
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The Achievement Chart: Social Studies, Grades 1-6, and History and Geography, Grades 7-8

Categories	Level 1	Level 2	Level 3	Level 4		
Knowledge and Understanding - Subject-specific content acquired in each grade (knowledge and understanding - Subject-specific content acquired in each grade (knowledge and understanding - Subject-specific content acquired in each grade (knowledge and understanding - Subject-specific content acquired in each grade (knowledge and understanding - Subject-specific content acquired in each grade (knowledge and understanding - Subject-specific content acquired in each grade (knowledge and understanding - Subject-specific content acquired in each grade (knowledge and understanding - Subject-specific content acquired in each grade (knowledge and understanding - Subject-specific content acquired in each grade (knowledge and understanding - Subject-specific content acquired in each grade (knowledge and understanding - Subject-specific content acquired in each grade (knowledge and understanding - Subject-specific content acquired in each grade (knowledge and understanding - Subject-specific content acquired in each grade (knowledge and understanding - Subject-specific content acquired - Subject-specific content -						
	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 o	f 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 us	e of knowledge and s	kills to make connecti	ions within and betwe	en various contexts			
	The student:						
Application of knowledge and skills (e.g. concepts, procedures, spatial skils 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 Candian 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
- 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 LGBQTA 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)





INFORMATION HANDOUT
First Nations
Women's Groups
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Persons with Disabilities
Civil Rights
Immigrant Organizations
Religious Groups
Employment / Labour Groups
Sexual Orientation and Gender Identity