

## Contents

<b>Acknowledgements</b>	<i>iii</i>
<b>Introduction</b>	<i>1</i>
Social Studies and the Creation of a Democratic Learning Community	<i>1</i>
Background	<i>1</i>
A Brief History of the Social Studies Curriculum	<i>1</i>
Contents of the Document	<i>2</i>
<b>Overview</b>	<i>3</i>
Social Studies in Manitoba—A Kindergarten to Senior 4 Overview	<i>3</i>
Definition	<i>3</i>
Vision	<i>3</i>
Goals of Social Studies	<i>3</i>
Citizenship as a Core Concept in Social Studies	<i>6</i>
Rationale for Citizenship Education	<i>6</i>
Active Democratic Citizenship in Canada	<i>7</i>
Canadian Citizenship for the Future	<i>7</i>
Citizenship in the Global Context	<i>8</i>
Environmental Citizenship	<i>8</i>
General Learning Outcomes	<i>9</i>
Social Studies Skills	<i>12</i>
Guiding Principles for Social Studies Learning, Teaching, and Assessment	<i>14</i>
Social Studies and the Learning Process	<i>14</i>
Instructional Strategies for Active Learning	<i>14</i>
Resource-Based Learning	<i>15</i>
Role of the Social Studies Teacher	<i>16</i>
Dealing with Controversial Issues	<i>16</i>
Social Studies as a Curriculum <i>of and for</i> Diversity and Equity	<i>17</i>
Inclusive Social Studies Classrooms	<i>17</i>
Towards a Pedagogy for Social Justice	<i>19</i>
The Transformative Curriculum: Education for Social Justice	<i>20</i>
Diversity and Inequity: The Historical Context	<i>20</i>
Identity, Culture, and Race	<i>21</i>
Towards an Inclusive and Anti-Bias Identity	<i>21</i>
Towards an Anti-Bias/Anti-Racist Identity	<i>22</i>
Applying Racial Identity Development Concepts in the Classroom	<i>22</i>
Isolation and Identity	<i>23</i>
Strategies to Develop Positive Attitudes towards Diversity	<i>24</i>
Points to Consider When Using Multicultural Resources in the Classroom	<i>24</i>

Social Studies and Classroom-Based Assessment	26
Purpose of Assessment	26
Assessment and the Stages of Learning	27
Collecting Assessment Information	29
Assessment Tools and Strategies	29
Self-Assessment and Reflection	31
A Social Studies Model for Classroom-Based Assessment	33
Document Components and Structure	34
Conceptual Map	34
Core Concept	35
Diverse Perspectives	35
General and Specific Learning Outcomes	35
Skills Learning Outcomes	35
Knowledge and Values Learning Outcomes	36
Distinctive Learning Outcomes	36
Document Structure	36
Grade Overview	36
Cluster Descriptions	36
General and Specific Learning Outcomes	36
Learning Experiences	37
Kindergarten to Grade 8 Social Studies: Skill Categories and Cluster Titles	38
Guide to Reading the Learning Outcome Code	39
Guide to Reading a Learning Experience	40
<b>Grade Six: Canada: A Country of Change (1867 to Present)</b>	<b>41</b>
Grade Overview	42
Cluster Descriptions	43
Grade 6 Skills	44
Core Concept: Citizenship—Knowledge and Values Specific Learning Outcomes	48
General Learning Outcomes—Knowledge and Values Specific Learning Outcomes	49
Cluster 1: Building a Nation (1867 to 1914)	55
Learning Experiences: Overview	56
Cluster Assessment: Tools and Processes	58
Cluster Description	58
Engaging Students in the Cluster	59
Learning Experiences Summary	59
A New Nation	60
Manitoba Enters Confederation	68

**Contents**

“A mari usque ad mare” [From Sea to Sea]	76
Aboriginal Peoples and the Growing Nation of Canada	88
Immigration	98
Farming the Land	108
Connecting and Reflecting	116
Cluster 2: An Emerging Nation (1914 to 1945)	117
Learning Experiences: Overview	118
Cluster Assessment: Tools and Processes	120
Cluster Description	120
Engaging Students in the Cluster	121
Learning Experiences Summary	121
World War I	122
Social Change	130
Depression	140
World War II	148
Connecting and Reflecting	160
Cluster 3: Shaping Contemporary Canada (1945 to Present)	161
Learning Experiences: Overview	162
Cluster Assessment: Tools and Processes	164
Cluster Description	164
Engaging Students in the Cluster	165
Learning Experiences Summary	165
Overview of Contemporary Canada	166
A Changing and Diverse Population	172
A Modern Industrialized Nation	180
Canada on the World Stage	186
Connecting and Reflecting	192
Cluster 4: Canada Today: Democracy, Diversity, and the Influence of the Past	193
Learning Experiences: Overview	194
Cluster Assessment: Tools and Processes	196
Cluster Description	196
Engaging Students in the Cluster	197
Learning Experiences Summary	197
Expressions of Canadian Identity	198
Government in Canada	206
A Community of Communities	218
Creating a Just Society	224
Canadian Democracy in the World Context	234
Connecting and Reflecting	242

**References** 243

**Appendices**

Appendix A: Skills Assessment

Appendix B: Blackline Masters

Appendix C: Charts and Checklists

Appendix D: Vocabulary Strategies

Appendix E: Grades 5 to 8 Cumulative Skills Chart

Appendix F: Recommended Learning Resources

Alphabetical List of Resources by Cluster

Additional Aboriginal Resources Available from The Manitoba Textbook Bureau

Out-of-Print Titles

Appendix G: Resources Organized by Learning Experiences