# Grade 5
# Social Studies

## *People and Stories of Canada to 1867*

## A Foundation for Implementation

Manitoba
Building for the Future

# *GRADE 5 SOCIAL STUDIES*
# *PEOPLES AND STORIES OF CANADA TO 1867*

*A Foundation for Implementation*

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## *SOCIAL STUDIES AND THE CREATION OF A DEMOCRATIC LEARNING COMMUNITY*

Welcome to the world of social studies, where students have opportunities to interact with each other in democratic groups and communities, and to acquire the knowledge, values, and skills they need to become active, responsible citizens within our Canadian society. As they grow and learn the skills of citizenship, they not only contribute to their learning communities, but also contribute to the betterment of our society.

What do active, responsible citizens look like? They are aware of the world in which they live, and they care about people around them—the people with whom they share this planet, both near and far away. They know that their actions affect others. They have informed opinions, and think critically about issues that concern themselves and others. They have the confidence to make their voices heard, to take a stand on issues, and to engage in social action when necessary. They are concerned with the well-being of the environment, and live their lives in ways that reflect that concern.

### Background

This document was produced by Manitoba Education, Citizenship and Youth, in collaboration with Manitoba educators. It includes the core concept citizenship, and identifies general and specific learning outcomes. It integrates the four foundation skill areas of literacy and communication, problem solving, human relations, and technology, and provides ideas and strategies to support the implementation of social studies. It is mandated for use in all schools in Manitoba.

### A Brief History of the Social Studies Curriculum

Just as knowing oneself means knowing one's history, fully understanding the new social studies curriculum requires knowing something of its history. The Manitoba curriculum was created through a culturally collaborative process; diverse voices guided the process, and the result is a social studies curriculum that better reflects the cultural reality of Canada.

The first stage of the process was the creation of the **Western Canadian Protocol (WCP) Common Curriculum Framework for Social Studies, Kindergarten to Grade 9 (2002)*. This was the first inter-provincial/territorial curriculum project to include both Aboriginal and francophone representatives as full and equal partners in the development process.

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* In November 2003 the name was changed to the Western and Northern Canadian Protocol (WNCP) for Collaboration in Basic Education.

**Manitoba Advisory Groups**

- Social Studies Steering Committee
- K to S4 Framework Development Team
- Cultural Advisory Team

Manitoba's involvement in the Western and Northern Canadian Protocol project, and in the next stage of adapting the *WCP Framework* to produce *Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes*, was guided by three advisory groups:

- The **Manitoba Social Studies Steering Committee**, including representatives from Manitoba educational stakeholders
- The **Manitoba Kindergarten to Senior 4 Framework Development Team**, comprising Early, Middle, and Senior Years teachers from English, français, and French Immersion Programs, as well as Aboriginal educators and consultants, and university advisors in history, geography, and education
- The **Manitoba Cultural Advisory Team**, with representatives from 15 ethnocultural organizations in Manitoba

  (See the Acknowledgments section for a listing of team members and organizations.)

Manitoba also solicited feedback from educational stakeholders during the development of the WCP and Manitoba frameworks. Regional consultations took place, as did a province-wide mailout, resulting in feedback from hundreds of Manitoba educators and stakeholders, including the Manitoba First Nation Education Resource Centre and the Manitoba Métis Federation.

## Contents of the Document

This document contains the following sections:

- **Introduction:** The introduction describes the purpose, background, and contents of this document.
- **Social Studies in Manitoba—A Kindergarten to Senior 4 Overview:** This section presents an overview of the Kindergarten to Senior 4 social studies curriculum in Manitoba.
- **Document Components and Structure:** This section presents the components of the Manitoba social studies curriculum and explains how the learning outcomes and strategies for teaching, learning, and assessment are organized within this document.
- **Grade 5: Peoples and Stories of Canada to 1867:** This section contains the grade overview; cluster descriptions; skills, knowledge, and values specific learning outcomes; suggested strategies for assessment; and strategies to activate, acquire, and apply learning.
- **References**
- **Appendices:** This sections contains the following appendices: A: Skills Assessment; B: Blackline Masters; C: Charts and Checklists; D: Vocabulary Strategies; E: Grades 5 to 8 Cumulative Skills Chart; F: Recommended Learning Resources; and G: Resources Organized by Learning Experiences

## *SOCIAL STUDIES IN MANITOBA—A KINDERGARTEN TO SENIOR 4 OVERVIEW*

### Definition

Social studies is the study of people in relation to each other and to the world in which they live. In Manitoba, social studies comprises the disciplines of history and geography, draws upon the social sciences, and integrates relevant content from the humanities. As a study of human beings in their physical, social, and cultural environments, social studies examines the past and present and looks toward the future. Social studies helps students acquire the skills, knowledge, and values necessary to become active democratic citizens and contributing members of their communities, locally, nationally, and globally.

### Vision

Social studies has at its foundation the concepts of citizenship and identity in the Canadian and global contexts. Intended to reflect the many voices and stories that comprise the Canadian experience, past and present, the social studies curriculum is inclusive of Aboriginal, francophone, and diverse cultural perspectives.

Social studies engages students in the continuing debate concerning citizenship and identity in Canada and the world. Through social studies, students are encouraged to participate actively as citizens and members of communities, and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic society.

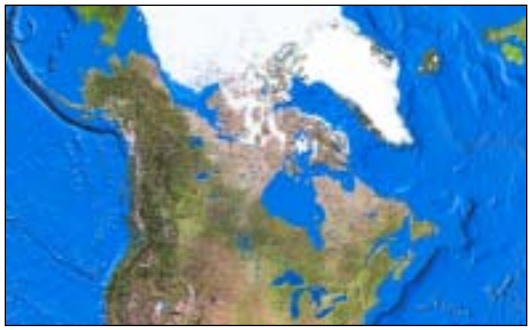
### Goals of Social Studies

Social studies enables students to acquire the skills, knowledge, and values necessary to understand the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society.

The goals of social studies learning span Kindergarten to Senior 4, and are divided into five categories:

- Canada
- The World
- The Environment
- Democracy
- General Skills and Competencies

# Overview



With respect to **Canada**, social studies enables students to

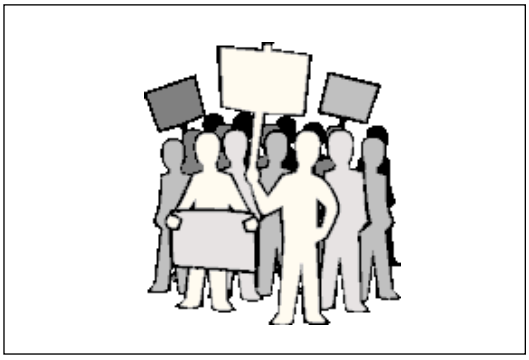
- acquire knowledge and understanding of Canadian history and geography
- appreciate the achievements of previous generations whose efforts contributed to the building of Canada
- critically understand Canadian political structures and processes and the institutions of Canadian society
- fulfill their responsibilities and understand their rights as Canadian citizens
- understand and respect the principles of Canadian democracy, including social justice, federalism, bilingualism, and pluralism
- analyze Canadian public issues and take rationally and morally defensible positions
- develop a sense of belonging to their communities and to Canadian society
- respect Aboriginal perspectives, francophone perspectives, and the perspectives of the many cultural groups that have shaped Canada, past and present

With respect to the **world**, social studies enables students to

- acquire knowledge and understanding of world history and geography
- respect the world's peoples and cultures through a commitment to human rights, equity, and the dignity of all persons
- develop global awareness and a sense of global citizenship
- understand and appreciate the role of international organizations
- analyze global issues and take rationally and morally defensible positions
- develop a commitment to social justice and quality of life for all the world's peoples
- assess questions of national self-interest and the interests of other countries and the world as a whole

With respect to the **environment**, social studies enables students to

- acquire and apply geographic skills, knowledge, and understanding
- recognize that a sustainable natural environment is essential to human life
- assess the impact of human interaction with the environment
- propose possible solutions to environmental problems
- live in ways that respect principles of environmental stewardship and sustainability



With respect to **democracy**, social studies enables students to

- critically understand the history, nature, and implications of democracy
- assess alternatives to democracy, past and present
- understand the history and foundations of parliamentary democracy in Canada
- demonstrate a commitment to democratic ideals and principles, including respect for human rights, principles of social justice, equity, freedom, dissent and differences, and willingness to take action for the public good
- participate in public affairs in accordance with democratic principles
- critically understand the role of various institutions in civil society
- recognize that democracy involves negotiation and that political and social problems do not always have simple solutions
- identify ways in which Canadian democracy could be improved, and work to improve it
- participate as informed citizens in the ongoing debates that characterize democracy in Canada and the world
- take a stand on matters of fundamental principle or individual conscience

With respect to **general skills and competencies**, social studies enables students to

- engage in disciplined inquiry, applying research skills, critical thinking, and decision making
- think historically and geographically
- critically analyze and research social issues, including controversial issues
- work collaboratively and effectively with others
- solve problems and address conflicts in creative, ethical, and non-violent ways
- develop openness to new ideas and think beyond the limits of conventional wisdom
- apply effective communication skills and enhance media literacy
- use and manage information and communication technologies

## *CITIZENSHIP AS A CORE CONCEPT IN SOCIAL STUDIES*

Citizenship is the core concept that provides the learning focus for social studies at all grades. To identify the knowledge, values, and skills that students will need as active democratic citizens, social studies must take into account the society in which students live and anticipate the challenges they will face in the future. Citizenship is a fluid concept that changes over time: its meaning is often contested, and it is subject to interpretation and continuing debate.

Achievement of learning outcomes related to citizenship will prepare students to participate in the public dialogue that characterizes any democracy and that plays an important role in Canadian society. As students engage in this dialogue, they will enhance their understanding of citizenship in Canada and the world, and will be better prepared to become active participants in their communities, locally, nationally, and globally.

### Rationale for Citizenship Education

Citizenship education is fundamental to living in a democratic society. The concept of citizenship takes on meaning in specific contexts and is determined by time and place. Diverse notions of citizenship have been used in the past and are being used in the present, for both good and ill. Throughout much of history, citizenship has been exclusionary, class-based, racist, and sexist. In Canada, for instance, First Nations parents were forced to send their children to residential schools in the interests of citizenship.

The concept of citizenship must be considered within the context of democracy, human rights, and public debate. Social studies provides opportunities for students to explore the complexities of citizenship in four areas:

- Active Democratic Citizenship in Canada
- Canadian Citizenship for the Future
- Citizenship in the Global Context
- Environmental Citizenship

## Active Democratic Citizenship in Canada

Since citizenship issues are rooted in the past, Canadian history occupies an important place in the social studies curriculum. Canada is regionally diverse and geographically expansive. It is organized as a federal parliamentary monarchy, with a mixed, albeit largely capitalist, economy. It is a bilingual and multicultural country committed to pluralism, human rights, and democracy. Globally, Canada is regarded as a prosperous, peaceful, and democratic country, although it still has its share of economic and social injustices and inequities.

Canada is a complex country that requires special qualities in its citizens. These citizenship qualities include:

- knowledge of Canadian history and geography
- understanding of the distinctive nature of Canadian society, the Canadian state, and its institutions
- the ability to approach public issues critically, rationally, and democratically
- informed involvement in public affairs
- respect for human rights and democratic ideals and principles
- a commitment to freedom, equality, and social justice
- the ability to work through conflicts and contradictions that can arise among citizens
- a willingness to live with ambiguity and uncertainty
- civility and tolerance for dissension and disagreement
- a willingness to balance the pursuit of private interests with concern for the public good
- the ability to balance personal claims of conscience and principle against the similar claims of others
- a sense of shared identity as Canadians, combined with a realization that Canadian identity is multi-faceted, open to debate, and not exclusive of other identities

## Canadian Citizenship for the Future

For the foreseeable future, Canadian citizens will likely continue to face issues such as

- balancing the jurisdictional claims of the provinces, territories, and the federal government
- redressing past and present injustices inflicted on Aboriginal peoples and other groups in Canada
- coming to terms with the complexities of Quebec's place in Canada
- balancing regional and cultural diversity with national unity
- protecting Canadian identity and sovereignty
- assuring access to social services and quality of life for all
- eliminating inequalities related to race, gender, sexual orientation, age, class, and ethnicity
- protecting the environment
- ensuring the successful functioning of the economy

## Citizenship in the Global Context

Canada is part of a global community that is becoming increasingly interconnected and interdependent. Many of the most serious problems facing our world must be dealt with on a global basis. The nation-state—including Canada—is under increasing challenge, externally from the forces of globalization, and internally from demands for more local or regional autonomy. The world also continues to be characterized by severe disparities between rich and poor countries. This disparity violates the basic principles of social justice and human dignity, and, at the same time, gives rise to dangerous tensions and rivalries. War, terrorism, and violence continue to be a means of addressing internal and international disputes, and, because of developments in weapons technology, are becoming ever more destructive. In these circumstances, Canadian citizens need to think and act globally as well as nationally.

## Environmental Citizenship

Underlying both national and global realities, and the responsibilities they impose on citizens, is the increasing fragility of our natural environment. Quality of life depends upon the sustainability of our environment. This places a particularly important responsibility on citizens, who must ultimately balance the demands of economic growth and high living standards against respect for the environment and the needs of future generations.

## General Learning Outcomes

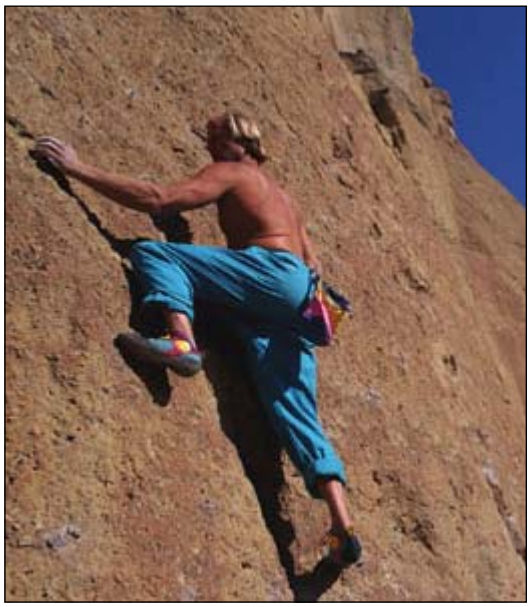
The following six general learning outcomes provide the conceptual structure for social studies from Kindergarten through Senior 4. They are the basis for the specific learning outcomes for each grade.

**Identity, Culture, and Community**

Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.



**The Land: Places and People**

Students will explore the dynamic relationships of people with the land, places, and environments.

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

**Historical Connections**

Students will explore how people, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

**Global Interdependence**

Students will explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

**Power and Authority**

Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

**Economics and Resources**

Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

## Social Studies Skills

Social studies skills are grouped into four categories:

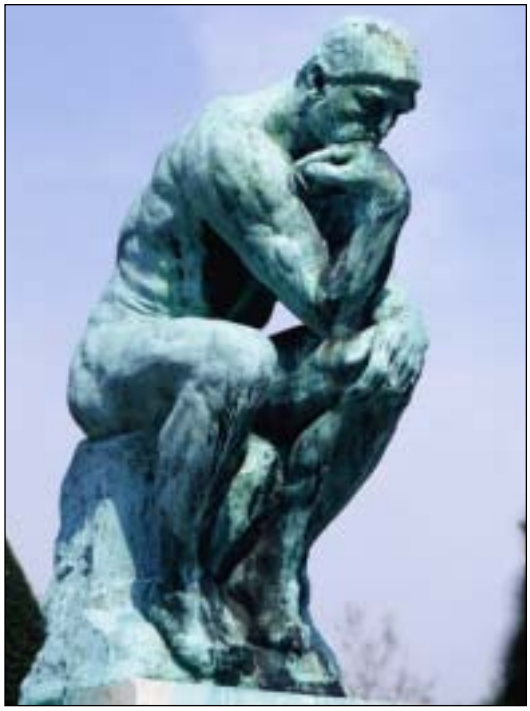
- Skills for Active Democratic Citizenship
- Skills for Managing Ideas and Information
- Critical and Creative Thinking Skills
- Communication Skills

### Skills for Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

### Skills for Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.



## Critical and Creative Thinking Skills

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and using a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

## Communication Skills

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

## GUIDING PRINCIPLES FOR SOCIAL STUDIES LEARNING, TEACHING, AND ASSESSMENT

### Social Studies and the Learning Process

Learning in social studies is an active process. Active learning involves the construction of meaning through the interaction of prior knowledge, motivation and purpose, and new experiences. The process of learning varies from one individual to another, and is shaped by a multitude of factors, including personal, social, and cultural influences. Social studies learning is more meaningful when students are

- encouraged to broaden their perspectives through informed and focused interaction with others
- provided with opportunities to reflect critically on their own ideas and attitudes
- valued, respected, and acknowledged as individuals, whatever their situation or background

Social studies *knowledge*, *values*, and *skills* are interdependent aspects of learning, and need to be integrated in the learning process. Meaningful learning in social studies requires both depth and breadth of understanding. This includes the incorporation of basic general knowledge, as well as opportunities for more intensive study of selected topics.

**Strategies to support student inquiry and interaction:**

- cooperative and peer learning
- interviews
- project-based learning
- structured controversy or debate
- teacher- and student-initiated inquiry and research
- role-play
- sharing circles

### Instructional Strategies for Active Learning

Social studies learning can be enhanced by using a variety of settings both in and outside of school, flexible student groupings, and numerous other strategies. A well-balanced social studies program includes individual, collaborative, and teacher-directed learning experiences, and provides students with a variety of conceptual tools and advance organizers.

Effective social studies instruction includes the use of strategies that promote student inquiry and interaction. These strategies include cooperative and peer learning, interviews, project-based learning, structured controversy or debate, teacher- and student-initiated inquiry and research, role-play, and sharing circles. These types of strategies make learning meaningful by encouraging critical reflection, questioning, and the consideration of diverse points of view.

It is through guided inquiry and interaction—within the school and in the community—that students construct meaning from their individual experiences. Students require opportunities to engage in authentic and relevant community issues and events. It is important that these experiences be integral to social studies learning, and not be contrived.

**Active learning includes**

- resource-based and experiential learning
- on-the-land experiences
- field studies
- guided tours
- participation in diverse cultural activities
- integrating literature and the arts
- using information and communication technologies

Active learning is encouraged through resource-based and experiential learning. These include on-the-land experiences, field studies, guided tours, and participation in diverse cultural activities. Social studies teaching offers the ideal opportunity to integrate literature and the arts, and to use information and communication technologies.

Effective practices in social studies actively engage students in democratic processes such as consensus building, collective decision making, student government, class meetings, student-generated topics of study, and school event planning. As well, social studies provides authentic opportunities for home and community involvement.

**Activities that engage students in democratic processes:**

- consensus building
- collective decision making
- student government
- class meetings
- student-generated topics of study
- classroom/school event planning

## Resource-Based Learning

Social studies addresses a wide range of issues and topics at every grade. It is a subject that is particularly well-suited to resource-based learning, which moves beyond the single textbook approach and provides students with a variety of information sources. (See Appendix F for a list of recommended learning resources.)

There is a rich abundance of social studies resources available to teachers and students. These include primary information sources, print media, electronic media, art and artifacts, simulations and games, maps, field trips, as well as knowledgeable individuals from the local community.

**Resource-based learning**

- primary sources
- magazines and journals
- books
- television, radio
- DVDs and CDs
- audio/video tapes
- the Internet
- computer software and databases
- art and artifacts
- simulations and games
- maps
- neighbourhood walks
- museums
- art galleries
- cultural centres
- community sites
- guest speakers
- Elders
- live performances

Resource-based learning is a student-centred approach that adapts to student needs, interests, abilities, learning styles, and prior knowledge. An environment that is rich in resources allows students to explore and discover as they learn, and to make personal learning choices that are relevant and meaningful.

As our society continues to evolve, so do the roles of teachers and learners. The “sage on the stage” model is giving way to a more flexible model—one in which teachers facilitate the learning process, and students make decisions and assume responsibility for their learning. A resource-based learning approach ultimately helps students manage the information overload that typifies today’s society, and teaches them how to continue their learning outside of the school setting. While the development of fundamental knowledge is still essential in social studies, the student of the 21st century needs the skills to locate, access, and evaluate pertinent information.

## Role of the Social Studies Teacher

Social studies accommodates a variety of teaching styles. Given the political nature of social studies issues and topics, a teacher's personal beliefs and convictions may influence the presentation of content, as well as the selection of teaching strategies and learning resources. Complete neutrality is not always possible, nor necessarily desirable; however, teachers need to be aware of the implications of presenting their own beliefs and perspectives as fact rather than opinion.

Social studies is rich in opportunities to detect and analyze bias through the critical exploration of diverse points of view. When a classroom climate is open and fair, teachers and students together will establish a learning culture that integrates democratic principles and encourages active citizenship. It is important to note that student-centred classrooms are not necessarily democratic classrooms. Even activities that are democratic in nature, such as cooperative learning, can be undemocratic in practice, depending upon how they are used.

Finally, it is critical that teachers be well informed about social studies content and issues, and that they be prepared to provide students with guidance in selecting reliable information sources.

## Dealing with Controversial Issues

A fundamental aspect of social studies learning and teaching—at all grade levels—is the consideration of controversial issues—issues that involve ethics, principles, beliefs, and values. Teachers should not avoid controversial issues. Diversity of perspectives, beliefs and values, disagreement, and dissension are all part of living in a democratic society. Furthermore, discussion and debate concerning ethical or existential questions serve to motivate students and make learning more personally meaningful.

The following guidelines will assist teachers in dealing with controversial issues in the classroom:

- approach all issues with sensitivity
- clearly define the issues
- establish a clear purpose for discussions
- establish parameters for discussions
- ensure that the issues do not become personalized or directed at individual students
- protect the interests of individual students by finding out in advance whether any student would be personally affected by the discussion
- exercise flexibility by permitting students to choose alternative assignments
- accept that there may not be a single "right answer" to a question or issue
- respect everyone's right to voice opinions or perspectives
- help students clarify the distinction between informed opinion and bias
- help students seek sufficient and reliable information to support the various perspectives
- allow time to present all relevant perspectives fairly and to reflect upon their validity

## *SOCIAL STUDIES AS A CURRICULUM* OF *AND* FOR *DIVERSITY AND EQUITY*

### Inclusive Social Studies Classrooms

The social studies classroom plays an important role in helping students become engaged and caring citizens, locally, nationally, and globally. To do so requires teachers to use social studies classrooms as living laboratories for a more equal and just society than the one in which we now live. Schools in general, and the social studies classroom specifically, support the continued development of the multicultural, multiracial, and pluralist democracy that is Canada—a democracy that is capable of addressing the serious social and ecological challenges that face us now, and which threaten our collective future.

The events that take place in our classrooms both shape, and are shaped by larger social currents that define who we are and where we are headed as a society. To be successful, schools, and social studies classrooms in particular, must be guided by democratic social goals and values that celebrate our human diversity and demonstrate a quest for greater equity in our institutions and in society as a whole.

Social studies curriculum and instruction must be both *visionary* and *practical*: *visionary* because we need to go beyond narrow educational goals and look toward our collective future with hope; *practical* because the work of reshaping educational practice and countering negative social forces and conditions requires daily effort.

Teaching practices, educational activism, and dedication and creativity on the part of teachers and other educational partners are all part of this process. Efforts to transform the social studies classroom need to grow from a common social and pedagogical vision that strives for an inclusive classroom focused on social justice. Curriculum and practice must reflect certain essential characteristics, which are described below.

**Inclusive classrooms focused on social justice are**

- multicultural, equity-focused, anti-biased in nature
- grounded in the lives of students
- culturally sensitive
- critical
- participatory and experimental
- hopeful, joyful, caring, visionary
- academically rigorous
- supportive of students as social activists and engaged citizens

**1. Multicultural, equity-focused, and anti-bias in nature**

A curriculum grounded in social justice and awareness of social diversity must be inclusive of every student in every classroom. With our increasingly diverse student population and nation, the social studies classroom needs to directly address issues related to race, class, gender, and other aspects of educational equity. We need to do more than simply celebrate diversity. We need to take on the “hard stuff” of exploring why some differences translate into wealth and power, while others become the basis for discrimination and injustice. Social studies classrooms exist in a multicultural and multiracial society, and need to honestly face the truth about our past and present. The often exclusionary, traditional stories of history need to be revised to include the experiences and voices of Aboriginal peoples and people of colour, women, working peoples, and other diverse groups in our society.

**2. Grounded in the lives of students**

Good teaching begins with respect and concern for children, their innate curiosity, and their capacity to learn. Curriculum needs to be rooted in the real lives and contexts of the students in the classroom. Creating effective learning environments requires that the lives of the students, as well as the topics they are exploring, provide the content of the classroom experience. Students need opportunities to consider and inquire how their lives connect to the broader society.

**3. Culturally sensitive**

Classrooms that are places for critical teaching and learning are built on the premise that teachers "don't know it all." Each new class presents opportunities for teachers to learn from students, and requires teachers to be good researchers and listeners. Teachers will often work with children of diverse cultural origins and ethnicities, and may need to call upon parents and others in order to understand the needs of their students. Teachers must also draw on the cultural diversity of their colleagues and community resources for insights into the communities they seek to serve.

**4. Critical**

The social studies curriculum should help equip students to engage in dialogue and to challenge the world. From Early Years onwards, students need to develop skills and insights that allow them to pose essential questions. Who holds power and makes decisions in society? Who is left out? Who benefits and who suffers? What is fair practice? What is discriminatory or unfair practice? How is change created? Students should have opportunities to examine and question social reality through critiques of media, public policy decisions, foreign policy choices, newspapers, historical accounts, and school life itself. Wherever possible, student learning should encompass issues and problems in the world outside the classroom walls.

**5. Participatory and experiential**

Student involvement and initiative need to be emphasized; students should not be passive learners. Exploratory and experiential learning approaches, in which students are involved in planning and decision making, allow students to take responsibility for, and to manage, their own learning. Projects, role-plays, mock trials, and other learning activities involve students physically and cognitively. These are all essential to provoke students to develop democratic capacities: to question, to challenge, to make real decisions, and to solve problems collectively.

**6. Hopeful, joyful, caring, and visionary**

Classrooms in which children feel significant and cared for are at the heart of an inclusive school. Unless students feel safe—emotionally and physically—they will not reveal their true selves or their real thoughts and feelings, and discussions will be artificial and dishonest. Teachers need to design learning experiences that help students learn to trust and care for each other.

7. **Academically rigorous**

   An inclusive classroom focused on social justice provides students with the skills they need to navigate the world, and to take action to change the world. When students create products for real audiences about significant issues, and discuss big ideas with compassion and intensity, academics come to life.

8. **Supportive of students as social activists and engaged citizens**

   If we want students to see themselves as voices for justice and agents of change, it is important to encourage them to critique the world, and to be willing to act in ways that are meaningful. Part of the role of the social studies teacher is to reinforce the fact that ideas have real consequences and need to be acted upon. Students can draw inspiration from historical and contemporary individuals who struggled for social justice, peace, and human rights. A critical curriculum and classroom should reflect the diversity of people from all cultures and both genders who acted to make a difference, many of whom did so at great sacrifice. Students should feel connected to this legacy of resistance and social justice.

   Creating inclusive and critical classrooms is not easy. It is complex and demanding work that requires vision, support, and resources. Sharing experiences with other educators, establishing support networks, and amassing diverse resources are critical components of inclusive classrooms.

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## Towards a Pedagogy for Social Justice

A social studies curriculum that advocates social justice is built upon the integration and exploration of issues related to inclusion, diversity and racism. This approach requires a clear and well-developed understanding of multicultural/anti-racist teaching approaches. It should not be assumed that simply providing students with learning resources that are "multicultural" or that deal with issues of inequality or diversity is sufficient to create an inclusive social studies classroom. To have a positive effect, as well as an anti-racist/anti-bias impact on the classroom, multicultural materials need to be part of meaningful learning experiences that encourage students to critically explore and analyze the significance of the issues discussed or information presented, personally and collectively.

The quotation that follows illustrates the importance of anti-racism pedagogy in the use of multicultural resources in the classroom, and in the planning and implementation of learning activities. It is critical that educators be clear how a specific learning resource and related activities fit into their plan for the year and the anti-racism objectives that have been established.

> *"It should be remembered that multicultural curriculum can be taught in a traditional and racist way. The way out of this dilemma is through the intervention of anti-racist teaching. Anti-racist teaching would incorporate 'education' which is multicultural while the 'teaching' would be anti-racist. In this context, anti-racist teaching is seen as coming about through a teacher with the 'right' attitude, the appropriate knowledge, and the necessary skills to bring about learning that that will challenge racism and change the bias of the traditional ethnocentric and biased education to which we are accustomed in Canada." (Black Learners Advisory Committee [BLAC] Report on Education, December 1994, Nova Scotia)*

## The Transformative Curriculum: Education for Social Justice

An anti-racist pedagogy may be conceptualized as being education for change, social justice, or action. James Banks provides a conceptual model for analyzing the level of integration of multicultural content into the curriculum, which highlights the importance of a social action approach. In his perspective, a Transformation or Social Action Approach is essential if we wish to meaningfully address issues of diversity and inequality in the social studies classroom and in our schools.

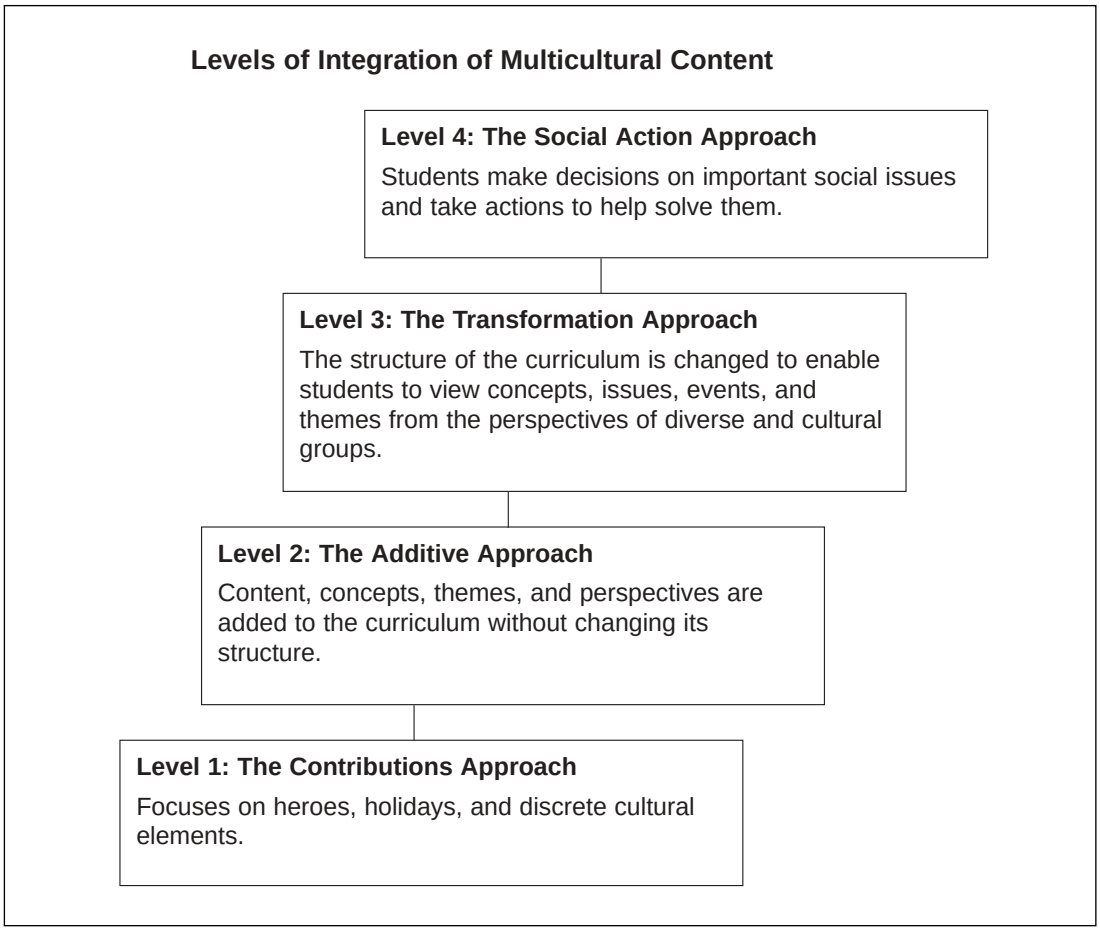



**Figure 1:** From "Approaches to Multicultural Curriculum Reform" by James A. Banks. In *Multicultural Education: Issues and Perspectives*, J. Banks and C. Banks (Eds.).

## Diversity and Inequity: The Historical Context

It is important that educators develop an informed understanding of the historical development of Canadian society and the history of diversity and inequality. Traditional approaches to Canadian history have often excluded or marginalized the experiences and perspectives of many diverse groups. Therefore, it is critical that educators broaden their understanding of history in a Canadian and international context.

The experiences of marginalized groups in Canada share many similarities with marginalized groups in other places. It is important to explore and critically consider these parallels. Furthermore, it is important to connect historical experiences to contemporary social conditions, such as continued inequities in employment, evidence of bias in medical research, attitudes towards interracial or same-sex marriages, the prevalence of negative stereotypes in media, and so on.

## Identity, Culture, and Race

Educators also need to consider the social dynamics and patterns of intercultural interaction in the classroom in developing inclusive, multicultural, and pro-social justice learning experiences. The ethnocultural identity and self-concept of students play an important role in determining their response and willingness to engage in meaningful learning experiences related to diversity. Social and ethnocultural identity is characterized by a number of factors, including the following:

- An individual's identity is complex and composed of various dimensions.
- Every individual has multiple identities, with ethnicity, class, gender, sexual orientation, language, religion, racial origins, political beliefs, and other factors defining who we are.
- Not all factors have the same impact on our identity, and their relevance may change according to personal and social conditions and social context.
- Race, while it is a socially constructed concept, forms part of our sense of identity.
- Racial identity development is the result of the racialization of society, and is a complex and dynamic phenomenon.

Theories regarding the process of achieving an anti-racist group identity are a useful tool to guide exploration of the impact of race and racism in our classrooms. These theories also serve to guide educators in defining the objectives of anti-racism education. Ideally, schools should facilitate the movement of students to the highest level of anti-racist group identity. (see below)

## Towards an Inclusive and Anti-Bias Identity

The process of undoing the profound impact of racism and other forms of discrimination and marginalization is a complex journey—a journey towards an inclusive and anti-bias identity. Psychologists researching race and identity issues have theorized that this journey may take different paths or stages of development for different groups, as members of these groups have been affected in differing ways by racism and discrimination.

Research suggests that people undergo a series of life transformations or stages of identity formation in terms of their self-concept and group identity. These stages of social identity formation are not inevitable, static, nor are they achieved for life. Life circumstances and experiences precipitate and support change either *towards* or *away* from anti-racism consciousness and behaviour. Alternatively, individuals may remain fixated at a particular stage of ethnic and group consciousness. (Derman-Sparks *et al.*, 1997)

## Towards an Anti-Bias/Anti-Racist Identity

William Cross's (1991) model for the stages of Black identity development reflects the African American experience, but is relevant in a Canadian context. His model of the *resocialization experience* has five distinct stages of identity development: Pre-encounter, Encounter, Immersion/Emersion, Internalization, and Internalization-Commitment.

In Cross's conceptual framework, individuals move from a state of unawareness of racism and discrimination to one of total awareness and social activism, known as the *Internalization-Commitment* stage. This final stage parallels Banks' idea of the *global* ethnic identity, and is a fully developed anti-racist group identity. An individual at this stage is a social activist who recognizes the need for continuous efforts to challenge inequality in society on several fronts, and seeks to collaborate with others in meaningful social action.

Helms (1990) has taken a similar and comprehensive examination of the stages of white/dominant group identity development. Helms identifies the tendency of dominant group members in society to deny that their racial identity has any significance, preferring to view themselves as individuals and, consequently, not responsible for the perpetuation of a racist system.

Helms' model of identity development is based on six distinct stages: Contact, Disintegration, Immersion/Emersion, Reintegration, Pseudo-Independent, Immersion/Emersion, and Autonomy. Individuals in this framework, like Cross's, move from a stage of total ignorance to one of total awareness and engagement in social activism. In the final stage of identity, Autonomy, individuals are self-directed and self-actualized activists who join with exploited groups to change the racist system.

Both researchers see the highest form of identity formation to be one where individuals are aware of the realities of inequities in society and the reality of racism, coupled with the desire to work with others for change and meaningful social action.

## Applying Racial Identity Development Concepts in the Classroom

There is a great deal of significance to identity formation for educators involved in anti-bias/anti-racism education within the social studies classroom. First, the two models detailed above present a framework for conceptualizing learning outcomes or objectives for anti-bias/anti-racist education in a school setting. Ideally, school experiences and learning activities will stimulate sustained exploration and development of students' sense of identity, and encourage movement towards an anti-racist racial identity for all students. To achieve this, there needs to be a good understanding of both racism and of anti-racist educational practices.

Secondly, the two models provide tools to assist teachers in planning educational experiences for students. The stages students are at in their racial identity development affect how they interact with other students, and how they respond to learning experiences dealing with diversity or racism. Teachers may wish to reflect on the cultural composition of their classrooms and individual student sense of identity when planning learning activities. This reflection will provide insight as to how students may respond to multicultural learning resources, or educational activities related to diversity issues. It may also identify potential problems that may arise as a result of students being at different stages of identity development.

Finally, the models provide a tool for self-reflection and analysis, encouraging teachers to reflect on issues of race and power. For example, teachers may ask themselves:

- What stage am I at in my personal identity formation?
- How will my stage of identity formation affect my teaching of anti-bias/anti-racist content and issues?
- What is my pattern of interaction and relationships with people of diverse origins and disadvantaged groups, and how does this relate to my current stage of identity development?

## Isolation and Identity

The exploration of Canadian and world history, and issues related to discrimination may be particularly challenging for students of marginalized or minority groups. A student may find herself or himself as the only one, or one of a small group, in an otherwise relatively homogeneous classroom setting. Such students may be at different stages of social or ethnic identity, and the overall classroom attitude and awareness of racism will greatly affect the dynamics in the classroom. It is important for teachers to recognize that

- racism and other forms of discrimination adversely affect student involvement in the classroom.
- experiences with racism and other forms of discrimination affect students' lives and the lives of their family members.
- dealing with issues of race and racism and other issues of bias and discrimination is a deeply personal and emotional experience that may stimulate recall of repressed memories or emotions.
- for many students of visible minority origins, and other students of diverse origins, a sense of isolation or alienation is not uncommon.
- in such situations, even if the intent is anti-bias in nature, raising issues of racism and inequality in a classroom presents a challenge for most students. Very often students will feel as if "all eyes" are on them when racial incidents occur, racist language is expressed, or other issues related to prejudice and discrimination are discussed.
- being of visible minority origins may be an experience in diversity itself. Students are often of interracial and intercultural backgrounds. Teachers need to be sensitive to students' personal definitions of their "identity" and group membership.
- students may not be comfortable with the role of representing or "speaking for" their particular cultural group. Depending on personal circumstances and social conditions, students may just be beginning, or have yet to begin, to explore their cultural origins.

This discussion of issues related to identity illustrates the complexity of intercultural and interracial dynamics in the classroom and society. It points to the need to carefully consider these dynamics when introducing challenging learning experiences. Most importantly, it highlights the need to have a clear and well-defined anti-bias/anti-racist teaching approach. It is about education for empowerment; it is about turning dreams into reality.

## Strategies to Develop Positive Attitudes towards Diversity

- Initiate educational activities and discussions to build a positive racial and/or cultural self-identity.
- Initiate activities and discussions to develop positive attitudes toward diverse racial/cultural groups—encourage the exploration of groups different from students' own reference groups.
- Always answer student questions about race, ethnicity, and cultures when questions are asked.
- Listen carefully and in a relaxed manner to student questions and comments. Be sure to understand what a student means and wants to know.
- Pay attention to feelings.
- Provide truthful information appropriate to students' level of understanding.
- Help students recognize racial, cultural, social, and other stereotypes.
- Encourage students to challenge racism and other forms of discrimination by being a positive role model and displaying inclusive attitudes and behaviours.
- Cultivate understanding that racism and other forms of discrimination do not have to be a permanent condition—that people are working together for positive change.
- Remember that learning about racial and cultural identities is a lifelong process.

(Council for Interracial Books for Children, 1980)

## Points to Consider When Using Multicultural Resources in the Classroom

1. **Remember that context is important when using literature or media that deal with issues of diversity and of inequality.**
   - How does the resource fit into the yearly plan or the curriculum?
   - Is the school environment positive and open to diversity?
   - What is the classroom composition in terms of diversity? How may this affect classroom dynamics?

- Are students from the cultural backgrounds that are featured in the resource represented in the classroom? Is there a history of positive interaction between students of diverse cultural and racial origins?
- What is the relationship and pattern of interaction between the teacher and minority students in the classroom? How may this affect the use of the resource in a classroom setting?
- Is multicultural literature frequently used in the school and throughout various subject areas?

2. **What was the rationale for choosing the resources to be used?**
   - Were parents or community group members involved in the selection of the resources?
   - Has the impact of the resource on readers of different experiences and perspectives been considered?
   - Have questions of voice and authenticity been considered?
   - Have supplementary or complementary materials been considered?

3. **Has the stage been set for the introduction of the resource, including its content and major themes?**
   - Is the teacher sufficiently knowledgeable about the content and the historical context of the resource?
   - Are students sufficiently knowledgeable of the historical and social context addressed in the resource?
   - Have students explored issues related to the use of problematic terms and references made in the resource?
   - Have minority students and parents been consulted with respect to planned learning activities? Have they been given an opportunity to participate or to suggest strategies for the effective use of the resource?

4. **Does the classroom experience lend itself to anti-bias/ anti-racist learning?**
   - Are students encouraged to critically analyze the resource and its significance in a contemporary setting?
   - Have arrangements been made to monitor the impact of the resource on students in the classroom, and to deal with issues as they arise?
   - Do the classroom activities allow students to voice their experiences, feelings, and ideas? Are minority students' experiences, feelings, and ideas validated, or are they ignored and silenced?
   - Are students encouraged to explore the significance of the resource in terms of their own lives and social action?
   - Do classroom experiences provide an opportunity for students to interact and connect with the people or groups featured in the resource? Do students have a voice in the classroom?
   - Are connections made to other groups and their experiences in a way that encourages students to understand similarities and differences?
   - Has the use of additional resources that give a more complete picture been considered?

5. **How does the resource or issue studied relate to other aspects of the curriculum and school experience?**
   - Have provisions been made to connect the issues and experiences explored to curricular learning outcomes?
   - Is the impact of the resource on students, and on their interactions in the classroom, being monitored?
   - Have students been given opportunities to reflect on learning experiences, and to share their thoughts and feelings?
   - Have plans been made to provide students with opportunities to celebrate their diversity and unity with each other, their parents, and their community?

## *SOCIAL STUDIES AND CLASSROOM-BASED ASSESSMENT*

### Purpose of Assessment

The purpose of classroom-based assessment is to enhance student learning. Research continues to demonstrate that ongoing formative assessment contributes more significantly to learning than the more traditional focus on summative assessment, which is often referred to as assessment *of* learning. Formative assessment, also described as assessment *for* learning and/or assessment *as* learning, is most effective when it involves both the student and the teacher, and takes place throughout the learning process.

Each type of assessment serves a purpose and contributes to student success in social studies. Classroom-based assessment *for* learning allows students and teachers to determine what students have learned, and what they need to learn next. Students need frequent opportunities for meaningful and relevant feedback. Descriptive or narrative feedback—that which includes analytical questions and constructive comments—provides information to students that they may use to adjust their learning processes, and is more helpful to them than a numerical or alphabetical grade. Assessment that is ongoing and meaningful provides opportunities for students to become reflective learners—to synthesize their learning, to solve problems, to apply their learning in authentic situations, and to better understand their learning processes—as well as opportunities for teachers to become reflective practitioners. Assessment *of* learning that takes place at the end of a cluster, or at the end of a year, provides important information about student progress and achievement, as well as instructional effectiveness. This information is usually shared with parents via report cards.

It is important that the purpose of assessment (*of* or *for*), as well as how assessment information will be used, is clear to both teachers and students. With a clearly understood purpose, students are encouraged to take more responsibility for their learning, and are better able to focus their efforts, while teachers can better select the instruction and assessment strategies and student learning resources that will improve student achievement.

**Activating:** How will students be prepared for learning?

**Acquiring:** What strategies facilitate learning for groups and individuals?

**Applying:** How will students demonstrate their understanding?

### Assessment and the Stages of Learning

Much of what goes on in classrooms can be described as assessment, and assessment takes place in each of the three stages of learning: activating, acquiring, and applying. Assessment at each stage benefits students and teachers.

Assessment during the **activating** stage prepares both teachers and students for the learning process, identifying gaps and strengths in student prior knowledge, and informing future instruction.

Assessment during the **acquiring** stage provides feedback as learning takes place, and allows teachers and students to make adjustments to strategies and activities. Well-timed, meaningful feedback as they are learning helps students improve the quality of their work and reach their learning goals. Assessment at this stage also allows for the gathering of evidence of student learning.

Assessment during the **applying** stage focuses on students using new understandings in meaningful and authentic ways. Authentic tasks are those that have worthwhile purposes and replicate as closely as possible the context in which knowledge, values, or skills will be applied beyond the classroom. Ideally, students should demonstrate their learning, and the relevance and importance of their learning, for real audiences and real purposes.

Information gathered at each of the three stages of learning is useful for teacher and student reflection regarding changes and adaptations to learning strategies, and in the selection of student learning resources. (See Figure 2: *Assessment at Different Stages of Learning*.)

| Assessment at Different Stages of Learning | | |
|---|---|---|
| | **Students** | **Teachers** |
| **Activating Stage** | Assessment in the activation stage helps **students**<br>• "set the stage" and to mentally plan and prepare for new learning<br>• identify the focus of new learning<br>• identify what they already know about a topic<br>• gain interest in a new topic | Assessment in the activation stage helps **teachers**<br>• identify gaps, strengths, misconceptions, and faulty information in student prior knowledge<br>• identify student interests<br>• provide a focus for planning instructional strategies and the selection of student learning resources<br>• determine which instructional approaches or resources need to be implemented or adapted |
| **Acquiring Stage** | Assessment during the acquiring stage helps **students**<br>• become aware of the progress and the degree of understanding they are achieving<br>• experience and adapt different approaches and strategies that facilitate their learning<br>• identify what further learning they need to undertake<br>• improve as they practise | Assessment during the acquiring stage helps **teachers**<br>• revise learning strategies to meet evolving student needs<br>• monitor student growth and progress, and determine whether students are achieving specific learning outcomes<br>• determine if individual students need additional support or further learning opportunities to achieve SLOs<br>• identify which learning outcomes need to be the focus of subsequent instruction and assessment<br>• gather evidence of student growth, which may be used for reporting |
| **Applying Stage** | Assessment during the applying stage helps **students**<br>• become aware of their growth and achievement, and celebrate their successes<br>• identify their strengths, as well as areas needing further growth<br>• deepen their understandings as they make connections and reflect on their learning, and apply new ideas in meaningful and authentic ways | Assessment during the applying stage helps **teachers**<br>• be fully aware of student understanding and achievement of learning outcomes<br>• identify student strengths and areas needing further learning<br>• provide evidence of student growth and achievement for reporting to parents and administrators<br>• reflect on their teaching practices in order to identify changes and revisions to learning strategies |

**Figure 2:** Assessment at Different Stages of Learning

## Collecting Assessment Information

Assessment of student learning is a complex and interactive process. At various times it involves teacher and/or student decision making, student self- and peer assessment, teacher observation of students, student-teacher dialogue, student reflection, and teacher reflection. Each stage of learning and assessment generates information about student needs, growth, and achievement, as well as information related to teaching and learning strategies and the appropriateness of student learning resources.

Collecting information about student learning helps build a positive learning environment and contributes to positive classroom relationships. Teachers use information they gather about their students to scaffold instruction, and to make decisions about the strategies and learning resources that will contribute to successful student learning. When assessment information is shared with students, they are better able to manage and take responsibility for their own learning—setting goals and identifying how they will achieve those goals.

Teachers learn about student progress through day-by-day observation of students in action, as well as through more formal activities, including projects, performances, tests, and examinations. Teachers cannot possibly assess all students, all of the time, and should consider a number of factors when determining how to focus their assessment observations. These factors include, among others, the nature of the learning outcomes, the structure of the learning activity (e.g., individual, small group, whole class), the time of year, and the stage of student development. Teachers may choose to focus assessment observation on one or two students or a small group at any one time to monitor their growth and progress at different stages of their learning.

No matter what the type, every assessment activity should be based on criteria that are shared with students *before* they engage in learning. As well, having students participate in constructing assessment criteria further contributes to their success. When students know in advance what is to be assessed, and when their performances are compared to pre-determined criteria (and to their prior performances), students are better able to concentrate their efforts and focus their learning.

Additionally, students need to be aware of what success looks like. Providing students with exemplars from previous years provides them with a model to strive toward, and assists them in reaching their learning goals.

## Assessment Tools and Strategies

Just as diverse instructional strategies are important, so too are a variety of assessment tools and strategies. There are three types of learning outcomes in social studies—knowledge, values, and skills—and assessment needs to be congruent with each type of learning.

- ***Assessing Knowledge:*** Social studies places significant emphasis on the acquisition of knowledge. True understanding and appreciation of social studies issues does not occur if students simply memorize and recall information. Rather, students are encouraged to use the knowledge they acquire to synthesize and apply new understandings, and to demonstrate evidence of their learning.
- ***Assessing Skills:*** The assessment of social studies skills and processes requires different strategies than the assessment of knowledge. Since skill development is ongoing, students continue to practise skills from cluster to cluster and throughout the year. Skills are best assessed by observing students in action, by discussing their learning strategies during conferences and interviews, and by gathering data from student reflections and self-assessments.

- ***Assessing Values:*** Values are implicit in what students say and do, and are not always measurable in the same way that knowledge outcomes are measurable. Similar to skills, values are best assessed by observing students in action, looking for behavioural indicators as expressions of student values, and engaging students in critical dialogue.

A significant aspect of social studies is the development of values related to active democratic citizenship. The values related to citizenship do not apply solely within the confines of the classroom; a number of social studies learning outcomes refer to student attitudes and behaviours in groups and communities beyond the school. In those cases, assessment will include not only student self-assessment, but self-reporting.

In general, there are three main sources for teachers to gather student assessment evidence:

- observations of student learning (including student's interactions with peers)
- observation and evaluation of student products and performances
- one-to-one conversations with students about their learning, including information gathered from self- and peer assessment

**Assessment tools and strategies:**
- student portfolios
- interviews
- individual and group inquiry and research
- journals
- role-play
- oral presentations
- tests
- hands-on projects
- teacher observation checklists
- peer assessment
- self-assessment

A broad range of tools and strategies are available to teachers to assess social studies learning. These include student portfolios, interviews, individual and group inquiry and research, journals, role-play and oral presentations, tests, hands-on projects, teacher observation checklists, peer assessment, and self-assessment. The most important aspect of each of these strategies is regular dialogue with students about their learning: asking them questions about their observations and conclusions *as they learn*, and stimulating and prompting them to higher levels of thinking and learning.

When teachers use a variety of assessment tools and strategies over a period of time, student learning patterns begin to emerge. Observation and knowledge of these patterns is necessary for planning effective instruction and for successful learning.

**Student portfolios** are a particularly useful approach in the assessment of social studies learning. Portfolios help teachers determine the degree to which students have mastered learning. The contents of student portfolios represent student growth and progress, and, when they are accompanied by interviews with students about their learning, provide valuable assessment information for communication to students, parents, and administrators.

Assessment *of* learning is also important. However, it must be noted that assessment information that is gathered at the end of a cluster will not always be completely summative in nature. Social studies learning outcomes—particularly skills outcomes that continue to develop through the year—are often interconnected, practised, and reinforced throughout every cluster. Therefore, the level of growth that students demonstrate at various times during the year may not adequately reflect their progress at the end of the year. Student achievement may need to be reviewed at year's end, and "summative" assessments that were made earlier may need to be revised.

Teachers may wish to consider end-of-cluster assessments as *progress reports* rather than final assessments, and decide to provide students with additional opportunities to demonstrate their learning. End-of-year assessment, similar to assessment that takes place at the end of every cluster, should allow students to make connections in their learnings and to reflect on the applications of this new knowledge and understanding in their lives.

## Self-Assessment and Reflection

Classroom-based assessment provides opportunities for both students and teachers to reflect on, and to enhance, the learning process.

When students are empowered to engage in self-assessment and reflection, they make better choices and assume more responsibility for their learning. Self-assessment significantly increases learning by promoting critical thinking and by allowing students to take ownership of their learning. They are better able to observe and analyze patterns in their thinking, to appraise their strengths, and to set realistic goals for themselves.

**Student autonomy and responsibility is enhanced when students**

- identify their learning goals
- help create assessment criteria
- select products and performances for their portfolios to demonstrate their learning
- engage in peer assessment
- are provided with self-assessment tools (e.g., checklists, learning logs, reflection journals, portfolios)

**Language to encourage self-assessment**

Students

- I think I need to…
- I also want to…
- I was thinking that…
- I wonder…
- Next time I would…

Teachers

- Why did you choose to…?
- What options did you consider…?
- What changed in your thinking?

As teachers engage in regular conversations with students about their learning, teachers gain essential information to plan for the needs of individual learners.

Assessment, including student self-assessment, is facilitated when students are made to feel safe, secure, involved, and that their individual learning needs are being met. When assessment is equitable (i.e., focused on student growth and progress instead of student deficits, and **not** used for discipline or classroom control), student autonomy, responsibility, and motivation greatly increase. Students need to be encouraged to do their best as they learn, but also to take risks, and to not be afraid of making mistakes. Self-assessment depends on student empowerment. Empowerment needs to begin before any actual learning takes place, and continue through to the summative assessment stage.

Students who are empowered and autonomous learners are involved in the initial decision making about learning, expressing ideas about what and how they will learn. They plan their personal learning goals, decide how they will demonstrate their learning, and select products and performances for their portfolios, all in collaboration with their peers and/or teachers. Throughout the process, teachers engage students in critical dialogue about their decisions and their progress. Figure 3: *Student Empowerment in the Learning Process* illustrates this critical dialogue.

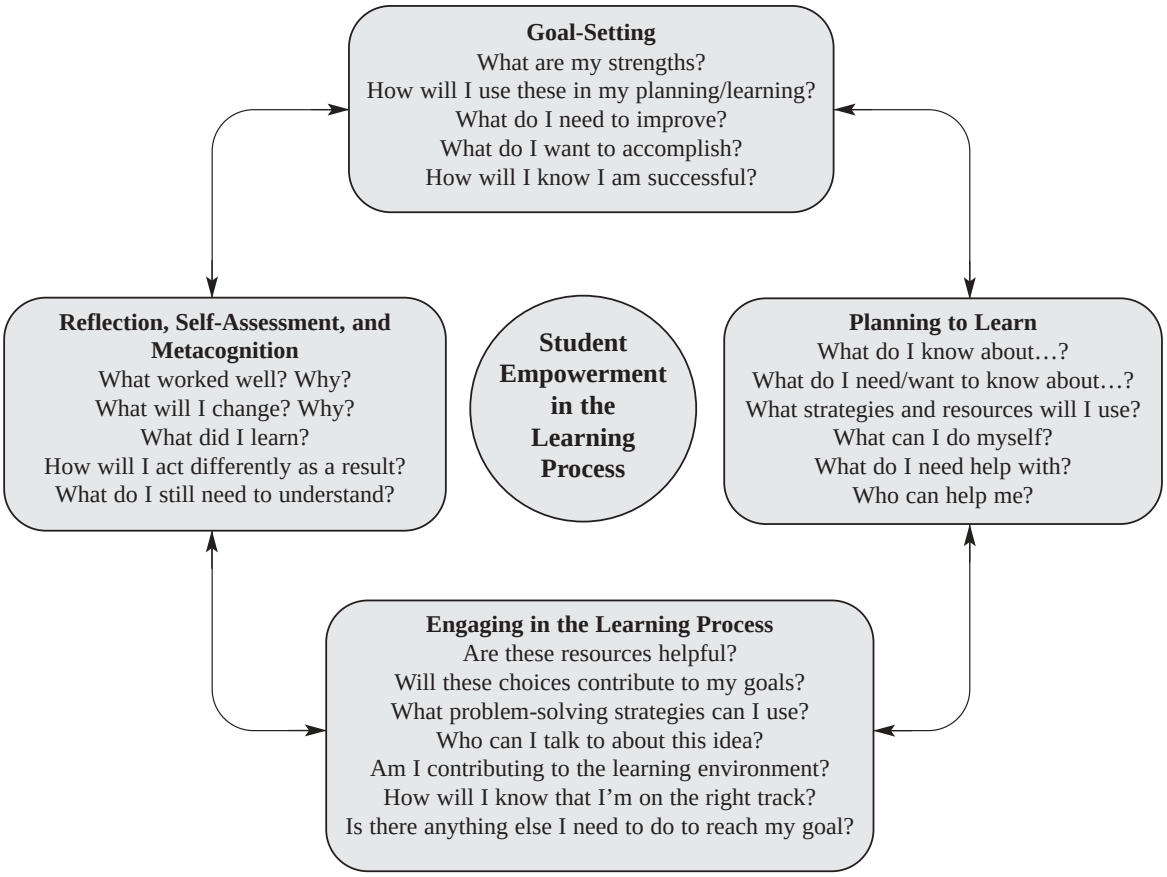



**Figure 3:** Student Empowerment in the Learning Process

### Teacher Reflection

Teacher reflection is also essential to effective pedagogy, and there is no teaching tool or strategy more important than critical consciousness. As teachers assess and reflect on their instructional practices, and as they engage students in dialogue about learning, they become aware of student needs and are better able to adjust planning and teaching—*before*, *during*, and *after* learning.

*Before learning begins*, teachers engage students in strategies to activate learning. This provides opportunities for teachers to observe students, to assess their prior knowledge, and to make initial adjustments to the learning process that is about to begin.

*Once learning is underway*, teachers continuously observe students and engage them in dialogue about their learning. They are aware of changing student needs, and adapt and adjust learning strategies as needed.

**Teacher as reflective practitioner**

- Which strategies best met the needs of the group? Of individuals?
- How did the students respond?
- What will I change? add? delete?

Finally, *when all of the learning and assessing activities have been completed*, teachers critically reflect on the whole learning process, evaluating their strategies and approaches, and deciding what changes need to be made for next time.

## A Social Studies Model for Classroom-Based Assessment

The assessment model presented in this document provides a series of processes and tools to facilitate classroom-based assessment.

In each grade, the knowledge, values, and skills learning outcomes have been organized into thematic groups referred to as **clusters**; there are three to five clusters in each grade. Each cluster is further divided into **learning experiences**, where a small number of related learning outcomes are grouped together. Each learning experience provides a series of activating, acquiring, and applying strategies.

In this model, assessment tools and strategies have been created for use

- at the **beginning** of each cluster
- **within** each learning experience
- at the **end** of each cluster

The following assessment strategies and tools are referenced at the **beginning of each cluster**. The reproducible charts are found in Appendix C.

- **Skills Progress Chart:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student progress related to skills in each cluster and throughout the grade. (Appendix C)
- **Student Portfolio Tracking Chart:** This chart is intended for student use, and lists the titles of each learning experience within a cluster. Students use the chart to track the portfolio selections from each learning experience they will use to demonstrate their learning at the end of the cluster. (Appendix C)
- **Engaging Students in the Cluster:** This section provides suggestions to teachers to activate a cluster, prior to engaging students in learning experiences. These activities are intended to stimulate student interest, and to provide opportunities for teachers to assess student prior knowledge.

The following assessment tools are included **within every learning experience:**

-
**Skills Set:** This icon is attached to every strategy in a learning experience, and includes an appendix reference. Appendix A lists the skills learning outcomes that may be targeted for assessment, and provides assessment suggestions.

-
**Suggested Portfolio Selections:** Selected strategies in each learning experience are identified with this icon, indicating that the strategy may result in the creation of products, processes, or performances for inclusion in student portfolios. (See the description of **Student Portfolio Tracking Chart** above.)

  A portfolio is a purposeful collection of work over time that shows the evidence of a student's knowledge and understanding. Selection is made with regard to student learning goals and/or criteria, and involves self-assessment and reflection. Portfolios show growth and the achievement of learning outcomes.

The following assessment tool appears at the **end of every cluster:**

- **Connecting and Reflecting:** Every cluster ends with an assessment activity entitled *Connecting and Reflecting*. During this activity, students review their cluster portfolio selections to synthesize their learnings throughout the cluster, and reflect on the implications of those learnings in their daily lives as citizens of their school, their local community, of Canada, or the world. This end-of-cluster activity is an important culminating step. It provides information to both teachers and students about student achievement regarding the essential ideas and understandings of the cluster.

## *DOCUMENT COMPONENTS AND STRUCTURE*

### Conceptual Map

The student learning outcomes presented in this document address the four foundation skill areas and nine essential elements common to all Manitoba curricula. The following conceptual map illustrates the foundation skill areas, essential elements, and other key components upon which the Manitoba social studies curriculum is based.

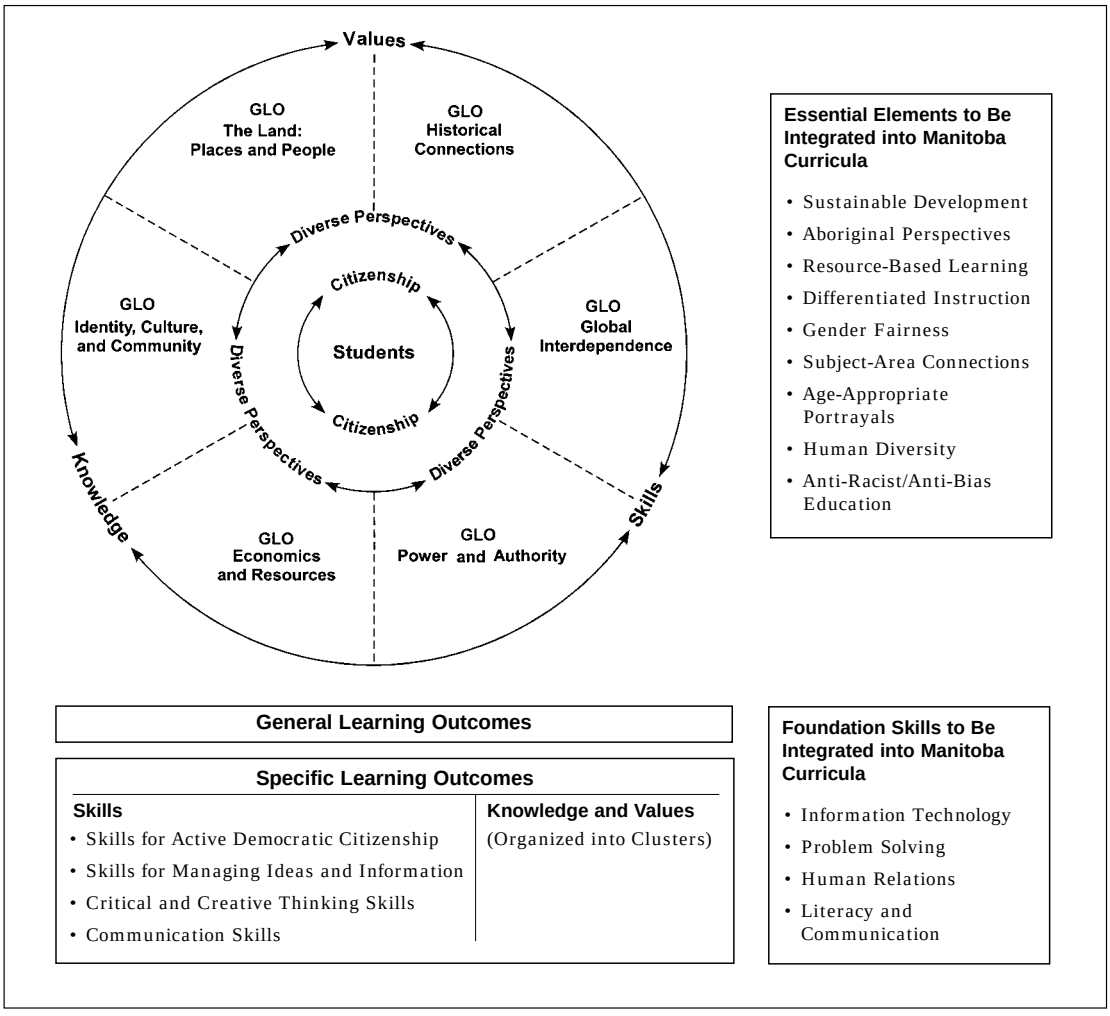



**Figure 4:** Conceptual Map

## *DOCUMENT COMPONENTS*

### Core Concept

As illustrated in the preceding Conceptual Map, the core concept of citizenship provides a focus for social studies learning at all grades. Citizenship knowledge, values, and skills learning outcomes are included in each grade. (See page 6.)

### Diverse Perspectives

The concept of diversity is integrated throughout the social studies curriculum. Knowledge and values learning outcomes are inclusive of diverse perspectives, and encourage critical consideration of differing viewpoints as students engage in purposeful dialogue with others.

### General and Specific Learning Outcomes

This document contains both general and specific learning outcomes. The **general learning outcomes** are broad statements that provide a conceptual structure for social studies, and are the basis for the specific learning outcomes in each grade. **Specific learning outcomes** are statements that describe the **skills, knowledge**, and **values** that students are expected to achieve in each grade. These three types of specific learning outcomes are interdependent and are intended to be integrated throughout the social studies learning process.

The six general learning outcomes (see page 9), which are the basis for the specific learning outcomes in each grade, are:

- **Identity, Culture, and Community:** Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.
- **The Land: Places and People:** Students will explore the dynamic relationships of people with the land, places, and environments.
- **Historical Connections:** Students will explore how people, events, and ideas of the past shape the present and influence the future.
- **Global Interdependence:** Students will explore the global interdependence of people, communities, societies, nations, and environments.
- **Power and Authority:** Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.
- **Economics and Resources:** Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

### Skills Learning Outcomes

Social studies involves the development of discipline-related skills, including inquiry and research skills and methods, historical thinking, and geographic thinking. Social studies provides students with opportunities to refine the skills and competencies developed in other subject areas, such as skills in communication and media literacy, collaboration and cooperation, critical and creative thinking, problem solving, and decision making. As students apply these skills to complex social studies problems that may or may not have solutions, they develop competencies integral to active democratic citizenship.

Skills learning outcomes (see page 12) are organized into four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Information and Ideas
- Critical and Creative Thinking Skills
- Communication Skills

In this document, a list of grade-specific skills appears at the beginning of the grade description. The skills are also integrated in each learning activity in every grade.

A continuum of social studies skills for Grades 5 to 8 is found in Appendix E.

### Knowledge and Values Learning Outcomes

Knowledge learning outcomes and values learning outcomes are intended to complement one another. Both are presented under each of the six general learning outcomes at the beginning of a grade, and are also grouped according to essential ideas within the learning experiences.

### Distinctive Learning Outcomes

Some specific learning outcomes are designated as distinctive learning outcomes for Aboriginal (First Nations, Inuit, and Métis) or francophone students. Distinctive learning outcomes complement the specific learning outcomes. They are intended to enhance the development of language, identity, culture, and community for Aboriginal and francophone students.

- Distinctive learning outcomes for **Aboriginal students** are intended for First Nations, Inuit, or Métis students in educational settings that include locally controlled First Nations schools, or settings where there are Aboriginal students, and where the school or school division has agreed that the distinctive learning outcomes be addressed. It is advisable that teachers selected to address the distinctive learning outcomes have a background in Aboriginal culture.
- Distinctive learning outcomes for **francophone students** are intended for students enrolled in schools where francophone programming has been developed within the context of Section 23 of the *Charter of Rights and Freedoms*.

## *DOCUMENT STRUCTURE*

This document contains the following components:

- **Grade Overview:** A brief description of the content and focus of the grade is presented in the grade overview.
- **Cluster Descriptions:** The knowledge and values learning outcomes are organized into thematic groups referred to as clusters. The focus of each cluster is briefly described in the cluster descriptor.
- **General and Specific Learning Outcomes:** Skills, knowledge, and values specific learning outcomes are presented in the following order:
  - **Skills:** The skills learning outcomes are organized in four categories, and intended to be integrated through each cluster.

— **Knowledge and Values:** The knowledge and values specific learning outcomes are presented under the Core Concept Citizenship, and under each of the six general learning outcomes.

— **Cluster/Learning Experiences Overview:** The knowledge and values learning outcomes within each cluster have been divided into smaller groups of related outcomes, referred to as learning experiences. The overview page presents each learning experience with the related knowledge and values learning outcomes.

- **Learning Experiences:** Each learning experience provides a series of activating, acquiring, and applying strategies to address related knowledge and values learning outcomes, and contains the following components:

  — **Skills Progress Chart** (teacher tracking tool)

  — **Student Portfolio Tracking Chart** (student tool)

  — **Engaging Students in the Cluster** (strategies to activate the cluster)

  — **Skills Set** (an icon indicating the skills targeted in the learning activity)

  — **Suggested Student Portfolio Selections** (an icon indicating that a strategy may result in the creation of products, processes, or performances for inclusion in student portfolios)

  — **Knowledge and Values Learning Outcomes** (targeted outcomes)

  — **Description of the Learning Experience**

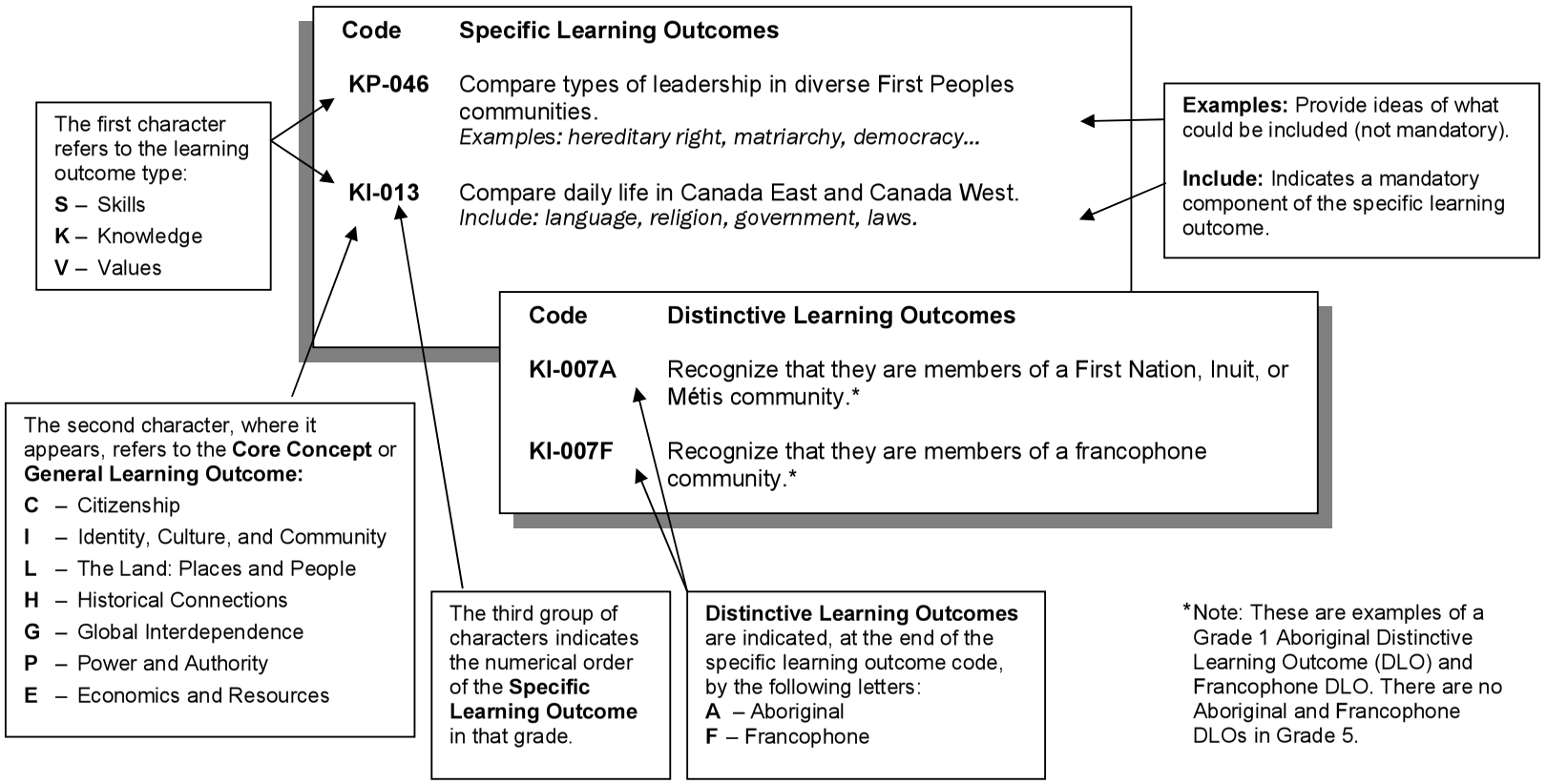
  — **Vocabulary List**

  — **Connecting and Reflecting** (end-of-cluster summative assessment activity)

## Kindergarten to Grade 8 Social Studies: Skill Categories and Cluster Titles

| Grade | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|---|---|---|---|---|---|
| | *Being Together* | *Connecting and Belonging* | *Communities in Canada* | *Communities of the World* | *Manitoba, Canada, and the North: Places and Stories* | *Peoples and Stories of Canada to 1867* | *Canada: A Country of Change (1867 to Present)* | *People and Places in the World* | *World History: Societies of the Past* |
| **Skills Outcomes** | Active Democratic Citizenship | | Managing Information and Ideas | | | Critical and Creative Thinking | | Communication | |
| **Knowledge and Values Outcomes** | Organized by Clusters<br>Include the Core Concept: Citizenship | | | | | | | | |
| Cluster 1 | Me | I Belong | Our Local Community | Connecting with Canadians | Geography of Canada | First Peoples | Building a Nation (1867-1914) | World Geography | Understanding Societies Past and Present |
| Cluster 2 | The People around Me | My Environment | Communities in Canada | Exploring the World | Living in Canada | Early European Colonization (1000 to 1763) | An Emerging Nation (1914 to 1945) | Global Quality of Life | Early Societies of Mesopotamia, Egypt, or the Indus Valley |
| Cluster 3 | The World around Me | Connecting with Others | The Canadian Community | Communities of the World | Living in Manitoba | Fur Trade | Shaping Contemporary Canada (1945 to Present) | Ways of Life in Asia, Africa, or Australasia | Ancient Societies of Greece and Rome |
| Cluster 4 | | | | Exploring an Ancient Society | History of Manitoba | From British Colony to Confederation (1763 to 1867) | Canada Today: Democracy, Diversity, and the Influence of the Past | Human Impact in Europe or the Americas | Transition to the Modern World (Circa 500 to 1400) |
| Cluster 5 | | | | | Canada's North | | | | Shaping the Modern World (Circa 1400 to 1650) |

# Guide to Reading the Learning Outcome Code



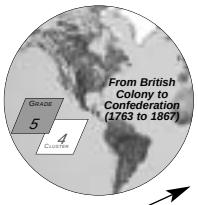
# Guide to Reading a Learning Experience

GRADE 5 — 4 CLUSTER

*Peoples and Stories of Canada to 1867*

From British Colony to Confederation (1763 to 1867)

## 5.4.1 Early Immigration and the Impact of the Loyalists




| | |
|---|---|
| KI-010 | Describe the cultural diversity of pre-Confederation Canada.<br>*Examples: English, First Nations, French, German, Inuit, Irish, Métis, Scottish...* |
| KI-011 | Describe ways in which migration to another country or contact with other cultures may affect identities. |
| KH-037 | Give reasons for the migration of the United Empire Loyalists and describe their impact on Canada.<br>*Include: American Revolution, hardships, settlement areas, cultural diversity of the Loyalists.* |
| VI-006 | Appreciate the historical roots of the multicultural nature of Canada. |

**Description of the Learning Experience**

Early Canada was a culturally diverse society composed of Aboriginal peoples and immigrants of European descent. Its population was transformed by the arrival of a large number of United Empire Loyalists during the time of the American Revolution.

Students explore the cultural diversity of early Canada's population, study the experiences of the United Empire Loyalists, and consider the impact of the arrival of the Loyalists on Canadian society and history.

**Vocabulary:** United Empire Loyalists, Upper and lower Canada, Thirteen Colonies, cultural diversity, migration, revolution, multiculturalism (See Appendix D for Vocabulary Strategies.)

5.4.1 Early Immigration and the Impact of the Loyalists

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** |
| | KI-010<br>KI-011<br>KH-037<br>VI-006 | Using a Concept Builder Frame, students work in pairs to create a representation of cultural diversity, including its possible negative and positive consequences.<br>TIP: Students may revisit and refine their Concept Frame at the end of this cluster in order to reflect on what they have learned.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.4.1 a** BLM: Concept Builder Frame: Cultural Diversity |

(*continued*)

**or**

**Teacher Reflections**

Title of the learning experience

Targeted specific learning outcomes

A description of the focus of the learning experience

Indicates stage of learning

Suggested student portfolio selection

Skills set and classroom-based assessment (Appendix B)

Blackline masters (Appendix B)

Supporting websites

1

# *PEOPLES AND STORIES OF CANADA TO 1867*

GRADE 5


*Grade Overview* 42

*Cluster Descriptions* 43

*Grade 5 Skills* 44

*Core Concept: Citizenship* 48

*General and Specific Learning Outcomes* 49

*Clusters:*

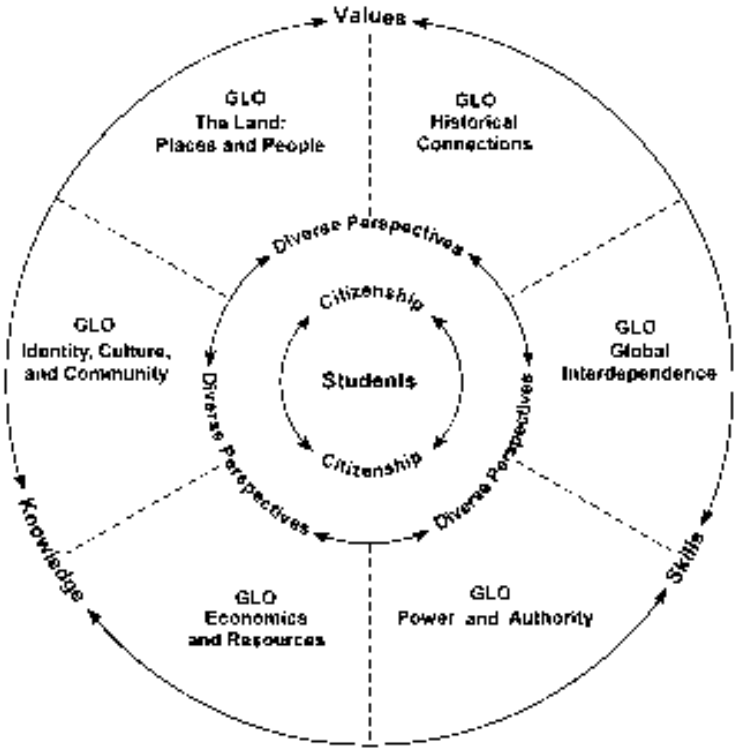
Cluster 1: First Peoples 55

Cluster 2: Early European Colonization (1600 to 1763) 97

Cluster 3: Fur Trade 137

Cluster 4: From British Colony to Confederation (1763 to 1867) 171

**GRADE 5** students focus on the stories of the peoples of early Canada and how they came to share this land. They explore ways of life of First Peoples before and after European contact and consider how Aboriginal cultures have influenced this country. Students examine early European exploration, and consider the experiences of French and British settlers and of diverse cultural groups as they developed roots in this country. They become aware of the development of Canada as a nation, from a vast land rich in natural resources inhabited by Aboriginal peoples, to a colony of France and then of Britain, and, finally, as a confederation of provinces and territories. They study the fur trade and the rise of the Métis Nation, and examine cultural interaction and interdependence in early Canada. As students reflect upon the stories of significant people and events that shaped early Canada, they learn how the history and geography of this land influenced Canadians.



## Cluster 1: First Peoples

Students explore First Peoples' ways of life before and during their early contact with Europeans, which includes a focus on the daily life, leadership, culture, and beliefs of First Peoples communities. Students also consider traditional territories of First Peoples and their connections with the natural environment.

## Cluster 2: Early European Colonization (1600 to 1763)

Students examine causes and consequences of European exploration and settlement in early Canada. This study includes a focus on individuals and places of the period, as well as daily life of French and British colonists and their relationships with First Peoples. Students explore the influence of the environment, resources, trade, and conflict during the establishment of the French and British colonial empires. They also study the Acadian deportation, settlement of Nouvelle-France, and the British conquest of Nouvelle-France.

## Cluster 3: Fur Trade

Students explore the influence of the fur trade on the exploration, westward and northward expansion, and historical development of Canada. This study includes a focus on explorers and other groups associated with the fur trade, social and economic aspects of the fur trade, rivalry between the Hudson's Bay Company and North West Company, the rise of the Métis Nation, and settlement of the Red River colony.

## Cluster 4: From British Colony to Confederation (1763 to 1867)

Students examine life and citizenship in British North America. This study includes a focus on the United Empire Loyalists, War of 1812, Selkirk Settlement, 1837 to 1838 Rebellions, and the people, issues, and events surrounding the origins of Canadian Confederation. Students explore cultural diversity in early Canada, including relationships between Europeans, First Peoples, and Métis people. They also consider issues related to traditional Métis lands and communities, immigration, culture, and identity.

## Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

Students will...

| | |
|---|---|
| S-100 | Collaborate with others to establish and carry out group goals and responsibilities. |
| S-101 | Use a variety of strategies to resolve conflicts peacefully and fairly.<br>*Examples: clarification, negotiation, compromise...* |
| S-102 | Make decisions that reflect fairness and equality in their interactions with others. |
| S-103 | Make decisions that reflect care, concern, and responsibility for the environment. |
| S-104 | Negotiate constructively with others to build consensus and solve problems. |
| S-105 | Recognize bias and discrimination and propose solutions. |
| S-106 | Treat places and objects of historical significance with respect.<br>*Examples: burial grounds, memorials, artifacts...* |

## Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

Students will...

| | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately.<br>*Examples: maps, charts, outlines, concept maps...* |
| S-202 | Distinguish between primary and secondary information sources for research. |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| S-204 | Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events. |
| S-205 | Construct maps that include a title, legend, compass rose, grid, and scale. |
| S-206 | Interpret maps that include a title, legend, compass rose, grid, and scale. |
| S-207 | Use latitude and longitude to locate and describe places on maps and globes. |
| S-207A | Use traditional knowledge to read the land. |
| S-208 | Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies. |

## Critical and Creative Thinking

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

Students will...

| | |
|---|---|
| S-300 | Plan topics and goals for historical inquiry and research. |
| S-301 | Evaluate the advantages and disadvantages of solutions to a problem. |
| S-302 | Draw conclusions based on research and evidence. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-304 | Distinguish fact from opinion and interpretation. |
| S-305 | Observe and analyze material or visual evidence for research.<br>*Examples: artifacts, photographs, works of art...* |
| S-306 | Assess the validity of information sources.<br>*Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...* |
| S-307 | Compare differing accounts of historical events. |
| S-308 | Compare diverse perspectives in a variety of information sources. |
| S-309 | Interpret information and ideas in a variety of media.<br>*Examples: art, music, historical fiction, drama, primary sources...* |
| S-310 | Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged. |

## Communication

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

Students will...

| | | | |
|---|---|---|---|
| S-400 | Listen to others to understand their perspectives. | S-403 | Present information and ideas orally, visually, concretely, or electronically. |
| S-401 | Use language that is respectful of human diversity. | S-404 | Elicit and clarify questions and ideas in discussions. |
| S-402 | Support their ideas and opinions with information or observations. | S-405 | Articulate their beliefs and perspectives on issues. |

## Core Concept: Citizenship

*Students will develop the knowledge, skills, and values necessary to become responsible democratic citizens who are actively engaged in their local, national, and global communities.*

Citizenship education is fundamental to living in a democratic society. A critical consideration of citizenship provides students with opportunities to explore democratic values, and to determine their responsibilities and rights as participants in civil society. Students explore the complexities of citizenship in Canada and in the global context, as well as environmental citizenship, and citizenship for the future.

This exploration of citizenship helps students develop the knowledge and skills they need to live with others, to understand social change, and to support and promote social well-being. As they engage in public dialogue and debate, students enhance their understanding of citizenship, and are empowered to be active democratic citizens who contribute to the local, national, and global communities to which they belong.

Students will...

| | |
|---|---|
| KC-001 | Give examples of the responsibilities and rights of citizens of Canada in 1867. |
| KC-002 | Identify differences in citizenship rights for various groups in 1867.<br>*Include: First Nations, French, British, women.* |
| KC-003 | Compare what it meant to be a citizen of Canada in 1867 to what it means today. |

| | |
|---|---|
| VC-001 | Respect the rights, opinions, and perspectives of others. |
| VC-002 | Be willing to contribute to their groups and communities. |

## Identity, Culture, and Community

*Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.*

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.

Students will...

| | |
|---|---|
| KI-004 | Describe First Peoples' stories of their origins, as well as current theories of migration to the North American continent. |
| KI-005 | Describe characteristics of diverse First Peoples cultures before contact with Europeans. |
| KI-006 | Compare daily life in diverse First Peoples communities.<br>*Examples: food, clothing, shelter; roles of men, women, children, Elders...* |
| KI-007 | Describe daily life in early French and British settlements in Atlantic Canada. |
| KI-008 | Describe the organization and daily life of Nouvelle-France.<br>*Examples: seigneurial system, agriculture, religion, les Filles du Roi...* |
| KI-009 | Describe daily life and challenges for various groups involved in the fur trade.<br>*Examples: coureurs de bois, trappers, trading post employees, voyageurs, factors, women ...* |
| KI-010 | Describe the cultural diversity of pre-Confederation Canada.<br>*Examples: English, First Nations, French, German, Inuit, Irish, Métis, Scottish...* |
| KI-011 | Describe ways in which migration to another country or contact with other cultures may affect identities. |
| KI-012 | Describe how European views of First Peoples changed from 1763 to 1867.<br>*Examples: First Peoples regarded as dependents and inferiors rather than allies and equals...* |
| KI-013 | Compare daily life in Canada East and Canada West.<br>*Include: language, religion, government, laws.* |
| VI-003 | Appreciate the contributions of various groups involved in the fur trade to the historical development of Canada. |
| VI-004 | Appreciate Canadian history and geography as important contributors to personal identity. |
| VI-005 | Value the contributions of First Nations, Inuit, Métis, French, British, and diverse cultural communities to the development of Canada. |
| VI-006 | Appreciate the historical roots of the multicultural nature of Canada. |

## The Land: Places and People

*Students will explore the dynamic relationships of people with the land, places, and environments.*

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

| | Students will... |
|---|---|
| KL-014 | Describe the impact of the ice age on the land. |
| KL-015 | Locate on a map of Canada the major physical regions, vegetation zones, and bodies of water. |
| KL-016 | Locate on a map of North America the traditional territories of First Peoples. |
| KL-017 | Describe practices and beliefs that reflected First Peoples' connections with the land and the natural environment. |
| KL-018 | Locate on a map of Canada places of historical significance during early European colonization.<br>*Include: L'Anse aux Meadows, L'Acadie, La Nouvelle-France.* |
| KL-019 | Identify factors that influenced the movement and settlement of Europeans in early Canada.<br>*Include: natural environment, fur trade, military posts* |
| KL-020 | Locate on a map of Canada places and regions of historical significance to the fur trade and the Métis Nation. |
| KL-021 | Give examples of ways in which the fur trade operations were influenced by the land.<br>*Examples: location of posts, transportation, food, clothing...* |
| KL-022 | Locate on a map of Canada the four provinces of Confederation in 1867. |
| KL-023 | Locate on a map of western Canada traditional Métis lands and communities. |

| | |
|---|---|
| VL-007 | Appreciate the significance of the land and natural resources in the development of Canada. |

## Historical Connections

*Students will explore how people, events, and ideas of the past shape the present and influence the future.*

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

Students will...

| | |
|---|---|
| KH-024 | Relate First Peoples' stories of their pre-contact and early contact with Europeans. |
| KH-025 | Relate stories of European explorers and traders in their search for new lands or the Northwest Passage.<br>*Examples: Leif Eriksson, Giovanni Caboto, Henry Hudson, Jacques Cartier, Martin Frobisher, David Thompson...* |
| KH-026 | Give examples of the impact of interactions between First Peoples and European explorers, colonists, and missionaries.<br>*Examples: shared technologies, trade, spread of disease...* |
| KH-027 | Describe the impact of European wars on First Peoples and French and British colonies in early Canada.<br>*Include: First Peoples alliances.* |
| KH-028 | Describe the reasons for and the impact of the Acadian deportation. |
| KH-029 | Describe the major events and impact of the British conquest of Nouvelle-France.<br>*Include: Battle of the Plains of Abraham (1759), Treaty of Paris (1763); impact on First Peoples.* |
| KH-030 | Describe the influence of the fur trade on the historical development of Canada.<br>*Include: Hudson's Bay and North West Companies; the creation of Rupert's Land and the western expansion of Canada.* |
| KH-031 | Describe factors that led to the development and expansion of the fur trade into the west and north of Canada. |
| KH-032 | Relate stories of the people and events of the fur trade.<br>*Examples: coureurs de bois, Pierre-Esprit Radisson and Médard Chouart Des Groseilliers, Pierre Gaultier de Varennes, sieur La Vérendrye, Henry Kelsey, Simon Fraser, James McGill...* |
| KH-033 | Describe contributions of individuals in the settlement of Nouvelle-France.<br>*Include: Samuel de Champlain, Jean Talon, Louis de Buade, comte de Frontenac, Marguerite Bourgeoys.* |
| KH-034 | Describe the historical significance of Canadian place names. |
| KH-035 | Describe events related to the origins and rise of the Métis Nation. |
| KH-036 | Give examples of the impact of interactions between First Peoples and European traders and settlers.<br>*Examples: shared technologies, cultural change, spread of disease...* |
| KH-037 | Give reasons for the migration of the United Empire Loyalists and describe their impact on Canada.<br>*Include: American Revolution, hardships, settlement areas, cultural diversity of the Loyalists.* |
| KH-038 | Identify the causes, major events, and results of the War of 1812. |
| KH-039 | Describe the reasons for, main events of, and impact of the Selkirk Settlement of the Red River. |
| KH-040 | Identify people, events, and results of the 1837 to 1838 Rebellions and explain their impact on the development of Canada.<br>*Include: Durham Report, Act of Union, establishment of responsible government, French-English relations.* |
| KH-041 | Describe the origins of Confederation and give arguments for and against Canadian Confederation.<br>*Include: significance of the British North America Act; resistance of Prince Edward Island, Newfoundland, and Nova Scotia to Confederation.* |
| KH-042 | Describe the roles of individuals in building Canadian Confederation.<br>*Include: John A. Macdonald, Georges Étienne Cartier, Charles Tupper, Thomas D'Arcy McGee, George Brown, Samuel Tilley, John H. Gray.* |
| VH-008 | Value oral tradition as an important source of knowledge about First Peoples. |
| VH-009 | Appreciate the contributions of First Peoples to the development of Canada. |
| VH-010 | Value history as a way of understanding contemporary Canada. |
| VH-011 | Appreciate the Aboriginal, French, and British heritage of Canada. |
| VH-012 | Demonstrate empathy for the struggles of the peoples of early Canada. |

## Global Interdependence

*Students will explore the global interdependence of people, communities, societies, nations, and environments.*

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Students will...

| | |
|---|---|
| KG-043 | Identify European countries that established colonial empires and locate on a world map their areas of colonization.<br>*Include: Portugal, Spain, France, England, Holland.* |
| KG-044 | Identify global factors that influenced the fur trade in Canada.<br>*Examples: European fashion, wars in Europe...* |
| KG-045 | Identify global factors that influenced immigration to Canada.<br>*Examples: political and social issues, European famine, increasing European populations...* |

| | |
|---|---|
| VG-013 | Appreciate the connections Canadians have with various places in the world. |

## Power and Authority

*Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.*

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

| | Students will... |
|---|---|
| KP-046 | Compare types of leadership in diverse First Peoples communities.<br>*Examples: hereditary right, matriarchy, democracy...* |
| KP-047 | Identify reasons why Europeans expanded their territories to include North America.<br>*Examples: international competition, resources, religion, trade ...* |
| KP-048 | Describe the organization of the royal government in Nouvelle-France. |
| KP-049 | Give examples of conflicting priorities between the demands of the fur trade and agricultural settlement.<br>*Include: Selkirk and Métis settlements of the Red River.* |

| | |
|---|---|
| VP-014 | Value diverse approaches to leadership. |

## Economic and Resources

*Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.*

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

| | Students will... |
|---|---|
| KE-050 | Describe various ways in which First Peoples communities interacted with each other.<br>*Examples: trade, cooperation, conflicts...* |
| KE-051 | Compare First Peoples' and European approaches to natural resource use in early Canada.<br>*Examples: hunting and fishing, agriculture, trade, landholding and ownership...* |
| KE-052 | Describe how the fur trade was dependent on the men and women of the First Nations and Métis Nation. |
| KE-053 | Compare and contrast the operations of the Hudson's Bay and the North West Companies and describe the competition between them. |

| | |
|---|---|
| VE-015 | Be willing to consider diverse approaches to resource and land use. |

*Peoples and Stories of Canada to 1867*

GRADE 5

First Peoples

1 CLUSTER

# Cluster 1 Learning Experiences: Overview

## 5.1.1 Origins of First Peoples of North America

KI-004 Describe First Peoples' stories of their origins, as well as current theories of migration to the North American continent.

KL-014 Describe the impact of the ice age on the land.

VH-008 Value oral tradition as an important source of knowledge about First Peoples.

## 5.1.2 Connections to the Land

KL-015 Locate on a map of Canada the major physical regions, vegetation zones, and bodies of water.

KL-016 Locate on a map of North America the traditional territories of First Peoples.

KL-017 Describe practices and beliefs that reflected First Peoples' connections with the land and the natural environment.

### *5.1.3 Pre-contact Cultures*

KI-005 Describe characteristics of diverse First Peoples cultures before contact with Europeans.

KI-006 Compare daily life in diverse First Peoples communities
*Examples: food, clothing, shelter; roles of men, women, children, Elders...*

KH-024 Relate First Peoples' stories of their pre-contact and early contact with Europeans.

### *5.1.4 First Peoples Governance*

KP-046 Compare types of leadership in diverse First Peoples communities.
*Examples: hereditary right, matriarchy, democracy...*

KE-050 Describe various ways in which First Peoples communities interacted with each other.
*Examples: trade, cooperation, conflicts...*

VP-014 Value diverse approaches to leadership.

## Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** suggested strategies to activate the cluster and help teachers assess student prior knowledge.

- **Suggested Portfolio Selections:** this icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.

- **Student Portfolio Tracking Chart:** this chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix D.

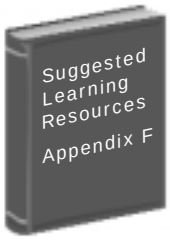
- **Skills Set:** this icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.

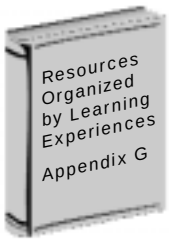
- **Skills Checklist:** this teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each Cluster and throughout the grade. It is located in Appendix D.

- **Connecting and Reflecting:** the end of cluster summative assessment activity.

## Cluster Description

Students explore First Peoples' ways of life before and during their early contact with Europeans, which includes a focus on the daily life, leadership, culture, and beliefs of First Peoples communities. Students also consider traditional territories of First Peoples and their connections with the natural environment.



## Engaging Students in the Cluster

- Create a mapping centre with maps of Canada, North America, and the World which identify traditional territories of First Peoples, the Bering Land Bridge, and trade routes of First Peoples.
- Create a display of artifacts with objects or replicas that were used in the daily life of First Peoples.
- Create a display of books illustrating life in Canada before and after European contact with First Peoples.
- Create a display of books of creation stories from various First Peoples' cultures (e.g., Cree, Ojibway…).
- Students read aloud creation stories, beliefs, and legends of First Peoples.
- Invite an Elder into the classroom to share creation stories.
- Students view videos that present First Peoples' stories.

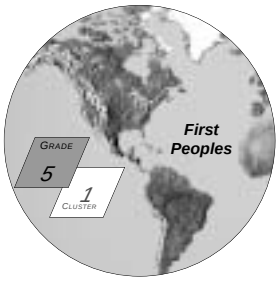
## Learning Experiences Summary

***5.1.1 Origins of First Peoples of North America***

***5.1.2 Connections to the Land***

***5.1.3 Pre-contact Cultures***

***5.1.4 First Peoples Governance***




## *Learning Experience:* 5.1.1 Origins of First Peoples of North America

| | |
|---|---|
| KI-004 | Describe First Peoples' stories of their origins, as well as current theories of migration to the North American continent. |
| KL-014 | Describe the impact of the ice age on the land. |
| VH-008 | Value oral tradition as an important source of knowledge about First Peoples. |

### Description of the Learning Experience

The First Peoples in North America, ancestors of today's Aboriginal peoples, lived on this continent for many thousands of years. Oral tradition and archaeological theories depict various stories of how the First Peoples came to be on this land.

Students explore the perspectives of archaeological theory and of oral tradition regarding the origins of First Peoples in North America and the characteristics of the land before written history.

**Vocabulary:** oral tradition, First Peoples' stories, theory, archaeology, Beringia, migration, land bridge (See Appendix D for Vocabulary Strategies.)

## 5.1.1 Origins of First Peoples of North America

| Assessment | Outcomes | Strategies |
|---|---|---|
| | KI-004<br>KL-014 | **Activate**<br>Students compare an outline map of Beringia with a physical map of the circumpolar regions of Asia and North America, and brainstorm origins of the theory of Beringia and the impact Beringia may have had on the land and the migration of First Peoples. Students record questions and predict answers in their journals.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KI-004<br>KL-014 | Students observe pictures of glaciers and ice packs and discuss how the ice age may have changed the land and affected the migration of First Peoples. Students record possible impacts of an ice age on the land and First Peoples.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.1.1 Origins of First Peoples of North America

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | KI-004<br>VH-008 | Using concept mapping, students create a mind map in response to the question, *"How do we know about the long ago past?"* Students share their mind maps and discuss the variety of possible sources of historical knowledge.<br>TIP: Students may use as a starting point for this activity an exploration of how they know about their own family histories (e.g., stories, documents, traditions, family heirlooms…). Encourage students to highlight what they already know about archaeology, fossil evidence, artifacts, stories, and oral tradition as sources of historical knowledge. Students have been introduced to archaeology as a source of information about ancient civilizations in Grade 3 and will study it further in Grade 8. |

(*continued*)

**or**

**Teacher Reflections**

## 5.1.1 Origins of First Peoples of North America

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | KI-004<br>VH-008 | Using Think-Pair-Share, students brainstorm what they know about the First Peoples in North America. Each pair shares their ideas in a class discussion.<br>TIP: This is an opportunity to clear up misconceptions students may have about First Peoples, historical evidence, and the origins of human societies in the Americas. |
| | | **or** |
| | KI-004<br>KL-014<br>VH-008 | Collaborative groups of students complete an Anticipation Guide regarding the origins of human societies in North America and the impact of the ice age on the land. Students share responses with each other and generate a list of inquiry questions to guide their research. Students review their anticipation guides at the conclusion of the inquiry to summarize what they have learned and identify any initial misconceptions.<br>TIP: Do not provide "answers" at this point, but elicit a variety of opinions and questions.<br>**5.1.1 a** BLM: Anticipation Guide<br>**5.1.1 b** BLM: Anticipation Guide—Key |
| | | **or** |
| | KI-004<br>KL-014<br>VH-008 | Students complete the Know and Want-to-Know columns of a KWL chart to explore the questions, *"What do we know about the First Peoples of North America in the time before written history?" "What was the impact of the ice age on the land?"* Students share their Know and Want-to-Know ideas with the class to generate a list of inquiry questions to guide their research.<br>TIP: Encourage students to think historically by proposing a variety of possible sources of information, including primary and secondary sources. |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.1.1 Origins of First Peoples of North America

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| Appendix A Skill 4a | KI-004<br>KL-014<br>VH-008 | Using a Word Splash, collaborative groups of students speculate about the origins and migration of the First Peoples of North America and about the impact of the ice age on the land. Students share their ideas in a class discussion.<br>TIP: Students can later reflect on what they have learned by revisiting and revising their initial concepts in this Word Splash.<br>5.1.1 c BLM: Word Splash |
| | | **Acquire** |
| Appendix A Skill 11a | KI-004<br>KL-014 | Using print and electronic resources, students research Beringia and the last ice age to discover the scientific basis for the land bridge migration theory. Students create an illustrated historical map identifying the impact of the ice age on the land and describing its effects on migration to the North American continent.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| Appendix A Skill 1 | KI-004<br>VH-008 | Students listen to a story of origins as told by a guest Aboriginal storyteller. Following the story, students ask questions about the oral tradition of the storyteller's people and compose thank-you letters identifying what they learned about First Peoples' stories of their origins.<br>NOTE: In arranging the visit, confirm the protocol for receiving Elders. Students should be prepared with some background about the Aboriginal community of the Elder and should be made aware of guidelines for posing appropriate questions.<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.1.1 Origins of First Peoples of North America

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KI-004<br>VH-008 | Collaborative groups of students read a First Peoples' story of origins and complete a Note-Taking-Frame highlighting historical information about First Peoples contained in the story. Groups share their findings and explore similarities they have found among the stories.<br>NOTE: Clarify that First Peoples' stories are believed to have a historical basis that have been passed along through generations. Usually First Peoples' stories are intended to explain why the world is as it is and how it came to be that way. All cultures have their own collections of stories and legends, and most include stories of origins.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.1.1 d** BLM: Stories of Origins—Note-Taking-Frame |
| | | **or** |
| <br> | KI-004<br>VH-008 | Students take a field trip to an Aboriginal centre (e.g., Neeginan, Circle of Life Thunderbird House, local band office, a historical site of significance to the local Aboriginal group...) and interview Elders to learn about First Peoples' stories of their origins. Students record observations in their journals.<br>TIP: Observe appropriate protocols. The following protocols are to be respected at Circle of Life Thunderbird House <www.thunderbirdhouse.com/> :<br>• Visitors remove or cover footwear upon entering.<br>• Visitors enter clockwise (left) into the ceremonial space.<br>• A stationary silence is customary during ceremonies.<br>• Entrance to the ceremonial space is not allowed once an event has begun.<br>• Recording of ceremonies is not permitted.<br>• It is customary to offer a small token of thanks to the Elder. |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.1.1 Origins of First Peoples of North America

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| Appendix A Skill 11a | KI-004<br>KL-014 | Using print and electronic resources, students research the conditions of the land and of life during the last ice age. Students record information and include images depicting the conditions of the land during the ice age on topics such as:<br>• What was the land like during the ice age?<br>• How long ago did the last ice age occur?<br>• What was the impact of the ice age on sea levels?<br>• How did the ice age impact upon animals, vegetation, and survival materials?<br>• How would the ice age have affected peoples ways of life?<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| Appendix A Skill 9f | KL-014 | Students research the conditions of the land, including the flora and fauna of the ice age. They compose a descriptive narrative about a hunt for big game including a realistic description of the land and the hunting tools used. |
| | | **or** |
| Appendix A Skill 7b | KI-004<br>KL-014 | Students research the extent of glaciation at the peak of the last ice age and map out its contours (e.g., Cordilleran Glaciers, Laurentide Ice Sheet…) on an outline map of North America. Students speculate on the extent of the ice age and its impact on the land and migration to the North American continent.<br>**5.1.1 e** BLM: Outline Map of North America<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.1.1 Origins of First Peoples of North America

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KI-004<br>VH-008 | Collaborative groups of students prepare a choral reading or Readers' Theatre of a selected story about the origins of First Peoples to present to the class. Students complete a LAPS Frame identifying what the stories tell about First Peoples' stories of their origins and the impact of the ice age on the land.<br>TIP: Try to select origin stories from a variety of First Nations and encourage students to find commonalities among the stories. It is not recommended that students write their own stories, as this may create the impression that stories are solely creative expression and are not linked to an ongoing historical and religious tradition.<br> BLM: LAPS Frame |
| | | **or** |
| | KI-004<br>VH-008 | Using print and electronic resources, students view examples of Aboriginal art depicting a First Peoples' story of their origin. Students interpret the images and symbols used and orally retell the story as represented in the art.<br> **Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **Apply** |
| | KI-004<br>KL-014<br>VH-008 | Students compare and contrast various sources of historical evidence, scientific evidence (e.g., snow, ice, geology, fossils…), archeological evidence, and evidence from oral tradition. Students draw conclusions and discuss how diverse sources of information can complement one another by helping to construct a more complete vision of the past.<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.1.1 Origins of First Peoples of North America

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| Appendix A Skill 3a | KI-004<br>KL-014<br>VH-008 | Using concept overviews, students identify elements of the Land Bridge Theory and First Peoples' stories of their origins. Students share completed concept overviews with each other and discuss how each source of information helps them understand the long ago past.<br>TIP: There are many divergent stories about 'origins' as one moves from west to east and north to south across Canada. Teachers need to take care to identify which Aboriginal group is being quoted in any given story.<br>5.1.1 g BLM: Concept Overview: Land Bridge Theory<br>5.1.1 h BLM: Concept Overview: Oral Tradition |
| | | **or** |
| Appendix A Skill 10a | KI-004<br>KL-014<br>VH-008 | Students plan and present a dramatization of a First Peoples' story of their origins or a current theory of migration to the North American continent.<br>TIP: Encourage students to use natural materials only (e.g., wood, leaves, paper, stone, clay, water…) as props. Encourage students to think about reasons why early peoples may have migrated to other regions and to keep in mind that there was no Canada/United States border at that time. Other class members may be invited to evaluate the authenticity and dramatic impact of the presentation. |
| | | **or** |
| Appendix A Skill 10c | KI-004<br>VH-008 | Students create an artistic representation of a First Peoples' origin story and retell the story as represented in their artistic piece. |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

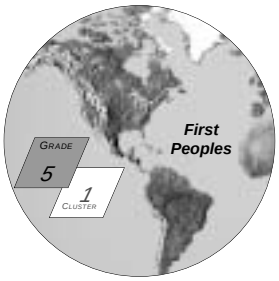
## 5.1.1 Origins of First Peoples of North America

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | KI-004<br>KL-014<br>VH-008 | Students complete a Comparison Chart of the two concepts— "story" and "theory", using examples of First Peoples' stories of their origins, current theories of migration to the North American continent, and research on the impact of the ice age on the land.<br><br>5.1.1 i BLM: Comparison Chart: Story and Theory<br><br>5.1.1 j BLM: Comparison Chart: Story and Theory—Key |
| | | **or** |
| | KI-004<br>KL-014<br>VH-008 | Using the prompt *"History is a collection of stories about the past"*, students reflect in a journal what they have learned about the origins of First Peoples and the impact of the ice age on the land. |
| | | **or** |
| | KI-004<br>KL-014<br>VH-008 | Collaborative groups of students create an illustrated timeline, diorama, or mural illustrating First Peoples' stories of their origins, migration to the North American continent, and the impact of the ice age on the land. Students include information obtained from both oral tradition and archaeological evidence. Students explain their timelines to each other.<br><br>TIP: Encourage students to think of creative ways of representing the passage of 25 000 to 40 000 years on a timeline, diorama, or mural, as well as the events of many successive generations of Aboriginal peoples surviving through the ice age, and migrating to all areas of the continent as the glaciers melted and the game migrated southward.<br><br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.1.1 Origins of First Peoples of North America

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | KL-014 | Collaborative groups of students create a dramatized retelling of the Beringia Land Bridge Theory and the impact of the ice on the land. |
| | | **or** |
| | KI-004<br>KL-014<br>VH-008 | Students complete a Word Cycle, clearly indicating the links and relationships between First Peoples' stories of their origins, migration to the North American continent, and the impact of the ice age on the land.<br><br>5.1.1 k BLM: Word Cycle |

**Teacher Reflections**




## *Learning Experience:* 5.1.2 Connections to the Land

| | |
|---|---|
| KL-015 | Locate on a map of Canada the major physical regions, vegetation zones, and bodies of water. |
| KL-016 | Locate on a map of North America the traditional territories of First Peoples. |
| KL-017 | Describe practices and beliefs that reflected First Peoples' connections with the land and the natural environment. |

### Description of the Learning Experience

The traditional beliefs and practices of the First Peoples of North America are closely connected to the natural features of the regions in which their traditional territories were located.

Students locate and describe the major physical regions of Canada and the traditional territories of First Peoples in North America. They make connections between the characteristics of the land and First Peoples' beliefs and practices.

**Vocabulary:** cultural practices, traditional territories, vegetation zones, territory, territorialism (See Appendix D for Vocabulary Strategies.)

## 5.1.2 Connections to the Land

| Assessment | Outcomes | Strategies |
|---|---|---|
| | KL-017<br>KL-016 | **Activate**<br>Students listen to the story of Turtle Island (a name used by some Aboriginal peoples for the land of North America prior to the arrival of Europeans) as told in the oral tradition of several First Nations of North America. Students discuss the influence of the land and the natural environment on the migrations of the First Peoples to various regions of the continent (e.g., "*How would they travel?" "What would they use as landmarks to find their way?" "What would indicate the boundaries of their territories?"*).<br>TIP: Encourage students to begin by identifying the elements of physical geography that are mentioned in the story (e.g., landforms, plants and animals, climate, bodies of water...). The Story of Turtle Island may be found in *Canada Revisited: Aboriginal Peoples and European Explorers*. P. Arnold and B. Gibbs (1999). Scarborough: Arnold Publishing, pp. 10 – 11.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>(*continued*) |

**or**

**Teacher Reflections**

## 5.1.2 Connections to the Land

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | KL-015<br>KL-016 | Students brainstorm synonyms for the term "First Peoples" (e.g., *Aboriginal, indigenous, native, original…*) as well as a list of all the Aboriginal peoples of Canada they know. Students indicate which physical region of Canada they think of as the traditional territory of various Aboriginal peoples, and locate each territory on a wall map of Canada. Students verify their predictions using an atlas and print resources.<br>NOTE: This is a review and clarification, as students have already been introduced to the terms Aboriginal, First Nations, Inuit, and Métis in Grade 4 social studies. They should also recognize the names of Aboriginal peoples of Manitoba and of the North. |
| | | **or** |
| | KL-015 | Collaborative groups of students label the locations of lakes and rivers on an outline map of Canada. Using an atlas, students verify the location of Canadian bodies of water.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.1.2 a** BLM: Bodies of Water<br>**5.1.2 b** BLM: Outline map of Canada |
| | | **or** |
| | KL-016<br>KL-017 | Collaborative groups of students create a list of factors they consider to define their "traditional territory" or home place (e.g., near the river, north of the prairie…). Students discuss the importance of territory for groups and individuals and ways in which the concept of territory may influence practices and beliefs.<br>TIP: Encourage students to consider the meaning of traditional territory as a place that has been passed from generation to generation over time, and to recognize the role of the natural environment in defining territory.<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.1.2 Connections to the Land

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| Appendix A Skill 6a | KL-015<br>KL-016<br>KL-017 | Collaborative groups of students sort a list of landforms and vegetation into the main natural regions of Canada (e.g., Western Cordillera, Prairie Region, Canadian Shield, St. Lawrence – Great Lakes Lowlands, Atlantic Region, Arctic Region.) Students compare the sorted lists with each other and verify locations using atlases. Students discuss ways in which the landforms and vegetation may have influenced the lives of the First Peoples in each of the regions (e.g., hunting, gathering, farming, fishing…).<br><br>5.1.2 c BLM: Landforms and Vegetation<br><br>5.1.2 d BLM: Landforms and Vegetation—Key |
| | | **or** |
| Appendix A Skill 6g | KL-015 | Collaborative groups of students view images of natural landscapes in the various regions of Canada and sort the images according to the main natural regions of Canada (e.g., Western Cordillera, Prairie Region, Canadian Shield, St. Lawrence – Great Lakes Lowlands, Atlantic Region, Arctic Region).<br>TIP: Students examine the major geographic regions of Canada in Grade 4 and should be familiar with terms such as Western Cordillera, etc. Images of Canadian landscapes may be gathered by asking students to collect old calendars, magazines, and travel brochures from travel agencies or tourist information centres, or by searching the Internet.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| Appendix A Skill 9a | KL-017 | Students brainstorm contemporary and historical examples of ways in which culture (i.e., way of life) is influenced by the natural environment (e.g., sport and recreation, preserving food for the winter…). Students write a journal reflection on the topic of *"How does the region where you live affect how you see the world and how you live?"*. Students discuss ways in which the natural environment influences people who have lived in the same region over many generations. |

**Teacher Reflections**

## 5.1.2 Connections to the Land

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** |
| Appendix A Skill 7a | KL-015<br>KL-016<br>KL-017 | Using an outline map of North America, collaborative groups of students imagine and design "Turtle Island" (a name used by some Aboriginal peoples for the land of North America prior to the arrival of Europeans). Students draw the physical features (e.g., landforms and vegetation zones) that would not have changed since the time of the earliest societies of Canada. Students verify their information using an atlas and discuss ways in which the natural environment may have influenced the practices and beliefs of the First Peoples.<br><br>5.1.1 e BLM: Outline map of North America |
| | | **or** |
| Appendix A Skill 11a | KL-015<br>KL-016<br>KL-017 | Using print and electronic resources, students research the climate of various regions of Canada. Students discuss ways in which the climate of various regions may influence the needs and lifestyles of traditional societies of First Peoples.<br>TIP: The purpose of this activity is not to have students memorize the names associated with the various climate types in Canada, but to have them interpret graphs, maps, and charts in order to describe the climate in various regions of Canada in their own words.<br><br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br><br>5.1.2 e BLM: Climate in Canada<br><br>5.1.2 f BLM: Climate in Canada—Key<br><br>5.1.2 b BLM: Outline Map of Canada<br><br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.1.2 Connections to the Land

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KL-015<br>KL-016<br>KL-017 | Using print and electronic resources, collaborative groups of students research one of the major geographic regions of Canada (e.g., Western Cordillera, Prairie Region, Canadian Shield, St. Lawrence – Great Lakes Lowlands, Atlantic Region, Arctic Region) to identify its major features and characteristics, what the region had to offer to support traditional ways of life of the First Peoples, and the traditional territories of First Peoples in the region. Students prepare and present a guided tour of the region describing the main features of the land and how these features provide the necessities of human life.<br>TIP: Encourage students to explore the link between ways of life and the elements of physical geography: landforms, water, climate, seasons, vegetation, animal life, rocks and soil.<br>5.1.2 g BLM: Describing the Land |
| | | **or** |
| | KL-015<br>KL-016<br>KL-017 | Collaborative groups of students locate the major physical regions, bodies of water, and traditional territories of First Peoples on a map of Canada. Students draw or insert images on the map that represent the terrain, major landforms, vegetation, and climate of each region, and describe ways in which the land and natural environment may have influenced the practices and beliefs of the First Peoples in each region. Students share their maps and ideas with each other.<br>TIP: Groups of students can trace the outline of the country by using the overhead projector to project an image of the outline map of Canada onto a large sheet of paper mounted on the wall. Large outline maps of Canada are also available from a Parks Canada office.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>5.1.2 b BLM: Outline Map of Canada<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.1.2 Connections to the Land

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| Appendix A Skill 11a | KL-015<br>KL-016<br>KL-017 | Using print and electronic resources, collaborative groups of students research the Aboriginal peoples in one of the six main cultural regions (e.g., Eastern Woodlands, Subarctic Woodlands, Plains, Arctic, Western Plateau, Northwest Coast). Students identify the physical regions, vegetation zones, and bodies of water in the region, the traditional territories of First Peoples within the region, and the beliefs and practices that connect the people with land and the natural environment. Students present their findings and record the information using a Note-Taking-Frame.<br>NOTE: Encourage students to remember that the time in question was long before the creation of the present-day provinces, territories, and countries. The natural features of the land constituted the most important landmarks and borders between nations. Also note that the traditional territories in pre-contact times may not have had distinct borders and boundaries, as many of the peoples migrated over extensive regions for hunting, trade, warfare, and alliances. The purpose of this research is to focus on traditional territory and relationships to the land. In other Learning Experiences students will have the opportunity to study a traditional culture more extensively.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.1.2 h** BLM: Traditional Territories of First Peoples (2 pages)<br>**5.1.2 i** BLM: Traditional Lands and Ways of Life of First Peoples<br>**5.1.2 j** BLM: Traditional Lands and Ways of Life of First Peoples—Key<br>**5.1.2 k** BLM: Connections to the Land—Note-Taking-Frame<br>(*continued*) |
| **Teacher Reflections** | | **or** |

## 5.1.2 Connections to the Land

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KL-015<br>KL-016<br>KL-017 | Students view a wall map of the physical regions of Canada. They review the characteristics of each of the physical regions of Canada and analyze which areas would have been the most difficult to survive in, during early times. As a class group, students identify types of subsistence patterns in the first societies of North Americas (e.g., hunting, fishing, gathering, farming…). They discuss which types of subsistence patterns might have been most prevalent in different areas of the continent. Using a map of major cultural areas of pre-contact North America, they verify and refine their ideas.<br>TIP: In the course of this Learning Experience, students encounter a number of different types of regions. To support geographic thinking, clarify that a region is simply a part of a large area that has certain distinctive characteristics, and that there are many different ways of dividing a large area into regions, depending on what is being studied – in this case, traditional cultural or linguistic similarities.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KL-016<br>KL-017 | Using print or electronic resources, collaborative groups of students find a traditional story of First Peoples that depicts the relationship of that people to the land. Students prepare and retell the story in their own words, explaining how and why the story illustrates First Peoples' connections to the land.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **Apply** |
| | KL-016<br>KL-017 | Using the shape of a circle, students create a concept map illustrating the relationship between the practices and beliefs of a First Nation and the main characteristics of their traditional territory. Students share completed concept maps with each other.<br>TIP: In many First Peoples' traditions, the circle is an important element of culture, representing the cyclical/seasonal aspects of nature.<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.1.2 Connections to the Land

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | KL-017 | Using an Exit Slip, students record what they learned about First Peoples' traditional connections to the land. Students share Exit Slips with each other and discuss similarities in the beliefs and practices of First Peoples in diverse regions of Canada.<br>NOTE: Help students avoid the use of stereotypes or unfounded generalizations regarding cultures of the First Peoples, by focusing on the direct relationship between physical geography and practices and beliefs as stated in oral tradition. Encourage students to highlight general characteristics that they have noted among a number of First Peoples<br>• the land as a living system in which all participants, including human beings, are interdependent<br>• acknowledgement of the human reliance on nature for survival<br>• the responsibility of all living beings to give thanks for what is taken from the land<br>• the belief that human beings are a part of the land and not the owners of it |
| | | **or** |
| <br> | KL-015<br>KL-016<br>KL-017 | Collaborative groups of students prepare and present a dramatization in which the elements of the land (e.g., bodies of water, landforms, climate, vegetation, animals…) are personified and interact directly with members of an early First Nations community. |
| | | **or** |
| | KL-015<br>KL-016<br>KL-017 | Collaborative groups of students prepare a structured deliberation or debate in response to the proposition: *"The traditional ways of life of First Peoples were closer to nature than the ways of life of modern societies"*. In each group some students collaborate to prepare the affirmative position while the others prepare the negative position.<br>TIP: Encourage students to apply geographic knowledge and to provide concrete examples to support their perspectives. |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

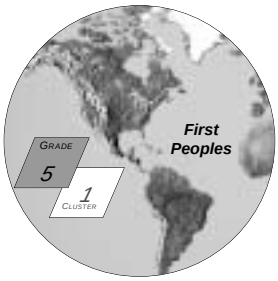
## 5.1.2 Connections to the Land

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | KL-016<br>KL-017 | Students compose a persuasive argument describing the significance of the loss of traditional territories to the many generations of Aboriginal peoples in Canada and the importance of restoring traditional lands to Canada's First Peoples. Students share their ideas with each other. |
| | | **or** |
| | KL-017 | In their journals, students reflect on the following questions: *"Does the presence of technology in our lives and living in cities cause us to forget our dependence on nature for survival?" "Does the land still define how we live and how we think?" "Do we see in our modern lives any evidence of the importance of land and territory?"* Students share their reflections. |
| | | **or** |
| | KL-016<br>KL-017 | Students write a RAFT from the point of view of a member of a First Nation in a traditional historical society, describing his or her relationship to the land and the challenges of living in a particular region. Students share their RAFTs and discuss ways in which the land and the natural environment influenced the practices and beliefs of First Peoples. |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.1.2 Connections to the Land

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | KL-015<br>KL-016<br>KL-017 | Collaborative groups of students create a multimedia presentation describing the traditional territory of a First Peoples nation. Students include a description of the physical regions, vegetation zones, bodies of water, and ways in which the natural environment influenced the practices and beliefs of the First Peoples living there. |
| | | **or** |
| | KL-015<br>KL-016<br>KL-017 | Students compose poems describing the importance of the land to the First Peoples in a traditional territory. Students include references to animals in the territory, a description of land or water features, vegetation of the area, seasonal activities or practices, and traditional practices or beliefs of the First Peoples. Students share their poems and listeners try to identify the nation and/or traditional territory being described. |

**Teacher Reflections**




## *Learning Experience:* 5.1.3 Pre-Contact Cultures

| | |
|---|---|
| KI-005 | Describe characteristics of diverse First Peoples cultures before contact with Europeans. |
| KI-006 | Compare daily life in diverse First Peoples communities.<br>*Examples: food, clothing, shelter; roles of men, women, children, Elders...* |
| KH-024 | Relate First Peoples' stories of their pre-contact and early contact with Europeans. |

### Description of the Learning Experience

The original societies of North America were composed of diverse cultures, languages, and oral traditions and existed many generations before the arrival of Europeans.

Students work in collaborative groups to research and share information about cultures and stories of First Peoples in various regions prior to European contact.

**Vocabulary:** culture, cultural diversity, intercultural contact, spiritual beliefs and values (See Appendix D for Vocabulary Strategies.)

## 5.1.3 Pre-Contact Cultures

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** |
| | KI-005<br>KI-006<br>KH-024 | Using concept mapping, collaborative groups of students brainstorm characteristics of First Peoples cultures and ways of daily life before contact with Europeans. Students share ideas with each other and generate inquiry questions to guide their research.<br><br>5.1.3 a BLM: Culture Web<br><br>5.1.3 b BLM: Culture Web—Key |

(*continued*)

**or**

**Teacher Reflections**

## 5.1.3 Pre-Contact Cultures

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | KI-005<br>KI-006 | Collaborative groups of students create a display of images and reproductions of artifacts from First Nations cultures. Students record the age of the artifact and the region or culture of origin. Students share their collections, highlighting what they found particularly interesting.<br>TIP: This exploratory exercise may be used as a starting point for recognizing the diversity of early First Peoples cultures, and as an opportunity to elicit questions for inquiry about specific cultures. In preparation for historical inquiry, students may begin to consider which cultural region or which First Peoples they would be most interested in studying.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KI-005<br>KI-006<br>KH-024 | Collaborative groups of students imagine they are visiting historians or archaeologists from another time and develop a description of selected artifacts from present-day culture from the perspective of someone outside the culture. Students share their descriptions with the class, discussing some of the reasons why it may be difficult to understand a culture from another time or place.<br>TIP: Encourage students to "make the familiar unfamiliar" as a means of helping them realize how difficult it can be to truly understand a culture from the perspective of an outsider. It may be useful to model an example with the class (e.g., describe an example of a common contemporary adolescent practice in less familiar terms: listening to an MP3 player becomes "sticking wires into the ears while moving about in strange ways is a behaviour demonstrated by young people in this society."). |
| | | **or** |
| | KI-005<br>KI-006<br>KH-024 | Students listen to a story from the oral tradition of a First Peoples. Students discuss what the story tells them about the beliefs and values of the people.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.1.3 c** BLM: Beliefs and Values in Storytelling<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.1.3 Pre-Contact Cultures

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | KI-005<br>KI-006 | Students view examples of First Peoples art and discuss what the artistic pieces express about traditional Aboriginal culture and daily life in First Peoples communities.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.1.3 d** BLM: Art Expresses Culture |
| | | **or** |
| | KI-005<br>KI-006<br>KH-024 | Students brainstorm various ways people may react when they come into contact with cultures different than their own, considering both positive and negative examples. They discuss possible reasons why people frequently assume that cultures of the past, or cultures different than their own, are "inferior" to their own ways of life.<br>**5.1.3 e** BLM: When Cultures Meet |
| | | **or** |
| | KI-005<br>KI-006<br>KH-024 | Students discuss how stories of cultures of the past may be preserved or passed on to subsequent generations (e.g., oral tradition/stories, journals, museums…) and give examples of types of knowledge that would be learned from each source.<br>TIP: Encourage students to highlight the role of museums in preserving culture and to recognize the historical role and importance of oral tradition.<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.1.3 Pre-Contact Cultures

| Assessment | Outcomes | Strategies |
|---|---|---|
| | KI-005<br>KH-024 | **Activate** *(continued)*<br>Students discuss the term "stereotype" and brainstorm examples of common stereotypes (e.g., "Teachers are all…"; "Boys always…"; "All Patrols…"; "Mothers are better at…"). In small groups, students arrive at a consensus about what a stereotype is, why it is that we tend to use stereotypes, and how stereotypes prevent us from understanding each other.<br>TIP: Encourage students to recognize that stereotypes, without necessarily intending to be harmful, present a false and simplistic picture by suggesting that all people of a certain group are identical. This may also be an opportunity to help students recognize that, while they are studying early Aboriginal cultures as a part of Canadian history, these cultures have neither remained frozen in time, nor have they disappeared.<br>**5.1.3 f** BLM: Stereotypes and Understanding Culture |
| <br> | KI-005<br>KI-006<br>KH-024 | **Acquire**<br>Using print and electronic resources, students research characteristics of early Aboriginal cultures and aspects of daily life in First Peoples communities, including:<br>• What did they eat?<br>• How did they dress?<br>• What type of work did the men, women, and children do?<br>• What kind of art did they create?<br>• What kinds of shelter did they build?<br>• What traditions and special celebrations did they have?<br>• What did the Elders teach the community?<br>Students create posters that represent characteristics of First Peoples cultures. Students write an Exit Slip identifying what they learned about each of the cultural groups presented.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.1.3 g** BLM: Cultural Posters Exit Slip<br>(*continued*) |
| **Teacher Reflections** | | **or** |

## 5.1.3 Pre-Contact Cultures

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KI-005<br>KI-006<br>KH-024 | Students visit a museum to gather information about the cultures of the First Peoples in the land that would become known as Canada (e.g., technology and tools in early cultures, environmental stewardship, art as an expression of culture…). Students record new facts they learn about early Aboriginal cultures in Canada and write a reflection on the characteristics of First Peoples cultures, aspects of daily life, and the importance of stories of the First Peoples.<br>TIP: The Manitoba Museum has extensive materials to support all of the learning outcomes in Cluster 1, including: *archaeology, glaciation, Aboriginal world view in art, creation stories, oral histories, Inuit and Dene cultures, Aboriginal Peoples of Manitoba traditional cultures*. Teachers may request a highlight tour to focus on a given theme or topic of study. Teachers may also create self-guided tours. To assist the Museum in planning a tour, teachers should call the Museum in advance to book a free preview session. An Edu-Kit with hands-on artifacts – *Skin, Stone, Snow and Bone* (Inuit) – may be borrowed from the Museum.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KI-005<br>KI-006<br>KH-024 | Collaborative groups of students assume the roles of historians working for an Aboriginal community to gather stories of the First Peoples. Using print and electronic resources for the source of the stories, students select and record stories in order to preserve the oral tradition and share them with future generations. Students develop criteria for engaging storytelling and respectful treatment of Aboriginal culture (e.g., seeking permission before recording Aboriginal stories) and share stories with peers.<br>TIP: As students select stories, encourage them to find a way of recording them that respects the original storytellers, while at the same time holding the attention of young people growing up in a modern society (e.g., music, sound effects, illustrations...).<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.1.3 Pre-Contact Cultures

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KI-005<br>KI-006<br>KH-024 | Collaborative groups of students research a First Peoples cultural group and prepare a museum display, illustrating the characteristics of the culture, aspects of daily life, and First Peoples' stories. Students explore the museum displays in a Gallery Walk and identify similarities and differences among cultures of the First Peoples.<br>TIP: Pre-contact Aboriginal cultures may be grouped either by language group or by cultural region. Grouping by cultural region is useful in that it helps students explore the relationship between culture and the land. It also helps students see similarities in subsistence patterns of early cultures in North America. Students may also be introduced to grouping by major language groups, as this allows them to become aware of the fact that there was a far-reaching network of interaction and exchange among First Peoples in pre-contact North America (e.g., trade, travel, intercultural influence, wars and alliances).<br>Strive for authenticity and cultural respect as students engage in reproducing artifacts and art. Certain items have ceremonial or sacred significance, and it is not advisable to reproduce these items (e.g., peace pipes, ceremonial masks and headdresses). When reproducing artifacts, students should be encouraged to use natural materials, as this is in fact one of the most significant characteristics of the material culture of a people. The creation of igloos out of styrofoam, for example, does not effectively convey the reality of Arctic shelters. An outdoor activity involving snow would be more useful.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.1.3 h** BLM: First Peoples Gallery |
| | | **Apply** |
| | KI-005<br>KI-006<br>KH-024 | Using a Venn diagram, students compare two different cultures of the First Peoples, including aspects of daily life and stories, and noting unique and common characteristics. |

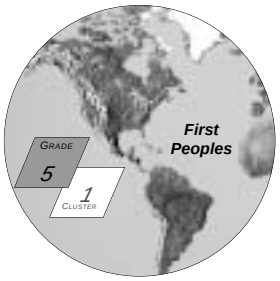
## 5.1.3 Pre-Contact Cultures

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | KI-005<br>KI-006<br>KH-024 | Students write a RAFT from the point of view of a member of an early First Peoples community encountering Europeans for the first time. Students share their writing and discuss ways in which characteristics of cultures and aspects of daily life of First Peoples are portrayed. |
| | | **or** |
| | KI-005<br>KI-006<br>KH-024 | Collaborative groups of students design and create an illustrated wall timeline of cultures of First Peoples to represent the pre-contact and early contact period from 10 000 BCE to circa 1500 CE.<br>TIP: Ensure the timeline represents the long duration of this period, is free of stereotypes, and represents the cultural diversity of early societies. The timeline can be expanded through the rest of the year in each of the subsequent Clusters. |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.1.3 Pre-Contact Cultures

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | KI-005<br>KI-006<br>KH-024 | Students prepare and present a persuasive speech to prove the following statement: *"Canada has always been a multicultural country"*.<br>TIP: Encourage students to include examples that illustrate the diverse characteristics of cultures and stories of First Peoples in their persuasive speeches. |
| | | **or** |
| | KI-005<br>KI-006<br>KH-024 | Using concept mapping, students compare and contrast characteristics of various cultures of First Peoples. |

**Teacher Reflections**




## *Learning Experience:* 5.1.4 First Peoples Governance

| | |
|---|---|
| KP-046 | Compare types of leadership in diverse First Peoples communities.<br>*Examples: hereditary right, matriarchy, democracy...* |
| KE-050 | Describe various ways in which First Peoples communities interacted with each other.<br>*Examples: trade, cooperation, conflicts...* |
| VP-014 | Value diverse approaches to leadership. |

### Description of the Learning Experience

Pre-contact First Peoples interacted with one another as self-governing communities with diverse leadership and decision-making structures.

Students research and analyze examples of leadership, collective decision making and interactions among pre-contact First Peoples communities.

**Vocabulary:** matriarchy, governance, consensus, confederacy, democracy, heredity rights (See Appendix D for Vocabulary Strategies.)

## 5.1.4 First Peoples Governance

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** |
| | KP-046<br>VP-014 | Students brainstorm examples of personal decisions (e.g., littering, walking to school instead of driving…) and collective decisions (e.g., park clean-up campaign, larvaeciding for mosquitoes…), that affect an entire group or community and discuss various decision-making processes in reaching those decisions. Students discuss factors involved in making decisions (e.g., *"Who has the right to make a decision on the part of a group or community?" "How do the members of the group or community have a say in the decision?" "What process is used to arrive at a decision?"*). |

(*continued*)

**or**

**Teacher Reflections**

## 5.1.4 First Peoples Governance

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| Appendix A Skill 4c | KP-046<br>VP-014 | Individual students record what they believe to be the best ways to arrive at collective decisions. Collaborative groups of students share their ideas and identify ideas and processes they have in common. As a group, students reach consensus on the best way to make collective decisions, focusing on the common elements among their ideas. Groups share their ideas for the best way to make collective decisions and discuss with the class.<br>TIP: Encourage students to consider the collective decision-making role of governments as well as the need for governance within all groups and communities.<br>5.1.4 a BLM: Making Collective Decisions |
| | | **or** |
| Appendix A Skill 6b | KP-046<br>KE-050<br>VP-014 | Using Think-Pair-Share, students complete sections 1 to 4 of a Seven-Step Knowledge Chart regarding First Peoples governance. At the conclusion of the Learning Experience students revisit and complete the chart.<br>5.1.4 b BLM: Seven-Step Knowledge Chart |
| | | **or** |
| Appendix A Skill 6b | KP-046<br>KE-050<br>VP-014 | Students brainstorm what they know about types of leadership and ways in which First Peoples interacted with each other in pre-contact times (e.g., trade, types of currency, conflicts and alliances, sharing of ideas, languages, or cultural practices, treaties or agreements…). Students generate questions about types of leadership in First Peoples communities and interactions between First Peoples. Ideas are recorded and posted and may be used for individual or group research later in the Learning Experience.<br>TIP: It is a common stereotype that early societies of First Peoples were frequently at war with one another. Although it is true that there were wars between First Nations, there were also other types of interactions between self-governing groups.<br>*(continued)* |
| | | **or** |
| **Teacher Reflections** | | |

## 5.1.4 First Peoples Governance

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| Appendix A Skill 3a | KP-046<br>VP-014 | Collaborative groups of students brainstorm a list of leadership qualities. They prioritize their lists to reach agreement on the four most important leadership qualities, and then share their ideas in a class discussion. Students discuss whether the qualities required for leadership today would have been different than those in societies of First Peoples. |
| | | **Acquire** |
| Appendix A Skill 11a | KE-050 | Using print and electronic resources, students research goods that were traded between communities of First Peoples, regions where diverse communities of First Peoples would have regularly come into contact with one another, and trade routes that existed in pre-contact times. Students create a map using symbols to indicate the major goods traded in various areas of North America and the First Peoples involved in trading.<br>TIP: Encourage students to take note of the idea of *cultural diffusion* (i.e., the exchange of ideas, stories, values, languages), as well as the diffusion of material goods, by highlighting cultural similarities that existed among many communities of First Peoples.<br>See *Canada Revisited*, Arnold and Gibbs (1999), Scarborough ON: Arnold Publishing. "Trade Patterns before 1500", p. 69.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>5.1.1 e BLM: Outline Map of North America |
| | | **or** |
| Appendix A Skill 11f | KP-046<br>KE-050<br>VP-014 | Using print and electronic resources, students research the matrilineal clan structure that existed in the nations of the Iroquois Confederacy *Haudenosaunee* (pronounced HOWD na sho nee: "People of the Long House") and the nations of the Huron-Wendat Alliance in southern Ontario and Québec. Using concept mapping, students illustrate the structures of leadership and matrilineal organization of these Iroquoian nations. Students discuss the roles and responsibilities of the Clan Mothers, the Chiefs, and the members of the clan.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | *(continued)* |
| | | **or** |
| **Teacher Reflections** | | |

## 5.1.4 First Peoples Governance

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KP-046<br>KE-050<br>VP-014 | Students are assigned roles to represent Chiefs of Nations, Clan Chiefs, Clan Mothers, or Long House members in the Iroquois Confederacy. In collaborative groups, and using print and electronic resources, students research the reasons why the Confederacy or alliance of nations was created, the responsibilities corresponding to their assigned role, as well as leadership and governance structures of the Iroquois Confederacy. Students share information with each other.<br> **Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KP-046<br>KE-050<br>VP-014 | Using print and electronic resources, students research the First Nations who were members of the Blackfoot Confederacy and create a diagram to illustrate the member nations of the alliance and the reasons why it came to be.<br>NOTE: This was a later, post-contact alliance that may have been precipitated by incursions of Europeans into the Plains region. Evidence suggests that in pre-contact times the Plains hunters were separate and independent migratory bands of relatively small size, with Chiefs selected by the community.<br> **Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KP-046<br>KE-050<br>VP-014 | Using print and electronic resources, students research different types of leadership in communities of First Peoples. Students compare and contrast types of leadership and interactions among communities of First Peoples, and share their observations with peers.<br>NOTE: Some resources, particularly American sources, use the word “tribe” to describe collective communities of First Peoples. While the term is not incorrect, the term used most often in Canada is “First Nation”. |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.1.4 First Peoples Governance

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KP-046<br>KE-050<br>VP-014 | As a class, students brainstorm examples of decisions that need to be made in their classroom community. Collaborative groups of students engage in a consensus decision-making process regarding one of the decisions. Students share their decision with the class, and debrief their experiences in the consensus reaching process (i.e., sharing their observations about the exercise and the advantages and disadvantages of the process). Students write a journal reflection describing why they think consensus decision making was important in traditional governance of First Peoples.<br>NOTE: Students may need to be introduced to the principles of consensus decision making (e.g., all opinions are important, everyone has an opportunity to express opinions and to be heard, decisions are arrived at through mutual consent after considered and reasoned discussion…). Encourage students to note that in traditional societies, the group—not the individual—was of primary importance. This would affect the ways in which communities or groups made decisions, and the ways in which individuals participated in making collective decisions. As students are most familiar with decision making by majority, if time permits they may also carry out a decision-making process using the majority vote process, and later compare the advantages and disadvantages of the two processes. |
| | | **Apply** |
| | KP-046<br>KE-050<br>VP-014 | Collaborative groups of students create a list of procedures for consensus decision making. Students post their procedures and prepare and present a simulation of a decision-making process regarding a traditional First Peoples issue (e.g., creating an alliance, commencing a trade voyage, resolving a conflict…), modelling one of the procedures on their list. Students observing the presentations deduce which of the procedures from the list the students are demonstrating.<br>(*continued*) |

**or**

**Teacher Reflections**

## 5.1.4 First Peoples Governance

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | KP-046<br>VP-014 | Collaborative groups of students prepare and present a role play portraying the principal qualities of leadership in traditional communities of First Peoples. Students identify the qualities of leadership they observed in the role plays and write a journal reflection describing their view of leadership qualities and how their views may have changed over the course of this Learning Experience. |
| | | **or** |
| | KP-046<br>KE-050<br>VP-014 | Students compare and contrast leadership in today's democratic society and leadership in traditional communities of First Peoples. Students create a poster illustrating what different types of leaders can learn from one another. |
| | | **or** |
| | KP-046<br>KE-050<br>VP-014 | Using a Venn diagram, students compare two different forms of governance of First Peoples. |
| | | **or** |
| | KP-046<br>KE-050<br>VP-014 | Students complete their Seven-Step Knowledge Charts begun in the Activating stage of this Learning Experience, adding information regarding leadership and governance of First Peoples. |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.1.4 First Peoples Governance

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | KP-046<br>VP-014 | Collaborative groups of students prepare a structured deliberation or debate for and against matrilineal and patrilineal organization and leadership in traditional societies. In each group, several students collaborate to prepare the affirmative position while others prepare the negative position. |
| | | **or** |
| | KP-046<br>KE-050<br>VP-014 | Students compose questions and interview, email, or fax a contemporary First Nation leader to learn about ways in which the governance of First Nations has changed from pre-contact to modern times, including elements that have been preserved and elements that have been transformed. Students share their findings and record information in their journals.<br>NOTE: Alternatively, students may complete a guided analysis of a news article detailing an interview with a First Nation, Inuit, or Métis leader. |
| | | **or** |
| | KP-046<br>KE-050<br>VP-014 | Students write a persuasive article (e.g., letter to the editor, letter to a political leader, campaign speech…) identifying the need to re-establish aboriginal independence or self-government today.<br>NOTE: Students will need basic background information and time for discussion related to current issues of self-determination. |

**Teacher Reflections**

## Cluster 1—Connecting and Reflecting

Using their "First Peoples" portfolio students reflect on what we can learn from the First Peoples cultures and describe examples of the importance of the natural environment.

5.1.4 c BLM: First Peoples—Connecting and Reflecting

**Teacher Reflections**

**Teacher Reflections**

*Peoples and Stories of Canada to 1867*

Grade 5

Early European Colonization (1600 to 1763)

2 Cluster

# Cluster 2 Learning Experiences: Overview

## 5.2.1 Early European Exploration and Colonization

KH-025 Relate stories of European explorers and traders in their search for new lands or the Northwest Passage.
*Examples: Leif Eriksson, Giovanni Caboto, Henry Hudson, Jacques Cartier, Martin Frobisher, David Thompson...*

KG-043 Identify European countries that established colonial empires and locate on a world map their areas of colonization.
*Include: Portugal, Spain, France, England, Holland.*

KL-018 Locate on a map of Canada places of historical significance during early European colonization.
*Include: L'Anse aux Meadows, L'Acadie, La Nouvelle-France.*

KP-047 Identify reasons why Europeans expanded their territories to include North America.
*Examples: international competition, resources, religion, trade...*

### 5.2.2 Nouvelle-France

KI-008 Describe the organization and daily life of Nouvelle-France.
*Examples: seigneurial system, agriculture, religion, les Filles du Roi...*

KH-033 Describe contributions of individuals in the settlement of Nouvelle-France.
*Include: Samuel de Champlain, Jean Talon, Louis de Buade, comte de Frontenac, Marguerite Bourgeoys.*

KL-018 Locate on a map of Canada places of historical significance during early European colonization.
*Include: L'Anse aux Meadows, L'Acadie, La Nouvelle-France.*

KL-019 Identify factors that influenced the movement and settlement of Europeans in early Canada.
*Include: natural environment, fur trade, military posts.*

KP-048 Describe the organization of the royal government in Nouvelle-France.

### 5.2.3 Cultural Interaction in Early Canada

KH-026 Give examples of the impact of interactions between First Peoples and European explorers, colonists, and missionaries.
*Examples: shared technologies, trade, spread of disease...*

KE-051 Compare First Peoples' and European approaches to natural resource use in early Canada.
*Examples: hunting and fishing, agriculture, trade, landholding and ownership...*

VH-009 Appreciate the contributions of First Peoples to the development of Canada.

VE-015 Be willing to consider diverse approaches to resource and land use.

### 5.2.4 French–British Colonial Rivalry

KI-007 Describe daily life in early French and British settlements in Atlantic Canada.

KH-027 Describe the impact of European wars on First Peoples and French and British colonies in early Canada.
*Include: First Peoples alliances.*

KH-028 Describe the reasons for and the impact of the Acadian deportation.

KH-029 Describe the major events and impact of the British conquest of Nouvelle-France.
*Include: Battle of the Plains of Abraham (1759), Treaty of Paris (1763); impact on First Peoples.*

VH-011 Appreciate the Aboriginal, French, and British heritage of Canada.

VH-012 Demonstrate empathy for the struggles of the peoples of early Canada.

## Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** suggested strategies to activate the cluster and help teachers assess student prior knowledge.

- **Suggested Portfolio Selections:** this icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.

- **Student Portfolio Tracking Chart:** this chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix D.

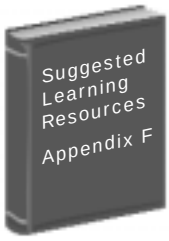
- **Skills Set:** this icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.

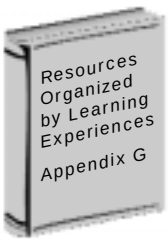
- **Skills Checklist:** this teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each Cluster and throughout the grade. It is located in Appendix D.

- **Connecting and Reflecting:** the end of cluster summative assessment activity.

## Cluster Description

Students examine causes and consequences of European exploration and settlement in early Canada. This study includes a focus on individuals and places of the period, as well as daily life of French and British colonists and their relationships with First Peoples. Students explore the influence of the environment, resources, trade, and conflict during the establishment of the French and British colonial empires. They also study the Acadian deportation, settlement of Nouvelle-France, and the British conquest of Nouvelle-France.



## Engaging Students in the Cluster

- Students label a wall-sized world map with the countries of origins and routes of various explorers and traders.
- Create a display of reproductions or images of artifacts used in daily life from this time period.
- Students create a bulletin board display with pictures of explorers and sailing vessels.
- Students view videos of various explorers or other people who played a significant role in the early settlement of Canada (e.g., Heritage Minutes video from Historica and CBC's *Canada: A Peoples History*).
- Create a display of books about early exploration and settlement.
- Display maps showing the changing locations of French and British territories, include Acadian deportation.
- Create a timeline with significant events identified.
- Students listen to songs and read poetry telling of exploration and settlement.

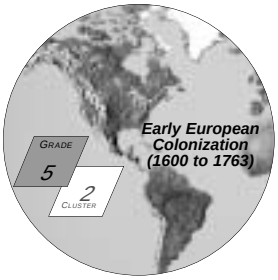
## Learning Experiences Summary

***5.2.1 Early European Exploration and Colonization***

***5.2.2 Nouvelle-France***

***5.2.3 Cultural Interaction in Early Canada***

***5.2.4 French–British Colonial Rivalry***




## *Learning Experience:* 5.2.1 Early European Exploration and Colonization

| | |
|---|---|
| KH-025 | Relate stories of European explorers and traders in their search for new lands or the Northwest Passage.<br>*Examples: Leif Eriksson, Giovanni Caboto, Henry Hudson, Jacques Cartier, Martin Frobisher, David Thompson...* |
| KG-043 | Identify European countries that established colonial empires and locate on a world map their areas of colonization.<br>*Include: Portugal, Spain, France, England, Holland.* |
| KL-018 | Locate on a map of Canada places of historical significance during early European colonization.<br>*Include: L'Anse aux Meadows, L'Acadie, La Nouvelle-France.* |
| KP-047 | Identify reasons why Europeans expanded their territories to include North America.<br>*Examples: international competition, resources, religion, trade...* |

### Description of the Learning Experience

European explorers and navigators expanded the influence of their empires as they ventured across the Atlantic Ocean in search of territories to colonize.

Students work in collaborative groups to research the reasons for European exploration of the Western hemisphere and to describe the voyages of early European explorers.

**Vocabulary:** Northwest Passage, colonization, colonial empires (See Appendix D for Vocabulary Strategies.)

## 5.2.1 Early European Exploration and Colonization

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** |
| | KG-043<br>KP-047 | Using a world map, students locate the major European colonizing countries (i.e., Portugal, Spain, France, England, and Netherlands). Collaborative groups of students brainstorm reasons why people in these countries would have wanted to come to North America (e.g., natural features of the land, wealth of natural resources…). |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.2.1 Early European Exploration and Colonization

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | KH-025<br>KG-043<br>KP-047 | Collaborative groups of students observe an outline map of the world and pictures of early ocean-going ships. Students discuss how Europeans might have perceived the world prior to the fifteenth century, motivations to explore the Atlantic Ocean, and what Europeans would need in their explorations (e.g., ships, equipment and navigational tools such as maps, compass, and supplies, crew, food…). Students choose a country to depart from and describe an exploratory voyage.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KH-025<br>KG-043<br>KP-047 | Using Think-Pair-Share, students respond to the question: *"Who was the first European to visit North America and when did this take place?"* Students post questions about early European exploration of North America on a bulletin board as the figurative "departure point" of their study of exploration.<br>TIP: Elicit students' assumptions and beliefs about European exploration of North America, encouraging students to focus on what they believe to be true. Students may record their beliefs in a learning journal and revisit them later in their inquiry into European exploration. |
| | | **or** |
| | KH-025<br>KG-043<br>KL-018<br>KP-047 | Students listen to "The Northwest Passage" by Stan Rogers and record the names of places and people mentioned in the song. Students discuss the meaning of the term "Northwest Passage" and why Europeans were interested in discovering this route.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.2.1 a** BLM: Northwest Passage (2 pages) |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.2.1 Early European Exploration and Colonization

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | KH-025<br>KL-018 | Students read excerpts from Jacques Cartier's journals and record descriptive details about the land, initial opinions and impressions, and interactions with the people. Using a map of Canada, students locate places that Cartier may have been describing.<br>TIP: This activity offers the opportunity to introduce the distinction between primary and secondary sources. This may be elicited from students by asking them: "Who wrote this piece?" "When was it written?" "How is it different from a textbook?" "Does it contain facts only, or facts and opinions?"<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.2.1 b** BLM: Jacques Cartier's Journals |
| | | **or** |
| | KH-025<br>KG-043<br>KL-018<br>KP-047 | Collaborative groups of students simulate a European exploration across the Atlantic Ocean in search of unknown lands. Students discuss the skills and tools they would need to cross the Atlantic and record information for later trips (e.g., observation of the natural landscape, orientation using the sun, moon, and stars, recording of details about landmarks and directions, map drawing and map interpretation skills...). Students simulate the exploration by taking a walk through a local natural area using navigation, observation, recording, and map-making skills. Students share their maps and information with peers who attempt to recreate the exploration and discuss the challenges that early European explorers may have encountered.<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.2.1 Early European Exploration and Colonization

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** |
| | KH-025<br>KG-043<br>KL-018<br>KP-047 | Using print and electronic resources, students research the voyages of the Norse (Vikings) to North America. Students record archaeological evidence of the Viking presence at l'Anse aux Meadows in Newfoundland and other details of their voyages, and prepare a persuasive argument to the King and Queen of Spain proving that Christopher Columbus was not the first European to set foot in North America.<br>TIP: Encourage students to relate this research to their original hypothesis or beliefs about the first Europeans in America and to reflect in their learning journals about whether or not they wish to revise their original ideas on the subject. It may also be helpful to point out that, prior to the large European voyages and expeditions to the Americas, there is evidence that groups of Basque fishers from France, Portugal, and Spain also made regular trips to Newfoundland as they fished for codfish in the Grand Banks region.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.2.1 c** BLM: Note-Taking-Frame: The Norse in America (2 pages) |
| | | **or** |
| | KH-025<br>KG-043<br>KP-047 | Students read primary sources and reflect in their journals on life in this time period.<br>**5.2.1 d** BLM: Famous Letters in Canadian History—Vancouver |
| | | **or** |
| | KH-025<br>KG-043<br>KL-018<br>KP-047 | Using print and electronic resources, students research the period of early European colonial exploration (fifteenth – sixteenth centuries). Students record information related to the European social conditions, sailing ships and navigation, European expansion and influence, trade in Europe and Asia, colonies and colonization, religion and missionaries, health and disease, and the search for the Northwest Passage. Students create posters profiling highlights of early European exploration.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | (*continued*) |
| | | **or** |

## 5.2.1 Early European Exploration and Colonization

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| Appendix A Skill 6g | KH-025<br>KG-043<br>KL-018<br>KP-047 | Students view segments from Canada, A People's History: When the World Began (Episode 1) and Adventurers and Mystics (Episode 2). Students record information related to the Northwest Passage, the voyages of Jacques Cartier and Henry Hudson, and reasons why Europeans were eager to come to the "New Land" (e.g., Northwest Passage to India and China, search for gold and other riches, competition with Spain for world influence and domination of the seas, codfish in Newfoundland...). Students discuss and record the main ideas presented in the videos.<br>TIP: Provide students with a specific task prior to viewing (e.g., "Write down one quote by Cartier describing the New World."; "Note what Cartier did to convince the First Peoples that he did not want war with them."; "Trace Humphrey Gilbert's voyage on a map."; "Note the importance of Martin Frobisher's voyages."…). Documentary films are best viewed in short sessions of ten to fifteen minutes, with discussion of key points after each session.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| Appendix A Skill 11a | KH-025<br>KG-043<br>KL-018<br>KP-047 | Using print and electronic resources students research the explorations and colonial expansion of a specific country (e.g., Portugal, Spain, France, England, or Netherlands). Students record information related to the motivations for exploration of the selected country, its areas of colonial influence, and the importance of these colonies to the empire. Using a world map, students present their country's accomplishments in colonial exploration.<br>NOTE: Review the meaning of the concepts "empire" and "colony". Although the main focus of this Learning Experience is on exploration of Canada, it may be useful to have students highlight certain explorers who did not necessarily visit Canada, but who were important in the European quest for world influence (e.g., Spain – Christopher Columbus; Portugal – Vasco da Gama, Ferdinand Magellan; England – Sir Frances Drake). Provide students with historical maps or historical atlases to help them see general patterns of expansion and change in European colonial influence in Africa, South America, and Asia through the fifteenth and sixteenth centuries.<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.2.1 Early European Exploration and Colonization

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KH-025<br>KG-043<br>KL-018<br>KP-047 | Using print and electronic resources, students research the life, voyages, hardships encountered, and historical accomplishments of a selected explorer. Students record information on an Explorers' Identity Card and present their chosen explorer to the class, using a world map to trace their voyages, and to answer questions about their life and voyages.<br>TIP: The Explorers' Identity Cards may be used by students to play "Who Am I" games in small groups to help review and consolidate information.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>5.2.1 e BLM: Explorers' Identity Card |
| | | **Apply** |
| | KH-025<br>KG-043<br>KL-018<br>KP-047 | Collaborative groups of students extend the wall timeline that was begun in Cluster 1. Using paper from a large roll of craft paper, students create a background outline for the illustrated timeline, extending from the year 1000 (the approximate time of the beginning of the Iroquois Confederacy, and the Norse voyages to America) to 1900. Students mark off the timeline in increments of 100 years, up to the year 1500, then in increments of 25 years, to allow space for more detailed information.<br>Collaborative groups are given identical sets of pre-made explorer name tags that identify explorers from different time periods (one for each student in the group). Given a fixed time limit, each group places themselves in chronological order, choosing an approximate position along the wall timeline. Once the allotted time is up, students verify that they are all at the right spot and in the right order. All the students with the same explorer name tag now become a new collaborative group. The groups create an illustrated station on the wall timeline, summarizing the main achievements of their explorer.<br>TIP: This timeline may be used as the basis for a continuing activity to the end of the year. For consistency of presentation, the class may design a template to use for each station on the wall timeline.<br>*(continued)* |

**or**

**Teacher Reflections**

## 5.2.1 Early European Exploration and Colonization

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | KH-025<br>KG-043<br>KL-018<br>KP-047 | Students compose a ship's log written by a selected European explorer, describing the details of a voyage, and include a map of the voyage drawn by that explorer. In small groups, students read aloud their ship's log.<br>TIP: Integrate art by creating illustrated "period" logs. Stain paper with moistened tea bags and let it dry, to create the look of aged paper. |
| | | **or** |
| | KH-025<br>KP-047 | Students write a saga about Vinland, describing the Norse voyages to this new land and their attempts to establish a colony. They end the saga with a conclusion based on their own hypothesis as to why the Norse did not remain here. |
| | | **or** |
| | KH-025<br>KL-018 | Students write a proposal for UNESCO, detailing the reasons why l'Anse aux Meadows should be declared a World Heritage Site (as was done in 1977). |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.2.1 Early European Exploration and Colonization

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | KH-025 | Students develop a list of health measures informing European crew members of practices to follow when sailing from Europe to North America (e.g., prevention or treatment of scurvy, fresh air, sanitary measures…). Students use examples of actual health problems encountered by European sailors to stress the importance of following safe practices. |
| | | **or** |
| | KH-025<br>KG-043<br>KL-018<br>KP-047 | Students assume the role of a European explorer who has travelled to North America and write a description of their travels in Canada (e.g., the land, people they encountered, places visited…). Students share their passage with peers who attempt to guess the location in Canada described in the account. |
| | | **or** |
| | KH-025<br>KG-043<br>KP-047 | Using a Concept Frame, students define the concept of colonization. Students share their frames and discuss the advantages and disadvantages of colonization for both the empire and the colony.<br><br>5.2.1 f BLM: Concept Frame: Colonization |
| | | **or** |
| | KH-025<br>KG-043<br>KP-047 | Collaborative groups of students dramatize an Awards Ceremony in which they present posthumous commendations to early European explorers (e.g., Most Courageous, Most Tenacious, Most Persuasive, Best Negotiator with First Peoples…). Students include descriptive criteria for historical accuracy in presenting the awards and acceptance speeches. |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.2.1 Early European Exploration and Colonization

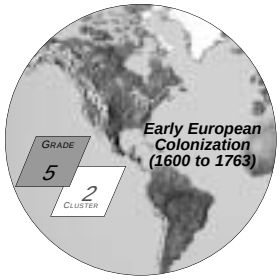
| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | KH-025<br>KG-043<br>KL-018<br>KP-047 | Students assume the role of a European explorer and present a speech or travelogue describing their voyages. Students include the reasons for their explorations, maps outlining their routes, and people and places they visited. |
| | | **or** |
| | KH-025<br>KG-043<br>KL-018<br>KP-047 | Collaborative groups of students create an "In Search of the Northwest Passage" board game. Using a world map as the game board, students trace the routes of European explorer's voyages and design game cards identifying their motivations, the country represented, challenges and accomplishments, and places they visited. Players advance in their voyages as they correctly answer questions. |
| | | **or** |
| | KH-025<br>KG-043<br>KL-018<br>KP-047 | Collaborative groups of students create a multimedia presentation to convince the King or Queen of a European country to sponsor an expedition to North America. Students include in their presentations expected accomplishments, a supply list (including images), maps outlining the route and duration, and the ship(s) and crew specifications. Students share their presentations with the class and answer questions about whether the proposed voyage merits financing. |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.2.1 Early European Exploration and Colonization

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | KH-025<br>KG-043<br>KL-018<br>KP-047 | Using keywords describing why the Northwest Passage held such a strong appeal for European explorers, students create illustrated posters promoting its exploration.<br><br>**5.2.1 g** BLM: Northwest Passage Keywords |

Appendix A Skill 10c

**Teacher Reflections**




## *Learning Experience:* 5.2.2 Nouvelle-France

| | |
|---|---|
| KI-008 | Describe the organization and daily life of Nouvelle-France.<br>*Examples: seigneurial system, agriculture, religion, les Filles du Roi...* |
| KH-033 | Describe contributions of individuals in the settlement of Nouvelle-France.<br>*Include: Samuel de Champlain, Jean Talon, Louis de Buade, comte de Frontenac, Marguerite Bourgeoys.* |
| KL-018 | Locate on a map of Canada places of historical significance during early European colonization.<br>*Include: L'Anse aux Meadows, L'Acadie, La Nouvelle-France.* |
| KL-019 | Identify factors that influenced the movement and settlement of Europeans in early Canada.<br>*Include: natural environment, fur trade, military posts.* |
| KP-048 | Describe the organization of the royal government in Nouvelle-France. |

### Description of the Learning Experience

At the time of early European colonization of the continent, the agricultural and trading settlements in the east and along the St. Lawrence were called Nouvelle-France, a part of the French Empire in North America.

Students will engage in research and role plays to depict daily life and important figures in the Nouvelle-France period of Canadian history.

**Vocabulary:** monopoly, missionaries, seigneurial system, habitant, seigneur, intendant, royal decree
(See Appendix D for Vocabulary Strategies.)

## 5.2.2 Nouvelle-France

| Assessment | Outcomes | Strategies |
|---|---|---|
| | KL-018<br>KL-019 | **Activate**<br>Students view historical maps of Nouvelle-France and note the location of the principal settlements and forts of the period. Students compare the territory with present-day Canada and discuss reasons for the locations of past and present settlements.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>(*continued*) |

**or**

**Teacher Reflections**

## 5.2.2 Nouvelle-France

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| Appendix A Skill 9f | KI-008<br>KH-033<br>KL-019<br>KP-048 | Using a Sort-and-Predict strategy, students categorize words related to life in Nouvelle-France. Students use the words to compose a narrative describing daily life in Nouvelle-France and share their stories with peers. Students review their narratives after they have studied Nouvelle-France and identify any misconceptions.<br><br>5.2.2 a BLM: Sort and Predict: Life in Nouvelle-France |
| | | **or** |
| Appendix A Skill 6g | KI-008<br>KH-033<br>KL-019 | Students view video clips describing daily life in Nouvelle-France and discuss their observations.<br>TIP: Possible video clips of Nouvelle-France include: *A Scattering of Seeds:* Episode 12: *The First Seeding* (possible segments from "Louis Hébert, A Legacy of Tenacity" and "Les Filles du Roi") and CBC's *Canada, A People's History* (Episode 2—Adventurers and Mystics—1540 to 1670) (possible segments from "A Precarious Colony" and "The Daughters of the King").<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br><br>5.2.2 b BLM: Nouvelle-France Video Response (2 pages) |
| | | **or** |
| Appendix A Skill 3a | KI-008<br>KH-033<br>KL-019<br>KP-048 | Collaborative groups of students imagine that the King of France has given them a monopoly to the land that Jacques Cartier claimed for France in North America. Students discuss an action plan for<br>1) enticing colonists to Nouvelle-France<br>2) establishing a governance style to provide security of life and trade<br>3) developing alliances with the indigenous peoples of the land (Mi'kmaqs, Hurons, Algonquins, Montagnais, and Iroquois)<br>4) retaining French control of the territory<br>Students share their plans with each other and discuss the requirements for establishing a colony.<br><br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.2.2 Nouvelle-France

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | KI-008<br>KL-019 | Students brainstorm qualities required to be a successful colonist in Nouvelle-France in the early seventeenth century. Students may write out words and illustrate them on a poster to create a collective collage of the "Qualities of the Habitants".<br>NOTE: The word *habitant* was used in Nouvelle-France to designate the people who came to settle the land, as opposed to the merchants or traders, missionaries and politicians or representatives of the royal government. Students may be able to guess the meaning of the word from its similarity to the English word *inhabitant*. |
| | | **Acquire** |
| | KH-033 | Students read primary sources and reflect in their journals on life in this time period.<br>**5.2.2 c** BLM: Famous Letters in Canadian History—La Salle<br>**5.2.2 d** BLM: Famous Letters in Canadian History—Champlain<br>**5.2.2 e** BLM: Famous Letters in Canadian History—Talon |

(*continued*)

**or**

**Teacher Reflections**

## 5.2.2 Nouvelle-France

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| Appendix A Skill 11a | KI-008<br>KH-033<br>KL-018<br>KL-019<br>KP-048 | Using print and electronic resources, students research contributions of individuals in the settlement of Nouvelle-France, including Samuel de Champlain, Jean Talon, Louis de Buade, comte de Frontenac, and Marguerite Bourgeoys, as well as places of historical significance, and organization and daily life of Nouvelle-France. Students record information and describe how life in Nouvelle-France was influenced by the environment, trade, and interactions between peoples.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| Appendix A Skill 11a | KI-008<br>KH-033<br>KL-018<br>KP-048 | Using print and electronic resources students research the life and accomplishments of Samuel de Champlain to determine whether they think that Champlain is deserving of the title of "Father of Nouvelle-France". They list the reasons why he deserves, or does not deserve, this title and share their observations with peers.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| Appendix A Skill 11a | KI-008<br>KH-033<br>KP-048 | Using print and electronic resources, students research royal government in Nouvelle-France and record the roles and responsibilities of each part of the government. Students discuss how life under this form of royal government would have been different from life in Canada today.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>5.2.2 f BLM: Government in Nouvelle-France<br>5.2.2 g BLM: Government in Nouvelle-France—Key<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.2.2 Nouvelle-France

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| Appendix A Skill 11a | KI-008<br>KH-033<br>KL-019<br>KP-048 | Using print and electronic primary resources (e.g., digital images of original artifacts, documents, diaries and journals…), students research the organization and daily life of Nouvelle-France and the contributions of individuals. Students prepare an electronic portfolio of the selected primary sources and a description of what they learned about individuals and life of Nouvelle-France. Students share their portfolios and discuss ways in which primary sources help them interpret and understand the past.<br>NOTE: Encourage students to examine a variety of primary sources (e.g., written materials, pictorials, dance, oral traditions, art and artifacts…) and to distinguish primary from secondary sources.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.2.2 h** BLM: Selecting and Using Primary Sources (2 pages) |
| | | **or** |
| Appendix A Skill 11a | KI-008<br>KH-033<br>KL-019 | Using print and electronic resources, students research various aspects of daily life in Nouvelle-France. Students record images, key vocabulary, and details of the following aspects of daily life:<br>1. agriculture<br>2. the seigneurial system<br>3. religion and education<br>4. the fur trade<br>5. forts and military protection<br>6. alliances and relations with First Nations<br>7. influence of the natural environment<br>TIP: This activity may be carried out as a Carousel format, with collaborative groups choosing different topics and sharing their research with each other.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.2.2 Nouvelle-France

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KL-018<br>KL-019 | Using an outline map of Canada, students locate<br>1. The voyages of exploration of Samuel de Champlain and Étienne Brûlé<br>2. The traditional territories of the Huron (Wendat) and their allies and the Iroquois nations<br>3. French settlements in Acadie and Nouvelle-France (e.g., Ville-Marie (Montréal), Québec, Tadoussac, Port-Royal, Trois-Rivières, Grand-Pré, Fort Saint-Louis, Louisbourg…)<br>4. Seigneuries and agricultural areas of Nouvelle-France and Acadie<br>5. Principal rivers and lakes used as trade routes (e.g., St. Lawrence, Outaouais River, Rivière des Prairies, Richelieu River, Lac Champlain, Lake Huron, Lake Superior)<br>Students discuss factors that influenced the movement and settlement of Europeans in early Canada and post locations on a wall map of Canada.<br> BLM: Outline Map of Canada |
| | | **or** |
| <br> | KI-008<br>KH-033<br>KP-048 | Students select one individual or group from Nouvelle-France (e.g., Samuel de Champlain, Jean Talon, Comte de Frontenac, Louis de Buade, Marguerite Bourgeoys, Jeanne Mance, Cardinal Richelieu, Paul de Maisonneuve, Étienne Brûlé, Marie de l'Incarnation, Father Brébeuf, Louis Hébert, Marie Rollet; Missionaries such as Récollets, Jésuites, Ursulines, Seigneurs, Habitants, Hurons, Iroquois, Acadiens, Filles du Roi…) and research their life. Students prepare a point-form biography and share their research with the class.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br> BLM: People in Nouvelle-France: Role Card (2 pages) |
| | | **Apply** |
| <br> | KI-008<br>KP-048 | Collaborative groups of students prepare and present a dramatization of daily life in the seigneurial system in Nouvelle-France. Students discuss the advantages and disadvantages of life for individuals and the colony as a whole within the seigneurial system. |
| | | **or** |

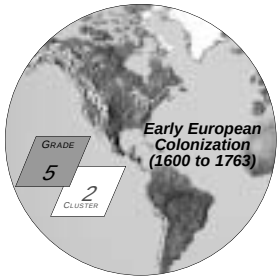
## 5.2.2 Nouvelle-France

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| Appendix A Skill 4c | KI-008<br>KH-033<br>KL-019<br>KP-048 | Collaborative groups of students assume roles of individuals belonging to one of the main groups of people living in or near Nouvelle-France. Using consensus decision making, students determine the two most important events in this period of Canadian history from the perspective of the group they represent. Students record their events on a wall timeline and share their decision with peers justifying their choices.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.2.2 j** BLM: Main Groups during the Nouvelle-France Period<br>**5.2.2 k** BLM: Main Events during Early Nouvelle-France (2 pages) |
| | | **or** |
| Appendix A Skill 4a | KI-008<br>KH-033<br>KL-019 | Collaborative groups of students plan and prepare an *Ordre du bon temps* celebration. Students assume the roles of individuals in Nouvelle-France (e.g., governor, intendant, bishop, habitant, or an important individual such as Samuel de Champlain, Jean Talon, Louis de Buade, comte de Frontenac, Marguerite Bourgeoys…). Students plan the entertainment, menu, décor, and seating to represent life in Nouvelle-France, and invite parents or community members to attend. |
| | | **or** |
| Appendix A Skill 9e | KI-008<br>KH-033<br>KL-018<br>KL-019 | Students assume the role of an *habitant* in Nouvelle-France and write a journal describing their daily life. Students include illustrated maps showing their travels and places of historical significance.<br>TIP: The look of an aged historical map can be reproduced by staining the paper with moistened tea bags and letting it dry before adding details.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.2.2 Nouvelle-France

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| Appendix A Skill 9C | KI-008<br>KP-048 | Using a diagram of the organization of government in Nouvelle-France, students compose a RAFT describing the advantages and disadvantages of this form of centralized government under an absolute monarchy from the point of view of an early habitant.<br><br>5.2.2 I BLM: Government in Nouvelle-France—Diagram |
| | | **or** |
| Appendix A Skill 11g | KI-008<br>KH-033<br>KL-019 | Students create a multimedia presentation depicting daily life in each of the four seasons in Nouvelle-France. Students include images and descriptions illustrating ways in which the natural environment influenced the activities of individuals living in Nouvelle-France, as well as strategies used by individuals to cope with the natural environment. |
| | | **or** |
| Appendix A Skill 10a | KI-008<br>KH-033<br>KP-048 | Students assume roles representing the organization of the royal government of Nouvelle-France and simulate the transmission of a royal decree from the King of France through the representatives of the Royal Government down to the men, women, and children living in the colony. Using a realistic example of a royal decree, students discuss the effects that this decree may have on the various members of the colony. |

**Teacher Reflections**




## *Learning Experience:* 5.2.3 Cultural Interaction in Early Canada

| | |
|---|---|
| KH-026 | Give examples of the impact of interactions between First Peoples and European explorers, colonists, and missionaries.<br>*Examples: shared technologies, trade, spread of disease...* |
| KE-051 | Compare First Peoples' and European approaches to natural resource use in early Canada.<br>*Examples: hunting and fishing, agriculture, trade, landholding and ownership...* |
| VH-009 | Appreciate the contributions of First Peoples to the development of Canada. |
| VE-015 | Be willing to consider diverse approaches to resource and land use. |

### Description of the Learning Experience

Interaction between First Peoples and Europeans were a significant force in early Canadian history with lasting effects on the cultures and development of our country.

Students will research and reflect on examples of interaction, exchange, conflict, cooperation, and mutual influence between the cultures of First Peoples and Europeans in early Canada.

NOTE: Many of these activities may be integrated in other Learning Experiences of Cluster 2, as students explore particular historical events in the history of early Canada. The strategies are presented here as a distinct Learning Experience to permit a more thorough focus on the concept of cultural interaction.

**Vocabulary:** absolute monarchy, treaties, world view (See Appendix D for Vocabulary Strategies.)

## 5.2.3 Cultural Interaction in Early Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** |
| | KH-026<br>KE-051<br>VH-009<br>VE-015 | Students brainstorm Canadian place names and, using print and electronic resources, research the origins of various place names in Canada. Students discuss ways in which various place names reflect the Aboriginal, French, and British cultural heritage of Canada.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>(*continued*) |

**or**

**Teacher Reflections**

## 5.2.3 Cultural Interaction in Early Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| Appendix A Skill 3a | KH-026<br>KE-051<br>VH-009<br>VE-015 | Students discuss the origins of the name "Indian" for the indigenous peoples of the western hemisphere, and why it continues to be used today, even though it originated due to an error by the European explorer, Christopher Columbus.<br>NOTE: Encourage students to recognize that all Aboriginal peoples have their own names for themselves, and that often these names mean, simply, "the people". Over time, there came to be several different names for Aboriginal peoples, one based on the original Aboriginal language, and other versions based on how various European explorers described or identified the people in French or in English.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| Appendix A Skill 1 | KH-026<br>KE-051<br>VH-009<br>VE-015 | Students listen and respond to a performance of the Huron Carol, noting how this song combines First Nations and European cultures.<br>NOTE: The Huron Carol has been recorded by Manitoba artist Tom Jackson, as well as by numerous other Canadian artists.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| Appendix A Skill 10a | KH-026<br>KE-051<br>VH-009<br>VE-015 | Collaborative groups of students prepare and present a skit describing the impact of interactions between First Peoples and European explorers from the perspective of "Turtle Island" (a name used by some Aboriginal peoples for the land of North America prior to the arrival of Europeans) or the "Old World". Students discuss ways in which point of view or perspective (world view) can create a view of history that needs to be complemented by other views.<br>TIP: It may be helpful to carry out a preliminary exercise to make the idea of world view or perspective more concrete, in which groups of students "sketch what they see" when they are placed at different angles to a three-dimensional object. Students will quickly realize that a perspective or point of view can limit what is seen and often needs to be complemented by a description from another vantage point.<br>5.2.3 a BLM: Differing Perspectives of the World<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.2.3 Cultural Interaction in Early Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | KH-026<br>KE-051<br>VH-009<br>VE-015 | Using print and electronic resources, students view images of First Peoples and early European explorers. Students identify examples of intercultural contact (e.g., presence of First Peoples, canoes, snowshoes, trade ceremonies, peace pipes, Europeans wearing deerskin clothing, Aboriginal people wearing woven cloths...), and discuss what may happen when two cultural groups meet.<br>TIP: Encourage students to note the source of the images, and to pose questions about how the source may be biased and influence the portrayal of First Peoples and Europeans.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **Acquire** |
| | KH-026<br>KE-051<br>VH-009<br>VE-015 | Students view segments from CBC's *Canada, A People's History* (Episode 2—Adventurers and Mystics). Students record information related to the cultural interactions between early European settlers and First Peoples. Students discuss the results of these cultural interactions, both positive and negative, considering the types of misunderstandings that arose because of the profound cultural differences between the Europeans and the First Peoples.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KH-026<br>KE-051<br>VH-009<br>VE-015 | Using print and electronic resources, students research the life of Chief Donnacona, his interactions with the French, his conversion to Christianity, and his death in France. Students write a biography, describing how Donnacona may have felt when his sons were taken to France, when Cartier planted the French flag on the traditional territory of the St. Lawrence Iroquians, and how he felt about being taken to France, where he died.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.2.3 Cultural Interaction in Early Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KH-026<br>KE-051<br>VH-009<br>VE-015 | Using print and electronic resources, students research the interactions between cultures of First Peoples and Europeans, and record examples of what each had to learn from and to offer one another (e.g., exploring the land, survival, technologies, ways of life…), as well as when they came into contact in early Canadian history.<br> **Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br> **5.2.3 b** BLM: Cultural Exchange<br> **5.2.3 c** BLM: Cultural Exchange—Key |
| | | **or** |
| | KH-026<br>KE-051<br>VH-009<br>VE-015 | Using print and electronic resources, students research the interactions between Jesuit missionaries (e.g., Jean de Brébeuf, Gabriel Lalemant), and the Huron-Wendat people, many of whom became converted to Christianity. Students record examples illustrating how cultural change results as a consequence of contact.<br>NOTE: Brébeuf and Lalemant were later killed by the Iroquois during their wars against the Huron-Wendat people. These Jesuit priests believed that it was possible to combine the traditional spiritual beliefs of the First Peoples with the beliefs of Christianity. As with some other missionaries, the Jesuits often took on the ways of life of the First Peoples and lived among them. Brébeuf is credited with the creation of the Huron Carol, a combination of the Algonquian language and beliefs and European Christian tradition. It would be very complex to study and compare in depth the differing spiritual beliefs of the two groups; the main concepts are that both believed in a Creator and in a world beyond physical life.<br> **Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.2.3 Cultural Interaction in Early Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| Appendix A Skill 11a | KH-026<br>KE-051<br>VH-009<br>VE-015 | Using print and electronic resources, students research the differing world views of the early Europeans and the First Peoples with whom they first came into contact. Students record information to compare how each felt related to governance, the land, religion, history, wealth and power, trade, and settlement.<br>TIP: Review and discuss these concepts as needed with the students prior to their research:<br>1) royal power in an absolute monarchy (i.e., the King or Queen has all decision-making power, appoints all government officials, owns all the land, and is not limited by laws or elected bodies)<br>2) treaties as agreements negotiated between self-governing groups or nations<br>3) trade as bartering goods for survival as opposed to trade for profit<br>4) world view as a way of seeing the world, a collection of beliefs and values.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>5.2.3 d BLM: Cultural Dialogue<br>5.2.3 e BLM: Cultural Dialogue—Key |
| | | **or** |
| Appendix A Skill 9c | KH-026<br>KE-051<br>VH-009<br>VE-015 | Students read a passage written by a First Nations Elder about the importance of the land to the Aboriginal people. Students assume the role of a member of a First Nation and counter the European belief that land was available to be claimed as the possession of their kings or queens.<br>5.2.3 f BLM: First Peoples and the Land |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.2.3 Cultural Interaction in Early Canada

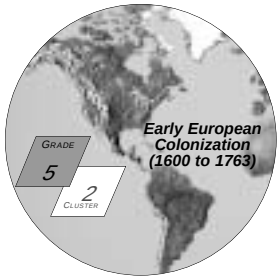
| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| Appendix A Skill 11a | KH-026<br>KE-051<br>VH-009<br>VE-015 | Using print and electronic resources, students research examples of negative consequences to the First Peoples resulting from interactions with Europeans (e.g., spread of disease, treatment of the Beothuk…). Students assume the role of a member of a First Peoples nation and compose a journal entry describing the short- and long-term effects of interactions with Europeans.<br>BACKGROUND NOTE: Students may ask why it is that First Peoples were often decimated by diseases brought across the Atlantic Ocean unknowingly by Europeans. Many contagious diseases originate in domesticated animals, and there were no domesticated animals in North America – only in Europe. The First Peoples had never been exposed to these illnesses and they had little resistance to them when they came into contact with Europeans who may have been carrying them. They did have natural remedies for certain nutritional diseases, such as scurvy, with which they were familiar. (Read the book *Guns, Germs, and Steel* by Jared Diamond for an engaging and thorough discussion of this topic.)<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **Apply** |
| Appendix A Skill 11f | KH-026<br>KE-051<br>VH-009<br>VE-015 | Using concept mapping, students illustrate examples of positive and negative impacts of interactions between First Peoples and Europeans, and different approaches to natural resource use. Students include examples of sharing knowledge (e.g., First Peoples knowledge of the land, natural remedies for scurvy…) technologies, culture, and ways of life, and discuss their concept maps with peers. |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.2.3 Cultural Interaction in Early Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| Appendix A Skill 10a | KH-026<br>KE-051<br>VH-009<br>VE-015 | Collaborative groups of students plan and present a dialogue between a member of a First Peoples nation and a European and discuss differing perspectives regarding natural resource use and the impact on each group resulting from interactions between First Peoples and Europeans. Students discuss the consequences of interactions when two different cultures come into contact. |
| | | **or** |
| Appendix A Skill 11g | KH-026<br>KE-051<br>VH-009<br>VE-015 | Collaborative groups of students create a multimedia presentation comparing differing approaches toward the land and natural resource used by Europeans and First Peoples. Students include a section describing the consequences of interactions between First Peoples and Europeans as the two cultures came to share the land. Compile group presentations in a class presentation. |
| | | **or** |
| Appendix A Skill 10d | KH-026<br>KE-051<br>VH-009<br>VE-015 | Collaborative groups of students use the song "*This Land is Your Land*" and compose new lyrics. They write one verse from the perspective of an early European and the next verse from the perspective of the First Peoples. The new lyrics reflect respective cultural beliefs and values about the land, human beings' relationship with the land, and the impact of interactions between First Peoples and Europeans.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.2.3 g** BLM: This Land is Your Land |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.2.3 Cultural Interaction in Early Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| Appendix A Skill 9d | KH-026<br>KE-051<br>VH-009<br>VE-015 | Students compose a letter to the editor, explaining why they believe Canada should officially change the use of the word "Indian" in their government departments and documents (e.g., the use is based on a historical error, reflects the world view of Europeans seeking the Northwest Passage to India, cultures should not impose names on other cultures, obligation to correct errors of the past…).<br>TIP: Encourage students to make the connection between this idea and the return to the original names of many First Peoples and many regions or places in their traditional territories (e.g., Frobisher Bay is now Iqaluit). In examining a map of Canada, students may also wish to reflect on how many places have been named for European explorers. |
| | | **or** |
| Appendix A Skill 5 | KH-026<br>KE-051<br>VH-009<br>VE-015 | Using a graphic organizer, students illustrate the sources of competition or conflict between the English, the French, and the First Nations in early Canada (e.g., the fur trade, fisheries, control of ocean and river access, protection and expansion of territories, cultural differences, protection or diffusion of culture, power and influence, security…). Students share and discuss completed concept maps with each other. |
| | | **or** |
| Appendix A Skill 9a | KH-026<br>KE-051<br>VH-009<br>VE-015 | Using Think-Pair-Share, students read and respond to a contemporary quotation regarding Canada's complex historical identity as a country based on three different nations. Students reflect on the quotation and record in their journals examples of events in history that support their reflections. Students share journal entries with peers.<br>5.2.3 h BLM: A Complex Country |
| | | **or** |
| Appendix A Skill 10a | KH-026<br>KE-051<br>VH-009<br>VE-015 | Students prepare and present a role play between a member of a First Peoples nation and a European, illustrating the sharing of knowledge and culture, and describing differing perspectives regarding approaches to land and natural resource use in early Canada. |




## *Learning Experience:* 5.2.4 French–British Colonial Rivalry

| | |
|---|---|
| KI-007 | Describe daily life in early French and British settlements in Atlantic Canada. |
| KH-027 | Describe the impact of European wars on First Peoples and French and British colonies in early Canada.<br>*Include: First Peoples alliances.* |
| KH-028 | Describe the reasons for and the impact of the Acadian deportation. |
| KH-029 | Describe the major events and impact of the British conquest of Nouvelle-France.<br>*Include: Battle of the Plains of Abraham (1759), Treaty of Paris (1763); impact on First Peoples.* |
| VH-011 | Appreciate the Aboriginal, French, and British heritage of Canada. |
| VH-012 | Demonstrate empathy for the struggles of the peoples of early Canada. |

### Description of the Learning Experience

The daily lives of the colonists and First Peoples in eastern Canada and the St. Lawrence/Great Lakes region were greatly influenced by the rivalry between France and England for power and territory.

Students conduct inquiry and present simulations to explore how life changed for people in Canada as a result of French and British colonial rivalry, the Acadian deportation, and the British conquest of Nouvelle-France.

**Vocabulary:** alliance, allegiance, treaty, deportation (See Appendix D for Vocabulary Strategies.)

## 5.2.4 French–British Colonial Rivalry

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** |
| | KI-007<br>KH-027<br>VH-011<br>VH-012 | Students view a short video clip that sets the stage for the French–British conflict in North America. In response to the video clip, students discuss reasons why these two countries were at war in North America.<br>TIP: Selected short segment from the Episode Beginning of *Battle for a Continent* (Canada, a People's History).<br>TIP: Preview this video before student viewing and choose segments carefully, as the content is violent and depicts many of the difficult aspects of war.<br>(*continued*) |

**or**

**Teacher Reflections**

## 5.2.4 French–British Colonial Rivalry

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | KI-007<br>KH-027<br>KH-028<br>KH-029<br>VH-011<br>VH-012 | Collaborative groups of students view a map of the colonized areas of North America, the location of forts of the English and the French, and contested regions prior to the Seven Years' War. Students discuss reasons why the British and the French competed for these regions of the continent (in particular, the northern Atlantic Coast and the western fur region, including the Ohio Valley); and the possible consequences of one or the other colonial empire taking control of the continent. Collaborative groups share ideas with each other.<br>TIP: Encourage students to consider the possible consequences for various groups of people, including the *Acadiens*, the *Canadiens* of the St. Lawrence valley, the First Nations who were allies of the French, the First Nations who were allies of the British, the fur traders, and the residents of the New England colonies. The class may be divided into groups to represent these various groups.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KI-007<br>KH-027<br>KH-029<br>VH-012 | Students read a short informational text on the status and development of the Thirteen Colonies in New England in the early 1700s. Students respond to the text as residents of Canada (e.g., "How do they feel about the colonies to the south becoming rich and powerful, developing industries, shipping, and cities, and carving out alliances with the Iroquois peoples around the Great Lakes?" "How do they feel about the fact that the population of these colonies is rapidly growing, far more rapidly than in Canada?") Students brainstorm what may have been some of the concerns of the peoples living in Canada with respect to their neighbours to the South at that time.<br>NOTE: Students may also read an example of a primary source as included in the BLM Description of New England, and discuss the suggested questions with a partner.<br>**5.2.4 a** BLM: A Description of New England<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.2.4 French–British Colonial Rivalry

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | KH-028<br>KH-029<br>VH-012 | Collaborative groups of students simulate events of the Acadian deportation. Students gather in a small crowded space and are "ordered by the army" to leave their homes to be moved by ship to unknown places. They will be allowed to bring only one small box of belongings, and the voyage in the ship may last from one week to three months. They will be fed, but they will not be allowed to have fresh air as there is no space on the ship for this. Collaborative groups of students discuss and decide what belongings to take, how they will feel during the voyage, and how they will start their lives all over again. Students formulate questions for inquiry into the Acadian deportation.<br>TIP: Explain that these events simulate what happened to the Acadians during the deportation, after the British gained control of the area and eventually decided that the people, since they refused to pledge allegiance to England, should be sent away to French colonies. |
| | | **or** |
| | KH-028<br>KH-029<br>VH-012 | Students read an excerpt from the poem Evangeline, by Henry Wadsworth Longfellow and summarize what it tells about life in l'Acadie prior to the deportation.<br>TIP: Encourage students to identify this as a secondary source and as a piece of historical fiction rather than as a piece of historical evidence, and to think critically about the accuracy of historical details. They may wish to discuss the value of historical fiction or art as a means of empathizing with people from the past.<br> BLM: Evangeline (2 pages) |
| | | **Acquire** |
| <br> | KI-007<br>KH-027<br>VH-012 | Collaborative groups of students generate questions about what daily life was like in the 1700s in the colonial settlements of Canada. Using print and electronic resources, students research daily life in l'Acadie, the British settlement of Halifax, in Annapolis Royal (Port-Royal), or in a fishing settlement in Newfoundland. Students record information, including images, and share researched information with peers.<br> BLM: Daily Life in the Colonies (2 pages) |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.2.4 French–British Colonial Rivalry

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| Appendix A Skill 9a | KI-007<br>KH-027<br>KH-029<br>VH-011<br>VH-012 | Students read primary sources and reflect in their journals on life in this time period.<br>5.2.4 d BLM: Famous Letters in Canadian History—Wolfe<br>5.2.4 e BLM: Famous Letters in Canadian History—Montcalm |
| | | **or** |
| Appendix A Skill 7a | KH-027<br>KH-028<br>KH-029<br>VH-011<br>VH-012 | Using print and electronic resources, students research the 1713 Treaty of Utrecht and, using an outline map of North America, draw a map of the areas controlled by France and England according to the terms of this treaty. Students verify their maps with a partner and predict what might be some of the possible consequences of this division of territory for the various groups of people living in these territories.<br>5.2.4 f BLM: Treaty of Utrecht<br>5.1.1 d BLM: Outline Map of North America |
| | | **or** |
| Appendix A Skill 11a | KI-007<br>KH-027<br>KH-028<br>KH-029<br>VH-012 | Using print and electronic resources, students research one of the major forts of the fur-trade era (e.g., Louisbourg, Halifax, the Habitation at Québec, Fort Beauséjour, Fort William Henry, or Fort Frontenac). Students record information about the fort and create a sketch of the fort. They share their researched information with the class.<br>TIP: If time permits, students may choose to construct a small model of the fort rather than drawing a sketch.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>5.2.4 g BLM: French and English Rival Forts—Note-Taking-Frame<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.2.4 French–British Colonial Rivalry

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| Appendix A Skill 6g | KI-007<br>KH-027<br>KH-028<br>KH-029<br>VH-011<br>VH-012 | Students watch a video segment depicting selected events in the English–French competition for North America. Following the viewing, students discuss the impact of the events on the daily lives of the people living in Canada at that time.<br>TIP: Consider using these videos:<br>CBC *Canada, a People's History* Episode 3: *Claiming the Wilderness* (segments "The Oath" and "The Great Dispersal" about 15 minutes: the construction of Halifax, the deportation of the Acadians)<br>CBC *Canada, a People's History* Episode 4: *Battle for a Continent* (segments "The Plains of Abraham", "The Battle", "The Winter", "Carving the Spoils", "The World Turned Upside Down", The Québec Act" – each segment is from 8 to 12 minutes) |
| | | **or** |
| Appendix A Skill 11a | KH-027<br>KH-028<br>KH-029<br>VH-011<br>VH-012 | Collaborative groups of students use a timeline of the major events of Nouvelle-France and select (through consensus decision making) their "Top Ten" most significant events. Students research and record the consequences of their chosen events, including the impact on First Peoples, *Canadiens*, *Acadiens*, and British colonists and merchants in Canada. They share their research with the class.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.2.4 h** BLM: Timeline of Events: English–French Rivalry (2 pages) |
| | | **or** |
| Appendix A Skill 10c | KI-007<br>KH-029 | Collaborative groups of students select an individual from the period of English–French conflict and design a plaque commemorating the life of that person (e.g., Guy Carleton, Edward Cornwallis, General Montcalm, General Wolfe, Marquis de Vaudreuil). |

(*continued*)

**or**

**Teacher Reflections**

## 5.2.4 French–British Colonial Rivalry

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| Appendix A Skill 7b | KH-027<br>KH-029<br>VH-011<br>VH-012 | Students compare maps of colonial territories at the time of the Treaty of Utrecht (1713) and the Treaty of Paris (1763), and discuss the consequences of these territorial changes to the groups living in the regions affected (i.e., l'Acadie, Québec, Newfoundland, Iroquois traditional territories).<br>TIP: Encourage students to ask questions about how the inhabitants of Canada would have felt about the influence of European wars and decisions on their lives, their lands, and their security.<br>5.2.4 i BLM: Comparing Two Treaties<br>5.2.4 j BLM: Comparing Two Treaties—Key |
| | | **or** |
| Appendix A Skill 11a | KI-007<br>KH-027<br>KH-029<br>VH-011<br>VH-012 | Using print and electronic resources, students research the terms and consequences of the Royal Proclamation of 1763. Students record information in their journals.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>5.2.4 k BLM: The Royal Proclamation of 1763 |
| | | **Apply** |
| Appendix A Skill 10a | KI-007<br>KH-027<br>KH-028<br>KH-029<br>VH-012 | Collaborative groups of students prepare and present a short skit illustrating the story of the expulsion of the Acadians. Students assume the roles of the people involved and re-enact the events surrounding the deportation of the Acadians.<br>TIP: Encourage students to pose questions about the aftermath of the deportation and the eventual return of many Acadians to their homeland.<br>5.2.4 l BLM: Acadian Deportation Role Play (2 pages) |
| | | (*continued*) |
| | | **or** |
| | | **Teacher Reflections** |

## 5.2.4 French–British Colonial Rivalry

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | KI-007<br>KH-027<br>KH-029<br>VH-011<br>VH-012 | Collaborative groups of students create and present a Readers' Theatre, re-enacting the Royal Proclamation of 1763. Students assume roles as members of different groups responding to the Proclamation (e.g., King George III; Guy Carleton, Governor of British colonies in Canada; First Nations representatives; Québec representatives; British settlers and military representatives; representatives from the Thirteen Colonies)<br><br>5.2.4 k BLM: The Royal Proclamation of 1763 |
| | | **or** |
| | KI-007<br>KH-028<br>KH-029<br>VH-011<br>VH-012 | Collaborative groups of students select and represent diverse groups of people in Canada at the time of the British Conquest (e.g., Acadians, First Nations trading partners and allies of the French, British fur traders and fishers, French clergy, seigneurs and habitants). Each group prepares a petition to the King of England, proposing what they would like England to do with Canada now that it has been "conquered". One group of students acts as British military advisors to the King in making his decisions. As students present their petitions, one student (or teacher) in the role of the King issues decisions, which are based on both how persuasive the petitions have been, and on the need to protect British interests in North America. After the presentations, students debrief the activity and compare the King's conclusions to the actual historical events (e.g., Royal Proclamation, Act of Québec, Indian Treaties).<br>TIP: This activity offers the opportunity to introduce the concepts of assimilation—the fostering of cultural unity and "sameness"—and of cultural pluralism—the acceptance and promotion of the co-existence of diverse cultures.<br><br>5.2.4 m BLM: After the British Conquest (2 pages) |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.2.4 French–British Colonial Rivalry

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| Appendix A Skill 7d | KI-007<br>KH-027<br>KH-028<br>KH-029<br>VH-011<br>VH-012 | Collaborative groups of students select one or two important events in this time period to illustrate for a classroom wall timeline. Students discuss the impact of each event before they decide on their illustration for the wall timeline. Each group presents their illustrated summary as they add it to the timeline, explaining to the class the importance of their particular event.<br>TIP: Suggested principal events are indicated in bold characters in the BLM 5.2.4h *Timeline of Events: English–French Rivalry*.<br>5.2.4 h BLM: Timeline of Events: English–French Rivalry |
| | | **or** |
| Appendix A Skill 9d | KI-007<br>KH-027<br>KH-029 | Collaborative groups of students create a poster and newspaper campaign to convince British colonists to settle in Québec, Newfoundland, Nova Scotia, and Prince Edward Island. Students are instructed to imagine that<br>*"they represent the government of Britain after the Conquest of Nouvelle-France. They are organizing British Military Rule, and they are worried that the English are a very small minority compared to the Canadiens in the conquered province of Québec. This worry is aggravated by the fact that there is great conflict in the New England Thirteen Colonies. The British government is afraid that Québec may decide to take the side of these colonies and seek independence from Britain. They are also concerned about how the First Nations allies of the French will react to the British Conquest."*<br>Assuming the role of the British military, student groups plan a course of action that will make their foothold in Canada more secure, by designing a poster and newspaper campaign to convince more loyal British colonists to come to settle in Québec, Newfoundland, Nova Scotia, and Prince Edward Island. Students post and share their displays. The class discusses whether this strategy would be the most effective way to ensure the loyalty of the residents of Québec. |

**Teacher Reflections**

## Cluster 2—Connecting and Reflecting

Using their "Early European Colonization (1600 to 1763)" portfolio students reflect on what we can learn from experiences of people from the past and describe ways in which they can collaborate with others in their community.

5.2.4 n BLM: Early European Colonization (1600 to 1763)—Connecting and Reflecting

**Teacher Reflections**

*Peoples and Stories of Canada to 1867*

Fur Trade

GRADE 5

3 CLUSTER

# Cluster 3 Learning Experiences: Overview

## 5.3.1 European Expansion North and West

KL-020 Locate on a map of Canada places and regions of historical significance to the fur trade and the Métis Nation.

KH-030 Describe the influence of the fur trade on the historical development of Canada.

*Include: Hudson's Bay and North West Companies; the creation of Rupert's Land and the western expansion of Canada.*

KH-031 Describe factors that led to the development and expansion of the fur trade into the west and north of Canada.

KG-044 Identify global factors that influenced the fur trade in Canada.

*Examples: European fashion, wars in Europe...*

### 5.3.2 Importance of the Land in the Fur Trade

KL-020 Locate on a map of Canada places and regions of historical significance to the fur trade and the Métis Nation.

KL-021 Give examples of ways in which the fur trade operations were influenced by the land.
*Examples: location of posts, transportation, food, clothing...*

KH-034 Describe the historical significance of Canadian place names.

VL-007 Appreciate the significance of the land and natural resources in the development of Canada.

### 5.3.3 Life during the Fur-Trade Era (1650s – 1850s)

KI-009 Describe daily life and challenges for various groups involved in the fur trade.
*Examples: coureurs de bois, trappers, trading post employees, voyageurs, factors, women...*

KL-020 Locate on a map of Canada places and regions of historical significance to the fur trade and the Métis Nation.

KH-032 Relate stories of the people and events of the fur trade.
*Examples: coureurs de bois, Pierre-Esprit Radisson and Médard Chouart Des Groseilliers, Pierre Gaultier de Varennes, sieur La Vérendrye, Henry Kelsey, Simon Fraser, James McGill...*

KE-053 Compare and contrast the operations of the Hudson's Bay and the North West Companies and describe the competition between them.

VI-003 Appreciate the contributions of various groups involved in the fur trade to the historical development of Canada.

### 5.3.4 Métis Nation and Culture in the Fur-Trade Era

KL-020 Locate on a map of Canada places and regions of historical significance to the fur trade and the Métis Nation.

KH-035 Describe events related to the origins and rise of the Métis Nation.

KH-036 Give examples of the impact of interactions between First Peoples and European traders and settlers.
*Examples: shared technologies, cultural change, spread of disease...*

KP-049 Give examples of conflicting priorities between the demands of the fur trade and agricultural settlement.
*Include: Selkirk and Métis settlements of the Red River.*

KE-052 Describe how the fur trade was dependent on the men and women of the First Nations and Métis Nation.

## Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** suggested strategies to activate the cluster and help teachers assess student prior knowledge.

- **Suggested Portfolio Selections:** this icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.

- **Student Portfolio Tracking Chart:** this chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix D.

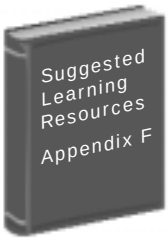
- **Skills Set:** this icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.

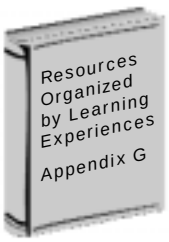
- **Skills Checklist:** this teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each Cluster and throughout the grade. It is located in Appendix D.

- **Connecting and Reflecting:** the end of cluster summative assessment activity.

## Cluster Description

Students explore the influence of the fur trade on the exploration, westward and northward expansion, and historical development of Canada. This study includes a focus on explorers and other groups associated with the fur trade, social and economic aspects of the fur trade, rivalry between the Hudson's Bay Company and North West Company, the rise of the Métis Nation, and settlement of the Red River colony.



## Engaging Students in the Cluster

- Students create a bulletin board display with maps of fur-trade routes and major trading posts.
- Students view videos depicting the fur-trading era.
- Create a display of various reproductions or images of artifacts related to the fur-trade era (e.g., pelts, traps, snowshoes…).
- Create a visual display of images depicting life in the fur-trade era.
- Students listen to songs about the fur-trade era.
- Have a "fur-trade feast" and let students make/taste foods from the fur trade (e.g., bannock, pemmican…).
- Students participate in a local festival that focuses on the fur trade (e.g., Northern Manitoba Trappers' Festival, Festival du Voyageur…).
- Students participate in outdoor games (e.g., fishing derby, fire building…).
- Students come to school dressed in traditional Métis clothing.
- Invite a "jigger" to the class to teach students dances from the fur-trade era.

## Learning Experiences Summary

***5.3.1 European Expansion North and West***

***5.3.2 Importance of the Land in the Fur Trade***

***5.3.3 Life during the Fur-Trade Era (1650s – 1850s)***

***5.3.4 Métis Nation and Culture in the Fur-Trade Era***

## *Learning Experience:* 5.3.1 European Expansion North and West

| | |
|---|---|
| KL-020 | Locate on a map of Canada places and regions of historical significance to the fur trade and the Métis Nation. |
| KH-030 | Describe the influence of the fur trade on the historical development of Canada. *Include: Hudson's Bay and North West Companies; the creation of Rupert's Land and the western expansion of Canada.* |
| KH-031 | Describe factors that led to the development and expansion of the fur trade into the west and north of Canada. |
| KG-044 | Identify global factors that influenced the fur trade in Canada. *Examples: European fashion, wars in Europe...* |

### Description of the Learning Experience

European interests in the fur trade shaped Canadian history by leading to increased colonial exploration and development of Canada west and north.

Students examine the causes and historical significance of western and northern expansion of the fur trade (mid-1600s – mid-1800s). They create concept maps and timelines to develop an overview of this era of Canadian history.

**Vocabulary:** monopoly, Rupert's Land, charter, demand, Métis (See Appendix D for Vocabulary Strategies.)

## 5.3.1 European Expansion North and West

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** |
| | KL-020<br>KH-030<br>KH-031<br>KG-044 | Collaborative groups of students brainstorm ideas related to the fur trade and write each word or phrase on a self-stick note. Students sort the words into two or three categories, giving each category a title. Groups share their categories with the class, and then return to their own group to refine and finalize their sorting, using no more than four categories and creating at least one category that is unique from those of the other groups. Groups post their sorted lists.<br>TIP: Students were introduced to the fur trade in Grade 4 (History of Manitoba). They should be familiar with the bison hunt, the fur trade, forts and posts in early Manitoba, Louis Riel and the Métis nation, Lord Selkirk and the Selkirk settlers.<br>(*continued*) |

**or**

**Teacher Reflections**

## 5.3.1 European Expansion North and West

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | or |
| | KH-030<br>KH-031<br>KG-044 | Students read (or listen to various readings of) historical texts (primary or secondary sources) describing the importance of the fur trade to the development of Canada. Students discuss the point of view presented and ways in which the fur trade impacted on the development of Canada. Students speculate about what might have happened in this country's history had there not been an abundance of fur-bearing animals, or had the First Peoples not cooperated in trading with the early European fur traders.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.3.1 a** BLM: The Fur Trade and The Hudson's Bay Company<br>**5.3.1 b** BLM: Analyzing a Source of Historical Information |
| | | **or** |
| | KH-030<br>KH-031<br>KG-044 | Students view reproductions or images of artifacts related to the fur-trade era (e.g., beaver hats, clothing and fashions, trade goods…) and discuss the importance of the fur trade to Europeans and to the historical development of Canada.<br>TIP: This activity offers an opportunity to introduce basic economic concepts using the concrete terms of the fur trade: i.e., economy does not necessarily involve money but does involve exchange of goods, a demand for goods makes them more valuable, there needs to be a supply of goods to keep up with the demand. *Where is the demand for furs?* (Europe) *Who are the suppliers?* (Aboriginal trappers and coureurs de bois) *Who are the people who transport and market the furs?* (trading companies, merchants)<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | *(continued)* |
| | | **or** |
| **Teacher Reflections** | | |

## 5.3.1 European Expansion North and West

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** |
| Appendix A Skill 3a | KH-030<br>KH-031<br>KG-044 | Using Think-Pair-Share, students complete an Anticipation Guide regarding the fur trade. Students discuss their responses and revisit the anticipation guide later in the Learning Experience.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>5.3.1 c BLM: Anticipation Guide: The Fur Trade<br>5.3.1 d BLM: Anticipation Guide: The Fur Trade—Key |
| | | **or** |
| Appendix A Skill 11a | KH-030<br>KH-031<br>KG-044 | Using print and electronic resources, students research the beginnings of the European fur trade in Canada and reasons why both the English and the French were interested in developing and expanding the trade. Students record the main global factors that influenced the fur trade (e.g., European fashion, French–English wars and competition for power, beaver extinction in Russia, news circulated by early explorers to Kings and Queens about abundant natural resources).<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| Appendix A Skill 9a | KH-030<br>KH-031<br>KG-044 | Students read primary sources and reflect in their journals on life in this time period.<br>5.3.1 e BLM: Famous Letters in Canadian History—Simpson |

(*continued*)

**or**

**Teacher Reflections**

## 5.3.1 European Expansion North and West

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KH-030<br>KH-031<br>KG-044 | On a field trip to the Hudson's Bay Company Archives at the Manitoba Archives or a local museum, students research the history of the fur trade, the Hudson's Bay Company, and the North West Company. Students record information related to the influence of the fur trade on the historical development of Canada and ways in which artifacts and archives help them understand the past.<br>TIP: Guided tours of the Hudson's Bay Company Archives may be arranged with an archivist at the Manitoba Archives. Call ahead to arrange the tour; specify what the class is studying, and what type of documents the class may be interested in seeing. It is important to prepare students for the visit by stressing the fragility and the value of archival items. In some cases students are provided with cotton gloves before handling paper documents. Students may conduct a virtual tour of archives by consulting Internet sources and doing keyword searches:<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.3.1 f** BLM: Archives and Artifacts<br>**5.3.1 g** BLM: Archives and Artifacts—Key |
| | | **or** |
| | KL-020<br>KH-030<br>KH-031 | Using print and electronic resources, students research the creation of Rupert's Land and map its extent on an outline map of Canada.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.1.2 b** BLM: Outline Map of Canada |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.3.1 European Expansion North and West

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KL-020<br>KH-030<br>KH-031<br>KG-044 | Using print and electronic resources, collaborative groups of students research either the creation of Rupert's Land or the creation of the North West Company. Students create a mind map illustrating the historical importance of their topic and share it with each other.<br>TIP: It may be useful to review ideas related to the early days of the fur trade in eastern Canada (e.g., Cartier, Champlain, coureurs de bois, trading alliances with the Hurons…) as the roots of the northwest expansion of the fur trade. It would also be useful to discuss with students the established practice of trade and territorial expansion of European empires through the granting of a royal charter or monopoly. All land ownership and rights to natural resources of a country and its colonies were deemed to be the property of the monarch, who in turn could choose to grant exclusive rights to individuals or companies for their use and profit as well as for that of the founding country. The class could create a model mind map illustrating the concept of monopoly prior to this activity.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.3.1 h** BLM: Rupert's Land<br>**5.3.1 i** BLM: The North West Company |
| | | **or** |
| | KL-020<br>KH-030<br>KH-031 | Using a Compare and Contrast Frame, collaborative groups of students research the differences and similarities between the fur-trade routes of the North West Company and the Hudson's Bay Company. Students locate these two major fur-trade routes on a map and discuss the advantages and disadvantages of both, and the impact of these routes on the development of western and northern Canada.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.3.1 j** BLM: Compare and Contrast Frame: Fur-Trade Routes (2 pages)<br>**5.1.2 b** BLM: Outline Map of Canada |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.3.1 European Expansion North and West

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** |
| | KL-020<br>KH-030<br>KH-031<br>KG-044 | Provide students with a Note Card describing an event related to northwest expansion. Using their research notes and consulting a map of Canada as needed, students arrange themselves in chronological order to create a living timeline. Provide students with a copy of the complete timeline to verify that they are in the right order.<br>TIP: More than one student may be given a slip of paper with the same event so they can help one another to find their place on the timeline. Encourage students to use a map to help them place the events in order so that they can see the expansion push farther and farther west. This activity is intended to give students a historical overview of the fur-trade era and the expansion to the north and the west. It will also help clarify that while they have been studying events in the eastern part of Canada, exploration and expansion has been continually taking place in the west. Students will later have the opportunity to focus on particular explorers and events.<br> BLM: Note Cards: Meanwhile, Back in the West… |
| | | **or** |
| <br> | KH-030<br>KH-031<br>KG-044 | Using a Concept Frame, students explain the concept of *monopoly* as it relates to the fur trade. Students share their concept frames and discuss the negative and positive repercussions of the granting of fur-trade monopolies in Canada.<br>TIP: A beginning point for this discussion may be to ask students what is the purpose of the board game "Monopoly®".<br> BLM: Concept Frame: Monopoly |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.3.1 European Expansion North and West

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| Appendix A Skill 7d | KL-020<br>KH-030<br>KH-031<br>KG-044 | Collaborative groups of students illustrate and annotate an event related to the northwest expansion of the fur trade for inclusion on a classroom wall timeline. Students discuss the importance of the fur trade in promoting a vision of a country that extended from sea to sea to sea. |
| | | **or** |
| Appendix A Skill 11d | KH-030<br>KH-031 | Using a word processor, students create a brochure explaining the importance of the fur trade to the history of Canada and the historical reasons why the beaver is used as a symbol for our national parks. Students post and share their brochures. |
| | | **or** |
| Appendix A Skill 3a | KH-030<br>KH-031<br>KG-044 | Assuming the roles of different groups involved in the fur trade (e.g., First Nations, coureurs de bois, French merchants, employees of the Hudson's Bay Company, British merchants…) students discuss their perspective on the statement: *"The fur trade made early Canada more dependent on England and France and did not encourage the independent development of this country."*<br>TIP: Students may also propose their own statements for discussion purposes, from the perspective of one or the other group involved in the fur trade. |
| | | **or** |
| Appendix A Skill 5 | KH-030<br>KH-031<br>KG-044 | Students complete a Word Cycle to explain the relationships linking different elements involved in western and northern expansion of the fur trade. Students compare and discuss their Word Cycles with each other and help one another to refine their explanations.<br>5.3.1 m BLM: Word Cycle—Fur Trade |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.3.1 European Expansion North and West

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | Apply *(continued)* |
| | KH-030<br>KH-031<br>KG-044 | Students create an advertising poster for the European market persuading potential customers to purchase hats made of Canadian beaver felt, and informing them of how their purchase contributes to the historical development of Canada. |

**Teacher Reflections**

## *Learning Experience:* 5.3.2 Importance of the Land in the Fur Trade

| | |
|---|---|
| KL-020 | Locate on a map of Canada places and regions of historical significance to the fur trade and the Métis Nation. |
| KL-021 | Give examples of ways in which the fur trade operations were influenced by the land.<br>*Examples: location of posts, transportation, food, clothing...* |
| KH-034 | Describe the historical significance of Canadian place names. |
| VL-007 | Appreciate the significance of the land and natural resources in the development of Canada. |

### Description of the Learning Experience

The distinctive natural features of the land and resources in western and northern Canada played an important historical role in the development of the country.

Students map the locations of fur-trade posts and forts in western and northern Canada (1650s – 1850s) and research the role of the land in shaping fur-trade operations and transportation.

NOTE: In this cluster, as throughout the curriculum, the term “land” is taken to mean the totality of the natural environment, including landforms, lakes and rivers, flora and fauna, vegetation, seasons, and climate. This is in keeping with the traditional Aboriginal sense of the word.

**Vocabulary:** (See Appendix D for Vocabulary Strategies.)

## 5.3.2 Importance of the Land in the Fur Trade

| Assessment | Outcomes | Strategies |
|---|---|---|
| | KL-020<br>KL-021<br>KH-034<br>VL-007 | **Activate**<br>Students view a physical map of Canada and discuss factors that would have influenced the location of fur-trading posts. On an outline map of Canada showing only the lakes and rivers, students work in pairs to draw where, given a choice, they would locate trading posts for the fur trade. Students exchange maps with each other and explain why they chose the locations they did for their fur-trading posts.<br>**5.1.2 b** BLM: Outline Map of Canada<br>(*continued*) |

**or**

**Teacher Reflections**

## 5.3.2 Importance of the Land in the Fur Trade

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| Appendix A Skill 3a | KL-020<br>KL-021<br>VL-007 | A well-known Canadian historian, Arthur Lower, is said to have stated in 1965 that *"Canada is a canoe route"*. Students view images of canoes and canoe routes and discuss what may have been meant by this statement, and as well, the importance of the canoe in the historical development of Canada.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| Appendix A Skill 11a | KL-020<br>KL-021<br>KH-034<br>VL-007 | Using print and electronic resources, students research the names of fur-bearing animals of the Canadian west and north. Students write the names of the animals on an outline map of Canada and discuss why each was important to the fur trade and the historical development of Canada.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.1.2 b** BLM: Outline Map of Canada |
| | | **Acquire** |
| Appendix A Skill 7b | KL-020<br>KL-021<br>KH-034<br>VL-007 | Using print and electronic resources, students view maps indicating the locations of major forts and fur-trading posts during the period of rivalry between the North West Company and the Hudson's Bay Company. Students list criteria that determined the location of the fur-trading posts, explain how the location of the forts were influenced by the geography of the land, and how the fur-trading posts contributed to the historical development of Canada.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | (*continued*) |
| | | **or** |
| | | **Teacher Reflections** |

## 5.3.2 Importance of the Land in the Fur Trade

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KL-020<br>KL-021<br>KH-034<br>VL-007 | Using maps, atlases, and electronic resources, students research the names of contemporary communities in western and northern Canada that have their origins as trading posts in the fur-trade era. Students discuss their observations regarding<br>1) the influence of geography on fur trading post locations (e.g., navigable waterways, portages, facility of access, relief, proximity to natural resources, accessibility to First Nations trappers, distance from rival forts…)<br>2) the historical significance of place names.<br>NOTE: This activity offers the opportunity to discuss the idea that the First Peoples had names in their own languages for many of the places that Europeans explored. In some cases, the original name was retained, while in others an English or French version of the original name was created. Often, places were renamed in honour of an explorer or a famous figure, in keeping with European cultural tradition but in fact, ignoring and overruling Aboriginal tradition. Students may be instructed to find examples of all three types of place names, and to add examples of places that have been renamed to return to the traditional Aboriginal names, particularly in the North.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.3.2 a** BLM: What's in a Name? |
| | | **or** |
| | KL-021<br>VL-007 | Using Think-Pair-Share, students respond to the statement, *"The biggest problem facing the early fur traders was winter."* Students discuss how the seasons influenced the fur trade (e.g., travel by canoe and by York boat to transport furs, freeze-up of Hudson's Bay and of inland rivers, optimal times of year for trapping fur-bearing animals…), and share ideas in a class discussion.<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.3.2 Importance of the Land in the Fur Trade

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| Appendix A Skill 6g | KL-021<br>VL-007 | Students view video clips depicting the fur trade (e.g., Quest for the Bay), and note details about the land and natural conditions faced by the fur traders and the means they used to deal with these conditions (e.g., food, transportation, clothing…). Students discuss the authenticity of the video representation of daily life during the fur-trade era. |
| | | **or** |
| Appendix A Skill 11a | KL-020<br>KL-021<br>VL-007 | Using print and electronic resources, students research the canoe and the York boat and their historical importance to fur-trade operations. Students record ways in which the canoe was used in the fur trade and the importance of the network of waterways on the historical development of Canada.<br>TIP: Encourage students to describe and distinguish the Montréal canoe, the *canot du maître* and the *canot du Nord* and their respective uses.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| Appendix A Skill 4a | KL-021<br>VL-007 | Using print and electronic resources, students research important items (e.g., traps, clothing, canoes…) used in the fur trade. Collaborative groups of students develop a priority list of the ten most important items based on the influence of the land on travel, food, clothing, and the locations of the fur-trade posts.<br>NOTE: Encourage students to note that the fur-trade era covers a relatively long period of Canadian history, and that many aspects of the trade changed as time passed. For example, the earlier *coureurs de bois*, mostly in eastern Canada, were later called the voyageurs. Also, with the origins and growth of the Métis, a new culture developed, and a new group of people became part of the fur trade. The recruitment of the Scots Orkneys to work for the HBC influenced ways of life, as did the development of Scottish and Métis permanent settlements in the Red River Valley. Clothing styles, food, recreation, and daily life changed considerably over the course of the periods; only the environmental influences remained constant. There were also periods of heavy competition and war, as well as times of relative stability.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.3.2 b** BLM: Important Objects in the Fur Trade<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.3.2 Importance of the Land in the Fur Trade

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| Appendix A Skill 11a | KL-020<br>KL-021<br>KH-034<br>VL-007 | Using print and electronic resources, students research the locations of various fur-trade posts of the North West Company or the Hudson's Bay Company. Students locate the posts on a map of Canada and record what made each important to the operations of the fur trade, ways in which the location of the posts was influenced by the geography of the land, and how the posts contributed to the historical development of Canada.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.1.2 b** BLM: Outline Map of Canada |
| | | **Apply** |
| Appendix A Skill 10c | KL-021<br>VL-007 | Students create artistic representations (e.g., watercolour, collage, mural…) illustrating important items used in the fur trade. Students explain the historical significance of the items and describe how each enabled fur traders to adapt to the land. |
| | | **or** |
| Appendix A Skill 11d | KL-020<br>KL-021<br>KH-034<br>VL-007 | Collaborative groups of students create a brochure about a fur-trading region of the North West Company. Students include maps that illustrate the sites of fur-trade posts or other historically significant places, details describing ways in which fur-trade operations were influenced by the land, and how the fur trade influenced the historical development of Canada. |

(*continued*)

**or**

**Teacher Reflections**

## 5.3.2 Importance of the Land in the Fur Trade

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| Appendix A Skill 9d | KL-021<br>KH-034<br>VL-007 | Students write a persuasive letter to an individual or organization in their community (e.g., Forks North Portage Partnership, letter to the editor, letter to an elected representative…) explaining why the development of places of historic significance are important to the history and future development of Canada.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| Appendix A Skill 11g | KL-020<br>KL-021<br>KH-034<br>VL-007 | Collaborative groups of students create a multimedia presentation illustrating the significance of the fur-trade to the historical development of Canada. Students include the location of fur-trade posts and places of historical significance, ways in which the geography of the land influenced fur-trade operations, and the importance of waterways, the canoe, and the York Boat to the fur trade and the development of Canada. |
| | | **or** |
| Appendix A Skill 9f | KL-020<br>KL-021<br>KH-034<br>VL-007 | Students assume the role of a fur trader and create an illustrated fur-trading journal. They compose a series of journal entries and illustrations describing a canoe voyage from Montréal to Fort Gibraltar, or a York Boat voyage from Rocky Mountain House to York Factory. Students describe the natural conditions they encountered on their voyage, how various equipment for the voyage was used (e.g., clothing, tools, blankets…), and events that may have occurred, as well as a map of their daily progress. |
| | | **or** |
| Appendix A Skill 10c | KL-020<br>KL-021<br>KH-034<br>VL-007 | Collaborative groups of students create a model representing important elements of the fur trade (e.g., York Boat, canoe, fur-trade post, a 3-D model of a fur-trading route…). Students describe ways in which the fur trade was influenced by the geography of the land and how their model represents an important element in the historic development of Canada. |

**Teacher Reflections**

## *Learning Experience:* 5.3.3 Life during the Fur-Trade Era (1650s – 1850s)

| | |
|---|---|
| KI-009 | Describe daily life and challenges for various groups involved in the fur trade. *Examples: coureurs de bois, trappers, trading post employees, voyageurs, factors, women...* |
| KL-020 | Locate on a map of Canada places and regions of historical significance to the fur trade and the Métis Nation. |
| KH-032 | Relate stories of the people and events of the fur trade. *Examples: coureurs de bois, Pierre-Esprit Radisson and Médard Chouart Des Groseilliers, Pierre Gaultier de Varennes, sieur La Vérendrye, Henry Kelsey, Simon Fraser, James McGill...* |
| KE-053 | Compare and contrast the operations of the Hudson's Bay and the North West Companies and describe the competition between them. |
| VI-003 | Appreciate the contributions of various groups involved in the fur trade to the historical development of Canada. |

### Description of the Learning Experience

Individuals living during the fur-trade era faced many challenges, forged new and distinctive ways of life, and explored vast regions of the North American continent.

Using primary and secondary sources, students conduct an inquiry into the daily life and accomplishments of explorers, voyageurs, traders, and merchants of the fur-trade era (1650s to 1850s).

**Vocabulary:** coureur de bois, voyageur, factor, Métis (See Appendix D for Vocabulary Strategies.)

## 5.3.3 Life during the Fur-Trade Era (1650s – 1850s)

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** |
| | KI-009<br>KL-020<br>KH-032<br>KE-053<br>VI-003 | Using Think-Pair-Share and a map of Canada, students imagine they are undertaking a voyage by canoe to the unexplored regions of the northwest. They may envision themselves as working for the Hudson's Bay Company or the North West Company, and choose their route accordingly. Students list principal dangers they will encounter on their voyage, the tasks and challenges they will face, and ways in which the First Nations people who know the region may help them. Students discuss ideas with each other and record them in their journals. |

(*continued*)

**or**

**Teacher Reflections**

## 5.3.3 Life during the Fur-Trade Era (1650s – 1850s)

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | KI-009<br>KH-032<br>KE-053<br>VI-003 | Students listen to a reading from a primary source document that describes aspects of daily life and challenges for people who lived during the fur-trade era. Students discuss what it would have been like for various groups living at this time in Canadian history and the advantages and disadvantages of using primary source documents.<br>NOTE: Primary sources reflect the attitudes and beliefs of their time, and in consulting sources, one may find expressions and opinions that are today found to be objectionable (at times racist, sexist or xenophobic, and at times exceedingly graphic or violent). These sources are nonetheless invaluable in giving a picture of a past era. It is important to exercise caution when selecting primary source excerpts and to prepare students to recognize the nature of primary sources, as many early documents are now readily available in the public domain through the Internet.<br>**5.3.3 a** BLM: A Fur-Trade Journey: Samuel Hearne<br>**5.3.3 b** BLM: A Continental Voyage: Alexander Mackenzie |
| | | **or** |
| | KI-009<br>KE-053<br>VI-003 | Students brainstorm elements of daily life and challenges faced by various groups involved in the fur trade (e.g., coureurs de bois, trappers, trading post employees, factors, women…) and discuss how their contributions contributed to the historical development of Canada. |

**Teacher Reflections**

## 5.3.3 Life during the Fur-Trade Era (1650s – 1850s)

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** |
| | KI-009<br>KL-020<br>KH-032<br>KE-053<br>VI-003 | Using print and electronic resources, students research an individual from the fur-trade era. Students record the historical significance of the person, elements of daily life, and a map outlining the travels and exploration routes followed.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.3.3 c** BLM: Figures of the Fur-Trade Era: Note-Taking-Frame (2 pages)<br>**5.1.2 b** BLM: Outline Map of Canada<br>**5.1.1 e** BLM: Outline Map of North America |
| | | **or** |
| | KI-009<br>KL-020<br>KH-032<br>VI-003 | Students read primary sources and reflect in their journals on life in this time period.<br>**5.3.3 d** BLM: Famous Letters in Canadian History—Fraser |
| | | **or** |
| | KI-009<br>KL-020<br>VI-003 | Students take a simulated canoe voyage, making decisions and planning actions as they encounter challenges along the way. Students trace their route on a map of Canada and record examples of daily life and challenges faced by people involved in the fur trade.<br>TIP: The Digital Collections of Canada website offers a variety of simulated historical adventures for students under the title *The Pioneer Adventures of Scotch Boy John Tod*. Visit the Social Studies website to access this and other sites at the URL listed below.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.3.3 Life during the Fur-Trade Era (1650s – 1850s)

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KI-009<br>KH-032<br>KE-053<br>VI-003 | On a field trip to a local museum or historic site, students observe artifacts and information related to life during the fur-trade era. Students describe the artifacts and explain what they tell them about the people and events of the fur trade.<br>TIP: Consider the following sites for field trips:<br>• Lower Fort Garry National Historic Site<br>• Manitoba Museum<br>• The Forks National Historic Site<br>• Festival du Voyageur and tours of Fort Gibraltar<br>• York Factory National Historic Site and Parks Canada Visitor Centre<br>• Prince of Wales National Historic Site and Parks Canada Visitor Centre<br>If a field trip is not possible, most of these sites offer on-line visits or virtual tours on their websites. Visit the Social Studies website to access these and other sites at the URL listed below.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.3.3 e** BLM: Analyzing Artifacts |
| | | **or** |
| | KI-009<br>KL-020<br>KH-032<br>KE-053<br>VI-003 | Using print and electronic resources, students research the operations of the North West Company and the Hudson's Bay Company during the period of rivalry between the two companies (approximately 1780 to their amalgamation in 1820). Students locate the posts and trading routes of each company on a map of Canada, compare the organization and history of the two companies, and describe the roles of people and groups involved in the operations of each.<br>TIP: Consider using a Jigsaw strategy and assigning groups different topics to research.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.1.2 b** BLM: Outline Map of Canada |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.3.3 Life during the Fur-Trade Era (1650s – 1850s)

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| Appendix A Skill 11a | KI-009<br>KE-053<br>VI-003 | Using print and electronic resources, students research the roles of women in the fur-trade era, including First Nations women and early settlers (e.g., food gathering, food preparation, cleaning and preparation of furs, guides and interpreters, sewing of garments…).<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **Apply** |
| Appendix A Skill 10c | KI-009<br>KE-053<br>VI-003 | Students create a recruitment poster for jobs in the Hudson's Bay Company or the North West Company (e.g., HBC chief factor, company officers, servants, chief traders clerks, coureurs de bois, voyageurs or engagés, marchands-voyageurs, merchants, interpreters, trappers, fur preparer or packer, York Boat builders...). Students display their posters and interview each other for positions that interest them. |
| | | **or** |
| Appendix A Skill 9g | KI-009<br>KH-032<br>VI-003 | Students create a biographical sketch in the form of a story board, comic strip, or pictorial essay of an individual from the fur-trade era.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.3.3 Life during the Fur-Trade Era (1650s – 1850s)

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| Appendix A Skill 10a | KH-032<br>KE-053<br>VI-003 | Collaborative groups of students assume the roles of members of the Hudson's Bay Company and the North West Company and role play a re-enactment of the merger between the two companies, portraying the reasons for, and advantages and disadvantages of merging the two companies.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| Appendix A Skill 3b | KI-009<br>KH-032<br>KE-053<br>VI-003 | Collaborative groups of students assume the roles of various members of the fur trade (e.g., Aboriginal trappers, hunters, guides or interpreters; coureurs de bois and voyageurs; company officials; company clerks and servants; company merchants; women; explorers and mapmakers…). They prepare a presentation to persuade other students in the class who they believe to have been the most important or influential people during the fur-trade era, and provide historical evidence to justify their position. Students draw conclusions as to the most important people, based on the presentations, and record their choices on an Exit Slip. |
| | | **or** |
| Appendix A Skill 5 | KH-032<br>KE-053<br>VI-003 | Students create a graphic organizer illustrating relationships between various members of the fur trade (e.g., Aboriginal trappers, hunters, guides or interpreters; coureurs de bois and voyageurs; company officials; company clerks and servants; company merchants; women; explorers and mapmakers…). |
| | | **or** |
| Appendix A Skill 10c | KE-053<br>VI-003 | Students prepare an illustrated chart to compare and contrast the operations of the Hudson's Bay Company and the North West Company.<br>5.3.3 f BLM: Comparison Chart: Hudson's Bay Company and North West Company<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.3.3 Life during the Fur-Trade Era (1650s – 1850s)

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | KI-009<br>KL-020<br>KH-032<br>KE-053<br>VI-003 | Collaborative groups of students create a board game illustrating daily life and challenges for various groups involved in the fur trade. Students use a map of Canada as the game board and include details representing the people and events of both the Hudson's Bay Company and the North West Company as they compete for control of the fur trade. Students exchange and demonstrate games.<br>TIP: Have students look at commercial board games for ideas. |
| | | **or** |
| | KI-009<br>KE-053<br>VI-003 | Students complete a Word Cycle to illustrate the economic relationships between various groups and events in the fur trade. Students explain their completed Word Cycles to a partner.<br>TIP: Explain to students that an economy involves the exchange of goods for money, other goods, or work. It is not necessary to use complex economic concepts, but to make these concepts concrete by using the fur-trade model. Encourage students to ask themselves questions such as: *Who supplies the furs? In exchange for what? Who supplies the boats? Who builds the trading posts? In exchange for what? Who transports the goods? Who buys what goods?* In this way students are introduced to rudimentary notions of economics: market, demand, supply, distribution, financing, profit, competition. Encourage students to recognize the interdependence of all the elements of the fur trade, from the trappers and hunters, to the explorers and cartographers, to the European fur-buying public.<br>**5.3.3 g** BLM: The Fur-Trade Economy—Word Cycle |

**Teacher Reflections**

## *Learning Experience:* 5.3.4 Métis Nation and Culture in the Fur-Trade Era

| | |
|---|---|
| KL-020 | Locate on a map of Canada places and regions of historical significance to the fur trade and the Métis Nation. |
| KH-035 | Describe events related to the origins and rise of the Métis Nation. |
| KH-036 | Give examples of the impact of interactions between First Peoples and European traders and settlers.<br>*Examples: shared technologies, cultural change, spread of disease...* |
| KP-049 | Give examples of conflicting priorities between the demands of the fur trade and agricultural settlement.<br>*Include: Selkirk and Métis settlements of the Red River.* |
| KE-052 | Describe how the fur trade was dependent on the men and women of the First Nations and Métis Nation. |

### Description of the Learning Experience

The fur trade in the northwest, based upon ongoing trading partnerships and cultural exchanges with First Nations, led to the birth and rise of the Métis nation and culture.

Students research the role of First Nations in the development of the fur trade in western and northern Canada. They explore stories related to Métis and Scottish settlement of the Red River valley and the rise of the Métis nation and culture (circa 1800 – 1870).

**Vocabulary:** intercultural contact, nation, Métis nation, semi-nomadic (See Appendix D for Vocabulary Strategies.)

## 5.3.4 Métis Nation and Culture in the Fur-Trade Era

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** |
| | KL-020<br>KH-035<br>KH-036<br>KP-049<br>KE-052 | Students complete the Know and Want-to-Know columns of a KWL chart regarding the Métis Nation. Students revisit the KWL at the conclusion of the Learning Experience to complete the Learned column.<br>TIP: Students studied the origins and history of the Métis people in Grade 4, Cluster 3, History of Manitoba. |

(*continued*)

**or**

**Teacher Reflections**

## 5.3.4 Métis Nation and Culture in the Fur-Trade Era

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | KH-035<br>KH-036<br>KE 052 | Students brainstorm skills that European traders and explorers may have been unfamiliar with and for which they would have had to depend on First Nations or Métis people (e.g., cleaning and preparing animal hides, making traps for small animals, locating plentiful hunting areas, fishing, berry-picking, building and repairing canoes, making moccasins and clothing from animal hides, building temporary shelters when travelling, identifying portages, making snowshoes, making maps of regions unexplored by Europeans, making pemmican and drying meat…). Students discuss the importance of cultural exchange in the development of the fur trade.<br>NOTE: Help students understand that many of these tasks were performed by First Nations women, making their role in the fur trade, although often relegated to the background, very important. Also note that the cultural influences were mutual, as trade goods and ideas from Europe were brought to the northwest (e.g., cloth, beads, iron tools and implements, musical instruments, Christian religious beliefs and practices…). Often, the way of life of the voyageurs involved a combination of First Nations, French, and Scottish cultures. Intermarriage with First Nations women became a customary cultural practice among many voyageurs during the fur-trade era. Traditional Métis culture reflects the same combination of influences. |
| | | **or** |
| | KL-020<br>KH-035<br>KH-036<br>KP-049<br>KE-052 | Students listen to short texts written by Métis people describing the Métis nation and traditional Métis culture. Students discuss the origins of the Métis people.<br>**5.3.4 a** BLM: Who Are the Métis People? (2 pages) |
| | | **or** |
| | KH-035<br>KH-036<br>KP-049<br>KE-052 | Students view images of Métis art or historical sketches that portray traditional Métis lifestyles and cultural symbols (e.g., Red River Cart, Métis arrowhead, sash or ceinture fléchée, flower beadwork, bison hunt, fiddle…). Students record and discuss their observations and describe what they can learn about traditional Métis culture from observed art and artifacts.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.3.4 b** BLM: Stories Told by Pictures<br>*(continued)* |
| | | **or** |
| **Teacher Reflections** | | |

## 5.3.4 Métis Nation and Culture in the Fur-Trade Era

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** |
| | KL-020<br>KH-036<br>KE-052 | Using print and electronic resources, students research the role of Aboriginal peoples in the development of the fur trade and the impact of cultural interaction during this period. Students record places of historical significance, examples of interactions, and ways in which the fur trade was dependent on the men and women of the First Nations and Métis Nation.<br> **Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KH-035<br>KH-036<br>KP-049<br>KE-052 | Students take a field trip to a local museum or historic site related to the Métis Nation and culture during the latter part of the fur-trade era. They record their observations and discuss the combination of First Nations and European influences on Métis ways of life.<br>NOTE: This cluster has some chronological overlap with Cluster 4, which focuses on the growth of colonization in Canada up to Confederation. In Cluster 4, students will consider the historical significance of the Selkirk settlement and traditional Métis territories. This Learning Experience focuses more on intercultural contact, and the traditional ways of life of the Métis and the Selkirk settlers in relation to the fur trade.<br>Possible field trips:<br>• Maison Riel/Riel House National Historic Site<br>• Ross House Museum: Red River Settlement<br>• Seven Oaks Museum<br>If a field trip is not possible, most of these sites offer online visits or virtual tours on their websites. Visit the Social Studies website to access these and other sites at the URL listed below.<br> **Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KL-020<br>KH-035<br>KH-036<br>KP-049<br>KE-052 | Students view a video segment of CBC's *Canada, A People's History* (Episode 6 – Pathfinders 1670-1850; Segment: The Selkirk Settlers) regarding the bison hunt and the beginnings of Métis and Lord Selkirk settlements along the Red River. Students discuss examples of the conflicting priorities of the agricultural settlements and the fur trade.<br> **Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | (*continued*) |
| | | **or** |

## 5.3.4 Métis Nation and Culture in the Fur-Trade Era

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| Appendix A Skill 11a | KL-020<br>KH-035<br>KH-036<br>KP-049<br>KE-052 | Using print and electronic resources, students research the importance of the bison hunt and the possible impact of the loss of the bison on traditional Métis culture and on the fur trade.<br>TIP: Bison were the mainstay of the Métis economy during the golden age of the Métis Nation (1816-1869), but as early as the 1870s, this animal was becoming almost extinct on the prairies.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| Appendix A Skill 11a | KH-035<br>KH-036<br>KE-052 | Using print and electronic resources, students research important symbolic and material elements of Métis culture during the fur-trade era (e.g., sash, Red River cart, pemmican, bison hunt, fiddle, York boat, canoe, traditional clothing, beadwork and handicrafts, or traditional songs and dances…). Students explain the importance of symbolic and material elements to the history of the Métis people and to the fur trade.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| Appendix A Skill 7b | KL-020<br>KH-035<br>KH-036<br>KP-049<br>KE-052 | Students view maps of traditional Métis areas and river lot settlements along the banks of the Red, Assiniboine, and Saskatchewan rivers, and locate the following places of historical significance to the Métis Nation in western Canada in the early 1800s: Seven Oaks, Fort Douglas, Fort Gibraltar, and the Selkirk settlement. Students create appropriate symbols to indicate these places on an outline map of the Prairie provinces, and discuss ways in which each particular location may have provoked or caused conflict among the groups who lived, traded, hunted, or farmed in the area.<br>NOTE: There were also Métis settlements in the Great Lakes region, Labrador, the North, and the northern United States, but this study focuses on the Prairie region.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>5.3.4 c BLM: Outline Map: Prairie Provinces<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.3.4 Métis Nation and Culture in the Fur-Trade Era

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| Appendix A Skill 11a | KL-020<br>KH-035<br>KH-036<br>KP-049<br>KE-052 | Using print and electronic resources, students research the sources of tension between the Selkirk settlers and the Hudson's Bay Company, and the Métis and the Nor'Westers, culminating in the Seven Oaks battle of 1816. Students create a chart showing how the conflicting priorities of agricultural settlement and the demands of the fur trade led to conflict.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>5.3.4 d BLM: Conflict: Agriculture and the Fur Trade<br>5.3.4 e BLM: Conflict: Agriculture and the Fur Trade—Key |
| | | **Apply** |
| Appendix A Skill 9e | KH-035<br>KH-036<br>KP-049<br>KE-052 | Students create a personal journal with seasonal entries made by an imaginary member of a Métis family of "hivernants" living in the Red River Valley during the fur-trade era. The family member writes from the point of view of someone living in a log cabin in the woodlands, who participates in the annual bison hunt in June. Students read excerpts of their journals to each other. |
| | | **or** |
| Appendix A Skill 10a | KH-036<br>KE-052 | Students role play an Aboriginal demonstrating a skill to a European fur trader (e.g., making pemmican; sewing moccasins, a traditional "capote", or leggings; repairing a canoe; weaving a sash; cleaning and treating hides; beading…), and discuss how Europeans would have relied upon Aboriginals for survival. |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.3.4 Métis Nation and Culture in the Fur-Trade Era

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | KH-035<br>KH-036 | Collaborative groups of students write and perform a Readers' Theatre of a traditional Métis celebration (e.g., annual bison hunt) and present it to the class.<br>TIP: Encourage students to include examples of traditional Métis fiddling, songs, or jigs as a part of the background or introduction to the performance. |
| | | **or** |
| | KL-020<br>KH-035<br>KH-036<br>KP-049<br>KE-052 | Students write a personal response in their learning journals to the following prompt:<br>*The disappearance of the bison in the 1870s signalled the end of a way of life for both the First Nations of the Plains (Cree, Ojibway, Saulteaux, Assiniboine, Sioux, and Blackfoot), and the Métis.*<br>Students share their responses with the class. |
| | | **or** |
| | KH-035<br>KH-036<br>KP-049<br>KE-052 | Collaborative groups of students create an annotated collage illustrating the role of intercultural contact in the fur-trade era of Canadian history. Students include examples of conflicting priorities between groups, as well as examples of mutual assistance and cultural influence. |

**Teacher Reflections**

## Cluster 3—Connecting and Reflecting

Using their "Fur Trade" portfolio, students reflect on the lasting influences of the fur trade on the development of Canada and describe how they can demonstrate respect for Canada's diverse natural resources.

5.3.4 f BLM: Fur Trade—Connecting and Reflecting

**Teacher Reflections**

*Peoples and Stories of Canada to 1867*

GRADE 5

From British Colony to Confederation (1763 to 1867)

4 CLUSTER

# Cluster 4 Learning Experiences: Overview

## 5.4.1 Early Immigration and the Impact of the Loyalists

KI-010 Describe the cultural diversity of pre-Confederation Canada.
*Examples: English, First Nations, French, German, Inuit, Irish, Métis, Scottish...*

KI-011 Describe ways in which migration to another country or contact with other cultures may affect identities.

KH-037 Give reasons for the migration of the United Empire Loyalists and describe their impact on Canada.
*Include: American Revolution, hardships, settlement areas, cultural diversity of the Loyalists.*

VI-006 Appreciate the historical roots of the multicultural nature of Canada.

## 5.4.2 Sharing the Land

KL-023 Locate on a map of western Canada traditional Métis lands and communities.

KH-039 Describe the reasons for, main events of, and impact of the Selkirk Settlement of the Red River.

KG-045 Identify global factors that influenced immigration to Canada.
*Examples: political and social issues, European famine, increasing European populations...*

VI-005 Value the contributions of First Nations, Inuit, Métis, French, British, and diverse cultural communities to the development of Canada.

VG-013 Appreciate the connections Canadians have with various places in the world.

### 5.4.3 Conflict and Reform

KI-013 Compare daily life in Canada East and Canada West.
*Include: language, religion, government, laws.*

KH-038 Identify the causes, major events, and results of the War of 1812.

KH-040 Identify people, events, and results of the 1837 to 1838 Rebellions and explain their impact on the development of Canada.
*Include: Durham Report, Act of Union, establishment of responsible government, French-English relations.*

VI-004 Appreciate Canadian history and geography as important contributors to personal identity.

### 5.4.4 Negotiating Confederation

KL-022 Locate on a map of Canada the four provinces of Confederation in 1867.

KH-041 Describe the origins of Confederation and give arguments for and against Canadian Confederation.
*Include: significance of the British North America Act; resistance of Prince Edward Island, Newfoundland, and Nova Scotia to Confederation.*

KH-042 Describe the roles of individuals in building Canadian Confederation.
*Include: John A. Macdonald, Georges Étienne Cartier, Charles Tupper, Thomas D'Arcy McGee, George Brown, Samuel Tilley, John H. Gray.*

VH-010 Value history as a way of understanding contemporary Canada.

### 5.4.5 Citizenship Then and Now

KC-001 Give examples of the responsibilities and rights of citizens of Canada in 1867.

KC-002 Identify differences in citizenship rights for various groups in 1867.
*Include: First Nations, French, British, women.*

KC-003 Compare what it meant to be a citizen of Canada in 1867 to what it means today.

KI-012 Describe how European views of First Peoples changed from 1763 to 1867.
*Examples: First Peoples regarded as dependents and inferiors rather than allies and equals...*

VC-001 Respect the rights, opinions, and perspectives of others.

VC-002 Be willing to contribute to their groups and communities.

## Cluster Assessment: Tools and Processes

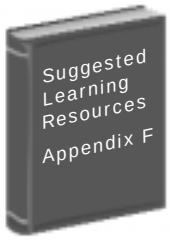
- **Engaging Students in the Cluster:** suggested strategies to activate the cluster and help teachers assess student prior knowledge.

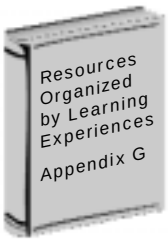
- **Suggested Portfolio Selections:** this icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** this chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix D.

- **Skills Set:** this icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** this teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each Cluster and throughout the grade. It is located in Appendix D.
- **Connecting and Reflecting:** the end of cluster summative assessment activity.

## Cluster Description

Students examine life and citizenship in British North America. This study includes a focus on the United Empire Loyalists, War of 1812, Selkirk Settlement, 1837 to 1838 Rebellions, and the people, issues, and events surrounding the origins of Canadian Confederation. Students explore cultural diversity in early Canada, including relationships between Europeans, First Peoples, and Métis people. They also consider issues related to traditional Métis lands and communities, immigration, culture, and identity.



## Engaging Students in the Cluster

- Students attach push pins to a world map to show places with which they have a connection (e.g., heritage or places visited).
- Students contribute to a bulletin board display that illustrates what it means to be Canadian.
- Students create a bulletin board display of pictures of the Fathers of Confederation.
- Students listen to songs and read poetry created by early Canadian artists.
- Conduct a literature circle using works of fiction about this time period of Canadian history.
- Students visit a local museum to view images and artifacts of daily life from this time period.
- Invite a member of a historical society or organization to visit the classroom in period dress and to describe daily life during this time period.
- Create a book display of fiction and non-fiction about this time period.

## Learning Experiences Summary

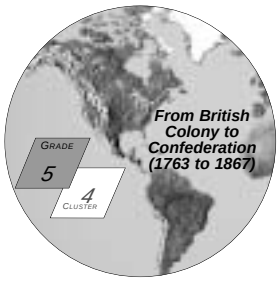
***5.4.1 Early Immigration and the Impact of the Loyalists***

***5.4.2 Sharing the Land***

***5.4.3 Conflict and Reform***

***5.4.4 Negotiating Confederation***

***5.4.5 Citizenship Then and Now***




## *Learning Experience:* 5.4.1 Early Immigration and the Impact of the Loyalists

| | |
|---|---|
| KI-010 | Describe the cultural diversity of pre-Confederation Canada.<br>*Examples: English, First Nations, French, German, Inuit, Irish, Métis, Scottish...* |
| KI-011 | Describe ways in which migration to another country or contact with other cultures may affect identities. |
| KH-037 | Give reasons for the migration of the United Empire Loyalists and describe their impact on Canada.<br>*Include: American Revolution, hardships, settlement areas, cultural diversity of the Loyalists.* |
| VI-006 | Appreciate the historical roots of the multicultural nature of Canada. |

### Description of the Learning Experience

Early Canada was a culturally diverse society composed of Aboriginal peoples and immigrants of European descent. Its population was transformed by the arrival of a large number of United Empire Loyalists during the time of the American Revolution.

Students explore the cultural diversity of early Canada's population, study the experiences of the United Empire Loyalists, and consider the impact of the arrival of the Loyalists on Canadian society and history.

**Vocabulary:** United Empire Loyalists, Upper and lower Canada, Thirteen Colonies, cultural diversity, migration, revolution, multiculturalism (See Appendix D for Vocabulary Strategies.)

## 5.4.1 Early Immigration and the Impact of the Loyalists

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** |
| | KI-010<br>KI-011<br>KH-037<br>VI-006 | Using a Concept Builder Frame, students work in pairs to create a representation of cultural diversity, including its possible negative and positive consequences.<br>TIP: Students may revisit and refine their Concept Frame at the end of this cluster in order to reflect on what they have learned.<br>5.4.1 a BLM: Concept Builder Frame: Cultural Diversity |

(*continued*)

**or**

**Teacher Reflections**

## 5.4.1 Early Immigration and the Impact of the Loyalists

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | KI-010<br>KI-011<br>KH-037<br>VI-006 | Students brainstorm the names of cultural groups that lived in early Canada (e.g., various First Nations, Inuit, Europeans of French descent, Europeans of English, Scottish and Irish descent, Canadiens and Acadiens, who, by the 1700s identified themselves as cultures distinct from the French, and Métis). Students discuss the concepts of cultural identity and cultural diversity.<br>TIP: Encourage students to hypothesize about the development of cultural identity in colonized countries (e.g., *How many generations does it take to develop a culture distinct from that of the colonizing nation? When diverse cultures come together and live together, how might they change one another? How does the environment and geography cause the original culture of immigrants to change? What are some of the reasons why various groups of people choose to migrate to a new land?*) Students may make connections to present-day Canada and its even more diverse population than that of early Canada. Help students to recognize that, in a sense, all cultures are hybrid and that immigration does not involve the simple transfer of an existing culture to a new land. |
| | | **or** |
| <br> | KI-010<br>KI-011<br>KH-037<br>VI-006 | Present the following scenario to students:<br>*Imagine that you live in a country that is a colony of Britain, and that the people of that country are rising up in war against Britain because they want greater independence. You are considered to be a traitor if you do not agree with this war. Your property and land is confiscated from you, and you've been ordered to leave your land. You can only take with you what you can carry. What do you do? How do you feel? Where would you go? What would you find to be the most difficult problems in migration? How do you think your life and identity would change?*<br>Using Think-Pair-Share, students discuss, record, and share their thoughts about the effects of migration and contact with other cultures. |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.4.1 Early Immigration and the Impact of the Loyalists

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| Appendix A Skill 7b | KI-010<br>KH-037<br>VI-006 | Students view and compare a 1774 map of Canada and a 1791 map of Canada, and note differences in the political divisions of Canada at each time. Students discuss possible reasons for the changes to the map and how the population of Canada may have changed during that period.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>5.4.1 b BLM: A Changing Map of Canada<br>5.4.1 c BLM: A Changing Map of Canada—Key |
| | | **Acquire** |
| Appendix A Skill 3a | KI-011<br>KH-037 | Students review examples of expressions using the term "revolution". Students discuss the meaning of the word and, using dictionaries and other sources, verify their predictions. Students create a definition of the term "revolution" in their own words and discuss possible reasons why revolutions occur in history.<br>NOTE: Help students to focus on the idea that in a revolution the existing structures of government are completely transformed or replaced by the governed.<br>5.4.1 d BLM: What is a Revolution? |
| | | **or** |
| Appendix A Skill 6g | KI-010<br>KI-011<br>KH-037<br>VI-006 | Students view a video segment of CBC's *Canada, A People's History* (Episode 5 – A Question of Loyalties) about the United Empire Loyalists and their arrival in Canada. Students note details about who the Loyalists were, why they came to Canada, where they settled and how their arrival changed the Canadian population in eastern Canada. Following the viewing, students share and discuss the information they have gathered.<br>TIP: As it is difficult to observe several elements at once in a single viewing of a video, groups of students may take responsibility for noting different topics or questions, sharing their information after the viewing.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.4.1 Early Immigration and the Impact of the Loyalists

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KI-010<br>KI-011<br>KH-037<br>VI-006 | Using print and electronic resources, students research the American Revolution, including the causes, who was involved, and why some residents of the Thirteen Colonies chose to leave for Canada. Students share information with peers and discuss why Canada chose not to join the Americans in demanding independence from Britain.<br>NOTE: Encourage students to become aware of the long-term consequences of wars (e.g., Canada had been dramatically affected by the Seven Years' War; this war had been so costly to Britain, it was trying to recover its losses by heavily taxing its colonies.) Students need to also note the fact that while the Thirteen Colonies had representative government, the British colonies in Canada did not. Canadians had been so accustomed to the colonial rule of France prior to the British conquest, their political attitudes tended to differ from those of the Americans.<br>5.4.1 e BLM: Note-Taking-Frame—The American Revolution<br>5.4.1 f BLM: Note-Taking-Frame—The American Revolution—Key |
| | | **or** |
| | KI-010<br>KI-011<br>KH-037<br>VI-006 | Using print and electronic resources, students research the cultural diversity of the United Empire Loyalists (i.e., English, Scottish, Irish, German, Dutch, African, First Nations). Students record the motivations these diverse groups may have had in common in coming to Canada.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KI-010<br>KI-011<br>KH-037<br>VI-006 | Using print and electronic resources, students research reasons that motivated the Black Loyalists and First Nations loyalists (e.g., Joseph Brant, Molly Brant), to move to Canada.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | (*continued*) |
| | | **or** |
| | | **Teacher Reflections** |

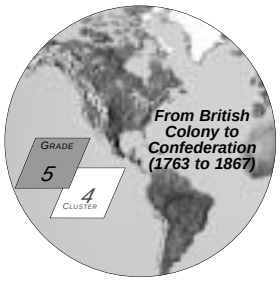
## 5.4.1 Early Immigration and the Impact of the Loyalists

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| Appendix A Skill 1 | KI-010<br>KI-011<br>KH-037<br>VI-006 | Students listen to extracts from Loyalist or Patriot (pro-Independence) speeches, poems, songs, or literature and discuss the motivations of each group.<br>NOTE: Encourage students to highlight the conviction expressed by each side that theirs was the only morally defensible position. This may help them to understand why the Loyalists were treated as traitors in the American colonies.<br>5.4.1 g BLM: British Loyalty or American Independence (2 pages) |
| | | **or** |
| Appendix A Skill 11a | KI-010<br>KI-011<br>KH-037<br>VI-006 | Using print and electronic resources, students research the experiences and hardships encountered by United Empire Loyalists as they came to Canada to establish new lives. Students discuss the consequences of the arrival of almost 50 000 people without homes or resources, and consider what the British colonial government did to help this wave of refugees.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| Appendix A Skill 7d | KI-010<br>KI-011<br>KH-037<br>VI-006 | Using strips of paper with (undated) key events from 1763 to 1791, collaborative groups of students place events in chronological order. Students then create an illustrated timeline of those events.<br>5.4.1 h BLM: Timeline of Events 1763 – 1791<br>5.4.1 i BLM: Timeline of Events 1763 – 1791—Key |
| | | **Apply** |
| Appendix A Skill 9a | KI-010<br>KI-011<br>KH-037<br>VI-006 | Students write a journal response to the statement: *"The story of Canada is the story of many people coming to this land in search of a better life"*. |
| | | (*continued*) |
| | | **or** |

## 5.4.1 Early Immigration and the Impact of the Loyalists

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | KI-010<br>KI-011<br>KH-037<br>VI-006 | Students create a graphic organizer to illustrate the consequences of the arrival of the Loyalists on Canadian society, including:<br>• creation of Upper and Lower Canada and province of New Brunswick<br>• population majority changed to English-speaking<br>• cultural interaction<br>• greater demand for representative government, contribution to agricultural development<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KI-010<br>KI-011<br>KH-037<br>VI-006 | Collaborative groups of students create their own "Heritage Minute" video, illustrating the diversity of pre-confederation Canada and the experiences and challenges faced by Loyalists.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KI-010<br>KI-011<br>KH-037<br>VI-006 | Collaborative groups of students role-play an interview between a Loyalist and a member of the American Revolution in which they describe the reasons for their decisions and the experiences of the loyalist immigration.<br>TIP: This activity is an opportunity to discuss the concept of refugees and to relate the historical experiences of the Loyalists to the experiences of refugees in contemporary Canada. |
| | | **or** |
| | KI-010<br>KI-011<br>KH-037<br>VI-006 | Students create and present a ballad or story describing the experiences and challenges faced by the Loyalists and the reaction of the Canadians to the sudden influx of this population.<br>TIP: Develop criteria with the class for a quality poem or story:<br>• historical description of time and place<br>• realistic description of experiences<br>• references to historical events of the period |

**Teacher Reflections**




## *Learning Experience:* 5.4.2 Sharing the Land

| | |
|---|---|
| KL-023 | Locate on a map of western Canada traditional Métis lands and communities. |
| KH-039 | Describe the reasons for, main events of, and impact of the Selkirk Settlement of the Red River. |
| KG-045 | Identify global factors that influenced immigration to Canada.<br>*Examples: political and social issues, European famine, increasing European populations...* |
| VI-005 | Value the contributions of First Nations, Inuit, Métis, French, British, and diverse cultural communities to the development of Canada. |
| VG-013 | Appreciate the connections Canadians have with various places in the world. |

### Description of the Learning Experience

Immigration, agricultural settlement, and intercultural contact are important influences in Canadian history, shaping a diverse and changing population.

Students consider questions related to Métis traditional lands in western Canada, conduct research into the history and impact of the Selkirk Settlement of the Red River, and examine the reasons motivating immigration to Canada, particularly western Canada, in the early 1800s.

**Note to Teachers:** There is some overlap in topics with the outcomes in Cluster 3 related to the Métis nation and Selkirk settlers; however, this Learning Experience is intended to consider the role of immigration and the sharing of the land in Canadian history and considers issues that extend past the fur-trade era.

**Vocabulary:** immigration, multicultural, communities (See Appendix D for Vocabulary Strategies.)

## 5.4.2 Sharing the Land

| Assessment | Outcomes | Strategies |
|---|---|---|
| | KH-039<br>KG-045<br>VI-005<br>VG-013 | **Activate**<br>Students discuss factors that affected the changing population of western Canada during the fur-trade era (e.g., growth of the Métis nation, Scottish immigration, the settlement of British, French and Scottish fur traders and Hudson's Bay Company employees, westward migration of Canadians from the eastern colonies…), and ways in which the population growth changed the land. |

(*continued*)

**Teacher Reflections**

## 5.4.2 Sharing the Land

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| Appendix A Skill 2 | KH-039<br>KG-045<br>VI-005<br>VG-013 | Using a Word Splash, students brainstorm reasons why people immigrated to Canada from Scotland, Ireland, and England from 1810 to 1820, including the Selkirk settlers, as well as experiences settlers may have encountered as they interacted with the Métis.<br><br>5.4.2 a BLM: Word Splash: Reasons for Immigrating |
| | | **or** |
| Appendix A Skill 6f | KH-039<br>KG-045<br>VI-005<br>VG-013 | Students view images of traditional Métis communities and ways of life, as well as images of the Selkirk Settlement of the Red River and discuss ways in which the two cultures may have interacted.<br><br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **Acquire** |
| Appendix A Skill 8 | KL-023<br>KH-039<br>VI-005 | Using a 'Now and Then' strategy, pairs of students read an information text on Métis land and hunting rights in Canada. They discuss the article, revising any misconceptions they may have had on the subject, and consider some of the difficulties that have arisen in Canada over time concerning sharing of the land, immigration, and the displacement of peoples.<br><br>TIP: As the definition of Métis, Métis homeland, and Métis land and hunting rights are ongoing issues in Canada, encourage students to continue to collect news clippings on the subject after the conclusion of this Learning Experience, and discuss ongoing developments as they arise throughout the year.<br><br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br><br>5.4.2 b BLM: Métis Land Rights and Hunting Rights<br><br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.4.2 Sharing the Land

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KH-039<br>KG-045<br>VI-005<br>VG-013 | Students read primary sources and reflect in their journals on life in this time period.<br>5.4.2 c BLM: Famous Letters in Canadian History—Selkirk<br>5.4.2 d BLM: Famous Letters in Canadian History—Carleton<br>5.4.2 e BLM: Famous Letters in Canadian History—Brant |
| | | **or** |
| | KL-023<br>VI-005 | Using an outline map of the Prairie provinces, and referring to historical maps as well as detailed maps of the Prairie provinces, students locate traditional Métis lands and communities. Students observe and discuss patterns or similarities in the locations of these communities in western Canada.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>5.4.2 f BLM: Métis Communities in Western Canada<br>5.3.4 c BLM: Outline Map: Prairie Provinces |
| | | **or** |
| | KH-039<br>KG-045<br>VI-005<br>VG-013 | Students read an information text about the reasons for the so-called "Great Migration to Canada from Europe" in the early 1800s. They discuss and verify their predictions regarding the reasons for immigration.<br>SUGGESTED TEXT: Chapter 13 of *Beginnings: From the First Nations to the Great Migration*. Marshall Jamieson (1996), Reidmore Books.<br>NOTE: This reading could be done as a cooperative activity, with one group assigned to read and present each of the following sections to their peers: 1) The Voyage to Canada; 2) The Scots; 3) The English; 4) The Welsh; 6) the Irish.<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.4.2 Sharing the Land

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KH-039<br>KG-045<br>VI-005<br>VG-013 | Students take a field trip to a museum or historic site that commemorates the history and life of the Red River settlers. They discuss what they have learned by observing the artifacts and consider how the settlers surmounted the many difficulties they encountered.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KH-039<br>KG-045<br>VI-005<br>VG-013 | Using print and electronic sources, students research the reasons for, main events, and impact of the Selkirk settlement of the Red River. Students record and organize their notes and sources as the basis for preparing a presentation to the class.<br>NOTE: Review guidelines for taking and recording notes with students. The class may collaboratively prepare a Note-Taking-Frame or graphic organizer to be used in this research activity. Encourage students to decide ahead of time which presentation format they prefer to use.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KH-039<br>VI-005<br>VG-013 | Using print and electronic sources, students find and compile a collective list of historic sites in Manitoba dedicated to the Selkirk settlers (e.g., Upper Fort Garry Gate; Scots Monument; Red River Settlement plaques, Kildonan Presbyterian Church…), and the names of schools and other places in Manitoba that are named for Selkirk settlers or their descendants (e.g.: Selkirk, Kildonan, Polson, John Henderson, John Pritchard, Munroe, Angus McKay, Neil Campbell, John Black Avenue…). Students reflect on and discuss the ongoing historical impact of the Selkirk settlers (e.g., place names, first agricultural settlement in western Canada, change the concept of the northwest from a fur-trade area to an agriculturally productive area…).<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

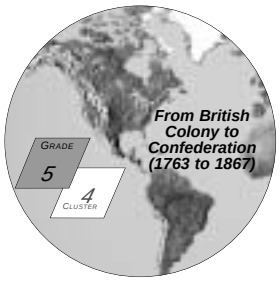
## 5.4.2 Sharing the Land

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| Appendix A Skill 4a | KH-039<br>KG-045<br>VI-005<br>VG-013 | Collaborative groups of students gather information on the assistance offered by Chief Peguis (Saulteaux or Ojibway nation) to the Selkirk settlers during their first winters in the Red River Valley. Students discuss their findings and reflect on the significance of intercultural collaboration as diverse peoples came to share the land in Canadian history.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **Apply** |
| Appendix A Skill 10a | KH-039<br>KG-045<br>VI-005<br>VG-013 | Students use the research information they have gathered to plan and present a short skit depicting the reasons for, main events, and impact of the Selkirk Settlement of the Red River. Scenes to re-enact may be divided among collaborative groups as follows:<br>1) Lord Selkirk and the reasons for emigrating from Scotland<br>2) The voyage by ship through to Hudson's Bay and then to the Red River Valley<br>3) The initial building of the colony<br>4) The first winters and assistance offered by Chief Peguis<br>5) Subsequent arrivals of new settlers and livestock<br>6) Conflicts with the Métis and the North West fur traders<br>7) A Day in the Life of a Man/Woman/Child in the Selkirk Settlement. |
| | | **or** |
| Appendix A Skill 9f | KL-023<br>KH-039<br>KG-045<br>VI-005<br>VG-013 | Students write a description of a traditional Métis community from the point of view of a Selkirk settler, or a description of the Selkirk settlers from the point of view of a member of the Métis community. They share their writings with peers in collaborative groups.<br>NOTE: In this exercise students are asked to take the point of view of a particular historical group, in other words, *to take on a bias*. Remind students that they need to include both facts and opinions in their texts, and that they need to be able to explain the reasons why each group held certain opinions of the other. Caution them to maintain a respectful tone, regardless of the mutual distrust that existed between these two groups, recalling that, over time, they came to share the land without prolonging the hostilities between them.<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.4.2 Sharing the Land

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| Appendix A Skill 10c | KH-039<br>KG-045<br>VI-005<br>VG-013 | Students create a diorama illustrating a main event in the development of the Selkirk Settlement. Students display their scenes and circulate to view and respond to them. |
| | | **or** |
| Appendix A Skill 10c | KL-023<br>KH-039<br>KG-045<br>VI-005<br>VG-013 | Collaborative groups of students design and display commemorative plaques explaining the long-term historical importance of the Selkirk settlers and of the Métis Nation to the history of western Canada. Students may simulate an unveiling ceremony at which they present their plaques and suggest a historically appropriate location for them. |
| | | **or** |
| Appendix A Skill 5 | KH-039<br>KG-045<br>VI-005<br>VG-013 | Collaborative groups of students conceive and design a mind map that illustrates the importance of immigration, intercultural contact, and the sharing of the land in the history and development of Canada. |

**Teacher Reflections**




## *Learning Experience:* 5.4.3 Conflict and Reform

| | |
|---|---|
| KI-013 | Compare daily life in Canada East and Canada West.<br>*Include: language, religion, government, laws.* |
| KH-038 | Identify the causes, major events, and results of the War of 1812. |
| KH-040 | Identify people, events, and results of the 1837 to 1838 Rebellions and explain their impact on the development of Canada.<br>*Include: Durham Report, Act of Union, establishment of responsible government, French–English relations.* |
| VI-004 | Appreciate Canadian history and geography as important contributors to personal identity. |

### Description of the Learning Experience

British North America experienced conflict and significant changes in population, government, and daily life in the first half of the nineteenth century as the colonies pursued more responsible government.

Students engage in research, role plays, and discussion to explore significant social and political change in the Canadas in the first half of the nineteenth century.

**Vocabulary:** rebellion, reform, moderate, radical, assimilation, responsible government (See Appendix D for Vocabulary Strategies.)

## 5.4.3 Conflict and Reform

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** |
| Appendix A Skill 3a | KI-013<br>KH-040<br>VI-004 | Students read or listen to excerpts from Lord Durham's report on problems in Canada following the Rebellions of 1837-1838. Students discuss Durham's main points and make predictions about the solutions he will propose. Students share their predictions with each other and discuss what they think life may have been like in Upper Canada and Lower Canada at this time, making connections to some of the ongoing historical issues faced by Canada as a nation.<br><br>5.4.3 a BLM: Lord Durham's Report (2 pages)<br><br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.4.3 Conflict and Reform

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | KI-013<br>KH-040<br>VI-004 | Present the following scenario to the class:<br>*For the next two weeks, all decisions in this classroom will be made by myself in consultation with a group of three students whom I will select. Only these students will have any say in my decisions. Only these students will obtain special privileges. The preferences and opinions of these three students, whom I will call the Clique, will always have priority over the preferences and opinions of the rest of the class, even if the whole class is in disagreement with them. New class rules will be set up by the Clique, subject to my approval. Other students may only obtain special privileges (e.g., choosing where they may sit, being given free time, choosing what groups they work with), if they agree with the opinions of the Clique. The Clique alone has the privilege of making a request directly to me. All the rest of the class members must make their requests through the Clique. The class cannot change any of the rules, decisions or privileges made by the Clique and myself. Members of the Clique are allowed to give special favours to their friends, and are allowed to receive bribes or special favours from class members in order to try to influence them. None of these privileges can be changed by the class – only I can change any privileges.*<br>Explain to students that this in effect was the scenario of living in Upper Canada or Lower Canada in the early 1800s. In collaborative groups, students discuss what they think this scenario tells them about British colonial rule at that time (e.g., ordinary citizens had no say in decisions, all power was held by non-elected British officers, only a select few in the colonies had a direct voice in government, jobs and favours could be bought and sold…). Students discuss the types of problems living in this sort of situation may have caused and how it might have been resolved by the citizens. |
| | | **or** |
| <br> | KI-013<br>VI-004 | Students discuss places they have visited in Canada and relate similarities and differences they have observed or experienced in other places with respect to daily life, language, education, values and belief about government, work and play. Students discuss the influences of history and geography on personal identity and write a journal reflection on how "past" and "place" affect who they are.<br>(*continued)* |
| | | **or** |

## 5.4.3 Conflict and Reform

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | KH-038<br>VI-004 | Using Think-Pair-Share, students consider whether there has ever been a war between Americans and Canadians, and if so, what may have caused the war, and how and when the U.S–Canada border may have come to be established? Students share and discuss their predictions with peers.<br>TIP: The border between the United States and Canada is said to be the longest unprotected border in the world. Even when the Americans were at war with England for their independence, the British colonies in Canada did not engage in battle against the Americans. |
| | | **or** |
| | KI-013<br>KH-040<br>VI-004 | Review with students the consequences of the arrival of large numbers of Loyalists on the government of British North America (i.e., the Constitution Act of 1791 which divided the Province of Québec into Upper Canada and Lower Canada and established an elected assembly for each province). Collaborative groups of students Sort and Predict characteristics of Upper Canada and Lower Canada to describe differences between the two provinces.<br>**5.4.3 b** BLM: Sort and Predict: Upper Canada and Lower Canada<br>**5.4.3 c** BLM: Sort and Predict: Upper Canada and Lower Canada—Key |
| | | **or** |
| | KI-013<br>KH-038<br>KH-040<br>VI-004 | Pairs of students read a text about the origins of Canada as “Two Canadas” and discuss whether they think this is an accurate description of the Canada they live in today. Students share their ideas with the class and discuss what they know about English–French relations in contemporary Canada.<br>**5.4.3 d** BLM: Two Canadas? |

**Teacher Reflections**

## 5.4.3 Conflict and Reform

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** |
| | KI-013<br>KH-040<br>VI-004 | Using print and electronic resources, collaborative groups of students research and create a diagram explaining the structure of government in Upper and Lower Canada in the early 1800's. Using a set of Word Cards of the various components of government, students arrange the cards on a poster to illustrate how government decisions were made and who held power in Upper and Lower Canada.<br> **Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br> 5.4.3 e BLM: Government in Upper and Lower Canada 1791 to 1841 – Word Cards<br> 5.4.3 f BLM: Government Upper and Lower Canada Sample Chart |
| | | **or** |
| | KI-013<br>KH-038<br>KH-040<br>VI-004 | Students read primary sources and reflect in their journals on life in this time period.<br> 5.4.3 g BLM: Famous Letters in Canadian History—Elgin<br> 5.4.3 h BLM: Famous Letters in Canadian History—Durham<br> 5.4.3 i BLM: Famous Letters in Canadian History—Brock<br> 5.4.3 j BLM: Famous Letters in Canadian History—Simcoe<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.4.3 Conflict and Reform

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| Appendix A Skill 8 | KI-013<br>KH-038<br>VI-004 | Students read an informational text about the causes, main events, and effects of the War of 1812 and discuss the relationships between the causes, events and results. Students record the impacts of the war on the development of Canada.<br><br>5.4.3 k BLM: The War of 1812 (2 pages) |
| | | **or** |
| Appendix A Skill 4a | KI-013<br>KH-038<br>VI-004 | Using print and electronic resources, collaborative groups of students research the story of a person or event from the War of 1812. Students create a Readers' Theatre based on the story of their person or event.<br><br>5.4.3 l BLM: People in the War of 1812 |
| | | **or** |
| Appendix A Skill 11a | KI-013<br>KH-040<br>VI-004 | Using print and electronic resources, students research daily life in the early 1800s in Upper Canada (in 1841, Canada West), and in Lower Canada (in 1841, Canada East). Students create a comparison chart of daily life in both colonies.<br>TIP: Consider using a Jigsaw strategy to organize the research, organized under the following areas:<br>• Language, religion, and population in Upper Canada<br>• Language, religion, and population in Lower Canada<br>• Government and laws in Upper Canada<br>• Government and laws in Lower Canada<br>• Social groups, work, and daily life in Upper Canada<br>• Social groups, work, and daily life in Lower Canada<br><br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br><br>5.4.3 m BLM: Upper Canada and Lower Canada: Comparison<br><br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.4.3 Conflict and Reform

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KI-013<br>KH-040<br>VI-004 | Students view a video about daily life in early Canada and note their observations about daily life for men, women, and children in Pre-Confederation Canada.<br>TIP: Select a segment from *Life in Early Canada* (Montreal, National Film Board of Canada, 1997) |
| | | **or** |
| | KI-013<br>VI-004 | Students select extracts from the writings of Susanna Moodie and Catherine Parr Traill, describing what daily life was like in the 1800s in Upper Canada. Students share their selections in small groups and discuss what the writings illustrate about life in the "backwoods", the difficulties of pioneer life, attitudes toward First Nations, and French–English relations.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KI-013<br>KH-040<br>VI-004 | Using print and electronic resources, students research people or groups involved in the Rebellions of 1837 to 1838, as well as the aftermath of the Rebellions. Students record the position and actions of the individual during and after the rebellions.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.4.3 n** BLM: Role Cards: Rebellions of 1837 and 1838<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.4.3 Conflict and Reform

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| Appendix A Skill 1 | KH-040<br>VI-004 | Students listen to the lyrics of the traditional French folk song, Un Canadien Errant/ A Wandering Canadian, about an exiled Patriote following the Rebellion in Lower Canada. Students discuss the feelings expressed in the song, and other observations (e.g., their impressions of the consequences of the rebellions, whether they think the punishment of the rebels was fair, did the reformers make the right choice in resorting to violence, and were their actions effective in changing government?).<br>NOTE: This song has been recorded by Leonard Cohen, Nana Mouskouri, and a number of francophone Canadian artists.<br>5.4.3 o BLM: Un Canadien Errant/A Wandering Canadian |
| | | **or** |
| Appendix A Skill 5 | KI-013<br>KH-040<br>VI-004 | Using print and electronic resources, students research the "demand" for responsible government in British North America and create a Concept Frame explaining the characteristics of responsible government.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>5.4.3 p BLM: Responsible Government: Concept Frame |
| | | **or** |
| Appendix A Skill 8 | KI-013<br>KH-040<br>VI-004 | Students analyze the Durham Report recommendations and the government changes made by the Act of Union in 1841 and record the resulting consequences.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>5.4.3 q BLM: Government Reform: Durham and the Act of Union<br>5.4.3 r BLM: Government Reform: Durham and the Act of Union—Key |

## 5.4.3 Conflict and Reform

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** |
| | KI-013<br>KH-038<br>VI-004 | Students write a journal reflection on what they consider to be the most important and longstanding result of the War of 1812, for both Canada East and Canada West. Students share and discuss their observations with each other.<br>TIP: Encourage students to consider how the cultures, languages, and government of both Canadas would have been different had Canada accepted the American proposal that they surrender and annex themselves to the United States of America. |
| | | **or** |
| | KI-013<br>KH-038<br>KH-040<br>VI-004 | Collaborative groups of students create a timeline of newspaper headlines for the main events of the period of Canadian history from1791 to circa 1850.<br>TIP: Provide students with examples of newspaper headlines and their summary statements, or create a model together (e.g., for Laura Secord: *Queenston Woman Helps Win Battle – Walks 20 miles to Warn British of American Attack*). Each group presents their headlines and justifies the reasons for each of their choices. Encourage students to note that media choices of headlines in contemporary times often concentrate on the shocking and the violent, which does not necessarily contribute to the existence of informed citizens. As students have the benefit of hindsight on which events were most long-lasting in their effects, they should be encouraged to be critical and to not apply today's media standards to the reporting of the past. |
| | | **or** |
| | KI-013<br>KH-040<br>VI-004 | Students assume the role of an individual involved in the 1837 and 1838 Rebellions (e.g., the radicals Louis-Joseph Papineau in Lower Canada, William Lyon Mackenzie in Upper Canada), or the moderates (e.g., Louis-Hippolyte Lafontaine in Lower Canada and Robert Baldwin in Upper Canada), and prepare and present a persuasive speech expressing their position.<br>TIP: Refer to the Acquiring Strategy earlier in this Learning Experience that refers to roles in the Rebellions (BLM 5.4.3o—Role Cards: Rebellions of 1837 and 1838). As a part of their presentation, the students representing the reformer groups may collaborate to develop action plans to counteract the Family Compact in Upper Canada and the Château Clique in Lower Canada.<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

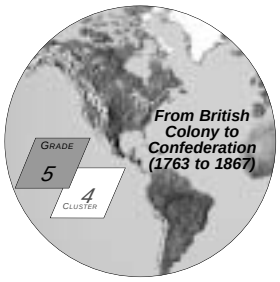
## 5.4.3 Conflict and Reform

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | KI-013<br>KH-040<br>VI-004 | Students assume the role of a citizen in Canada East or Canada West (e.g., a French-Canadian woman in rural Lower Canada, a radical reformer in Upper Canada...), and write a letter to the editor of a newspaper in 1841, responding to the recommendations of the Durham Report and the changes proposed in the Union Act. |
| | | **or** |
| | KI-013<br>KH-040<br>VI-004 | Students create a Compare and Contrast chart of government in Canada before the Act of Union, and after the Act of Union.<br>5.4.3 s BLM: Comparison: Constitution Act (1791) and Act of Union (1841) |
| | | **or** |
| | KI-013<br>KH-038<br>KH-040<br>VI-004 | Collaborative groups of students create annotated illustrations of important people and events in the first half of the nineteenth century in Canadian history for the class timeline.<br>TIP: Ask students to review their notes and projects to choose the events they consider to be the most important. Students with the same choices of people and events may then collaborate to create their "station" for the timeline. |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.4.3 Conflict and Reform

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | KI-013<br>KH-040<br>VI-004 | Students prepare a short speech describing the difference between representative government and responsible government and explaining the importance of both types of government in the context of Canadian democracy.<br>NOTE: Review the following background information with students prior to this activity.<br>*Since 1791, both colonies had representative government – that is, they had a legislative assembly elected by the eligible voters (adult male landowners of European descent). However, neither colony had responsible government (e.g., the government did not have to answer to the people for its actions and decisions). After the Act of Union, most decision-making power still was in the hands of appointed – not elected – officials, at the pleasure of the Governor General. The British government did not agree to responsible government until 1847, under Lord Elgin as Governor General.* |
| | | **or** |
| | KI-013<br>KH-038<br>KH-040<br>VI-004 | Collaborative groups of students create a multimedia presentation describing why Canada is a bilingual and multicultural country today, and why it is not a part of the United States. Combine group presentations in a class presentation. |

**Teacher Reflections**




## *Learning Experience:* 5.4.4 Negotiating Confederation

| | |
|---|---|
| KL-022 | Locate on a map of Canada the four provinces of Confederation in 1867. |
| KH-041 | Describe the origins of Confederation and give arguments for and against Canadian Confederation.<br>*Include: significance of the British North America Act; resistance of Prince Edward Island, Newfoundland, and Nova Scotia to Confederation.* |
| KH-042 | Describe the roles of individuals in building Canadian Confederation.<br>*Include: John A. Macdonald, Georges Étienne Cartier, Charles Tupper, Thomas D'Arcy McGee, George Brown, Samuel Tilley, John H. Gray.* |
| VH-010 | Value history as a way of understanding contemporary Canada. |

### Description of the Learning Experience

Canada began as a federal union of provinces when an agreement called Confederation was negotiated in 1867.

Students engage in research, historical interpretation, role play and discussion to explore Canada's political beginnings in Confederation and the British North America Act. They are introduced to concepts such as federalism and representation by population (rep by pop) and some of the ongoing issues that shape government in Canada.

**Vocabulary:** representation by population, Confederation, federal, British North America Act, federalism (See Appendix D for Vocabulary Strategies.)

## 5.4.4 Negotiating Confederation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** |
| Appendix A Skill 6f | KH-041<br>KH-042<br>VH-010 | Students view pictures of the Fathers of Confederation and discuss what the images tell them about the culture of Canada in that era and the political origins of the country (e.g., all male, mostly English, Scottish and Irish names, some French names...).<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>(*continued*) |

**or**

**Teacher Reflections**

## 5.4.4 Negotiating Confederation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| Appendix A Skill 7b | KL-022<br>KH-041<br>VH-010 | Students view a map of Canada in 1867, comparing it to earlier maps of British North America. Students share their observations and discuss possible reasons for changes in the political boundaries of Canada.<br>TIP: It may be useful to have students also compare the map of Canada 1867 to a map of Canada today, and to initiate a discussion about the types of events that provoke changes in political boundaries of countries.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>5.4.4 a BLM: Map of Canada, 1867 |
| | | **or** |
| Appendix A Skill 6c | KH-041<br>KH-042<br>VH-010 | Students complete the Know and Want-to-know columns of a KWL chart regarding Confederation. Students revisit the KWL chart at the end of the Learning Experience to complete the Learned column. |
| | | **or** |
| Appendix A Skill 3a | KH-041<br>KH-042<br>VH-010 | Students engage in an activity to understand the concept “rep by pop”. Divide the class into two unevenly numbered groups (e.g., for a class of 28 students, one group of 18 and one group of 10). Each group is told that they will be allowed to choose one representative to send to a school meeting at which each representative obtains one vote. Students from each of the two groups discuss among themselves how they would feel about this level of representation. A spokesperson for each group presents their collective statement to the class. In a guided plenary session, explain that Canada East and Canada West had equal numbers of representatives in the Legislative Assembly, regardless of their respective populations. Students discuss whether this is fair representation and are introduced to the idea of “rep by pop”, or proportional representation.<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.4.4 Negotiating Confederation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| Appendix A Skill 6g | KH-041<br>KH-042 | Students view a political cartoon about Confederation and respond to it, generating explanations about what it says and why.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>5.4.4 b BLM: Caricature of Confederation |
| | | **or** |
| Appendix A Skill 4a | KH-041<br>KH-042<br>VH-010 | Using their historical knowledge, and consulting dictionaries if needed, collaborative groups of students conceive and represent what is meant by the term *Confederation*. At the end of the Learning Experience, students revisit their definitions and assess what they have learned about the meaning of the term *Confederation* and how the term defines Canada.<br>TIP: Provide students with some or all of the following prompts to assist them as needed: the prefix *con-* means "with" or "together"; the suffix *-tion* refers to "the action of", and *federate* is from a Latin word meaning "to make a union or league". Throughout this Learning Experience, help students to understand Confederation not only as a historical event but also as an ongoing process.<br>5.4.4 c BLM: Defining Confederation |
| | | **Acquire** |
| Appendix A Skill 4a | KL-022<br>KH-041<br>KH-042<br>VH-010 | Collaborative groups of students use the results of their research on the provinces involved in Confederation debates to create a chart summarizing the advantages and disadvantages of Confederation, trying to take into consideration the good of the entire population of British North America at that time. The groups share their ideas in a guided plenary session.<br>TIP: This activity offers the opportunity to make connections to some of the ongoing political issues of Canadian government, and to raise students' awareness of contemporary questions such as minority rights, bilingualism, First Nations land and treaty rights, Québec independence, etc.<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.4.4 Negotiating Confederation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KL-022<br>KH-041<br>KH-042<br>VH-010 | Students read an information text about the issue of representation by population (rep by pop) and discuss the concept, focusing on why it was important in the pre-Confederation discussions. Referring to the 1867 map of Canada, students generate explanations as to which groups in particular would be most concerned about obtaining "rep by pop", and which might be negatively affected by "rep by pop" (e.g., the French-speaking minority in Canada East and the small population of Prince Edward Island). Students summarize their conclusions and discuss the principles and problems of "rep by pop" in Canada (e.g., all votes are equal, fair representation of voters, but no assurance that the minorities will be heard.)<br> **Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br> 5.4.4 d BLM: "Rep by Pop" (2 pages) |
| | | **or** |
| | KH-042<br>VH-010 | Students read primary sources and reflect in their journals on life in this time period.<br> 5.4.4 e BLM: Famous Letters in Canadian History—Lafontaine<br> 5.4.4 f BLM: Famous Letters in Canadian History—Howe |
| | | **or** |
| | KL-022<br>KH-041<br>KH-042<br>VH-010 | Using an outline map of Canada, students create a map of the newly formed Dominion of Canada in 1867, identifying the four provinces of Confederation as well as the other provinces that attended some or all of the negotiations (e.g., Newfoundland, Prince Edward Island). Students create symbols to represent each of the provinces' attitudes toward Confederation at that time, interpreting these symbols in the map's legend. Students share and discuss their maps.<br>TIP: Encourage students to be creative in their maps, avoiding stereotypical images and anachronisms as they invent symbols for each of the provinces. They may also design a title for the map that expresses a central idea related to Confederation.<br> 5.1.2 b BLM: Outline Map of Canada<br>(*continued*) |
| | | **or** |

## 5.4.4 Negotiating Confederation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KL-022<br>KH-041<br>KH-042<br>VH-010 | Collaborative groups of students research reasons why particular regions were for or against joining the Canadian Confederation. Students are divided into six groups, representing the colonies of British North America after 1841 [Canada East (Québec); Canada West (Ontario); Prince Edward Island; Nova Scotia; New Brunswick; and Newfoundland]. Students research reasons for and against their particular region joining Confederation, as expressed by some of the leaders of their province at the time of Confederation. Each group appoints two spokespersons to present their reasons for both points of view regarding Confederation. Spokespersons present a brief summary of their group's position, using a wall map of Canada to point out the location of their region and its strategic importance to the union, to Britain, or to the United States. Students debrief in a plenary session, highlighting the goals and interests the provinces held in common, as well as those that divided them in the prelude to Confederation.<br>Suggested individuals to include in each of the provincial delegations: (Individuals preceded by an asterisk * indicate that they are important and should be included.)<br>• Canada East (Québec): *Sir Georges-Étienne Cartier, Sir Alexander Tilloch Galt, *Thomas d'Arcy McGee<br>• Canada West Ontario: *Sir John A. Macdonald, *George Brown; Sir Alexander Campbell<br>• Prince Edward Island: William Henry Pope, George Coles<br>• Nova Scotia: *Charles Tupper, Adams Archibald; Joseph Howe<br>• New Brunswick: *Samuel Tilley, *John Hamilton Gray<br>• Newfoundland: Ambrose Shea, Sir Frederick Carter<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.4.4 g** BLM: Confederation: For or Against?<br>(*continued*) |

**or**

**Teacher Reflections**

## 5.4.4 Negotiating Confederation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KH-041<br>KH-042<br>VH-010 | Collaborative groups of students consider a list of possible historical reasons that motivated Confederation. Students discuss the list and reach consensus on a priority listing of these reasons or motivations. Students present and discuss their lists with each other, defending their order of priority and providing reasonable justification based on historical evidence.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.4.4 h** BLM: Reasons for Confederation (3 pages) |
| | | **or** |
| | KH-041<br>KH-042<br>VH-010 | Students read a text outlining the main steps of the negotiation process as the provinces moved toward Confederation. Using print and electronic resources, students gather details about the results of each of step of the process. Students verify the information gathered as a class, and share ideas about the elements of successful negotiation.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.4.4 i** BLM: The Negotiation Process (2 pages)<br>**5.4.4 j** BLM: The Negotiation Process—Key |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.4.4 Negotiating Confederation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KH-041<br>KH-042<br>VH-010 | Using print and electronic resources, collaborative groups of students read a short text describing the structure and functioning of government in the newly formed Dominion of Canada in 1867. Students create a diagram to explain the main principles of the new federal government and discuss the new form of government, referring to issues raised during the debates (e.g., *Does the new union provide responsible government? Does it provide "rep by pop?" Does it assure the voice of the Atlantic provinces will be heard? Does it protect the rights of the French-speaking people of Lower Canada?*)<br>TIP: Students do not need to carry out an exhaustive study of government, but rather should come to understand the significance of the British North America Act and the key changes in government that resulted from Confederation. They will study government processes more in detail in Grade 6. Students need to understand that an important principle of a federal system is a strong central government (to which the provincial governments are subject), that the Canadian system is modelled on the British parliamentary system, and that the British North America Act outlined how federal and provincial responsibilities would be shared. Students may begin this task by reading about some of the key provisions of the BNA Act as included in the accompanying BLM.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.4.4 k** BLM: The British North America Act, 1867<br>**5.4.4 l** BLM: British Government and Crown—Chart<br>(*continued*) |

**or**

**Teacher Reflections**

## 5.4.4 Negotiating Confederation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KH-041<br>KH-042<br>VH-010 | Using print and electronic sources, students research the background and role of an individual involved in the 1864 to 1867 Confederation negotiations. Students design an Identity Card for their selected individual, including sufficient detail to develop a role play of a Confederation debate.<br>Suggested individuals to include in each of the provincial delegations:<br>• New Brunswick: Samuel Tilley, John Hamilton Gray<br>• Newfoundland: Ambrose Shea, Sir Frederick Carter<br>• Nova Scotia: Charles Tupper, Adams Archibald; Joseph Howe<br>• Prince Edward Island: William Henry Pope, George Coles<br>• Québec: Sir George-Étienne Cartier, Sir Alexander Tilloch Galt, Thomas d'Arcy McGee<br>• Ontario: Sir John A. Macdonald, *George Brown; Sir Alexander Campbell<br>TIP: To add other individuals to this list as needed, consult the National Library of Canada website: Canadian Confederation, People.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**5.4.4 m** BLM: Identity Card: The Confederation Debates<br>**5.4.4 n** BLM: What They Said |
| | | **Apply** |
| | KH-041<br>KH-042<br>VH-010 | Using their completed Identity Cards (see Acquiring Strategy above), students randomly draw one Identity Card describing key individuals involved in the Confederation debates. Students prepare a position statement representing the views of their selected person in order to engage in a role play of a Confederation debate.<br>TIP: It would be preferable to have half the class engage in the discussion at one time, while the other half observes. Establish with the class the procedures to be followed prior to beginning the discussion, allowing time for each person to make a short statement, as well as time for open discussion. The observing students may be given the task of evaluating their peers' representation of the important points. Allow time for debriefing after each group completes the simulation.<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

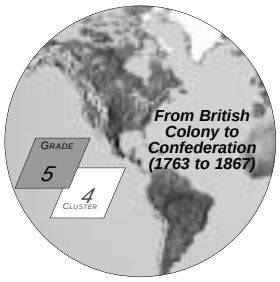
## 5.4.4 Negotiating Confederation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | KH-041<br>KH-042<br>VH-010 | Students create a political cartoon representing one important aspect or event of Confederation. They post their cartoons and circulate to view and respond to them. |
| | | **or** |
| | KH-041<br>KH-042<br>VH-010 | Students read and discuss a short text regarding the origins of the name of Canada, writing a reflective response in their journals about the historical origins and significance of the name of our country.<br><br>5.4.4 o BLM: Canada, the Country (2 pages) |
| | | **or** |
| | KL-022<br>KH-041<br>KH-042<br>VH-010 | Collaborative groups of students create a historical newspaper for a date of their choice during the Confederation period. Newspapers should include headline reports, editorials, maps, interviews with key personalities, and letters to the editor. Students plan the main articles and photos to be included in their paper, sharing the writing and page layout tasks. |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.4.4 Negotiating Confederation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | KH-041<br>KH-042<br>VH-010 | Collaborative groups of students develop an imaginary but realistic agenda for the delegates' meetings in Charlottetown, Québec or London, including both business and social activities for the period of the conference. (Note that one of the major social events of the London Conference was the marriage of John A. Macdonald and Agnes Bernard on February 16, 1867.)<br>The itinerary should specify the meeting hours and purposes, allowing for reasonable free time for the delegates. It must also provide occasions to develop camaraderie and a sense of a common goal among the delegates. Students present their agendas to other groups, discussing what these occasions may have been like. |
| | | **or** |
| | KH-041<br>KH-042<br>VH-010 | In groups of four, students present arguments both for and against an issue related to Confederation (e.g., "rep by pop", annexation by the United States, official language(s) of the government…). In each group of four, two students work together to prepare the "for" position, while the other pair prepares the "against" position. Pairs of students then switch positions to argue the other side, after which each group decides collectively which position they find to be the most defensible and reasonable. |
| | | **or** |
| | KL-022<br>KH-041<br>KH-042<br>VH-010 | Using graphics software, students create a flow chart illustrating the progress of the Confederation negotiations, showing the decisions made at various points along the way, and indicating which province did or did not join Confederation at that time, and the reasons why or why not.<br>TIP: Encourage students to consult a map as they carry out this activity, and to consider the influence of geography on the decisions of the respective provinces. For example, Nova Scotia and New Brunswick more or less had to agree or disagree together because of their geographic locations and proximity to each other; they were also most likely to be afraid of United States expansion, and would receive the greatest benefits from an intercolonial railway. The maritime locations of Prince Edward Island and Newfoundland made them more isolated and was reason for different concerns. |

**Teacher Reflections**




## *Learning Experience:* 5.4.5 Citizenship Then and Now

| | |
|---|---|
| KC-001 | Give examples of the responsibilities and rights of citizens of Canada in 1867. |
| KC-002 | Identify differences in citizenship rights for various groups in 1867.<br>*Include: First Nations, French, British, women.* |
| KC-003 | Compare what it meant to be a citizen of Canada in 1867 to what it means today. |
| KI-012 | Describe how European views of First Peoples changed from 1763 to 1867.<br>*Examples: First Peoples regarded as dependents and inferiors rather than allies and equals...* |
| VC-001 | Respect the rights, opinions, and perspectives of others. |
| VC-002 | Be willing to contribute to their groups and communities. |

### Description of the Learning Experience

Citizenship, as full and equal participation in Canadian society, has changed and continues to change over the course of history.

Students compare the responsibilities, rights, and privileges of citizenship in Canada's past to citizenship today, considering the perspectives of diverse groups in Canada. They explore examples of how they can support active democratic citizenship in their lives.

**Vocabulary:** citizenship, subjects (in a monarchy), responsibilities, rights, equality (See Appendix D for Vocabulary Strategies.)

**Note to Teachers:** In this document the expression *rights and responsibilities* has deliberately been reordered to read *responsibilities and rights*. This has been done for several reasons:

- Firstly, to emphasize that human rights within a particular society or polity can only be meaningful and powerful if there is a social contract which promotes an understanding of the principles of reciprocity and inclusion, and there is a willingness for all individuals to comply with both the spirit and intent of human rights legislation. Human rights legislation and protections become powerful when all members of a society collectively accept the responsibility to implement rights, and behave in ways that are informed by an awareness of the universality of human rights.
- Secondly, the application of human rights in every day life, within organizations and the political/legal system is a complex process that often requires a balancing of the rights of different groups. Often, there is a need to balance the rights of one individual with those of other individuals, or of individual rights with group rights, or the rights of a particular group with other groups. It is important, therefore, to consider the rights of an individual or a particular group with the countervailing rights of other individuals and/or groups. For example, an individual's right to free speech and freedom of expression may need to be restrained when the speech or expression impinges on the rights of other individuals to be protected from racial discrimination and harassment.
- Lastly, the change in word order is intended to place more emphasis on the idea of human rights as being an essential part of responsible citizenship. Every member within a democratic society has an individual and a collective responsibility to interact and behave towards others in ways that demonstrate understanding and commitment to the protection of human rights for every member of that society. All too often there is a tendency, particularly in adolescents living in a litigious society, to consider human rights from an egocentric or self-centred perspective (that is, as a personal entitlement rather than a concern for the well-being of all citizens). Numerous examples exist in every day life and in the courts where individuals demand that their rights be recognized, while at the same time that they are unwilling to respect and protect the rights of other individuals or groups. Human rights exist to protect individual rights; however they exist within a social context and have the attendant responsibility of considering and protecting the rights of others.

## 5.4.5 Citizenship Then and Now

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** |
| | KC-001<br>KC-002<br>KC-003<br>KI-012<br>VC-001<br>VC-002 | Students review key topics in Canadian history studied over the course of this year. Using Think-Pair-Share, students reflect on the ideas and discuss significant events and relationships.<br>NOTE: This Learning Experience is a means of wrapping up the essential understandings that the students have developed in their study of Canadian history throughout the year. It is assumed that students will be better able to explore the concept of citizenship and its changing characteristics once they have acquired a foundation of what has happened to shape Canada and its people through the past. However, reflecting on citizenship and on connections between the past and present remains an important part of the study of history throughout the year, and not just as a concluding experience. Teachers may choose to integrate these learning outcomes with previous Learning Experiences and focus on one culminating activity as a means of helping students to synthesize what they have learned.<br> BLM: Essential Lessons in Canadian History |
| | | **or** |
| | KC-001<br>KC-002<br>KC-003<br>KI-012<br>VC-001<br>VC-002 | Collaborative groups of students brainstorm responsibilities and rights important to citizens in a democratic society. Each group prioritizes their list and presents it to the class. Students identify similarities and create a single list of citizenship responsibilities and rights in Canada. Students discuss examples of events in early Canadian history where groups of people have been excluded from having the rights of citizenship, as well as examples of events where the principles of democratic citizenship have been respected.<br>It may be useful to use the model of the classroom or school to review the relationship between responsibilities and rights. Note that students were introduced to the concepts of citizenship, responsibilities, and rights in Grade 3; in Grade 4 they were introduced to the concept of democratic ideals (i.e., equality, freedom and citizen participation in government).<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.4.5 Citizenship Then and Now

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | KC-001<br>KC-002<br>KC-003<br>KI-012<br>VC-001<br>VC-002 | Students brainstorm rights and privileges they enjoy today as citizens of Canada. Students discuss examples from the past where these rights and privileges were not available to all the people of Canada. |
| | | **or** |
| | KC-001<br>KC-002<br>KC-003<br>KI-012<br>VC-001<br>VC-002 | Students view a video about Confederation in1867 and discuss the aspirations it represented to many Canadians at that time, and how these aspirations may compare to those of Canadian citizens today.<br>TIP: Consider using these videos:<br>CBC Canada, A People's History, Episode 8<br>Segment "The People of British North America" (demographic survey of pre-Confederation Canada) Closing segment "July 1, 1867" (The Celebrations of a New Nation) |
| | | **Acquire** |
| | KC-001<br>KC-002<br>KC-003<br>KI-012<br>VC-001<br>VC-002 | Students list issues important to most citizens in Canada in1867 and those important to most citizens today. Students compare the issues and identify concerns that are consistent for both groups, as well as issues that have changed. Students discuss reasons why issues may have changed.<br>TIP: Encourage students to bring in newspaper clippings and headlines as well as letters to the editor, and discuss these with the class at the beginning of each social studies period. You may wish to create a bulletin board display of citizenship issues and concerns, or have students create individual annotated scrapbooks on the topic. |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.4.5 Citizenship Then and Now

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KC-001<br>KC-002<br>KC-003<br>VC-001 | Collaborative groups of students describe and explain what they consider to be meant by the phrase "active democratic citizenship". Students brainstorm historical and contemporary examples of people whose actions, decisions, and values have demonstrated active democratic citizenship, and discuss similarities and differences in ideas of citizenship in Canada over time.<br> **Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br> BLM: Active Democratic Citizens |
| | | **or** |
| | KC-001<br>KC-002<br>KC-003<br>KI-012 | Using a chart, students compare the basic responsibilities and rights of citizenship in Canada in 1867 as compared to those of citizenship today.<br> BLM: Citizenship Then and Now |
| | | **or** |
| | KC-001<br>KC-002<br>KC-003<br>VC-001 | Collaborative groups of students read an excerpt from a historic speech by John A. Macdonald related to citizenship and loyalty in Canada. Students paraphrase the key ideas of Macdonald's speech, and create a modern version using the same main ideas. Students present their speeches and discuss the differences and similarities regarding the responsibilities of citizenship in the past and citizenship today.<br> BLM: Loyal Subjects (2 pages) |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.4.5 Citizenship Then and Now

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | KC-001<br>KC-002<br>KC-003<br>KI-012<br>VC-001<br>VC-002 | Collaborative groups of students prepare and conduct a survey of Canadians' attitudes toward government (e.g., relatives, neighbours, students in other grades, staff members…). Students analyze the results to determine whether Canadians' attitudes toward government have changed since the time of Confederation.<br>5.4.5 e BLM: A Citizenship Survey (2 pages) |
| | | **or** |
| | KC-001<br>KC-002<br>KC-003 | Using print and electronic resources, students research ways in which the values, responsibilities, and rights of citizenship in Canada have changed over time.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>5.4.5 f BLM: Responsibilities and Rights of Citizens |
| | | **or** |
| | KC-002<br>KI-012<br>VC-001 | Collaborative groups of students research the treaties of the pre-Confederation period. Students speculate why they are known as the Peace and Friendship Treaties and identify reasons why the creation of a new Confederation (or "Dominion"), may have had a negative effect on the relationship between First Peoples and Europeans.<br>NOTE: Students may collect newspaper articles that present contemporary examples of how First Peoples are reclaiming self-determination and traditional lands. Encourage students to highlight examples from their study of pre-Confederation history, such as fur-trading partnerships, agreements for shared access to land and resources, peace treaties, military alliances, and laws to protect traditional territories such as the Royal Proclamation of 1763. Students will be considering the process and terms of treaty-making after Confederation in greater detail in Grade 6. The focus here is on changing views of First Peoples from early European exploration to Confederation.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>5.4.5 g BLM: Changing Views of First Peoples<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.4.5 Citizenship Then and Now

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| Appendix A Skill 7d | KC-001<br>KC-002<br>KC-003<br>KI-012 | Using print and electronic resources, students research historical milestones in order to create a timeline of the major changes in citizenship rights between 1867 and today (e.g., women obtain the right to vote in Canada (1918); Canadians become Canadian citizens rather than British subjects (1947); Aboriginal people obtain unrestricted right to vote (1960); racial discrimination removed from immigration policies (1962)…).<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **Apply** |
| Appendix A Skill 9d | KC-001<br>KC-002<br>KC-003<br>KI-012<br>VC-001<br>VC-002 | Students assume the role of an individual living in Canada prior to Confederation who did not have full citizenship rights (e.g., First Nations, Inuit, and Métis peoples, women, Acadians during early British rule, French Canadians…). Students create a poster to convince the British and Canadian government officials to recognize injustices and to make appropriate changes. |
| | | **or** |
| Appendix A Skill 9d | KC-001<br>KC-002<br>KC-003<br>KI-012<br>VC-001<br>VC-002 | Students write two letters to the editor: one about an important citizenship issue in 1867, the other about an important citizenship issue in the present. Students share letters with each other and discuss how citizenship issues have changed in Canada over time. |
| | | **or** |
| Appendix A Skill 4a | KC-001<br>KC-003 | Collaborative groups of students review the Canadian Citizenship and Immigration citizenship test and design a test as it may have appeared in 1867. Students administer the test to peers and discuss ways in which it differs from contemporary citizenship tests.<br>TIP: A copy of the Canadian Citizenship and Immigration Citizenship test is available at the Government of Canada website.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>(*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.4.5 Citizenship Then and Now

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | Apply *(continued)* |
| | KC-002<br>KC-003<br>KI-012<br>VC-001 | Students complete a Concept Frame describing the conditions necessary for individuals to be treated as equals, beginning with a reflection based on personal experience (e.g., I am treated as an equal when someone asks me my opinion and listens to it, whether or not they agree; when I have a say about decisions that affect me personally; when I have freedom to make my own decisions within certain guidelines or responsibilities...). Students develop a description of the conditions that are essential to equality and freedom, and consider historical examples of views of First Peoples that have supported or denied these rights.<br>NOTE: The same activity may be done using historical examples of women, French-Canadians, Acadians, immigrants of non-European origins.<br><br>5.4.5 h BLM: Equals and Allies, Free and Independent (2 pages) |
| | | **or** |
| Appendix A Skill 4a | KC-001<br>KC-002<br>KC-003<br>KI-012<br>VC-001<br>VC-002 | Using the criterion, "events that had the most ongoing impact on citizenship for **all** cultural groups in Canada", collaborative groups of students select their Top Five Events in Canadian history to 1867. Groups present their top five to the class, justifying their choices with reasons that relate to citizenship (i.e., not in the narrow legal sense, but in the sense of full membership and participation in democratic society). |
| | | **or** |
| Appendix A Skill 7e | KC-003<br>VC-001<br>VC-002 | Collaborative groups of students create a poster illustrating the concept of active democratic citizenship and concrete examples of actions they can take that exemplify the characteristics of active democratic citizens. Students share examples with each other and discuss the effects of the actions.<br><br>5.4.5 i BLM: What We Can Do |
| | | (*continued*) |
| | | **or** |
| **Teacher Reflections** | | |

## 5.4.5 Citizenship Then and Now

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | KC-003<br>VC-001<br>VC-002 | Collaborative groups of students develop a class action plan for improving democratic participation in the classroom, focusing on respect for the rights, opinions, and perspectives of others, and encouraging the active participation of all members in the class and school community. Groups prepare their plan in a format of their choice and share it with the class. The class as a whole determines which elements of each plan presented they will put into action. |
| | | **or** |
| | KC-003<br>VC-001<br>VC-002 | Students write a personal reflection and self-evaluation in response to the following prompts:<br>• What do I do to contribute to the groups and communities to which I belong?<br>• What do I do to demonstrate respect for the rights, opinions, and perspectives of others? |
| | | **or** |
| | KC-001<br>KC-002<br>KC-003<br>KI-012 | Students write and present a persuasive speech designed to convince the class that a particular historical individual is the most important citizen of Canadian history up until 1867. Following the speeches, students may wish to propose a vote or post a Citizenship Who's Who List. |

**Teacher Reflections**

## Cluster 4—Connecting and Reflecting

Using their "From British Colony to Confederation (1763 to 1867)" portfolio, students reflect on life in Canada from 1763 to 1867 and explain how they will demonstrate respect for the rights, opinions, and perspectives of diverse cultures.

**5.4.5 j** BLM: From British Colony to Confederation (1763 to 1867)—Connecting and Reflecting

**Teacher Reflections**

GRADE 5

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# APPENDICES

GRADE 5

GRADE 5

*Skills Assessment*

Appendix A

# *Skills Assessment Key*


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## 1 – Active Listening

**Skills**

S-400 Listen to others to understand their perspectives.

Active listening is an integral component of all learning. Students use active listening skills in a wide variety of classroom experiences including brainstorming, discussion, collaborative group activities, note-taking, listening to instructions and presentations, and viewing media. To develop active listening skills, students need opportunities to observe good models of active listening, practise the physical behaviours, positive attitudes, and cognitive skills that enable them to become effective students. Information on specific active listening strategies is found on page 8 of "Strategies That Make a Difference" (Manitoba Education and Training, 1996a).

Think about…

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated assessment criteria (e.g., What does an active listener look/sound like? Why?)
- recording focused observations to monitor student growth over time as well as determine which students need differentiation
- guiding self-assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (See pages 26-28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

*Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation,* "Strategies That Make a Difference"

- BLM 54: Assessing Active Listening

*Success for All Learners*

- P. 6.11: SLANT; HASTE; SWIM

## 2 – Brainstorming

**Skills**

| | |
|---|---|
| S-100 | Collaborate with others to establish and carry out group goals and responsibilities. |
| S-400 | Listen to others to understand their perspectives. |
| S-401 | Use language that is respectful of human diversity. |

Brainstorming may take place individually or as a small-group or large-group strategy. Brainstorming encourages students to focus on a topic and to contribute to a free flow of ideas, exploring what they know or may want to know about a topic. The teacher or students may stimulate thinking by posing questions, reading brief text excerpts, or displaying/viewing pictures or other media. All ideas that are contributed are accepted, and no efforts are made to judge or criticize the validity or appropriateness of ideas.

Individual brainstorming allows the student to focus on what he or she knows about a topic and a variety of possible solutions to a problem. Similarly, small or large group brainstorming allows students to focus on what they know about the topic, but also exposes the students to the ideas and knowledge of others. Group brainstorming allows individuals to piggyback on the ideas of others and, as well, to extend, revise, and incorporate new ideas into their thinking. Essential behaviours in brainstorming include active listening, acceptance of others' contributions, temporary suspension of judgment, and openness to new ideas. Brainstorming may be carried on over a period of days, weeks, or even months by making additions to the initial brainstorm charts (use a different-colour marker/font) to show growth over time.

Think about…

- focusing assessment on a manageable number of outcomes/students
- recording focused observations to determine participation, active listening, and acceptance of others' ideas, as well as prior knowledge, gaps or misconceptions, and starting points for instruction and remediation
- orally guiding/facilitating reflection (e.g., What do we/I notice about our/my thinking?; Evidence of our/my thinking is…) using a Y-chart, T-Chart, or journals (See pages 26-28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

## *3 – ORAL COMMUNICATION*

### 3a – Discussion

**Skills**

| | |
|---|---|
| S-100 | Collaborate with others to establish and carry out group goals and responsibilities. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-304 | Distinguish fact from opinion and interpretation. |
| S-400 | Listen to others to understand their perspectives. |
| S-401 | Use language that is respectful of human diversity. |
| S-402 | Support their ideas and opinions with information or observations. |
| S-404 | Elicit and clarify questions and ideas in discussions. |
| S-405 | Articulate their beliefs and perspectives on issues. |

Discussion provides students with opportunities to generate and share their questions and ideas related to a concept, issue, object, or experience. Vary discussions to include both large- and small-group activities in order to encourage participation by all students. (See page 29 of "Strategies That Make a Difference" for suggested discussion strategies, including Inside-Outside Circles, Talking Chips, and Talking Circles/Talking Sticks.) Consider assigning specific roles for students to take during discussions, and provide opportunities for students to experience various roles (e.g., discussion leader, note-taker, timer, questioner…).

In the exchange of information that occurs in discussion, students contribute ideas, listen carefully to what others have to say, think critically, seek clarification, and develop positions or relevant arguments. Emphasize active listening during discussion, and model both the affective and cognitive skills students need to become active participants in discussions that reflect higher-order thinking. Discussions provide teachers with valuable information to assess student understanding, as well as the students' values and attitudes, and assists in planning for learning and instruction.

Think about…

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated criteria (e.g., What does an effective discussion group member look/sound like?)
- recording focused observations to determine affective and cognitive skills or higher-order thinking skills
- guiding peer- and self-assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (See pages 26-28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)

*(continued)*

## 3a – Discussion *(continued)*

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

*Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation,* "Strategies That Make a Difference"

- BLM 37: Group Work Assessment - Form B
- BLM 40: Group Work Reflection
- BLM 42: How Was My Group Work? Middle Years
- BLM 60: Group Discussion-Observation Checklist

## 3b – Public Speaking

**Skills**

| | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-302 | Draw conclusions based on research and evidence. |
| S-304 | Distinguish fact from opinion and interpretation. |
| S-400 | Listen to others to understand their perspectives. |
| S-401 | Use language that is respectful of human diversity. |
| S-402 | Support their ideas and opinions with information or observations. |
| S-405 | Articulate their beliefs and perspectives on issues. |

Public speaking provides students with opportunities to organize, write, and communicate their ideas to an audience. Students learn that both the way in which they say something and how they physically present themselves is as important as the message itself. As students prepare for oral presentations they need to consider their audience and the purpose of the presentation (e.g., to share information or perspectives, to persuade…) as well as the format of the presentation, so that they may prepare accordingly.

**Components of speeches include**

- an introduction to engage the audience and establish the purpose
- a body that outlines the main supporting points
- a conclusion that restates the main ideas and leaves the audience with a lasting impression.

Debriefing and post presentation feedback from the audience helps students understand how they may improve their oral communication techniques. As students gain experience with writing and presenting speeches they develop confidence in communicating.

Think about…

- sharing and reflecting on exemplars of oral presentations
- modelling, guiding, and offering time to practise writing and presenting speeches
- focusing assessment on the accuracy and completeness of the information, as well the effective use and application of information, visual aids, and other technical supports
- constructing student-generated assessment criteria (e.g., What does a quality speech look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation

*(continued)*

## 3b – Public Speaking *(continued)*

- guiding self-assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (See pages 26-28 of "Strategies that Make a Difference" for information on Y-Charts and T-Charts.)
- using videotape to record presentations for review and reflection

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## *4 – COLLABORATIVE LEARNING*

### 4a – Collaborative Groups

| Skills | |
|---|---|
| S-100 | Collaborate with others to establish and carry out group goals and responsibilities. |
| S-101 | Use a variety of strategies to resolve conflicts peacefully and fairly.<br>*Examples: clarification, negotiation, compromise...* |
| S-102 | Make decisions that reflect fairness and equality in their interactions with others. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-304 | Distinguish fact from opinion and interpretation. |
| S-400 | Listen to others to understand their perspectives. |
| S-401 | Use language that is respectful of human diversity. |
| S-402 | Support their ideas and opinions with information or observations. |
| S-404 | Elicit and clarify questions and ideas in discussions. |
| S-405 | Articulate their beliefs and perspectives on issues. |

Collaborative groups provide students with opportunities to work together to accomplish shared goals and requires the establishment of a positive, safe, and inclusive classroom culture. Collaborative learning experiences help students develop greater self esteem and positive relationships with their peers, as well as skills related to problem solving, decision making, and critical/creative thinking. Frequent experience in a variety of collaborative structures allows students to gain expertise in various roles and practise interacting fairly and respectfully with one another. Emphasize that both the individual and group are accountable in collaborative learning experiences. (See pages 21-22 of “Strategies That Make a Difference” for information on Specific Cooperative Learning Strategies, including Community Check, Co-op Co-op, and Corners.)

Middle Years research shows that students learn best when offered a wide range of learning experiences in which they have opportunities to interact with their peers. Due to their physical development at this age, Middle Years students need opportunities for physical movement during their learning. As well, their social and emotional development is such that Middle Years students are seeking their own identity independent from adults, necessitating a move towards receiving approval from and belonging to their peer group.

Think about…

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated assessment criteria (e.g., What does a quality collaborative group/group member look/sound like? Why?)
- offering descriptive feedback

*(continued)*

## 4a – Collaborative Groups *(continued)*

- following collaborative learning activities with debriefing activities
- recording focused observations to assess group processes
- guiding peer- and self-assessment through opportunities for group processing and debriefing
- orally guiding/facilitating reflection, using a Y-chart, T-Chart or journals (See pages 26-28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

*Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation,* "Strategies That Make a Difference"

- BLM 39: How Was Our Group Work?
- BLM 40: Group Work Reflection
- BLM 42: How Was My Group Work? Middle Years
- BLM 56: Checklist and Learning Log
- BLM 57: Self-Assessment of a Collaborative/Cooperative Task

## 4b – Using a Continuum of Points of View

**Skills**

| | |
|---|---|
| S-100 | Collaborate with others to establish and carry out group goals and responsibilities. |
| S-101 | Use a variety of strategies to resolve conflicts peacefully and fairly.<br>*Examples: clarification, negotiation, compromise...* |
| S-102 | Make decisions that reflect fairness and equality in their interactions with others. |
| S-104 | Negotiate constructively with others to build consensus and solve problems. |
| S-105 | Recognize bias and discrimination and propose solutions. |
| S-301 | Evaluate the advantages and disadvantages of solutions to a problem. |
| S-302 | Draw conclusions based on research and evidence. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-304 | Distinguish fact from opinion and interpretation. |
| S-400 | Listen to others to understand their perspectives. |
| S-401 | Use language that is respectful of human diversity. |
| S-402 | Support their ideas and opinions with information or observations. |
| S-404 | Elicit and clarify questions and ideas in discussions. |
| S-405 | Articulate their beliefs and perspectives on issues. |

Every individual holds personal points of view. Using this strategy, students' attitudes are represented by where they physically place themselves along a line or continuum. Eliciting the expression and exchange of opinions, beliefs, and values using a physical continuum is a means of inviting students to explore their own preconceptions, to learn about the perspectives of others, and to reflect on changes in their points of view. Using a continuum helps students recognize that for many questions, there is no black-or-white, right-or-wrong answers, but rather a wide range of points of view. It is also a way of encouraging students to make explicit their own points of view and to actively listen to others to understand their position, rather than debating an issue to identify a winning or a losing argument. Encourage students to be spontaneous and frank in this activity, not concerning themselves with discussing with their peers until after they have found their own position on the continuum. Emphasize the idea that in this activity, there are no "right" or "wrong" positions, and all perspectives are equally valid.

*(continued)*

## 4b – Using a Continuum of Points of View *(continued)*

Think about…

- offering descriptive feedback on how students express themselves and listen to others' perspectives
- recording focused observations to observe student values and group processes
- providing debriefing opportunities for students to reflect on attitudinal changes they undergo as a result of engaging in the activity.

**BLMs**

Social Studies BLM: A Continuum of Points of View-Suggested Procedure

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection-Metacognition
- BLM 5: Focused Observation Form

## 4c – Consensus Decision Making

**Skills**

| | |
|---|---|
| S-100 | Collaborate with others to establish and carry out group goals and responsibilities. |
| S-101 | Use a variety of strategies to resolve conflicts peacefully and fairly.<br>*Examples: clarification, negotiation, compromise...* |
| S-102 | Make decisions that reflect fairness and equality in their interactions with others. |
| S-104 | Negotiate constructively with others to build consensus and solve problems. |
| S-105 | Recognize bias and discrimination and propose solutions. |
| S-301 | Evaluate the advantages and disadvantages of solutions to a problem. |
| S-302 | Draw conclusions based on research and evidence. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-304 | Distinguish fact from opinion and interpretation. |
| S-400 | Listen to others to understand their perspectives. |
| S-401 | Use language that is respectful of human diversity. |
| S-402 | Support their ideas and opinions with information or observations. |
| S-404 | Elicit and clarify questions and ideas in discussions. |
| S-405 | Articulate their beliefs and perspectives on issues. |

Consensus decision making is a complex collaborative process that relies on the understanding of certain basic principles, as well as the application of interpersonal skills. As students practice consensus decision making they come to understand that consensus is the result of negotiating and cannot be reached by more simple means such as majority vote or compromise. Its goal is to bring all participants to a common, shared agreement that reflects the perspectives of each and every team member. For this reason consensus building requires a supportive, safe, and inclusive classroom culture, active listening, and a high degree of commitment from all team members. Students may assume specific roles within the group (e.g., facilitator, scribe, timekeeper, questioner…) or create variations depending on the nature of the task. The only essential role in a consensus decision-making task is that of facilitator.

*(continued)*

## 4c – Consensus Decision Making *(continued)*

**Basic principles of consensus decision making:**

- All members are equal and have a valid perspective to contribute to the group.
- Everyone has the right, but not the obligation, to change his or her mind.
- The decision is reached when all the members decide on a common course of action.

**Indispensable elements:**

- Willingness of each member to share power
- Respect for assigned roles
- Commitment to follow the established process
- Clear common objective
- Neutral facilitator accepted by the group

**Practical considerations:**

- Begin with simple issues to allow students to focus on the processes of reaching consensus before engaging in more complex issues.
- Generally, a heterogeneous team of 4 to 6 members is the most effective in collective decision making.
- Establish ground rules for the process at the beginning of the year.
- Students should sit in a circle or facing one another.
- Give each student the chance to take on a leadership role over the course of the year.
- Teacher intervention should be minimal. Teachers may wish to allocate an initial period of time for *dialogue*, or exchange of ideas, before indicating that it is time to pass on to the *discussion* phase, during which the purpose is to make a decision.

**Student Roles within Collaborative Groups**

If students have little experience with cooperative learning, it is advisable to assign a specific role to each group member. As they develop the skills and competencies of collaborative decision making, students may select their own roles, or create variations, depending upon the nature of the task at hand. The number and type of roles may vary according to the group task, size, and dynamic. The only essential role in groups of four or more is that of a facilitator. Possible roles include

- *Facilitator* : remains objective, poses questions, ensures that each group member has the chance to speak in turn
- *Task Protector*: presents and supports the central task and reminds group members to focus on the main idea without straying
- *Spokesperson*: reports ideas and decisions to other groups
- *Timer*: monitors time and reminds group members of the time constraints
- *Materials Person*: coordinates space and makes sure that the group has the necessary materials to carry out their task

*(continued)*

## 4c – Consensus Decision Making *(continued)*

- *Scribe*: records and organizes ideas
- *Researcher* : locates sources, definitions, and helpful information as needed
- *Graphic Artist*: creates charts or illustrated representations of ideas and information
- *Keeper of the peace*: mediates conflicts and proposes solutions as needed
- *Questioner*: checks that every member of the group is satisfied with the decision

Think about…

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated assessment criteria (e.g., What does a quality collaborative group/group member look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to assess group process
- guiding peer- and self-assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (See pages 26-28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)

**BLMs**

Social Studies BLM: Collaborative Learning - Group Roles

Social Studies BLM: Collaborative Learning - Self, Peer, Teacher Assessment

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

*Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"*

- BLM 56: Checklist and Learning Log
- BLM 57: Self-Assessment of a Collaborative/Cooperative Task

## 5 – Using Graphic Organizers

**Skills**

| | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately.<br>*Examples: maps, charts, outlines, concept maps...* |

Frames and graphic organizers are tools that assist students with thinking, organizing, comprehending, reviewing, and representing. Frames and graphic organizers are also referred to as thinking frames, webs, thinking maps, mind maps, semantic maps, and concept organizers. Model the use of frames (e.g., webbing brainstorming contributions, using various types of frames to organize the same information…), and discuss the role of frames in helping students organize their thinking. Provide frequent opportunities for students to practise using familiar frames and introduce additional types of frames as appropriate. Consider teaching and modelling the use of one graphic organizer at a time, and posting graphic organizers around the classroom for students to use as models and references.

(Note: It takes approximately 6-8 weeks for students to internalize and apply a new strategy independently.)

Think about…

- offering descriptive feedback
- recording focused observations on students' independent choice of, or creation of, graphic organizers to organize thoughts and ideas
- orally guiding/facilitating student reflection (e.g., Graphic organizers help me… because …; Evidence of this is…)

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 5: Focused Observation Form

## *6 – INQUIRY PROCESS*

### 6a – Sorting and Classifying

**Skills**

| | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately.<br>*Examples: maps, charts, outlines, concept maps...* |

Sorting and classifying helps students make sense of information. Sorting and classifying also helps teachers and students identify prior knowledge as students make connections between previous experiences and new information. Sorting is the process of identifying unique characteristics within a set and dividing the items based on their differences. Classifying involves identifying common characteristics and grouping items/ideas that share these characteristics into labelled categories. Students may sort and classify, or compare and contrast, based on student-generated or pre-determined criteria.

Think about…

- teaching, modelling, guiding, and debriefing the process of sorting and classifying
- recording focused observations to determine sorting skills used to identify unique characteristics within a set
- recording focused observations on students' classifying skills
- recording focused observations on students' development to compare and contrast

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 5: Focused Observation Form

*Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation,* "Strategies That Make a Difference"

- BLM 64: Venn Diagram

*Success for All Learners*

- Page 6.100: Sort and Predict Frame
- Page 6.103: Compare and Contrast Frame

## 6b – Generating Questions

**Skills**

| | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-300 | Plan topics and goals for historical inquiry and research. |
| S-309 | Interpret information and ideas in a variety of media.<br>*Examples: art, music, historical fiction, drama, primary sources...* |
| S-404 | Elicit and clarify questions and ideas in discussions. |

Providing students with opportunities to generate their own questions allows them to focus and plan their inquiry and identify purposes for their learning. When students search for answers to questions they believe to be important, they are better motivated to learn, and the result is deeper understanding. Framing student research around an overall investigative question and then providing opportunities for groups or individuals to generate their own questions connects all stages of inquiry into a meaningful whole. Model the process of generating effective questions by using "Think-Alouds" ("Strategies That Make a Difference," Manitoba Education and Training, 1996a, page 288).

Think about…

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated assessment criteria (e.g., What makes a good questions?)
- recording focused observations on students' growing competence in formulating questions

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 6c – KWL

**Skills**

| | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately.<br>*Examples: maps, charts, outlines, concept maps...* |
| S-302 | Draw conclusions based on research and evidence. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-402 | Support their ideas and opinions with information or observations. |

The acronym KWL stands for what students **K**now, what they **W**ant to know, and what they **L**earned. There are many variations of the KWL strategy and all of them provide a systematic process for accessing prior knowledge, developing questions, reviewing, and summarizing learning. A KWL may be used for short- or long-term learning, and should be revisited throughout the learning process in order to provide opportunities for students to reflect on their learning. Model each of the phases of KWL and provide guided practice in the use of the strategy before expecting independent use.

Think about…

- focusing assessment on a manageable number of outcomes/students
- recording focused observations to determine prior knowledge, gaps, misconceptions, curiosity, and starting points for instruction
- adding a KWL chart to the students' portfolios as evidence of growth in thinking over time

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 5: Focused Observation Form

*Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation,* "Strategies That Make a Difference"

- BLM 65: KWL Plus
- BLM 66: KWL Plus Map

*Success for All Learners*

- Page 6.94: KWL Plus
- Page 6.95: Knowledge Chart

## 6d – Preparing and Conducting Interviews

| Skills | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately.<br>*Examples: maps, charts, outlines, concept maps...* |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| S-300 | Plan topics and goals for historical inquiry and research. |
| S-302 | Draw conclusions based on research and evidence. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-304 | Distinguish fact from opinion and interpretation. |
| S-400 | Listen to others to understand their perspectives. |
| S-401 | Use language that is respectful of human diversity. |
| S-404 | Elicit and clarify questions and ideas in discussions. |

Conducting interviews allows students to collect and record information from a primary source and also creates opportunities for students to draw upon first-hand knowledge and experience.

**Practical Considerations**
After establishing the purpose of the interview (e.g., gathering facts, opinions, or stories) and identifying candidates to interview, students formulate appropriate questions. The questions should be both closed and open-ended, clearly stated, and include follow-up questions for in-depth information. Students need to consider how they will record information from the interview (e.g., audio recording, videotape, written notes) and practise both their questioning skills and recording information during mock interviews. Provide students with opportunities to view or listen to examples of interviews (both effective and ineffective) in order to observe and discuss interview techniques.

**Working with Potentially Sensitive Issues**
It is critical that students who engage in demographic and ethnographic research conduct their studies ethically, respectfully, and without bias—particularly when potentially sensitive issues are addressed. From the beginning stage of question formulation, to the collection, analysis, and presentation of data, students need to be fully aware of the areas of potential concern. Before students embark on surveying a group concerning their culture, heritage, ethnicity, or other potentially sensitive areas, ask the students to consider why and how they will use the data. Ask them to consider

- Why they need that particular information? Is there a real purpose for the data?
- Why it is important to gather statistics on different groups?

*(continued)*

## 6d – Preparing and Conducting Interviews *(continued)*

- How they will analyze their data to ensure it is treated with fairness and respect?
- What they need to know about a particular groups' social context, historical experiences, and other factors so that they will be able to interpret survey results fairly?

Ensure that students understand the need to respect individual rights to privacy, as well as individual decisions to not answer particular questions, or to not participate in the survey. Help students avoid the pitfalls of stereotyping and ensure students respect the rights of interviewees to self-identify their ethnic, cultural, linguistic, or other aspect of group identity, if they so choose.

At the question formulation stage, students require guidance to create questions that demonstrate sensitivity and respect for the interviewees. Depending on the nature of the interview and the target audience, examples of sensitivities include

- the use of  appropriate language
- respect for privacy
- questions that are free of bias
- asking questions that respect religious or cultural protocols
- avoiding personal questions that might make interviewees uncomfortable

At the data analysis and presentation stage (and particularly if the data presents a negative view of individuals or a particular group of people), ensure that students consider contextual information in order to give a fair and respectful presentation of their results and conclusions. For example, reporting and studying different rates of employment will be more meaningful and relevant if there is a discussion of the factors that create employment barriers for some groups and privilege others.

Following the interview, students reflect on the survey process, and send thank-you letters to their interview subjects.

Think about…

- focusing assessment on a manageable number of students/outcomes
- constructing student-generated assessment criteria (e.g., What are the characteristics of good questions and/or effective interviews?)
- recording focused observations to monitor student growth over time and to determine which students need differentiation and/or appropriate scaffolding
- orally guiding/facilitating student reflection on the interview process

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau *Independent Together: Supporting the Multilevel Learning Community*

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 6e – Field Trips

| Skills | |
|---|---|
| S-100 | Collaborate with others to establish and carry out group goals and responsibilities. |
| S-103 | Make decisions that reflect care, concern, and responsibility for the environment. |
| S-106 | Treat places and objects of historical significance with respect.<br>*Examples: burial grounds, memorials, artifacts...* |
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-300 | Plan topics and goals for historical inquiry and research. |
| S-302 | Draw conclusions based on research and evidence. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-304 | Distinguish fact from opinion and interpretation. |
| S-305 | Observe and analyze material or visual evidence for research.<br>*Examples: artifacts, photographs, works of art...* |
| S-306 | Assess the validity of information sources.<br>*Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability.* |
| S-400 | Listen to others to understand their perspectives. |
| S-401 | Use language that is respectful of human diversity. |
| S-402 | Support their ideas and opinions with information or observations. |

Learning happens best in a context that gives meaning to knowledge, values, and skills learning outcomes. Experiences that take students outside the classroom can be highly motivating and complement classroom-based learning. Accessing community resources provides knowledge and understanding of the broader environment and allows students to learn from the resources and expertise available in the community at large. Students also gain practical experience when they are involved in planning the purpose and logistics of the field trip. As well, teachers gain valuable insights into their students as they observe their interactions outside the classroom. Teachers are encouraged to prepare students for field trips through pre-teaching or the use of anticipation guides. Many field-trip sites provide pre-trip materials for classroom use.

*(continued)*

## 6e – Field Trips *(continued)*

Think about…

- engaging students in planning a field trip based on primary inquiry questions or the "W" in a KWL strategy
- orally guiding/facilitating reflection to assess the outcomes of the field trip and to facilitate student inquiry
- engaging in a debriefing process after the field trip to identify further questions, misconceptions, and new learnings, as well as to plan follow-up activities
- application of the knowledge acquired during the field trip to follow up classroom activities

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 6: Daily Observation Form

*Success for All Learners*

- Page 9.5: Teacher's Planning Sheet for Learning Experiences Outside the Classroom

## 6f – Collecting and Analysing Images

| Skills | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction... |
| S-202 | Distinguish between primary and secondary information sources for research. |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| S-302 | Draw conclusions based on research and evidence. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-304 | Distinguish fact from opinion and interpretation. |
| S-305 | Observe and analyze material or visual evidence for research.<br>*Examples: artifacts, photographs, works of art...* |
| S-306 | Assess the validity of information sources.<br>*Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...* |
| S-308 | Compare diverse perspectives in a variety of information sources. |
| S-309 | Interpret information and ideas in a variety of media.<br>Examples: art, music, historical fiction, drama, primary sources... |
| S-402 | Support their ideas and opinions with information or observations. |

Collecting and analyzing images related to an idea or concept helps students acquire new information, stimulates questions, and provides opportunities for sorting and classifying. Images may include calendars, art, photographs, news and magazine clippings, and clip art. After establishing the criteria that the images are intended to represent (e.g., landforms, daily life, Canadian symbols…), students may browse a predetermined set of images or search for images matching the criteria. As well, encourage students to generate their own questions about the images in order to pursue a deeper analysis of the content.

Think about…

- how students connect images to the topic/theme under consideration
- student ability to extract information from images and captions
- how students analyse and apply the ideas and information in the images
- student application of critical thinking skills regarding the images they use (e.g., bias, authenticity, primary/secondary sources…)
- student independence in locating appropriate images related to the topic/theme

## Skill 6g – Viewing Visual Media

**Skills**

| | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-202 | Distinguish between primary and secondary information sources for research. |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| S-302 | Draw conclusions based on research and evidence. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-304 | Distinguish fact from opinion and interpretation. |
| S-305 | Observe and analyze material or visual evidence for research.<br>*Examples: artifacts, photographs, works of art...* |
| S-306 | Assess the validity of information sources.<br>*Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...* |
| S-308 | Compare diverse perspectives in a variety of information sources. |
| S-309 | Interpret information and ideas in a variety of media.<br>*Examples: art, music, historical fiction, drama, primary sources...* |
| S-402 | Support their ideas and opinions with information or observations. |

Video and media can offer students insights into experiences that would otherwise be unavailable to them. A key to teaching with video is to provide students with opportunities to be critical active viewers rather than passive recipients, and to include before-, during-, and after-viewing strategies. Introduce the video by setting the tone for viewing and explain how the segment relates to the ideas they are exploring.

Consider the use of a variety of strategies, before, during, and after viewing as indicated below.

**Before viewing**

- Establish a purpose for viewing by describing what the students are about to view and points to watch for.
- Activate with “story-mapping”-predicting what the video might be about.
- Have students create questions about what they are wondering, or provide “focus questions” (e.g., informational questions, intuitive/interpretive questions…).

*(continued)*

## Skill 6g – Viewing Visual Media *(continued)*

**During viewing**

- Silent viewing: Mute the volume to focus on cues (e.g., body language, setting, gestures, facial expressions…) and then review the segment with the sound. Discuss how perceptions changed with the sound.
- Sound only: Darken the screen to focus on audio cues (e.g., background noises, tone, sound effects…), and then review the segment with video. Discuss how perceptions changed with the video.
- Jigsaw: One group views silently, while the other group listens only to the soundtrack. Members from opposite groups collaborate to share their information and ideas. Alternately, one-half of the class, the "listeners," sits with their backs to the screen while the other half of the class, the "viewers," faces the screen. After the video segment, the listeners ask the viewers questions, and the viewers describe what was happening in response to the listeners' questions.
- Freeze frame: Pause the image to freeze the picture. Discuss new vocabulary, make further predictions and inferences, or have small-group discussions about connections to the concept, topic, or theme.

**After viewing**

- Students may ask new questions (e.g., Some of my questions that were answered were…; Now, I know/wonder…).
- Discuss and evaluate what they viewed and their feelings and connections to the content.
- Represent their new learning, or add new information to their inquiry journal or notebook.

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Social Studies BLM: Video/Media Post Viewing (change the name of this BLM to match new title)

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 5: Focused Observation Form

*Success for All Learners*

- Page 6.108: Do Your Laps

*Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation,* "Strategies That Make a Difference"

- BLM 73: A Viewer's Discussion Guide

*Success for All Learners*

- Page 6.102: Look It Over

## 6h – Preparing and Conducting Surveys

| Skills | |
|---|---|
| S-100 | Collaborate with others to establish and carry out group goals and responsibilities. |
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately.<br>*Examples: maps, charts, outlines, concept maps...* |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| S-300 | Plan topics and goals for historical inquiry and research. |
| S-302 | Draw conclusions based on research and evidence. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-304 | Distinguish fact from opinion and interpretation. |
| S-308 | Compare diverse perspectives in a variety of information sources. |
| S-400 | Listen to others to understand their perspectives. |
| S-401 | Use language that is respectful of human diversity. |

Creating and conducting surveys are a form of participatory research that involves students in learning about their communities. Surveys may take the form of interviews where questions are asked and the responses recorded or individual surveys where the person taking the survey records the answers themselves. Surveys provide large amounts of information from a broad range of people and may be time intensive to prepare, administer, and analyze. For this reason consider whether the information you are collecting already exists (e.g., Internet, library, public records…) elsewhere before choosing a survey as the research vehicle.

In creating the survey identify the survey objectives to help focus concise, unbiased questions that will provide relevant information and avoid unnecessary data. Keep the survey as short as possible, ideally less than fifteen questions to achieve the best possible completion rate. The order of questions matters. Place simple questions first, more complex or controversial questions in the middle, and demographic questions, if required, at the end. Questions should be brief, direct, unambiguous, written in neutral language, and cover a single topic. Close-ended questions (e.g., Yes/No, True/False, Multiple Choice) are easier to administer and analyze. Open-ended questions may provide answers unrelated to the research topic and respondents may be reluctant to complete the survey. Before administering the survey, test it on people who are not familiar with the survey, to determine if the questions are clear and the responses are providing the information required to address the research question.

*(continued)*

## 6h – Preparing and Conducting Surveys *(continued)*

It is important to provide students with guidance in creating questions/surveys that demonstrate sensitivity and respect for the interviewees. Students need to understand the importance of

- using appropriate language
- respecting personal privacy
- ensuring that survey questions are not biased
- asking questions that respect religious or cultural protocols and/or sensitivities
- avoiding personal questions that might make interviewees uncomfortable

Surveys can be online or in paper format. Online surveys provide flexibility of completion times and facilitate summarization and analysis of data. Paper surveys are more cumbersome to process, but are easier to present. After the survey has been administered collate the results for analysis. A spreadsheet may be a useful tool for recording and analyzing results. Once the results are analyzed communicate your findings with the survey participants and your community. Ensure that survey participants know that their anonymity will be protected and finish each survey with a sincere thank you.

Think about…

- focusing assessment on a manageable number of students/outcomes
- constructing student-generated assessment criteria (e.g., What are the characteristics of good questions and/or effective surveys?)
- recording focused observations to monitor students' ability to analyse and draw conclusions from the information they collect through the use of surveys
- orally guiding/facilitating student reflection on the survey process

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## *7 – SOCIAL STUDIES*

### 7a – Creating Maps

**Skills**

| | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately.<br>*Examples: maps, charts, outlines, concept maps...* |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| S-205 | Construct maps that include a title, legend, compass rose, grid, and scale. |
| S-206 | Interpret maps that include a title, legend, compass rose, grid, and scale. |
| S-207 | Use latitude and longitude to locate and describe places on maps and globes. |
| S-302 | Draw conclusions based on research and evidence. |
| S-403 | Present information and ideas orally, visually, concretely, or electronically. |

Students need to understand that maps are abstract representations of places on the Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another.

Students need opportunities to both read/interpret and create different types of maps. When engaging students in map-making, encourage the use of mental maps to help them think spatially. Verbalize directions or read stories aloud and have students create mental images of described places and spaces. Have students—individually or collaboratively—create maps from these oral sources of information to practise listening skills, following directions, and visualizing.

Early Years students create maps with simple pictorial representations of their surrounding environment (e.g., the classroom, school, and neighbourhood…) in a variety of media. By beginning with objects, pictures, or drawings before moving to the use of abstract symbols, younger students come to understand the idea of symbolic representation. As students grow developmentally, the maps they create become increasingly more abstract, and students become proficient in the use of various map components (e.g., title, legend, compass rose, scale, latitude and longitude…). Map-making and map reading should eventually become as natural for students as reading and writing. Encourage students to incorporate maps into their daily work (e.g., journals, stories, research…).

*(continued)*

## 7a – Creating Maps *(continued)*

Map construction can be an individual, small-group, or class learning experience, and provides students with opportunities to develop, clarify, and communicate their understanding of abstract ideas in a visual and symbolic format. Through the use of symbols and drawings in the creation of maps, students demonstrate their understanding of place, distance, and relationships.

Think about…

- observing for students' map-reading, interpreting, and creating skills
- constructing student-generated assessment criteria (e.g., What are the components of a quality map?)
- focusing assessment on the accuracy and completeness of the information in the map
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding peer- and self-assessment, using a Met/Developing/Not-Yet-Met strategy
- adding student-made maps to the students' portfolios as evidence of understanding of mapping skills

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 2: Constructing Student-Generated Criteria for Quality Work

## 7b – Using/Interpreting Maps

**Skills**

| | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| S-206 | Interpret maps that include a title, legend, compass rose, grid, and scale. |
| S-207 | Use latitude and longitude to locate and describe places on maps and globes. |
| S-302 | Draw conclusions based on research and evidence. |

Students need to understand that maps are abstract representations of places on the Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another. Students also need to know that maps represent a particular time and place and change over time. It is important to teach them to look for the source of the map and when/where it was created in order to be aware of its historical and political context and implications.

Students need opportunities to both read and create different types of maps. As students engage in strategies that involve map-reading/interpretation, they learn that maps have particular components (e.g., title, symbols, legend, directions, scale…). Students also come to understand that maps are important sources of physical and human geographic information, and are fundamental to social studies inquiry. Maps help students think critically as they find locations and directions, determine distances, observe distributions of people and resources, and interpret and analyze patterns and relationships.

Encourage students to consult maps when they engage in individual research and when they are working in collaborative groups. As well, use and interpret maps as a whole-class learning experience. Maps, globes, and atlases are rich and engaging resources that stimulate questions, conversation, and critical thinking.

Think about…

- teaching, modelling, and guiding map-reading/interpreting skills
- observing students' knowledge and skills in reading and interpreting, a variety of maps and atlases to plan for differentiation
- observing students' skills in connecting information from maps to other concepts
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (e.g., What did I learn from this map? Compare/contrast different maps…). (See pages 26-28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)
- adding map interpretations and reflections to the students' portfolios as evidence of understanding of mapping skills

*(continued)*

## 7b – Using/Interpreting Maps *(continued)*

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection-Metacognition

## 7c – Interpreting Timelines

**Skills**

| | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| S-302 | Draw conclusions based on research and evidence. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-306 | Assess the validity of information sources.<br>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability... |

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with specific historical periods.

Interpreting timelines through social studies inquiry helps students imagine and visualize events of the past, and therefore better understand abstract concepts related to history and chronology. Students need to see and interpret timelines, and understand their nature and purpose, before they are asked to create their own timelines.

Think about…

- teaching, modelling, and guiding interpretation of timelines
- planning for differentiation by observing students' knowledge and skills in interpreting timelines
- observing students' skills in connecting information from the past, present, and future, and descriptions of periods of time
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (e.g., What I am learning about timelines? Evidence of my learning is…). (See pages 26-28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)
- adding student timeline interpretations and reflections to the students' portfolios as evidence of understanding

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection-Metacognition
- BLM 6: Daily Observation Form

## 7d- – Creating Timelines

**Skills**

| | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately.<br>*Examples: maps, charts, outlines, concept maps...* |
| S-202 | Distinguish between primary and secondary information sources for research. |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| S-204 | Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events. |
| S-302 | Draw conclusions based on research and evidence. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-306 | Assess the validity of information sources.<br>*Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...* |
| S-403 | Present information and ideas orally, visually, concretely, or electronically. |

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with specific historical periods.

Before students create their own timelines, they need opportunities to use and understand the nature and purpose of timelines. Students first examine, discuss, and use prepared timelines. Next, they contribute to the making of a class timeline, discussing and placing events on the timeline. The timeline can be an ongoing project that is integrated into the instructional process. Ideally, a class timeline would occupy the length of one wall of the classroom, providing room for all of the historical events that are discussed, as well as space for drawings, pictures, and illustrations. Finally, individually or in collaborative groups, students create their own timeline. Depending on developmental ability, students might simply label and illustrate events on a timeline that already has periods of time indicated. Alternately, students can integrate mathematical skills to determine and mark time periods on the timeline before labelling and illustrating events.

*(continued)*

## 7d- – Creating Timelines *(continued)*

Think about…

- constructing student-generated assessment criteria (e.g., What are the components of a quality timeline?)
- focusing assessment on the accuracy and completeness of the information (e.g., chronological order, scale, appropriate choice of images…)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding peer- and self-assessment
- orally guiding/facilitating reflection, using a Y-chart, T-Chart or journals (See pages 26-28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)
- adding a timeline and reflection to the students' portfolios as evidence of growth and understanding of timelines

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 7e – Social Action

| Skills | |
|---|---|
| S-100 | Collaborate with others to establish and carry out group goals and responsibilities. |
| S-101 | Use a variety of strategies to resolve conflicts peacefully and fairly.<br>*Examples: clarification, negotiation, compromise...* |
| S-102 | Make decisions that reflect fairness and equality in their interactions with others. |
| S-103 | Make decisions that reflect care, concern, and responsibility for the environment. |
| S-104 | Negotiate constructively with others to build consensus and solve problems. |
| S-105 | Recognize bias and discrimination and propose solutions. |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| S-301 | Evaluate the advantages and disadvantages of solutions to a problem. |
| S-302 | Draw conclusions based on research and evidence. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-400 | Listen to others to understand their perspectives. |
| S-401 | Use language that is respectful of human diversity. |
| S-402 | Support their ideas and opinions with information or observations. |
| S-403 | Present information and ideas orally, visually, concretely, or electronically. |
| S-404 | Elicit and clarify questions and ideas in discussions. |
| S-405 | Articulate their beliefs and perspectives on issues. |

As students are given opportunities to develop and use the skills of active responsible citizenship, they should also be encouraged—when necessary and in appropriate ways—to engage in social action.

Student social action involves students interacting with others for the purpose of change. Social action might involve just a few students, the entire class, several classrooms or grades, the entire school, or the greater community. As students develop knowledge, values, and skills related to citizenship, they need to understand that social action is not only a right, but is perhaps the most important responsibility for citizens living within a democratic society. They also need to learn that, in most cases, social action involves collaboration, cooperation, and being respectful of others.

Social action is a natural result of authentic social studies inquiry. As students learn about social issues that affect them or others, and as they become aware of problems and injustices in their communities, and if they are truly empowered to be active and responsible citizens, they are likely to take actions that initiate change. If and when they do take action, there is perhaps no better means of assessing student learning. As students engage in social action, their behaviours become an observable expression of the social studies knowledge, values, and skills they have been learning.

*(continued)*

## 7e – Social Action *(continued)*

Empowered students might initiate social action on their own (e.g., coming to the aid of a victim of bullying; circulating a petition in the classroom or school…) or teachers may choose to encourage student social action. Student social action may be the culminating activity of a learning experience, a particular cluster, or the school year. It might take the form of a local classroom or school project, such as a recycling/anti-litter campaign, or the creation of a local nature preserve. Social action with a global focus might involve raising funds for a community well or sending school supplies to children in a developing country. Events such as UNICEF campaigns and Earth Day may trigger projects. Opportunities might also arise for students to be involved in more complex civil action, where projects involve the lobbying of policy/lawmakers and legislators.

Social action is the ultimate application of social studies learning. It is through social action that students' altruistic attitudes are expressed within the context of the knowledge and skills of the curriculum. Social action projects not only familiarize students with specific issues, but also provide opportunities to understand processes, such as conducting issue-based research, letter-writing campaigns, media publicity, the creation of surveys and petitions, and demonstrations and other civil actions.

Think about…

- setting classroom goals for developing action plans and becoming active responsible citizens
- constructing student-generated assessment criteria (e.g., What does a democratic classroom/an active responsible citizen look/sound like? Why?)
- offering descriptive feedback to students regarding their approach to social action
- recording focused observations to inform instruction
- guiding peer- and self-assessment
- orally guiding/facilitating reflection, using a Y-chart, T-Chart or journals (See pages 26-28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)
- adding an account and/or images of evidence of social actions to the students' portfolios

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

*Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation,* "Strategies That Make a Difference"

- BLM 93: Goal Setting

## 8 – Content Reading

| Skills | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction.* |
| S-202 | Distinguish between primary and secondary information sources for research. |
| S-302 | Draw conclusions based on research and evidence. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-304 | Distinguish fact from opinion and interpretation. |
| S-306 | Assess the validity of information sources.<br>*Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...* |
| S-309 | Interpret information and ideas in a variety of media.<br>*Examples: art, music, historical fiction, drama, primary sources...* |
| S-310 | Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged. |

Content reading is integral to acquiring information and ideas for learning about a particular class topic or theme; and content subject areas are ideal contexts for improving, acquiring, and applying reading comprehension skills and strategies to make meaning of a variety of texts. Teachers need to extend reading instruction beyond the ELA classroom, and to offer students opportunities to practise reading comprehension strategies and to make connections in the content areas. Text sets are valuable resources for supporting content reading and a broad range of reading abilities. A text set consists of a variety of non-fiction and fiction texts on a theme or unit of study (e.g., picture books, visuals, short stories, historical fiction, atlases, songs, poetry, media texts, vignettes, textbooks…).

Competent readers use reading comprehension strategies independently before, during, and after reading. Additional information on characteristics of readers may be found in *Success for All Learners* (Manitoba Education and Training, 1996b, page 6.39). Teachers need to model a variety of before, during, and after strategies daily to help students choose, and become independent in the use of these strategies. Developing readers need access to texts that they can read, and scaffolding and guided instruction to successfully access the required information and ideas from texts that they cannot yet read independently.

Think about…

- using read-aloud, shared reading, guided reading, partner reading, and independent reading literacy contexts for assessing comprehension strategies and differentiating instruction
- monitoring students' choices of texts for seeking information

*(continued)*

## 8 – Content Reading *(continued)*

- observing comprehension strategies including predicting, questioning, imaging, self-monitoring, re-reading, inferring, skimming and scanning, retelling, and summarizing
- recording focused observations to determine students' ability to get information and ideas from textual cues (titles, subtitles, tables of content, images, captions…) and text structures/features (compare and contrast, sequential, description, cause and effect…)

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

**Before Reading Strategies**

| Strategy | Reference | BLM Title |
|---|---|---|
| Think-Pair-Share | "Strategies That Make a Difference", page 15* | x |
| Thinking Maps | "Strategies That Make a Difference", page 49 | x |
| KWL | "Strategies That Make a Difference", page 89<br>*Success for All Learners*, pages 6.20-6.21 | BLM 65: KWL Plus<br>BLM 6.94: KWL Plus |
| Anticipation Guide | "Strategies That Make a Difference", pages 142–145<br>*Success for All Learners*, page 6.25 | x<br>BLM 6.98: Anticipation Guide |
| Before-During-After Map | "Strategies That Make a Difference", pages 146–149 | BLM 74: Before-During-After Map |
| Pre-Reading Plan | "Strategies That Make a Difference", pages 160–161 | x |
| Sort and Predict | "Strategies That Make a Difference", pages 214–215<br>*Success for All Learners*, pages 6.33–6.35 | x<br>BLM 6.100: Sort and Predict Frame |
| Story Impressions | "Strategies That Make a Difference", pages 176–178 | x |
| Word Splash | *Success for All Learners*, pages. 6.28–6.29 | x |
| Three-Point Approach | "Strategies That Make a Difference", page 215<br>*Success for All Learners*, page 6.36 | x<br>BLM 6.101: Three-Point Approach for Words & Concepts |
| Previewing Questions | "Strategies That Make a Difference" | BLM 14: Previewing Questions |

**Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation*, "Strategies That Make a Difference"

**During Reading Strategies**

| Strategy | Reference | BLM Title |
|---|---|---|
| Cornell Method | "Strategies That Make a Difference", page 116 | x |
| Thinking Maps | "Strategies That Make a Difference", pages 49–51 | x |
| How to Find the Main Idea of a Paragraph | "Strategies That Make a Difference" | BLM 12: How to Find the Main Idea of a Paragraph |
| Magnet Summaries | "Strategies That Make a Difference", page 116 | x |
| Slim Jims | "Strategies That Make a Difference", page 116 | x |
| Reciprocal Reading | *Success for All Learners*, pages 6.46–6.47 | x |
| Collaborative Reading | *Success for All Learners*, page 6.45 | x |
| Directed Reading Thinking Activity (DRTA) | *Success for All Learners*, page 6.48 | x |
| Two Column Notes | *Success for All Learners*, page 6.83 | x |
| Note-Making Tips for Students | *Success for All Learners*, page 6.82 | x |

*(continued)*

## 8 – Content Reading *(continued)*

| | | |
|---|---|---|
| Researching | *Success for All Learners*, page 6.84 | x |
| SQ3R | *Success for All Learners*, page 6.85<br>"Strategies That Make a Difference", page 179 | x |
| Graphic Organizers | *Success for All Learners*, page 6.14 | x |
| Mind Maps | *Success for All Learners*, page 6.14 | x |
| Concept Frames | *Success for All Learners*, page 6.15 | BLM 6.114: Fact Based Article Analysis<br>BLM 6.115: Issue Based Article Analysis<br>BLM 6.111: Concept Frame<br>BLM 6.112: Concept Overview<br>BLM 6.103: Compare & Contrast Frame<br>BLM 6.104: Concept Relationship Frame<br>BLM 6.113: Frayer Plus Concept Builder |
| Before-During-After Checklist (Student) | "Strategies That Make a Difference" | BLM 17: Before, During & After Reading Strategies—Middle Years |
| Before-During-After Map | "Strategies That Make a Difference" | BLM 74: Before-During-After Map |
| Content Reading Strategies | *Success for All Learners*, pages 6.40–6.44 | x |
| Skim and Scan-Teacher Observation Group | "Strategies That Make a Difference" | BLM 4: Observation Checklist for Skimming and Scanning to Make Sense of Information |
| Skim and Scan—Teacher Observation Individual | "Strategies That Make a Difference" | BLM 5: Observation Checklist for Skimming and Scanning Skills |
| Skimming | "Strategies That Make a Difference" | BLM 15: Skimming Strategies |

**After Reading Strategies**

| Strategy | Reference | BLM Title |
|---|---|---|
| Before-During-After Map | "Strategies That Make a Difference", pages 146–149 | BLM 74: Before-During-After Map |
| Three Point Approach | "Strategies That Make a Difference", page 215<br>*Success for All Learners*, page 6.36 | x<br>BLM 6.101: Three-Point Approach for Words and Concepts |
| Word Cycle | "Strategies That Make a Difference", page 216<br>*Success for All Learners*, pages 6.31–6.32 | x<br>BLM 6.99: Word Cycle |
| Retelling | "Strategies That Make a Difference", pages 169–173 | BLM 75: Retelling |

**Strategies for All Three Stages – Before, During and After Reading**

| Strategy | Reference | BLM Title |
|---|---|---|
| Before-During-After Checklist (Teacher) | "Strategies That Make a Difference" | BLM 6: Comprehension Focus (Before, During & After Reading Strategies) |
| Before-During-After Map | "Strategies That Make a Difference", pages 146–149 | BLM 17: Before, During, and After Reading Strategies: Self Reflection-Middle Years |
| Reading Strategies | "Strategies That Make a Difference" | BLM 8: Reading Strategies: Student Monitoring Sheet |

## *9 – WRITING*

### 9a – Journals

**Skills**

| | |
|---|---|
| S-302 | Draw conclusions based on research and evidence. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-401 | Use language that is respectful of human diversity. |
| S-405 | Articulate their beliefs and perspectives on issues. |

Journals are notebooks in which students record their personal thoughts and ideas, as well as information and questions about, and reflections on, what they hear, view, read, write, discuss, and think. Journals provide students with the opportunity to use exploratory language. The responses in personal journals are based on student feelings and teachers should be sensitive to the private nature of personal journals. Other journals explore, clarify, and discover ways of refining and assessing thinking. Journals may include both written and representational formats. They may be a separate notebook or a section of another notebook, and, as well, may be specifically devoted to response and used across curriculum areas.

Think about…

- using student journals as a tool to observe values
- constructing student-generated assessment criteria (e.g., What does quality reflective journal writing look like?)
- posing questions and offering prompts to encourage reflection
- guiding self-assessment of journals
- encouraging students to select journal entries for inclusion in their portfolios as evidence of growth in metacognitive thinking over time
- assessing the journal for growth over time and/or for summative purposes

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 9b – Exit Slip

**Skills**

| | |
|---|---|
| S-302 | Draw conclusions based on research and evidence. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-405 | Articulate their beliefs and perspectives on issues. |

An Exit Slip is simply a brief note or conversation with students at the end of a lesson. Exit Slips provide students with opportunities to reflect on their learning and provide teachers with feedback to inform future instruction as students summarize their understandings of a lesson. Exit Slips may be open-ended, include a reflective stem (e.g., Today I learned…; I am still confused about…; I would like to know more about…; A question I have is…), or used to set a learning goal for the next day. Exit Slips may be completed individually or in small groups. Review Exit Slip responses to guide planning for future instruction.

Think about…

- observing students' perceived strengths and areas for further learning
- focusing assessment on the accuracy and completeness of the information
- observing students' opinions, assumptions, and conclusions about their learning of a topic/issue/theme

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Success for All Learners*

- Page 6.61: Admit and Exit Slips

## 9c – RAFT

**Skills**

| | |
|---|---|
| S-102 | Make decisions that reflect fairness and equality in their interactions with others. |
| S-302 | Draw conclusions based on research and evidence. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-304 | Distinguish fact from opinion and interpretation. |
| S-307 | Compare differing accounts of historical events. |
| S-401 | Use language that is respectful of human diversity. |
| S-402 | Support their ideas and opinions with information or observations. |
| S-403 | Present information and ideas orally, visually, concretely, or electronically. |
| S-405 | Articulate their beliefs and perspectives on issues. |

RAFT (Role, Audience, Format, Topic) is a writing strategy that provides students with opportunities to creatively analyze and synthesize information by writing from a different viewpoint. Students assume a Role other than themselves (e.g., animal, historical figure, comic book character…). They choose an Audience (e.g., a person living in another time or place, a corporation, an inanimate object…). They select a Format (e.g., poem, letter, journal…) for their writing. They also choose a Topic (e.g., plea, persuasion, demand, excuse…) related to the inquiry. Because the focus of the writing is so well defined in a RAFT, students gain experience in clearly and completely explaining their point of view. Teachers need to model and guide the use of RAFT before students work independently. RAFT may be used as an activating strategy to help identify students' prior knowledge or as a culminating task to demonstrate understanding.

Think about…

- sharing and reflecting on examples of point-of-view genre in literature
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., What does a quality written point of view (RAFT strategy) look/sound like? Why?)
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding peer- and self-assessment
- having students include RAFT examples in their portfolios as evidence of learning

*(continued)*

## 9c – RAFT *(continued)*

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 2: Constructing Student-Generated Criteria for Quality Work

*Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation,* "Strategies That Make a Difference"

- BLM 71: Point of View

*Success for All Learners*

- Page 6.116: Reading from Another Point of View

## 9d – Persuasive Writing

**Skills**

| | |
|---|---|
| S-102 | Make decisions that reflect fairness and equality in their interactions with others. |
| S-302 | Draw conclusions based on research and evidence. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-304 | Distinguish fact from opinion and interpretation. |
| S-307 | Compare differing accounts of historical events. |
| S-401 | Use language that is respectful of human diversity. |
| S-402 | Support their ideas and opinions with information or observations. |
| S-403 | Present information and ideas orally, visually, concretely, or electronically. |
| S-405 | Articulate their beliefs and perspectives on issues. |

Persuasive writing provides opportunities for students to present ideas and information and express their opinions and viewpoints on an issue. Persuasive writing is also often a component of social action. Students need to be aware of their intended audience as they state their view and present evidence and examples to support their position. Composing persuasive writing allows students to practise organizational skills and make connections between prior knowledge and new understandings. Teachers need to model, guide, and offer time for students to practise persuasive writing techniques. Persuasive writing can provide evidence of attitudinal changes as students evaluate and synthesize new knowledge and information.

Think about…

- sharing and reflecting on examples of persuasive writing
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., What does quality persuasive writing look/sound like? Why?)
- recording focused observations to monitor student growth in order to determine which students need differentiation
- guiding peer- and self-assessment
- having students include persuasive writing examples in their portfolios as evidence of learning

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 9e – Descriptive Writing

**Skills**

| | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-401 | Use language that is respectful of human diversity. |

Descriptive writing presents people, places, things, or events with enough detail to enable the reader to create a mental picture and share the writer's sensory experience (e.g., sights, smells, sounds, tastes, and feelings) of the subject of the writing. It provides opportunities for students to express their feelings creatively and to experiment with language to convey those feeling to the audience. Encourage the use of pre-writing strategies (e.g., brainstorming, conferencing, drawing, read/listen to examples of descriptive writing, observe/view…) and planning structures (e.g., outlining, mapping, story frames…) to assist students in the writing process. The writing form may be a paragraph, essay, poem, character portrait/sketch, or other forms of descriptive writing. As students engage in the writing process encourage them to share their drafts with peers and revise their writing to create the desired mood.

Think about…

- sharing and reflecting on examples of descriptive writing
- modelling, guiding, and offering time to practise descriptive writing
- constructing student-generated assessment criteria (e.g., What does quality descriptive writing look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding peer- and self-assessment
- having students select descriptive writing pieces for inclusion in their portfolios and highlighting evidence of their own growth
- posing reflective questions (e.g., What are you discovering as you write? What surprises you? What might your readers think as they read this piece? What goals do you have for your next writing piece?...)

*(continued)*

## 9e – Descriptive Writing *(continued)*

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation,* "Strategies That Make a Difference"

- BLM 29: Writing Work in Progress: Student Self-Assessment
- BLM 47: Character Poem
- BLM 84: Revision Record

*Success for All Learners*

- BLM 111: Concept Frame

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 9f – Narrative Writing

| Skills | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction..* |
| S-302 | Draw conclusions based on research and evidence. |
| S-304 | Distinguish fact from opinion and interpretation. |
| S-306 | Assess the validity of information sources.<br>*Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...* |
| S-401 | Use language that is respectful of human diversity. |
| S-402 | Support their ideas and opinions with information or observations. |

Narrative writing presents a personal or fictional experience or tells the story of a real or imagined event. Narrative writing takes many forms (e.g., paragraph, anecdote, short story, diary, autobiography, myth, legend, newspaper article, dialogue, personal letter...). As students plan their narrative they may need guidance in developing the details to create an identifiable storyline that is easy for the reader to follow. Encourage the use of pre-writing strategies (e.g., brainstorming, conferencing, drawing, read/listen to examples of narrative writing, research, observe/view…) and planning structures (e.g., outlining, mapping, story frames…) to assist in the writing process and to recreate their narrative for the reader by including details that support, explain, and enhance the story. Composing narrative writing provides students with opportunities to think and write stories about people, places, and events.

Think about…

- sharing and reflecting on examples of narrative writing
- modelling, guiding, and offering time to practise narrative writing
- constructing student-generated assessment criteria (e.g., What does quality narrative writing look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding peer- and self-assessment
- having students select narrative writing pieces for inclusion in their portfolios and highlighting evidence of their own growth
- posing reflective questions (e.g., What are you discovering as you write? What surprises you? What might your readers think as they read this piece? What goals do you have for your next writing piece?...)

*(continued)*

## 9f – Narrative Writing *(continued)*

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation,* "Strategies That Make a Difference"

- BLM 23: First Draft Writing Plan
- BLM 24: First Draft Review
- BLM 27: Signal, Words and Phrases
- BLM 28a: Writing Self-Assessment
- BLM 28b: Writing Self-Assessment (continued)
- BLM 29: Writing Work-in-Progress: Student Self-Assessment
- BLM 30: Peer Writing Assessment
- BLM 48: Character Grid
- BLM 49: Story Planner—Middle Years
- BLM 61: Story Map—A
- BLM 62: Story Map—B
- BLM 63: Story Map—C
- BLM 67: W-5 Chart
- *BLM 84: Revision Record*

*Success for All Learners*

- BLM 110: Paragraph Frame

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 9g – Expository Writing

| Skills | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately.<br>*Examples: maps, charts, outlines, concept maps...* |
| S-300 | Plan topics and goals for historical inquiry and research. |
| S-302 | Draw conclusions based on research and evidence. |
| S-304 | Distinguish fact from opinion and interpretation. |
| S-306 | Assess the validity of information sources.<br>*Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...* |
| S-401 | Use language that is respectful of human diversity. |
| S-402 | Support their ideas and opinions with information or observations. |

The purpose of expository writing is to inform, clarify, explain, define, or instruct the reader on a particular topic. Expository writing provides opportunities for students to develop skills in clarity and organization in their writing. Expository writing also allows students opportunities to become familiar with and use text structures (e.g., compare/contrast, cause/effect, problem/solution, main idea/detail, sequence/chronology...). Forms of expository writing include paragraphs, essays, reports, news articles, research, and business or formal letters. Encourage the use of pre-writing strategies (e.g., brainstorming, conferencing, drawing, reading/listening to examples of expository writing, research, observe/view…) and planning structures (e.g., outlining, mapping, story frames…) to assist students in the writing process. As students encounter this type of writing in much of their content reading, gaining experience in composing expository may help them develop skills in reading for information.

Think about…

- sharing and reflecting on examples of expository writing
- focusing assessment on the accuracy and completeness of the information
- modelling, guiding, and offering time to practise expository writing
- constructing student-generated assessment criteria (e.g., What does quality expository writing look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation

*(continued)*

## 9g – Expository Writing *(continued)*

- guiding self- and peer assessment
- having students select expository writing pieces for inclusion in their portfolios and highlighting evidence of their growth
- posing reflective questions (e.g., What are you discovering as you write? What surprises you? What might your readers think as they read this piece? What goals do you have for your next writing piece?...)

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Success for All Learners*

- BLM 103: Compare and Contrast Frame
- BLM 104: Concept Relationship Frame
- BLM 109: Explanation Planner
- BLM 110: Paragraph Frame

*Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation,* "Strategies That Make a Difference"

- BLM 23: First Draft Writing Plan
- BLM 24: First Draft Review
- BLM 25: Sequential Paragraph Form
- BLM 27: Signal Words and Phrases
- BLM 28a: Writing Self-Assessment
- BLM 28b: Writing Self-Assessment (continued)
- BLM 29: Writing Work in Progress: Student Self-Assessment
- BLM 30: Peer Writing Assessment
- BLM 84: Revision Record

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 9h – Creating Plans/Outlines

**Skills**

| | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately.<br>*Examples: maps, charts, outlines, concept maps...* |
| S-300 | Plan topics and goals for historical inquiry and research. |

Plans and outlines may be used for a wide variety of purposes, both simple and complex (e.g., determining roles for a group activity, planning events or special days, creating goals for research projects, drafting plot outlines…). Creating a written plan provides opportunities for students to establish a process for achieving their learning goals. Students identify their goals, outline the steps they will use to achieve them, and determine how they will know their goals have been attained. As students engage in planning, they come to understand that the plan is a means to achieving an end, and not the end itself. Written plans may be developed collaboratively or individually.

Think about…

- focusing assessment on a manageable number of learning outcomes/students
- focusing assessment on the accuracy and completeness of the information
- teaching, modelling, and guiding the creation of plans and outlines
- constructing student-generated assessment criteria (e.g., What does a quality plan or outline look/sound like? Why?)
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding peer- and self-assessment
- encouraging students to revise plans/outlines as needed
- orally guiding/facilitating reflection on planning, using a Y-chart or journals (See pages 26-28 of “Strategies That Make a Difference” for information on Y-Charts and T-Charts.)

*(continued)*

## 9h – Creating Plans/Outlines *(continued)*

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 7: Our/My Learning Plan

*Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation,* "Strategies That Make a Difference"

- BLM 33: Set Your Goal
- BLM 34: We Reached Our Goal!
- BLM 46: Personal Goal Setting
- BLM 94: Goal Setting
- BLM 96: Project Outline

## 9i – Recording Information

| Skills | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately.<br>*Examples: maps, charts, outlines, concept maps...* |
| S-202 | Distinguish between primary and secondary information sources for research. |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| S-302 | Draw conclusions based on research and evidence. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-306 | Assess the validity of information sources.<br>*Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...* |
| S-309 | Interpret information and ideas in a variety of media.<br>*Examples: art, music, historical fiction, drama, primary sources...* |

As students are engaged in inquiry and research, they need to experience various strategies for recording and organizing acquired information. Strategies may include drawing, simple note-making skills, process notes, Slim Jims, concept maps, or graphic representations. Additional information on information processing strategies may be found in *Success for All Learners* (Manitoba Education and Training, 1996b, page 6.49) and "Strategies That Make a Difference" (Manitoba Education and Training, 1996a, pages 59-64, 76-77, and 114-117). As students develop a repertoire of strategies, they become able to choose the most appropriate method related to the purpose and the type of information.

Think about…

- teaching and modelling one strategy at a time for recording information (Note: It takes students approximately six to eight weeks to internalize a strategy and to apply it independently.)
- focusing assessment on the accuracy and completeness of the information
- recording focused observations to determine which students need differentiation and scaffolding
- guiding peer- and self-assessment
- observing students' choices of strategies for recording information
- orally guiding/facilitating reflection, using a Y-chart or T-chart. (See pages 26-28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)

*(continued)*

## 9i – Recording Information *(continued)*

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 8: Evidence of Learning

*Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation*, "Strategies That Make a Difference"

- BLM 45: Checklist to Assess Student's Ability to Select and Process Information
- BLM 64: Venn Diagram
- BLM 67: W-5 Chart

*Success for All Learners*

- Page 6.101: Three-Point Approach for Words and Concepts
- Page 6.102: Look It Over
- Page 6.114: Fact-Based Article Analysis
- Page 6.115: Issue-Based Article Analysis

## *10 – PRESENTATIONS/REPRESENTATIONS*

### 10a – Dramatic Presentations

| Skills | |
|---|---|
| S-100 | Collaborate with others to establish and carry out group goals and responsibilities. |
| S-102 | Make decisions that reflect fairness and equality in their interactions with others. |
| S-200 | Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| S-302 | Draw conclusions based on research and evidence. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-400 | Listen to others to understand their perspectives. |
| S-401 | Use language that is respectful of human diversity. |
| S-402 | Support their ideas and opinions with information or observations. |
| S-403 | Present information and ideas orally, visually, concretely, or electronically. |
| S-405 | Articulate their beliefs and perspectives on issues. |

Drama and role play is a form of language and literature that tells a story through the actions and speech of characters. Drama is a powerful tool that can stimulate creative and critical thinking through a variety of intelligences and develop language and literacy. Dramatizations are often collaborative in nature and intended to be shared with a broader audience. In planning dramatizations, students consider how the structure of the presentation will effectively communicate new information to their intended audience. Drama and role play provide opportunities for students to make connections between their personal experiences and the lives of others, explore diverse perspectives or points of view, and as well, helps students develop empathy and enrich their social consciousness.

**Guidelines for drama and role play**

- The context and roles should be clearly defined, while allowing some latitude for spontaneity and creativity on the part of the students.
- Determine a designated time frame for the presentation
- When topics are controversial or require solutions, encourage students to consider diverse perspectives and alternative solutions, to use language appropriately, and to take a position and reach a conclusion or resolution.
- Provide students time to prepare and to access any preparatory information they need.

*(continued)*

## 10a – Dramatic Presentations *(continued)*

- Role descriptions should provide enough information to help students "enter into" the character they are to portray (general characteristics, beliefs, and values) but should not follow a pre-determined script.
- Students may complete a character outline (see BLM) to help them prepare.
- Appropriate use of props and costumes
- Discuss with students the effectiveness of realism versus fantasy scenarios, the need to be mindful of anachronisms, oversimplifications, and the indiscriminate use of stereotypes.

**Variations**

- Use of props and costumes.
- If there are not enough roles for everyone in the group, one student could be assigned the task of being a witness or observer who "thinks out loud" to the audience without disrupting the action.
- Students could be asked to reverse roles or switch points of view in a second role play.
- A narrator or series of narrators may be named to help set the scene and expand on what is happening.

Think about…

- focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- constructing student-generated assessment criteria (e.g., What does a quality dramatization/role-play look/sound like? Why?)
- offering descriptive feedback and conferencing with students throughout the process
- orally guiding/facilitating reflection on planning, using a Y-chart or journals (See pages 26-28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)
- allowing time for a group debriefing, including the audience, after the presentation.
- recording focused observations during the planning and presentations of dramatizations

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation,* "Strategies That Make a Difference"

- BLM 36: How We Cooperated in Our Group Work
- BLM 51: Identifying Appropriate Audience Behaviours
- BLM 89: Cooperative Group Learning (Teacher Assessment)
- BLM 95: Observation Checklist for Speaking and Listening Skills

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 10b – Video Production

| Skills | |
|---|---|
| S-100 | Collaborate with others to establish and carry out group goals and responsibilities. |
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately.<br>*Examples: maps, charts, outlines, concept maps...* |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| S-309 | Interpret information and ideas in a variety of media.<br>*Examples: art, music, historical fiction, drama, primary sources...* |
| S-401 | Use language that is respectful of human diversity. |
| S-402 | Support their ideas and opinions with information or observations. |
| S-403 | Present information and ideas orally, visually, concretely, or electronically. |

Video projects provide opportunities for students to develop and apply skills in research, critical thinking, problem solving, collaborative learning, and communication, and to express their creativity. Students learn to mix moving and still images, text, sound, music, and dialogue to create compelling stories and to communicate messages. Students produce videos for a variety of reasons—to inspire, to inform, to instruct, and to entertain. Video project subjects include biographies, social issues/advocacy, community stories/local history, how to, news, commercials, science and nature, reenactments, travel and tourism, or documentaries.

Students need to plan their video project before taping. Once a topic is chosen, students prepare a descriptive overview, and conduct their research. They then plan the script, create a storyboard, record the scenes, and edit. Students can assume the roles of Executive Director, Director, Producer, Researcher, Scriptwriter, Storyboard Artist, Set Designer, Camera Operator, Sound Technician, Editor, Online Graphic Artist, and Actors. Video production helps students learn media literacy skills and become more critical consumers of media.

*(continued)*

## 10b – Video Production *(continued)*

Think about…

- constructing student-generated assessment criteria (e.g., What does a quality video look/sound like? Why?)
- focusing assessment on the accuracy and completeness of the information
- conferencing with students throughout the process
- orally guiding/facilitating reflection on planning, using a Y-chart or journals (See pages 26-28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)
- offering descriptive feedback
- recording focused observations during the planning and production of videos

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation,* "Strategies That Make a Difference"

- BLM 36: How We Cooperated in Our Group Work
- BLM 52: Film and Television Techniques
- BLM 89: Cooperative Group Learning (Teacher Assessment)

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 10c – Artistic Representations

| Skills | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction.* |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| S-309 | Interpret information and ideas in a variety of media.<br>*Examples: art, music, historical fiction, drama, primary sources...* |
| S-401 | Use language that is respectful of human diversity. |
| S-403 | Present information and ideas orally, visually, concretely, or electronically. |
| S-405 | Articulate their beliefs and perspectives on issues. |

Engaging in the creation of art allows students to express their learning and their understanding in alternative ways, but more importantly, provides a venue for them to be truly creative. Not only do students learn more about the topic at hand, they learn about themselves, their culture and identity, as well as the larger world around them when they are given opportunities to communicate their ideas artistically.

The processes related to the creation of art include exploration and active learning, as well as the use of imagination. These processes enhance student understanding, and engage their attention. As well, the opportunity to be creative motivates and connects students to subject matter in emotional, physical, and personal ways. Art supports the development of spatial, kinesthetic, interpersonal, and intrapersonal intelligences, and promotes open-ended, non-linear thinking. As students participate in meaningful artistic activities they are better able to understand and appreciate the constant flow of images, sounds, and messages (e.g., art and media) that surround them. They also come to understand and empathize with people from diverse groups and cultures (e.g., racial, religious, age, gender, and language).

Think about…

- constructing student-generated assessment criteria (e.g., What does a quality artistic representation look like?)
- encouraging the exploration and use of a variety of media in their artistic representations
- conferencing with students throughout the process
- guiding peer and self-assessment
- focusing on the principles and elements of art (e.g., line, colour, shape, texture, movement, balance…)
- posing reflective questions
- offering descriptive feedback
- having students select artistic pieces for inclusion in their portfolios and highlighting evidence of their understanding

*(continued)*

## 10c – Artistic Representations *(continued)*

- posing reflective questions (e.g., What are you discovering as you create? What surprises you? What might your audience think as they view this piece? What goals do you have for your next artistic piece? Why did you choose this medium to express your understanding?)

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work

## 10d – Musical Representations

**Skills**

| | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| S-309 | Interpret information and ideas in a variety of media.<br>*Examples: art, music, historical fiction, drama, primary sources...* |
| S-401 | Use language that is respectful of human diversity. |
| S-403 | Present information and ideas orally, visually, concretely, or electronically. |
| S-405 | Articulate their beliefs and perspectives on issues. |

Classroom music-making contributes to students' cognitive development including reasoning, creativity, thinking, decision-making, and problem-solving skills. Creating songs, raps, chants, or other musical forms helps focus learners' attention and provides a safe and motivating social learning context in which all students can contribute. Putting curricular concepts into musical form is consistent with theories of multi-sensory learning. Students can create lyrics to demonstrate their understanding of concepts and perform them to original or familiar melodies. Music-making is a motivating and fun activity that engages the whole brain and helps move information into long-term memory. Music-making creates a language-rich environment and promotes self-esteem and a sense of inclusion and collaboration.

Think about…

- encouraging the use of a variety of musical genres
- conferencing with students throughout the process
- guiding peer and self-assessment
- focusing on the principles of music (e.g., rhythm, harmony…)
- offering descriptive feedback
- having students self-select recordings of their musical pieces for inclusion in their portfolios and highlighting evidence of their understanding
- posing reflective questions (e.g., What are you discovering as you create? What surprises you? What might your audience think as they listen to this piece? What goals do you have for your next musical piece? Why did you choose this genre to express your understanding?)

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work

## *11 – INFORMATION AND COMMUNICATION TECHNOLOGIES*

### 11a – Print and Electronic Research

| Skills | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately.<br>*Examples: maps, charts, outlines, concept maps...* |
| S-202 | Distinguish between primary and secondary information sources for research. |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| S-300 | Plan topics and goals for historical inquiry and research. |
| S-302 | Draw conclusions based on research and evidence. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-304 | Distinguish fact from opinion and interpretation. |
| S-305 | Observe and analyze material or visual evidence for research.<br>*Examples: artifacts, photographs, works of art...* |
| S-306 | Assess the validity of information sources.<br>*Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...* |
| S-307 | Compare differing accounts of historical events. |
| S-308 | Compare diverse perspectives in a variety of information sources. |
| S-309 | Interpret information and ideas in a variety of media.<br>*Examples: art, music, historical fiction, drama, primary sources...* |
| S-310 | Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged. |

Print and electronic research is one way of gathering knowledge within the inquiry process. The inquiry process includes the following stages:

- choose a theme or topic
- identify and record prior knowledge
- ask initial questions
- explore and select primary and secondary sources
- plan for inquiry
- gather, process, and record information
- focus the inquiry

*(continued)*

## 11a – Print and Electronic Research *(continued)*

- plan to express learning
- create performances/demonstrations/products
- celebrate and reflect

Research helps students construct knowledge and develop their understanding as they acquire new information and build on prior knowledge. The focus of the research is often guided by student-generated questions related to the knowledge-learning outcomes. Observe and offer guidance to students as they engage in research in order to help them focus their learning. Additional information on the inquiry process may be found in *Independent Together: Supporting the Multilevel Learning Community* (Manitoba Education and Youth, 2003, Chapter 6, Integrated Learning Through Inquiry: A Guided Planning Model pages 6.1-6.18) and "Strategies That Make a Difference" (Manitoba Education and Training, 1996a, pages 73–93).

Think about…

- focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., referencing sources, avoiding plagiarism, recognizing bias, relevancy, validity of sources…)
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- encourage students to use a variety of before, during, and after strategies throughout the research process.
- conferencing with students throughout the research process

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 7: Our/My Learning Plan

## 11b – Using Graphics Software

**Skills**

| | |
|---|---|
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| S-403 | Present information and ideas orally, visually, concretely, or electronically. |

Students may use graphics software to illustrate and label concepts and ideas. Images created with graphics software may be imported into other applications (e.g., word processor, presentation software…) and more fully explained. Students may change and adapt previously created images to reflect new understanding as additional information is acquired.

Think about…

- focusing assessment on the visual representation of concepts and ideas
- constructing student-generated assessment criteria (e.g., What do quality illustrations/diagrams look like?)
- having students select graphics for inclusion in their portfolios and highlighting evidence of their understanding
- offering descriptive feedback
- guiding peer- and self-assessment

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 2: Constructing Student-Generated Criteria for Quality Work

## 11c – Email

**Skills**

| | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| S-302 | Draw conclusions based on research and evidence. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-304 | Distinguish fact from opinion and interpretation. |
| S-306 | Assess the validity of information sources.<br>*Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...* |
| S-401 | Use language that is respectful of human diversity. |
| S-402 | Support their ideas and opinions with information or observations. |

Email offers authentic opportunities for students to communicate with others, near and far. Students articulate ideas and information and analyze responses for relevancy and accuracy. Students may use email to conduct interviews, request information, state a position, or share understandings on a topic or issue. Help students identify the purpose of their email communications and model compositions to achieve various purposes. As well, assist students in selecting style and language to match audience and purpose, and ensure that they use language that is respectful of others. Teach students about safety on the Internet and the importance of not including personal information in email communication with people they do not know.

Think about…

- modelling appropriate Internet practices
- focusing assessment on the clarity of student communication and the match of style and tone with purpose
- constructing student-generated assessment criteria (e.g., What does an appropriate Internet communication look/sound like? Why?)
- offering descriptive feedback
- guiding student self-reflection regarding email they send and receive (e.g., tone, validity, bias, accuracy…)

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 2: Constructing Student-Generated Criteria for Quality Work

## 11d – Desktop Publishing

**Skills**

| | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately.<br>*Examples: maps, charts, outlines, concept maps...* |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| S-302 | Draw conclusions based on research and evidence. |
| S-401 | Use language that is respectful of human diversity. |
| S-402 | Support their ideas and opinions with information or observations. |
| S-403 | Present information and ideas orally, visually, concretely, or electronically. |

Desktop publishing includes the use of text, images, maps, and charts to communicate information and concepts. It provides opportunities for students to synthesize new knowledge and represent their understandings creatively. Examples of desktop-published products include brochures, posters, and newsletters. They may be produced collaboratively or individually. Encourage students to identify the purpose of the final product and to plan accordingly to ensure it communicates the purpose effectively to their intended audience.

Think about…

- focusing assessment on the layout, organization, visual appeal, content choices, and whether the final product communicates the purpose effectively
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., What does a quality brochure look like?)
- having students select published pieces for inclusion in their portfolios and highlighting evidence of their understanding
- offering descriptive feedback throughout the process
- guiding peer- and self-assessment

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work

## 11e – Word Processing

**Skills**

| | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately.<br>*Examples: maps, charts, outlines, concept maps...* |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| S-302 | Draw conclusions based on research and evidence. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |

Word processing supports students throughout the writing process and facilitates them in revising initial drafts and in the organization of their writing to best represent their current understandings. Students may take advantage of standard word-processing features to improve their writing (e.g., spell- and grammar check, thesaurus, formatting options…). Encourage students to organize and save electronic copies of drafts as they work through the editing and revision process as evidence of their growth and improvement over time.

Think about…

- modelling and guiding the development of word-processing skills and strategies
- constructing student-generated assessment criteria (e.g., What does a quality word-processed document look like?)
- having students select word-processed pieces for inclusion in their portfolios and highlighting evidence of their understanding
- recording focused observations to determine skills in organizing information and ideas, revising and editing, and organizing and saving electronic copies of files
- offering descriptive feedback

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation,* "Strategies That Make a Difference"

- BLM 28a: Writing Self-Assessment
- BLM 28b: Writing Self-Assessment (continued)

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 11f – Concept Mapping

**Skills**

| | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction..* |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |

Concept mapping involves the visual organization of ideas and information. This helps students identify patterns and relationships, build upon prior knowledge, and review concepts, and as well, stimulates creative thinking. As students acquire new information, they can organize additional ideas and information graphically to integrate new knowledge and reinforce their understandings. This helps students identify misconceptions and clarify their thinking. The use of colours, symbols, and images reinforces written text. The ease with which changes in relationships can be represented makes concept mapping particularly helpful for some students. Concept mapping examples include facilitating brainstorming (activating), gathering information (acquiring), or displaying new understanding (applying).

Think about…

- modelling and guiding the use of concept mapping
- constructing student-generated assessment criteria (e.g., What does a quality concept map look like?)
- having students select concept maps for inclusion in their portfolios and highlighting evidence of their understanding
- offering descriptive feedback
- guiding peer- and self-assessment

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 2: Constructing Student-Generated Criteria for Quality Work

## 11g – Multimedia Presentations

**Skills**

| | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately.<br>*Examples: maps, charts, outlines, concept maps...* |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| S-302 | Draw conclusions based on research and evidence. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-401 | Use language that is respectful of human diversity. |
| S-402 | Support their ideas and opinions with information or observations. |
| S-403 | Present information and ideas orally, visually, concretely, or electronically. |
| S-405 | Articulate their beliefs and perspectives on issues. |

Multimedia presentations (e.g., web page, PowerPoint…), provide opportunities for students to synthesize new knowledge and share their understandings. Multimedia presentations allow students to represent their understandings creatively by including text, images, sound clips, and hyperlinks that support their ideas and information. Presentations are often collaborative in nature and intended to be shared with a broader audience. In planning their presentations, students need to consider how the structure of the presentation will communicate information effectively to their intended audience. Provide students time to practise before they give their presentations.

Think about…

- focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., audience engagement, audio/visual appeal, content, presentation techniques…)
- offering descriptive feedback throughout the process
- having students select multimedia presentations for inclusion in their portfolios and highlighting evidence of their understanding
- recording focused observations to monitor student growth and to determine which students need differentiation

*(continued)*

## 11g – Multimedia Presentations *(continued)*

- guiding peer- and self-reflection on whether the presentation effectively communicates the intended message
- orally guiding/facilitating reflection, using a Y-chart or journals (See pages 26-28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 11h – Creating Animations

**Skills**

| | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately.<br>*Examples: maps, charts, outlines, concept maps...* |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| S-403 | Present information and ideas orally, visually, concretely, or electronically. |

Creating animations provides students with opportunities to apply new knowledge and graphically represent concepts and ideas. Students may create animations to illustrate patterns, cycles, changes over time, or cause-and-effect relationships, as well as stories. In creating animations, students develop skills in problem solving, sequencing, timing, and duration of scenes/screens to communicate the concepts and ideas they are illustrating. The interactive and graphic nature of animations provides alternative ways for students to demonstrate their learning.

Think about…

- focusing assessment on how the animation creatively communicates a concept or idea
- constructing student-generated assessment criteria (e.g., What does quality animation look/sound like? Why?)
- offering descriptive feedback
- having students select animations for inclusion in their portfolios and highlighting evidence of their understanding
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding peer- and self-assessment
- orally guiding/facilitating reflection, using a Y-chart or journals (See pages 26-28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection-Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 11i – Using Software

**Skills**

| | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| S-302 | Draw conclusions based on research and evidence. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-304 | Distinguish fact from opinion and interpretation. |
| S-306 | Assess the validity of information sources.<br>*Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...* |

Using software allows students to access new information and interact with simulations and/or animations to explore new concepts and ideas. Simulations provide an environment where students can explore, experiment, question, and hypothesize about real-life situations that would otherwise be inaccessible. Students can explore "what-if" scenarios as they predict the results of various actions, modify parameters accordingly, and evaluate the resulting outcomes. Simulations and animations allow students to visualize complex and dynamic interactions and develop deeper understandings than may be achieved through a text description. By exploring a simulated environment, students can "learn by doing." Using software also allows students to practice specific skills and receive corrective feedback.

Think about…

- focusing assessment on students' skills in exploring concepts and ideas with simulations and/or animations
- offering descriptive feedback on students' explorations, deepening understandings and testing of hypotheses
- orally guiding/facilitating reflection, using a Y-chart or journals (e.g., Using this software helps me…) (See pages 26-28 of "Strategies That Make a Difference" for information on Y-Charts and T-Charts.)

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection-Metacognition

## 11j – Using Spreadsheets/Databases

**Skills**

| | |
|---|---|
| S-200 | Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately.<br>*Examples: maps, charts, outlines, concept maps...* |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| S-302 | Draw conclusions based on research and evidence. |
| S-303 | Evaluate personal assumptions based on new information and ideas. |
| S-306 | Assess the validity of information sources.<br>*Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...* |

Spreadsheets and databases allow students to record and graphically represent data, analyze relationships and patterns, and manipulate data to solve problems. There are several opportunities to integrate spreadsheet and database skills. With spreadsheets, students can enter formulas to calculate values (e.g., population density equals population divided by area). Additionally, students can chart their data by creating graphs to facilitate data analysis. Databases are particularly useful for students to make comparisons in their recorded research (e.g., characteristics of daily life in communities studied, location and characteristics of geographic regions…). Students may then query the data to identify patterns and relationships. As students develop the skills to use spreadsheets and databases, they are able to apply these skills in the context of analyzing issues and concepts related to their investigations.

Think about…

- modelling and guiding the use of spreadsheets/databases
- focusing assessment on the analysis of patterns and relationships rather than isolated technology skills
- recording focused observations to determine prior knowledge, gaps, points for instruction, and/or growth over time
- offering descriptive feedback to improve understanding of relationships between various factors in data analysis and/or research

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 5: Focused Observation Form

GRADE 5

# *Blackline Masters*

Appendix B

# *Blackline Masters*


5.1.1a Anticipation Guide
5.1.1b Anticipation Guide—Key
5.1.1c Word Splash
5.1.1d Stories of Origins—Note-Taking-Frame
5.1.1e Outline Map of North America
5.1.1f LAPS Frame
5.1.1g Concept Overview: Land Bridge Theory
5.1.1h Concept Overview: Oral Tradition
5.1.1i Comparison Chart: Story and Theory
5.1.1j Comparison Chart: Story and Theory—Key
5.1.1k Word Cycle: Origins
5.1.2a Bodies of Water
5.1.2b Outline map of Canada
5.1.2c Landforms and Vegetation
5.1.2d Landforms and Vegetation—Key
5.1.2e Climate in Canada
5.1.2f Climate in Canada—Key
5.1.2g Describing the Land
5.1.2h Traditional Territories of First Peoples (2 pages)
5.1.2i Traditional Lands and Ways of Life of First Peoples
5.1.2j Traditional Lands and Ways of Life of First Peoples —Key
5.1.2k Connections to the Land—Note-Taking-Frame
5.1.3a Culture Web
5.1.3b Culture Web—Key
5.1.3c Beliefs and Values in Storytelling
5.1.3d Art Expresses Culture
5.1.3e When Cultures Meet
5.1.3f Stereotypes and Understanding Culture
5.1.3g Cultural Posters Exit Slip
5.1.3h First Peoples Gallery
5.1.4a Making Collective Decisions
5.1.4b Seven-Step Knowledge Chart
5.1.4c First Peoples—Connecting and Reflecting
5.2.1a Northwest Passage (2 pages)
5.2.1b Jacques Cartier's Journals (2 pages)
5.2.1c Note-Taking-Frame: The Norse in America (2 pages)
5.2.1d Famous Letters in Canadian History—Vancouver
5.2.1e Explorers' Identity Card
5.2.1f Concept Frame: Colonization
5.2.1g Northwest Passage Keywords
5.2.2a Sort and Predict: Life in Nouvelle-France
5.2.2b Nouvelle-France Video Response (2 pages)
5.2.2c Famous Letters in Canadian History—La Salle
5.2.2d Famous Letters in Canadian History—Champlain
5.2.2e Famous Letters in Canadian History—Talon
5.2.2f Government in Nouvelle-France
5.2.2g Government in Nouvelle-France—Key
5.2.2h Selecting and Using Primary Sources (2 pages)
5.2.2i People in Nouvelle-France: Role Card (2 pages)
5.2.2j Main Groups during the Nouvelle-France Period
5.2.2k Main Events during Early Nouvelle-France (2 pages)
5.2.2l Government in Nouvelle-France—Diagram
5.2.3a Differing Perspectives of the World
5.2.3b Cultural Exchange
5.2.3c Cultural Exchange—Key
5.2.3d Cultural Dialogue
5.2.3e Cultural Dialogue—Key
5.2.3f First Peoples and the Land
5.2.3g This Land is Your Land
5.2.3h A Complex Country
5.2.4a A Description of New England
5.2.4b Evangeline (2 pages)
5.2.4c Daily Life in the Colonies (2 pages)
5.2.4d Famous Letters in Canadian History—Wolfe
5.2.4e Famous Letters in Canadian History—Montcalm
5.2.4f Treaty of Utrecht
5.2.4g French and English Rival Forts—Note-Taking-Frame
5.2.4h Timeline of Events: English–French Rivalry (2 pages)

# *Blackline Masters (continued)*


5.2.4i Comparing Two Treaties
5.2.4j Comparing Two Treaties—Key
5.2.4k The Royal Proclamation of 1763
5.2.4l Acadian Deportation Role Play (2 pages)
5.2.4m After the British Conquest (2 pages)
5.2.4n Early European Colonization (1600 to 1763)—Connecting and Reflecting
5.3.1a The Fur Trade and The Hudson's Bay Company
5.3.1b Analyzing a Source of Historical Information
5.3.1c Anticipation Guide: The Fur Trade
5.3.1d Anticipation Guide: The Fur Trade–Key
5.3.1e Famous Letters in Canadian History—Simpson
5.3.1f Archives and Artifacts
5.3.1g Archives and Artifacts—Key
5.3.1h Rupert's Land
5.3.1i The North West Company
5.3.1j Compare and Contrast Frame: Fur-Trade Routes (2 pages)
5.3.1k Timeline: Meanwhile, Back in the West…
5.3.1l Concept Frame: Monopoly
5.3.1m Word Cycle—Fur Trade
5.3.2a What's in a Name?
5.3.2b Important Objects in the Fur Trade
5.3.3a A Fur Trade Journey: Samuel Hearne
5.3.3b A Continental Voyage: Alexander Mackenzie
5.3.3c Figures of the Fur-Trade Era: Note-Taking-Frame (2 pages)
5.3.3d Famous Letters in Canadian History—Fraser
5.3.3e Analyzing Artifacts
5.3.3f Comparison Chart: Hudson's Bay Company and North West Company
5.3.3g The Fur Trade Economy—Word Cycle
5.3.4a Who Are the Métis People? (2 pages)
5.3.4b Stories Told by Pictures
5.3.4c Outline Map: Prairie Provinces
5.3.4d Conflict: Agriculture and the Fur Trade
5.3.4e Conflict: Agriculture and the Fur Trade—Key
5.3.4f Fur Trade—Connecting and Reflecting
5.4.1a Concept Builder Frame: Cultural Diversity
5.4.1b A Changing Map of Canada
5.4.1c A Changing Map of Canada—Key
5.4.1d What is a Revolution?
5.4.1e Note-Taking-Frame—The American Revolution
5.4.1f Note-Taking-Frame—The American Revolution—Key
5.4.1g British Loyalty or American Independence (2 pages)
5.4.1h Timeline of Events 1763–1791
5.4.1i Timeline of Events 1763–1791—Key
5.4.2a Word Splash: Reasons for Immigrating
5.4.2b Métis Land Rights and Hunting Rights
5.4.2c Famous Letters in Canadian History—Selkirk
5.4.2d Famous Letters in Canadian History—Carleton
5.4.2e Famous Letters in Canadian History—Brant
5.4.2f Métis Communities in Western Canada
5.4.3a Lord Durham's Report (2 pages)
5.4.3b Sort and Predict: Upper Canada and Lower Canada
5.4.3c Sort and Predict: Upper Canada and Lower Canada—Key
5.4.3d Two Canadas?
5.4.3e Government in Upper and Lower Canada 1791 to 1841—Word Cards
5.4.3f Government Upper Lower Canada Sample Chart
5.4.3g Famous Letters in Canadian History—Elgin
5.4.3h Famous Letters in Canadian History—Durham
5.4.3i Famous Letters in Canadian History—Brock
5.4.3j Famous Letters in Canadian History—Simcoe
5.4.3k The War of 1812 (2 pages)
5.4.3l People in the War of 1812
5.4.3m Upper Canada and Lower Canada: Comparison
5.4.3n Role Cards: Rebellions of 1837 and 1838
5.4.3o Un Canadien Errant/A Wandering Canadian
5.4.3p Responsible Government: Concept Frame

# *Blackline Masters (continued)*

5.4.3q Government Reform: Durham and the Act of Union

5.4.3r Government Reform: Durham and the Act of Union—Key

5.4.3s Comparison: Constitution Act (1791) and Act of Union (1841)

5.4.4a Map of Canada 1867

5.4.4b Caricature of Confederation

5.4.4c Defining Confederation

5.4.4d “Rep by Pop” (2 pages)

5.4.4e Famous Letters in Canadian History—Lafontaine

5.4.4f Famous Letters in Canadian History—Howe

5.4.4g Confederation: For or Against?

5.4.4h Reasons for Confederation (3 pages)

5.4.4i The Negotiation Process (2 pages)

5.4.4j The Negotiation Process—Key

5.4.4k The British North America Act, 1867

5.4.4l British Government and Crown—Chart

5.4.4m Identity Card: The Confederation Debates

5.4.4n What They Said

5.4.4o Canada, the Country (2 pages)

5.4.5a Essential Lessons in Canadian History

5.4.5b Active Democratic Citizens

5.4.5c Citizenship Then and Now

5.4.5d Loyal Subjects (2 pages)

5.4.5e A Citizenship Survey (2 pages)

5.4.5f Responsibilities and Rights of Citizens

5.4.5g Changing Views of First Peoples

5.4.5h Equals and Allies, Free and Independent (2 pages)

5.4.5i What We Can Do

5.4.5j From British Colony to Confederation (1763 to 1867)—Connecting and Reflecting

GRADE 5

# *Charts and Checklists*

Appendix C

GRADE 5

## Skills Progress Chart

| | | Skills Checklist | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Active Democratic Citizenship** | **S-100** | Collaborate with others to establish and carry out group goals and responsibilities. | | | | | | | | |
| | **S-101** | Use a variety of strategies to resolve conflicts peacefully and fairly. *Examples: clarification, negotiation, compromise...* | | | | | | | | |
| | **S-102** | Make decisions that reflect fairness and equality in their interactions with others. | | | | | | | | |
| | **S-103** | Make decisions that reflect care, concern, and responsibility for the environment. | | | | | | | | |
| | **S-104** | Negotiate constructively with others to build consensus and solve problems. | | | | | | | | |
| | **S-105** | Recognize bias and discrimination and propose solutions. | | | | | | | | |
| | **S-106** | Treat places and objects of historical significance with respect. *Examples: burial grounds, memorials, artifacts...* | | | | | | | | |
| **Managing Information and Ideas** | **S-200** | Select information from oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* | | | | | | | | |
| | **S-201** | Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, charts, outlines, concept maps...* | | | | | | | | |
| | **S-202** | Distinguish between primary and secondary information sources for research. | | | | | | | | |
| | **S-203** | Select and use appropriate tools and technologies to accomplish tasks. | | | | | | | | |
| | **S-204** | Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events. | | | | | | | | |
| | **S-205** | Construct maps that include a title, legend, compass rose, grid, and scale. | | | | | | | | |
| | **S-206** | Interpret maps that include a title, legend, compass rose, grid, and scale. | | | | | | | | |
| | **S-207** | Use latitude and longitude to locate and describe places on maps and globes. | | | | | | | | |
| | **S-207A** | Use traditional knowledge to read the land. | | | | | | | | |
| | **S-208** | Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies. | | | | | | | | |

(*continued)*

## Skills Progress Chart (continued)

| | | Skills Checklist | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Critical and Creative Thinking** | **S-300** | Plan topics and goals for historical inquiry and research. | | | | | | | | |
| | **S-301** | Evaluate the advantages and disadvantages of solutions to a problem. | | | | | | | | |
| | **S-302** | Draw conclusions based on research and evidence. | | | | | | | | |
| | **S-303** | Evaluate personal assumptions based on new information and ideas. | | | | | | | | |
| | **S-304** | Distinguish fact from opinion and interpretation. | | | | | | | | |
| | **S-305** | Observe and analyze material or visual evidence for research. *Examples: artifacts, photographs, works of art...* | | | | | | | | |
| | **S-306** | Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...* | | | | | | | | |
| | **S-307** | Compare differing accounts of historical events. | | | | | | | | |
| | **S-308** | Compare diverse perspectives in a variety of information sources. | | | | | | | | |
| | **S-309** | Interpret information and ideas in a variety of media. *Examples: art, music, historical fiction, drama, primary sources...* | | | | | | | | |
| | **S-310** | Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged. | | | | | | | | |
| **Communication** | **S-400** | Listen to others to understand their perspectives. | | | | | | | | |
| | **S-401** | Use language that is respectful of human diversity. | | | | | | | | |
| | **S-402** | Support their ideas and opinions with information or observations. | | | | | | | | |
| | **S-403** | Present information and ideas orally, visually, concretely, or electronically. | | | | | | | | |
| | **S-404** | Elicit and clarify questions and ideas in discussions. | | | | | | | | |
| | **S-405** | Articulate their beliefs and perspectives on issues. | | | | | | | | |

| Name of Learning Experience | Portfolio Selections |
|---|---|
| 5.1.1 Origins of First Peoples of North America | • <br>• <br>• |
| 5.1.2 Connections to the Land | • <br>• <br>• |
| 5.1.3 Pre-contact Cultures | • <br>• <br>• |
| 5.1.4 First Peoples Governance | • <br>• <br>• |

# Student Portfolio Tracking Chart—Cluster 2: Early European Colonization (1600 to 1763)

| Name of Learning Experience | Portfolio Selections |
|---|---|
| 5.2.1 Early European Exploration and Colonization | • <br>• <br>• |
| 5.2.2 Nouvelle-France | • <br>• <br>• |
| 5.2.3 Cultural Interaction in Early Canada | • <br>• <br>• |
| 5.2.4 French–British Colonial Rivalry | • <br>• <br>• |

| Name of Learning Experience | Portfolio Selections |
|---|---|
| 5.3.1 European Expansion North and West | • <br>• <br>• |
| 5.3.2 Importance of the Land in the Fur Trade | • <br>• <br>• |
| 5.3.3 Life during the Fur-Trade Era (1650s – 1850s) | • <br>• <br>• |
| 5.3.4 Métis Nation and Culture in the Fur-Trade Era | • <br>• <br>• |

## Student Portfolio Tracking Chart—Cluster 4: From British Colony to Confederation (1763 to 1867)

| Name of Learning Experience | Portfolio Selections |
|---|---|
| 5.4.1 Early Immigration and the Impact of the Loyalists | • <br>• <br>• |
| 5.4.2 Sharing the Land | • <br>• <br>• |
| 5.4.3 Conflict and Reform | • <br>• <br>• |
| 5.4.4 Negotiating Confederation | • <br>• <br>• |
| 5.4.5 Citizenship Then and Now | • <br>• <br>• |

GRADE 5

# *Vocabulary Strategies*

Appendix D

Vocabulary development is integrated within each learning experience, introducing or reinforcing understanding of specific words and concepts within the context of the learning experiences and the cluster. A variety of vocabulary strategies may be used to assist students in activating, acquiring, and applying the appropriate vocabulary. Strategies may be modified to suit different grades.

## Activate

- Using a word processor, students type new vocabulary in a word bank. Students may change the colour and/or font of the words they recognize and explain the meaning to each other, or highlight related words and explain their relationship to each other.
- Cooperative groups of students are provided with three vocabulary words. Students discuss each word and agree upon a meaning for each. A reporter from each group reads the definitions aloud. Students suggest the matching vocabulary word, and provide a reason for their choice.

## Acquire

- Using print and electronic resources, students research vocabulary and using a word processor, create a three column chart. Students insert the vocabulary word in the first column and either a definition, synonyms/antonyms, image representing the word, or use the word in a sentence in the other two columns.
- Using Hot Potatoes freeware, students create a crossword puzzle, a cloze passage, a multiple-choice quiz, or a matching quiz using new vocabulary. Students exchange quizzes with each other and solve.
- Introduce new vocabulary as “word of the day”. Students write the word, identify its root word, prefix, suffix, synonyms, antonyms, illustrate the word, and use it in a sentence.
- Using a word processor, students type new vocabulary into a word bank. Individually or in collaborative groups, students create a picture dictionary, inserting digital images or clip art representing the new vocabulary. Alternately, they create a talking dictionary, recording and inserting sound clips explaining the word, or using it correctly in a sentence.
- Using graphics software, students create mini-posters that include the vocabulary word, an illustration, and/or a definition. Print and display mini-posters, or set as desktop wallpaper.
- Using Inspiration vocabulary templates, students identify antonyms, synonyms, and/or people associated with new vocabulary.
- Students use “Pocket Definitions” to reinforce new vocabulary. Students write new vocabulary on slips of paper and put them in their pockets. Several times throughout the day, call out “Pocket Definitions!” Students take the slips of paper out of their pockets and practise the words and definitions.

- Using a word processor, word art, or concept mapping, students create a word splash of new vocabulary. Students add definitions, explanations, or illustrations of the vocabulary. TIP: Students may add further information by inserting text boxes, comments, or sound clips.
- Student's use self-stick notes to label items displayed in an artifact centre (e.g., Red River cart, kayak, map projection, longbow...). Students add and label additional items related to new vocabulary.
- Students create desktop vocabulary placemats or bumper stickers. Students illustrate their placemats/bumper stickers with new vocabulary, definitions, and pictures representing the new vocabulary. Students may refer to their placemats throughout the cluster.
- Students match new vocabulary to magazine pictures or clip art illustrating the new word.
- Students practise new vocabulary using flash cards.
  TIP: Have students create a personal set of flash cards.
- List vocabulary words from a piece of text the students will be reading. Students use the words to compose a short story. Students share their stories and compare them with the original text.
- Using a word processor, students create a clip-art collage of images representing new vocabulary. Students record a sound clip of the vocabulary word and insert it next to the related image. Students predict the vocabulary word each image represents, and check their answer by playing the sound clip.
- Students contribute to the development of a Word Wall that contains key words related to a current topic of study. Students record words and definitions they contributed in personal dictionaries.
- Students complete a Word Cycle think sheet related to new vocabulary. Given vocabulary terms, students arrange the words and indicate the relationships among them. Using a Think-Pair-Share strategy, students identify the relationship between all adjoining words and justify their choices.
  TIP: For more information on Word Cycle, see pp. 6.31–6.32 of *Success for All Learners* or p. 216 of *Kindergarten to Grade 8: Foundation for Implementation*, "Strategies That Make a Difference". For a Word Cycle blackline master, please see p. 6.99 of *Success for All Learners*. For more information on Think-Pair-Share/Think-Pair-Square, please see p. 15 of *Kindergarten to Grade 8: Foundation for Implementation*, "Strategies That Make a Difference".
- Students sort and predict vocabulary terms. Working in partners or small groups, students categorize and predict the meaning of a bank of words. Reporters from each group share the categories with the class. Students compare the categories from each group and discuss word placements. Students use a concept map to show understanding and connections between categories.
- Using concept mapping, students create a Word Explosion, choosing a root word and developing new words by adding prefixes and suffixes to develop new vocabulary. Students create posters of their Word Explosion activities and display them in the classroom. Students create and add new words to the posters as they are encountered.

## Apply

- Students complete a concept frame or organizer to illustrate their understanding of vocabulary.
- Provide students with a vocabulary word and a definition for a different vocabulary word. One student reads their word and the student with the corresponding definition reads it and then reads out their word. Students continue until all the words and definitions are matched.
- Provide some students with vocabulary words and others with definitions. Students match the word with the correct definition in the least amount of time.
- Cooperative groups of students are provided three vocabulary words. Students research the definitions and record them in their own words. Students create three additional incorrect definitions. The group reporter reads all four definitions to the class and students guess the correct meaning from the four definitions.
- Students compose and perform songs demonstrating the meaning of vocabulary words.
- Students role play vignettes, use mime, or create a tableau to illustrate the meaning of new vocabulary. Students guess the words.
- Using graphics software, students create a panelled comic strip that incorporates vocabulary. Students include speech bubbles and/or text demonstrating the meaning of vocabulary words with each panel.
- Using a word processor, students play "Vocabulary Bingo." Students enter new vocabulary to fill the bingo squares. The teacher provides a definition, explanation, synonym, antonym, or cloze sentence for vocabulary words. Students match words on their bingo card to the given clue, highlighting the word or changing the font or colour. The first student to fill in the card or a designated row or column calls "Bingo!"
  TIP: In classrooms with one computer, students may create individual bingo cards and print them.
- Using word-processing or graphics software, students create word graphics that represent the meaning of new vocabulary words. Students share word graphics in an electronic gallery walk.
- Collaborative groups of students create "The Answer is…" puzzles using new vocabulary and quiz each other (e.g., "The answer is "title, legend, compass rose, scale, latitude, longitude" What is the question?" – The question is "What are the elements of a map?").
- Students play new vocabulary "Password." Four students are divided into two teams of two. One student on each team is given a "secret" vocabulary word on a slip of paper. Taking turns, the first team member provides a one-word clue to her or his partner, who attempts to guess the "secret" word. The second team member provides an additional clue to his or her partner. Students continue until the vocabulary word is guessed.
- Students compose poems (e.g., Cinquain, Haiku...) to illustrate the meaning of new vocabulary.

- Students play "Vocabulary Beach Ball." Label a beach ball with vocabulary words. Students sit in a circle and toss the beach ball to a peer. The student who catches the ball reads the word closest to his or her right thumb, defines the word, and/or uses it in a sentence. The student tosses the ball to another peer.
- Using presentation or web-authoring software, students create a web page or interactive glossary of new vocabulary. The presentation may include links to definitions, labelled diagrams, pictures, phrases, or sentences using the word in context, sound clips associated with the word, or digital pictures of classroom explorations with the concept represented by the word.
  TIP: The presentation may be developed throughout the cluster and used as a culminating activity.
- Reinforce understanding of new vocabulary with exit or permission slips (e.g., students must respond with the correct vocabulary word when given a definition in order to leave the class.)
  TIP: Show students a picture illustrating the vocabulary word or provide the word and have students respond with its meaning.
- Students play "Spelling in Motion" to practise new vocabulary. Taking turns, one student calls out a new vocabulary word, then spells the word out loud, repeats the word, and then, states an action word. Students perform the action, spelling the word aloud (e.g., One student says, "Citizen, c-i-t-i-z-e-n, Citizen, jumping jacks". Other students do jumping jacks as they spell the word, performing one jumping jack for each letter as they spell the word.)
  TIP: Students may do the activity in pairs. Other actions may include hand clapping, finger snapping, shaping the letters with their bodies…
- Using presentation software, students create a rapid-fire class quiz. Collaborative groups of students create a three-part slide that includes an illustration or clip-art image representing the word, a definition, and the vocabulary word. Students set the timing feature so the illustration appears first, followed in three seconds by the definition, and followed five seconds later by the word. Each group's slide is included in a class presentation. During the presentation, students are encouraged to call out their guesses before the word appears.
- Using animation software or animation features of presentation software, students create an animation illustrating the meaning of cluster vocabulary.
- Using presentation software, students create an interactive four-slide riddle for new vocabulary words. Students create three clues for each new vocabulary word, entering one clue for each of the first three slides. The fourth slide contains the vocabulary word that answers the riddle. Students share their riddles with peers who use the clues to guess the vocabulary word.

# *Cumulative Skills Chart*

Appendix E

GRADES 5 *to* 8

## Skills for Active Democratic Citizenship

| Code | Grade 5<br>Students will… | Grade 6<br>Students will… |
|---|---|---|
| **S-100** | **5-S-100**<br>Collaborate with others to establish and carry out group goals and responsibilities. | **6-S-100**<br>Collaborate with others to establish and carry out group goals and responsibilities. |
| **S-101** | **5-S-101**<br>Use a variety of strategies to resolve conflicts peacefully and fairly.<br>*Examples: clarification, negotiation, compromise...* | **6-S-101**<br>Use a variety of strategies to resolve conflicts peacefully and fairly.<br>*Examples: clarification, negotiation, compromise...* |
| **S-102** | **5-S-102**<br>Make decisions that reflect fairness and equality in their interactions with others. | **6-S-102**<br>Make decisions that reflect fairness and equality in their interactions with others. |
| **S-103** | **5-S-103**<br>Make decisions that reflect care, concern, and responsibility for the environment. | **6-S-103**<br>Make decisions that reflect care, concern, and responsibility for the environment. |
| **S-104** | **5-S-104**<br>Negotiate constructively with others to build consensus and solve problems. | **6-S-104**<br>Negotiate constructively with others to build consensus and solve problems. |
| **S-105** | **5-S-105**<br>Recognize bias and discrimination and propose solutions. | **6-S-105**<br>Recognize bias and discrimination and propose solutions. |
| **S-106** | **5-S-106**<br>Treat places and objects of historical significance with respect.<br>*Examples: burial grounds, memorials, artifacts...* | **6-S-106**<br>Treat places and objects of historical significance with respect.<br>*Examples: burial grounds, memorials, artifacts...* |

## Skills for Active Democratic Citizenship

| Code | Grade 7<br>Students will… | Grade 8<br>Students will… |
|---|---|---|
| **S-100** | **7-S-100**<br>Collaborate with others to establish and carry out goals and responsibilities. | **8-S-100**<br>Collaborate with others to establish and carry out group goals and responsibilities. |
| **S-101** | **7-S-101**<br>Use a variety of strategies to resolve conflicts peacefully and fairly.<br>*Examples: clarification, negotiation, compromise...* | **8-S-101**<br>Use a variety of strategies to resolve conflicts peacefully and fairly.<br>*Examples: clarification, negotiation, compromise...* |
| **S-102** | **7-S-102**<br>Make decisions that reflect fairness and equality in their interactions with others | **8-S-102**<br>Make decisions that reflect fairness and equality in their interactions with others. |
| **S-103** | **7-S-103**<br>Make decisions that reflect principles of environmental stewardship and sustainability. | **8-S-103**<br>Make decisions that reflect principles of environmental stewardship and sustainability. |
| **S-104** | **7-S-104**<br>Negotiate constructively with others to build consensus and solve problems. | **8-S-104**<br>Negotiate constructively with others to build consensus and solve problems. |
| **S-105** | **7-S-105**<br>Recognize bias and discrimination and propose solutions.<br>*Examples: racism, ageism, heterosexism...* | **8-S-105**<br>Recognize bias and discrimination and propose solutions.<br>*Examples: racism, ageism, heterosexism...* |
| **S-106** | **7-S-106**<br>Treat places and objects of historical significance with respect.<br>*Examples: burial grounds, memorials, artifacts...* | **8-S-106**<br>Treat places and objects of historical significance with respect.<br>*Examples: burial grounds, memorials, artifacts...*<br>*Comments: Some sacred places may not be known publicly as sacred places.* |

## Skills for Managing Information and Ideas

| Code | Grade 5<br>Students will… | Grade 6<br>Students will… |
|---|---|---|
| **S-200** | **5-S-200**<br>Select information from oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* | **6-S-200**<br>Select information from a variety of oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| **S-201** | **5-S-201**<br>Organize and record information in a variety of formats and reference sources appropriately.<br>*Examples: maps, charts, outlines, concept maps...* | **6-S-201**<br>Organize and record information in a variety of formats and reference sources appropriately.<br>*Examples: maps, charts, outlines, concept maps...* |
| **S-202** | **5-S-202**<br>Distinguish between primary and secondary information sources for research. | **6-S-202**<br>Distinguish between primary and secondary information sources for research. |
| **S-203** | **5-S-203**<br>Select and use appropriate tools and technologies to accomplish tasks. | **6-S-203**<br>Select and use appropriate tools and technologies to accomplish tasks. |
| **S-204** | **5-S-204**<br>Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events. | **6-S-204**<br>Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events. |
| **S-205** | **5-S-205**<br>Construct maps that include a title, legend, compass rose, grid, and scale. | **6-S-205**<br>Construct maps that include a title, legend, compass rose, scale, and latitude and longitude. |
| **S-206** | **5-S-206**<br>Interpret maps that include a title, legend, compass rose, grid, and scale. | **6-S-206**<br>Select and interpret various types of maps for specific purposes. |
| **S-207** | **5-S-207**<br>Use latitude and longitude to locate and describe places on maps and globes. | **6-S-207**<br>Use latitude and longitude to locate and describe places on maps and globes. |
| **S-207A** | **5-S-207A**<br>Use traditional knowledge to read the land. | **6-S-207A**<br>Use traditional knowledge to read the land. |
| **S-208** | **5-S-208**<br>Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies. | **6-S-208**<br>Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies. |

## Skills for Managing Information and Ideas

| Code | Grade 7<br>Students will… | Grade 8<br>Students will… |
|---|---|---|
| **S-200** | **7-S-200**<br>Select information from a variety of oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* | **8-S-200**<br>Select information from a variety of oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| **S-201** | **7-S-201**<br>Organize and record information in a variety of formats and reference sources appropriately.<br>*Examples: maps, charts, outlines, concept maps...* | **8-S-201**<br>Organize and record information in a variety of formats and reference sources appropriately.<br>*Examples: maps, charts, outlines, concept maps...* |
| **S-202** | **7-S-202**<br>Interpret primary and secondary information sources for research. | **8-S-202**<br>Interpret primary and secondary information sources for research.others. |
| **S-203** | **7-S-203**<br>Select and use appropriate tools and technologies to accomplish tasks. | **8-S-203**<br>Select and use appropriate tools and technologies to accomplish tasks. |
| **S-204** | **7-S-204**<br>Create maps using a variety of information sources, tools, and technologies.<br>*Examples: observation, traditional knowledge, geographic information systems (GIS), Global Positioning Systems (GPS)...* | **8-S-204**<br>Create timelines and other visual organizers to sequence and represent historical periods, figures, relationships, or chronological events. |
| **S-205** | **7-S-205**<br>Construct maps that include a title, legend, compass rose, scale, and latitude and longitude. | **8-S-205**<br>Construct maps that include a title, legend, compass rose, scale, and latitude and longitude. |
| **S-206** | **7-S-206**<br>Select and interpret various types of maps for specific purposes. | **8-S-206**<br>Select, use, and interpret various types of maps for specific purposes.<br>*Examples: historical maps and atlases...* |
| **S-207** | **7-S-207**<br>Use latitude and longitude to locate and describe places on maps and globes. | **8-S-207**<br>TUse latitude and longitude to locate and describe places on maps and globes. |
| **S-207A** | **7-S-207A**<br>Use traditional knowledge to read the land. | **8-S-207A**<br>Use traditional knowledge to read the land. |
| **S-208** | **7-S-208**<br>Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies. | **8-S-208**<br>Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies. |

## Skills for Critical and Creative Thinking

| Code | Grade 5<br>Students will… | Grade 6<br>Students will… |
|---|---|---|
| **S-300** | **5-S-300**<br>Plan topics and goals for historical inquiry and research. | **6-S-300**<br>Plan topics, goals, and methods for historical inquiry and research. |
| **S-301** | **5-S-301**<br>Evaluate the advantages and disadvantages of solutions to a problem. | **6-S-301**<br>Evaluate the advantages and disadvantages of solutions to a problem. |
| **S-302** | **5-S-302**<br>Draw conclusions based on research and evidence. | **6-S-302**<br>Draw conclusions based on research and evidence. |
| **S-303** | **5-S-303**<br>Evaluate personal assumptions based on new information and ideas. | **6-S-303**<br>Evaluate personal assumptions based on new information and ideas. |
| **S-304** | **5-S-304**<br>Distinguish fact from opinion and interpretation. | **6-S-304**<br>Distinguish fact from opinion and interpretation. |
| **S-305** | **5-S-305**<br>Observe and analyze material or visual evidence for research.<br>*Examples: artifacts, photographs, works of art...* | **6-S-305**<br>Observe and analyze material and visual evidence for research.<br>*Examples: artifacts, photographs, works of art...* |
| **S-306** | **5-S-306**<br>Assess the validity of information sources.<br>*Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...* | **6-S-306**<br>Assess the validity of information sources.<br>*Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...* |
| **S-307** | **5-S-307**<br>Compare differing accounts of historical events. | **6-S-307**<br>Compare differing accounts of historical events. |
| **S-308** | **5-S-308**<br>Compare diverse perspectives in a variety of information sources. | **6-S-308**<br>Compare diverse perspectives in a variety of information sources. |
| **S-309** | **5-S-309**<br>Interpret information and ideas in a variety of media.<br>*Examples: art, music, historical fiction, drama, primary sources...* | **6-S-309**<br>Interpret information and ideas in a variety of media.<br>*Examples: art, music, historical fiction, drama, primary sources...* |
| **S-310** | **5-S-310**<br>Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged. | **6-S-310**<br>Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged. |

## Skills for Critical and Creative Thinking

| Code | Grade 7 | Grade 8 |
|---|---|---|
| | Students will… | Students will… |
| **S-300** | **7-S-300**<br>Plan topics, goals, and methods for inquiry and research. | **8-S-300**<br>Plan topics, goals, and methods for historical inquiry and research. |
| **S-301** | **7-S-301**<br>Evaluate the advantages and disadvantages of solutions to a problem. | **8-S-301**<br>Consider the context of events, accounts, ideas, and interpretations. |
| **S-302** | **7-S-302**<br>Draw conclusions based on research and evidence. | **8-S-302**<br>Draw conclusions based on research and evidence. |
| **S-303** | **7-S-303**<br>Evaluate personal assumptions based on new information and ideas. | **8-S-303**<br>Evaluate personal assumptions based on new information and ideas. |
| **S-304** | **7-S-304**<br>Distinguish fact from opinion and interpretation. | **8-S-304**<br>Distinguish fact from opinion and interpretation. |
| **S-305** | **7-S-305**<br>Observe and analyze material and visual evidence for research.<br>*Examples: artifacts, photographs, works of art...* | **8-S-305**<br>Observe and analyze material and visual evidence for research.<br>*Examples: artifacts, photographs, works of art...* |
| **S-306** | **7-S-306**<br>Assess the validity of information sources.<br>*Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...* | **8-S-306**<br>Assess the validity of information sources.<br>*Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...* |
| **S-307** | **7-S-307**<br>Compare differing viewpoints regarding global issues. | **8-S-307**<br>Compare differing accounts of historical events. |
| **S-308** | **7-S-308**<br>Compare diverse perspectives in the media and other information sources. | **8-S-308**<br>Compare diverse perspectives in the media and other information sources. |
| **S-309** | **7-S-309**<br>Interpret information and ideas in a variety of media.<br>*Examples: art, music, historical fiction, drama, primary sources...* | **8-S-309**<br>Interpret information and ideas in a variety of media.<br>*Examples: art, music, historical fiction, drama, primary sources...* |
| **S-310** | **7-S-310**<br>Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged. | **8-S-310**<br>Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged. |
| **S-311** | **7-S-311**<br>Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources. | **8-S-311**<br>Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources. |

## Communicatioin Skills

| Code | Grade 5<br>Students will… | Grade 6<br>Students will… |
|---|---|---|
| **S-400** | **5-S-400**<br>Listen to others to understand their perspectives. | **6-S-400**<br>Listen to others to understand their perspectives. |
| **S-401** | **5-S-401**<br>Use language that is respectful of human diversity. | **6-S-401**<br>Use language that is respectful of human diversity. |
| **S-402** | **5-S-402**<br>Support their ideas and opinions with information or observations. | **6-S-402**<br>Persuasively express differing viewpoints regarding an issue. |
| **S-403** | **5-S-403**<br>Present information and ideas orally, visually, concretely, or electronically. | **6-S-403**<br>Present information and ideas orally, visually, concretely, or electronically. |
| **S-404** | **5-S-404**<br>Elicit and clarify questions and ideas in discussions. | **6-S-404**<br>Elicit and clarify questions and ideas in discussions. |
| **S-405** | **5-S-405**<br>Articulate their beliefs and perspectives on issues. | **6-S-405**<br>Articulate their beliefs and perspectives on issues. |

## Communication Skills

| Code | Grade 7<br>Students will… | Grade 8<br>Students will… |
|---|---|---|
| **S-400** | **7-S-400**<br>Listen to others to understand their perspectives. | **8-S-400**<br>Listen to others to understand their perspectives. |
| **S-401** | **7-S-401**<br>Use language that is respectful of human diversity. | **8-S-401**<br>Use language that is respectful of human diversity. |
| **S-402** | **7-S-402**<br>Persuasively express differing viewpoints regarding an issue. | **8-S-402**<br>Persuasively express differing viewpoints regarding an issue. |
| **S-403** | **7-S-403**<br>Present information and ideas orally, visually, concretely, or electronically. | **8-S-403**<br>Present information and ideas orally, visually, concretely, or electronically. |
| **S-404** | **7-S-404**<br>Elicit and clarify questions and ideas in discussions. | **8-S-404**<br>Elicit and clarify questions and ideas in discussions. |
| **S-405** | **7-S-405**<br>Articulate their beliefs and perspectives on issues. | **8-S-405**<br>Articulate their beliefs and perspectives on issues. |

GRADE 5

# *Recommended Learning Resources*

Appendix F

## Grade 5 Recommended Learning Resources

This appendix contains a list of approved learning resources for Grade 5. This list combines Integrated Resources, Series, Atlases, and Stand-Alone Resources.

These resources were evaluated and recommended between March 2003 and August 2005 by a group of Manitoba teachers nominated by their school divisions. As additional materials are evaluated and recommended the online version of this resources list will continue to be updated. The complete (New Edition September 2005) *Social Studies Kindergarten to Grade 8 Learning Resources: Annotated Bibliography* is available online at <www.edu.gov.mb.ca/ks4/learnres/bibliographies.html>

Contact the Manitoba Text Book Bureau to purchase a print copy of the bibliography (stock #80514).

### Contents of Appendix F

There are three sections in this Appendix


- Alphabetical list of resources with annotations (page F3)
- Alphabetical list of resources by Cluster, without annotations (page F17)
- Additional Aboriginal resources available from the Manitoba Text Book Bureau (page F21)


### Sensitive Content and Local Selection of Learning Resources

Although each resource listed in Appendix F has been reviewed by a team of Manitoba social studies teachers, school divisions are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms. Although a statement of caution appears at the end of those annotations with potentially sensitive content, as identified by teacher/evaluators, all books/videos need to be reviewed for local sensitivities.

### Definitions of Terms

- **Student Breadth:** identifies student learning resources that address a wide range of topics for a particular grade.
- **Student Depth:** identifies student learning resources that provide especially effective learning experiences for students for a particular grouping of learning outcomes.
- **Student Breadth and Depth:** identifies comprehensive learning resources that provide both breadth and depth dimensions for a particular grouping of learning outcomes.
- **Teacher Reference:** identifies classroom strategies to assist teachers in implementing the learning outcomes identified for Social Studies.

### How to Access Resources

| | | |
|---|---|---|
| Instructional Resources Unit (IRU) | Email: | irucirc@gov.mb.ca |
| Manitoba Education, Citizenship and Youth | Telephone | (204) 945-5371 |
| 1181 Portage Avenue, Winnipeg MB R3G 0T3 | Toll-Free | 1 800 282-8069 ext. 5371 |

### ONLINE CATALOGUE

To conduct online searches of the Library's collections, visit <http://libcat.merlin.mb.ca>.

## Grade-Level Resources

(Resources organized by cluster follow this section.)

### Alexander Mackenzie: From Canada by Land

(Non-Fiction). Manson, Ainslie. Groundwood Books (GROUND), 2002. 118 p.
ISBN 0-88899-483-4.

Grade 5—Cluster 3—Fur Trade

- Daily life
- Mapping (places and regions of historical significance to the fur trade and the Métis)
- Interactions between First Peoples and Europeans
- Western and northern exploration
- Settlement (Selkirk and Métis)
- Stories (coureurs de bois, Radisson, Groseilliers, La Vérendrye, Kelsey, Fraser, McGill)
- Métis Nation
- Hudson's Bay Company and North West Company

Suggested Use: Grade 5; Grade 5—Cluster 3; Student—Depth

Date Recommended: 2003-Aug-25

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### Amazing Stories: Early Voyageurs: The Incredible Adventures of the Fearless Fur Traders

(Non-Fiction). Savage, Marie. (Amazing Stories). Altitude Publishing (KRS), 2003. 139 p.
ISBN 1-55153-970-5.

Grade 5—Cluster 3—Fur Trade

- Stories (coureurs de bois, Radisson, Groseilliers, La Vérendrye, Kelsey, Fraser, McGill)

Note: Teacher Read-Aloud

Suggested Use: Grade 5; Grade 5—Cluster 3; Teacher Reference

Date Recommended: 2004-Aug-23

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### Amazing Stories: Étienne Brûlé: The Mysterious Life and Times of an Early Canadian Legend

(Non-Fiction). Douglas, Gail. (Amazing Stories). Altitude Publishing (KRS), 2003. 141 p.
ISBN 1-55153-961-6.

Grade 5—Cluster 2—Early European Colonization (1600 to 1763)

- Stories (European explorers and traders, interactions with First Peoples…)

Caution: It would be advisable that teachers pre-read this story due to the fact that there are some sections that require sensitivity or further explanation.

Note: Teacher Read-Aloud

Suggested Use: Grade 5; Grade 5—Cluster 2; Teacher Reference

Date Recommended: 2004-Aug-23

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## Amazing Stories: Hudson's Bay Company Adventures: The Rollicking Saga of Canada's Fur Traders

(Non-Fiction). Andra-Warner, Elle. (Amazing Stories). Altitude Publishing (KRS), 2003. 135 p. ISBN 1-55153-958-6.

Grade 5—Cluster 3—Fur Trade

- Hudson's Bay Company and North West Company

Note: Teacher Read-Aloud

Suggested Use: Grade 5; Grade 5—Cluster 3; Teacher Reference

Date Recommended: 2004-Aug-23

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## Amazing Stories: The War of 1812 Against the States: Heroes of a Great Canadian Victory

(Non-Fiction). Crump, Jennifer. (Amazing Stories). Altitude Publishing (KRS), 2003. 135 p. ISBN 1-55153-948-9.

Grade 5—Cluster 4—From British Colony to Confederation (1763-1867)

- War of 1812

Caution: It would be advisable that teachers pre-read this story due to the fact that there are some sections that require sensitivity or further explanation.

Note: Teacher Read-Aloud

Suggested Use: Grade 5; Grade 5—Cluster 4; Teacher Reference

Date Recommended: 2004-Aug-23

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## Amikoonse (Little Beaver)

(Fiction). Plain, Ferguson. Pemmican Publications Inc. (PEM), 1993. ISBN 0-921827-34-2.

Grade 5—Cluster 1—First Peoples

- Ways of life

Suggested Use: Grade 5; Grade 5—Cluster 1; Student—Depth

Date Recommended: 2003-Aug-25

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## Beginnings: From the First Nations to the Great Migration

(Stand-Alone). Jamieson, Marshall. Reidmore Books (REI), 1996. 134 p. ISBN 1-895073-57-X.

This title may be used as a teacher resource to support the Manitoba Grade 5 Social Studies curriculum. It provides background information for teachers on topics such as New France, the Vikings and explorers, the fur trade, the Loyalists, Upper and Lower Canada, and immigration. As well as factual information, it contains stories that give teachers additional interesting material to help motivate their students and engage them in the curriculum.

This resource supports all of the clusters in the Manitoba Grade 5 Social Studies curriculum, but contains limited information on the First Nations peoples. As a read-aloud resource, it is congruent with the Grade 5 student level. It also contains excellent maps, illustrations, and graphic organizers.

This softcover resource is current and accurate. It includes diverse perspectives and shows thoughtfulness and consideration of subject matter. Well organized, the title has a table of contents and makes good use of colour, graphics and maps.

Comment: There is limited information on the Aboriginal peoples of Canada.

Note: Teacher Background Information/Reference

Suggested Use: Grade 5; Grade 5—Cluster 2; Grade 5—Cluster 3; Grade 5—Cluster 4; Teacher Reference

Date Recommended: 2003-Mar-10

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## Blackships/Thanadelthur

(Series). Book, Rick. Heartland Associates (HEAR), 2001. 108 p. ISBN 1-896150-13-6.

This student text is appropriate for Grade 5 Social Studies. Blackships/Thanadelthur is in the Young Heroes of North America series. The first story, Blackships, focuses on Jacques Cartier's arrival in North America, European contact with Aboriginal people in the area around modern-day Québec, and some of the consequences of this contact. The second narrative, Thanadelthur, describes the life and accomplishments of a young Dene woman of Northern Manitoba and the Northwest Territories who brought peace between the Chipewyan (now known as the Dene) and Cree in the 1700s. Both narratives are designed to give the reader a sense of what point in history. Blackships/Thanadelthur can also be purchased with an audio CD.

Suggested Use: Grade 5; Grade 5—Cluster 1; Grade 5—Cluster 2; Grade 5—Cluster 3; Grade 5—Cluster 4; Student—Depth

Date Recommended: 2003-Mar-10

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## Blackships/Thanadelthur Teacher's Guide

(Series). Book, Rick. Heartland Associates (HEAR), 2003. 43 p. ISBN YHMB01A-03.

This teacher's guide accompanies the student text Blackships/Thanadelthur and is appropriate for teacher use with Grade 5 Social Studies students. The teacher's guide provides material to help locate the story and context in time and place. The teacher's guide emphasizes the importance of presenting introductory and background information.

Suggested Use: Grade 5; Grade 5—Cluster 1; Grade 5—Cluster 2; Grade 5—Cluster 3; Grade 5—Cluster 4; Teacher Reference

Date Recommended: 2003-Mar-10

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## Canadian History: Revolution, War, and the Loyalists

(Non-Fiction). Baldwin, Douglas. (Canadian History). Weigl Educational Publishers (SBC), 2003. 48 p. ISBN 1-55388-012-9.

Grade 5—Cluster 2—Early European Colonization (1600 to 1763)

- The Acadians

Grade 5—Cluster 4—From British Colony to Confederation (1763 to 1867)

- United Empire Loyalists
- War of 1812

Suggested Use: Grade 5; Grade 5—Cluster 2; Grade 5—Cluster 4; Student—Breadth and Depth

Date Recommended: 2004-Aug-23

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## Danger at The Landings

(Fiction). Citra, Becky. Orca Book Publishers Ltd. (ORC), 2002. 92 p. ISBN 1-55143-232-3.

Grade 5—Cluster 4—From British Colony to Confederation (1763 to 1867)

- Daily life

Caution: Occasional use of term “Indian”.

Note: Easy reading level.

Suggested Use: Grade 5; Grade 5—Cluster 4; Student—Depth

Date Recommended: 2003-Aug-25

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## A Day on Crocus Hill with Sweetgrass

(Fiction). Williams Franzin, Sharon, et al. Laughing Water Arts (LWA), 2004. 62 p. ISBN 0-9732467-0-7.

Grade 5—Cluster 1—First Peoples

- Stories (pre- and early contact interactions)

Note: Teacher Read-Aloud. Uses BC and AD instead of BCE and CE.

Suggested Use: Grade 5; Grade 5—Cluster 1; Teacher Reference

Date Recommended: 2004-Aug-23

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## Dear Canada: Whispers of War: The War of 1812 Diary of Susanna Merritt

(Fiction). Pearson, Kit. (Dear Canada Series). Scholastic Canada Ltd. (SCH), 2002. 220 p. ISBN 0-439-98836-5.

Grade 5—Cluster 4—From British Colony to Confederation (1763 to 1867)

- Daily life
- United Empire Loyalists
- War of 1812

Suggested Use: Grade 5; Grade 5—Cluster 4; Student—Depth

Date Recommended: 2003-Aug-25

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## Dear Canada: With Nothing But Our Courage: The Loyalist Diary of Mary MacDonald

(Fiction). Bradford, Karleen. (Dear Canada Series). Scholastic Canada Ltd. (SCH), 2002. 221 p. ISBN 0-439-98979-5.

Grade 5—Cluster 4—From British Colony to Confederation (1763 to 1867)

- Interactions between First Peoples, Métis, and Europeans
- Daily life
- United Empire Loyalists

Suggested Use: Grade 5; Grade 5—Cluster 4; Student—Depth

Date Recommended: 2003-Aug-25

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## Discovering First Peoples and First Contacts.

(Stand-Alone). Francis, Daniel. Oxford University Press (OUP), 2000. 65 p. ISBN 0-19-541488-8.

This book provides an overview of Aboriginal history, early explorers, and early contact with settlers, using easy-to-understand language and pictures. It makes a brief reference to modern-day explorers and Aboriginal peoples. It contains maps, charts, and visuals throughout. Sections entitled “Did You Know?” focus on interesting facts, and there are assignments that address higher thinking skills at the end of each section. A glossary is included.

Note: Teacher Background Information/Reference

Suggested Use: Grade 5; Grade 5—Cluster 1; Teacher Reference

Date Recommended: 2003-Mar-10

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## A Dog Came, Too

(Fiction). Manson, Ainslie. Groundwood Books (GROUND), 1993. ISBN 0-88899-187-8.

Grade 5—Cluster 3—Fur Trade

- Western and northern exploration
- Stories (coureurs de bois, Radisson, Groseilliers, La Vérendrye, Kelsey, Fraser, McGill)
- Daily life

Suggested Use: Grade 5; Grade 5—Cluster 3; Student—Depth

Date Recommended: 2003-Aug-25

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## Early Settlers

(Non-Fiction). (Early Settlers). Duval House Publishing (DHPB), 2003.

The Early Settlers series is a useful teacher/student resource for Grade 5, Cluster 4. The Teacher’s Guide follows the student text using the headings of: The Wendat; The Anishinabe, The First Europeans, The Loyalists, New Arrivals, Making a New Home, Starting to Farm, Family Life, Early Villages, Village Trades, Village Life, and Changing Times.

Date Recommended: 2004-Aug-23

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### Early Settlers (Student Text)

(Non-Fiction). Henbest, Bruce. (Early Settlers). Duval House Publishing (DHPB), 2003. 124 p. ISBN 1-55220-220-8.

This student text is useful for Grade 5, Cluster 4 when studying Cultural Diversity, Interactions between First Peoples, Métis and Europeans, Daily life, and United Empire Loyalists.

Suggested Use: Grade 5; Grade 5—Cluster 4; Student—Depth

Date Recommended: 2003-Aug-25

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### Early Settlers Teacher's Guide

(Non-Fiction). Henbest, Bruce, et al. (Early Settlers). Duval House Publishing (DHPB), 2003. 374 p. ISBN 1-55220-220-8.

This Teacher's Guide is suitable for Grade 5, Cluster 4—From British Colony to Confederation (1763 to 1867). It includes activities, blackline masters, and assessment strategies useful for Grade 5.

Suggested Use: Grade 5; Grade 5—Cluster 4; Teacher Reference

Date Recommended: 2004-Aug-23

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### The following book recommended for Grade 5 is part of the *Exploring the Americas Series*:

- The St. Lawrence River Region

### Exploring the Americas: The St. Lawrence River Region

(Non-Fiction). Blue, Rose, et al. (Exploring the Americas). Raintree Classroom (JAS), 2004. 64 p. ISBN 1-4109-0337-0.

Grade 5—Cluster 2—Early European Colonization (1600 to 1763)

- Exploration and settlement

Caution: This resource contains a large amount of print on each page. This could be overwhelming to some students without teacher support.

Suggested Use: Grade 5; Grade 5—Cluster 2; Student—Breadth and Depth

Date Recommended: 2004-Aug-23

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## Exploring the Fur Trade Routes of North America: Discover the Highways That Opened a Continent

(Non-Fiction). Huck, Barbara. Heartland Associates (HEAR), 2002. 288 p.
ISBN 1-896150-20-9.

Grade 5—Cluster 3—Fur Trade

- Mapping (places and regions of historical significance to the fur trade and the Métis)
- Historical significance of Canadian place names
- Western and northern exploration
- Settlement (Selkirk and Métis)
- Stories (coureurs de bois, Radisson, Groseilliers, La Vérendrye, Kelsey, Fraser, McGill)
- Hudson's Bay Company and North West Company

Suggested Use: Grade 5; Grade 5—Cluster 3; Student—Depth

Date Recommended: 2003-Aug-25

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## Ghost Voyages

(Fiction). Taylor, Cora. Coteau Books (COT), 2002. 113 p. ISBN 1-55050-197-6.

Grade 5—Cluster 2—Early European Colonization (1600 to 1763)

- Stories (European explorers and traders, interactions with First Peoples…)

Grade 5—Cluster 3—Fur Trade

- Stories (coureurs de bois, Radisson, Groseilliers, La Vérendrye, Kelsey, Fraser, McGill)

Suggested Use: Grade 5; Grade 5—Cluster 2; Grade 5—Cluster 3; Student—Depth

Date Recommended: 2003-Aug-25

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## Ghost Voyages II: The Matthew

(Fiction). Taylor, Cora. Coteau Books (HODGE), 2002. 113 p. ISBN 1-55050-198-4.

Grade 5—Cluster 2—Early European Colonization (1600 to 1763)

- Exploration and settlement

Suggested Use: Grade 5; Grade 5—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

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## Groundbreakers: John Cabot

(Non-Fiction). Champion, Neil. (Groundbreakers). Heinemann Library (JAS), 2001. 48 p.
ISBN 1-5881-0370-6.

Grade 5—Cluster 2—Early European Colonization (1600 to 1763)

- Exploration and settlement

Suggested Use: Grade 5; Grade 5—Cluster 2; Student—Breadth and Depth

Date Recommended: 2004-Aug-23

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## Head-Smashed-In Buffalo Jump

(Non-Fiction). Reid, Gordon. Fifth House Publishers (FHW), 2002. 44 p.
ISBN 1-894004-83-3.

Grade 5—Cluster 1—First Peoples

- Ways of life (daily life, leadership, culture, beliefs, interactions between communities)

Grade 5—Cluster 3—Fur Trade

- Daily life

Note: Teacher Background Information/ Reference.

Caution: Use of the term “Brave”, on page 6, but in the context of the sociological hierarchy of the tribes of the Blackfoot Confederacy.

Suggested Use: Grade 5; Grade 5—Cluster 1; Grade 5—Cluster 3; Student—Breadth and Depth; Teacher Reference

Date Recommended: 2004-Aug-23

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## In the Global Classroom 1

(Stand-Alone). Pike, Graham. Pippin Publishing Corporation (UTP), 1998. 255 p.
ISBN 0-88751-081-7.

This is a softcover Kindergarten to Grade 8 teacher reference resource. This resource emphasizes a teaching and learning strategy that combines child-centred and world-minded educational thinking. It builds frameworks for cross-curricular delivery and offers a wealth of practical and engaging activities for students.

Themes within the text include: interconnections (perceptions, local and global communities); environment and sustainability (natural, built, social, and inner); health (physical, mental, emotional, spiritual, social, societal, and environmental); perception (perceptions and cross-cultural encounters); technology (benefits, tools, problem solving, technological change, social values, and consequences in the future); and futures (alternative, probable, and preferred).

The resource includes materials related to citizenship, diverse perspectives, global, identity, and economic learning outcome experiences.

Comment: Charts are included at the beginning of each chapter to indicate activities within the chapter and the index. The grade level for which the activities are suggested is not included.

Suggested Use: Kindergarten; Kindergarten—Cluster 1; Kindergarten—Cluster 2; Kindergarten—Cluster 3;

Grade 1; Grade 1—Cluster 2; Grade 1—Cluster 3;

Grade 2; Grade 2—Cluster 3;

Grade 3; Grade 3—Cluster 3;

Grade 4; Grade 4—Cluster 2; Grade 4—Cluster 3;

Grade 5; Grade 5—Cluster 4;

Grade 6; Grade 6—Cluster 2; Grade 6—Cluster 4;

Grade 7; Grade 7—Cluster 1; Grade 7—Cluster 2; Grade 7—Cluster 3; Grade 7—Cluster 4;

Grade 8; Grade 8—Cluster 2; Grade 8—Cluster 3; Grade 8—Cluster 4; Grade 8—Cluster 5;
Teacher Reference

Date Recommended: 2003-Mar-10

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## In the Global Classroom 2

(Stand-Alone). Pike, Graham. Pippin Publishing Corporation (UTP), 1998. 260 p.
ISBN 0-88751-085-X.

This softcover Grade 5 to 8 teacher reference resource focuses on global education and the development of thinking skills to prepare young people for the challenging decisions they face outside the classroom. A number of the lessons challenge preconceived ideas. Topics in this follow-up to *In the Global Classroom 1* include Peace, Rights and Responsibilities, Equity, Economics, Development, Global Justice, Citizenship, and Mass Media.

The resource is divided into themes. Each theme has a variety of lessons, including a description of purpose, suggested grade level, time required, and resources. Reproducible support materials are included where needed. The lessons also provide a section on procedure and a final section that discusses what the students will gain from the lesson.

Suggested Use:

Grade 5; Grade 5—Cluster 4;

Grade 6; Grade 6—Cluster 4;

Grade 7; Grade 7—Cluster 2;

Grade 8; Grade 8—Cluster 5;

Teacher Reference

Date Recommended: 2003-Mar-10

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## Is That Right? Critical Thinking and the Social World of the Young Learner

(Stand-Alone). Wright, Ian. Pippin Publishing Corporation (UTP), 2002. 139 p.
ISBN 0-88751-094-9.

This teacher resource emphasizes that there is no better day than today to teach our children the value and rewards of critical thinking. It defines critical thinking as the ability to make reasoned judgments in problematic situations. It also demonstrates how critical thinking can be applied to social studies and other subject areas. It includes practical activities and assessment approaches (including rubrics). Chapters focus on critical thinking, teaching critical thinking, and assessing critical thinking.

This resource is based on current research. It is suitable for a wide range of learning styles, promotes active learning and creativity, and is well organized.

Suggested Use:

Kindergarten; Kindergarten—Cluster 2;

Grade 1; Grade 1—Cluster 3;

Grade 2; Grade 2—Cluster 3;

Grade 3; Grade 3—Cluster 1; Grade 3—Cluster 3;

Grade 4; Grade 4—Cluster 2;

Grade 5; Grade 5—Cluster 1;

Grade 6; Grade 6—Cluster 4;

Grade 7; Grade 7-Cluster 3; Grade 7—Cluster 4;

Grade 8; Grade 8—Cluster 1;

Teacher Reference

Date Recommended: 2003-Mar-10

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## Joe Howe to the Rescue

(Fiction). Bawtree, Michael. Nimbus Publishing Ltd. (NIM), 2004. 142 p.
ISBN 1-55109-495-9.

Grade 5—Cluster 4—From British Colony to Confederation (1763 to 1867)

- Daily life

Note: Teacher Read-Aloud

Caution: Use of words damn on page 39 and hell on page 132.

Suggested Use: Grade 5; Grade 5—Cluster 4; Teacher Reference

Date Recommended: 2005-July-25

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## The Kids Book of Black Canadian History

(Non-Fiction). Sadlier, Rosemary and Qijun, Wang, illus. Kids Can Press (KCP), 2003. 56 p.
ISBN 1-55074-892-0.

This hardcover student resource supports the outcomes in Grade 5 Clusters 2 and 4, Grade 6 Clusters 1 and 2, and Grade 8 Cluster 5. It provides students with a detailed description, maps, and pictures that help them learn more about the sensitive issue of slavery.

Note: This can also be used as a Teacher Background Information/Reference.

Caution: Slavery is a sensitive topic.

Suggested Use: Grade 5; Grade 5—Cluster 2; Grade 5—Cluster 4; Student—Breadth and Depth; Teacher Reference

Date Recommended: 2004-Aug-23

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## Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms

(Stand-Alone). Jones, Guy W. (MON), 2002. 175 p. ISBN 1-929610-25-4

This softcover, 175-page professional resource contains valuable information on stereotypes and misconceptions about Aboriginal peoples in America. It has a U.S. focus, and is a general introduction to Aboriginal culture. Inuit or Canadian First Nations cultures are not featured.

It provides a detailed bibliography on Aboriginal culture, values, and heritage, including children's literature with suggested activities that support integration across subject areas. It partially supports the Manitoba Social Studies curriculum outcomes for Kindergarten, Grades 1, 2, 4, and 5. It also provides age-appropriate learning activities.

Suggested Use:

Kindergarten; Kindergarten—Cluster 2;

Grade 1; Grade 1—Cluster 3;

Grade 2; Grade 2—Cluster 1; Grade 2—Cluster 2;

Grade 4; Grade 4—Cluster 3;

Grade 5; Grade 5—Cluster 1;

Teacher Professional Reference

Date Recommended: 2003-Mar-10

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### The Loyal Refugees

(Non-Fiction). Livesay, Robert. (Discovering Canada Series). Fitzhenry & Whiteside Limited. (FHW), 1999. 90 p. ISBN 0-7737-6043-1.

Grade 5—Cluster 4—From British Colony to Confederation (1763 to 1867)

- United Empire Loyalists

Suggested Use: Grade 5; Grade 5—Cluster 4; Studentæ—Depth

Date Recommended: 2003-Aug-25

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### The following two books recommended for Grade 5 are part of the *Our Canadian Girl Series*:

- Our Canadian Girl: Angelique: Book One: Buffalo Hunt
- Our Canadian Girl: Elizabeth: Book Two: To Pirate Island

### Our Canadian Girl: Angelique: Book One: Buffalo Hunt

(Print-Fiction). Taylor, Cora. (Our Canadian Girl). Penguin Group Canada (CDS), 2005. 85 p. ISBN 0-14-100271-9.

Grade 5—Cluster 3—Fur Trade

- Daily life

Suggested Use: Grade 5; Grade 5—Cluster 3; Student—Depth

Date Recommended: 2005-July-25

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### Our Canadian Girl: Elizabeth: Book Two: To Pirate Island

(Picture Book-Fiction). Carter, Anne Laurel. (Our Canadian Girl). Penguin Group Canada (CDS), 2004. 90 p. ISBN 0-14-301482-X.

Grade 5—Cluster 2—Early European Colonization (1600 to 1763)

- The Acadians

Suggested Use: Grade 5; Grade 5—Cluster 2; Student—Depth

Date Recommended: 2005-July-25

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## People and Plants: The Story of Corn: An Integrated Curriculum Unit for Grades 2 to 5

(Non-Fiction). Shay, Thomas, C.. St. Paul's College (SPT), 2004. 149 p.

Grade 5—Cluster 1—First Peoples

- Ways of life (daily life, leadership, culture, beliefs, interactions between communities)
- Stories (pre- and early contact interactions)

Suggested Use: Grade 5; Grade 5—Cluster 1; Teacher Reference

Date Recommended: 2004-Aug-23

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## Prairie: A Natural History

(Non-Fiction). Savage, Candace. Greystone Books (HCP), 2004. 308 p. ISBN 1-55054-985-5.

This teacher resource is recommended for Grades 2, 4, and 5. The clusters include:

Grade 2: Cluster 2: natural resources

Grade 4: Cluster 1: physical geography; Cluster 3: physical features

Grade 5: Cluster 1: mapping; Cluster 3: daily life (as background for the fur trade)

As a teacher reference, it discusses the Prairies in terms of a place in which to live with all the plants, insects, animals, and birds that co-exist there. The pictures/maps are colourful, and the detailed content is well organized and easy to find. Black-and-white line drawings that illustrate the diversity of the Prairies are also included. The background information helps in dealing with environmental citizenship (restoring and conserving the prairie ecosystems). Integration with science is supported.

Note: Teacher Background Information/ Reference.

Suggested Use: Grade 5; Grade 5—Cluster 1; Grade 5—Cluster 3; Teacher Reference

Date Recommended: 2004-Aug-23

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## Qu'appelle

(Fiction). Bouchard, Dave. Raincoast Books (RAI), 2002. ISBN 1-55192-475-7.

Grade 5—Cluster 1—First Peoples

- Ways of life (daily life, leadership, culture, beliefs, interactions between communities)
- Stories (pre- and early contact interaction

Note: Teacher Read-Aloud

Suggested Use: Grade 5; Grade 5—Cluster 1; Student—Depth; Teacher Reference

Date Recommended: 2003-Aug-25

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## The Rebels

(Non-Fiction). Livesay, Robert. (Discovering Canada Series). Fitzhenry & Whiteside Limited. (FHW), 1999. 90 p. ISBN 0-7737-6170-5.

Grade 5—Cluster 3—Fur Trade

- Métis Nation

Grade 5—Cluster 4—From British Colony to Confederation (1763 to 1867)

- 1837 to 1838 Rebellions

Suggested Use: Grade 5; Grade 5—Cluster 3; Grade 5—Cluster 4; Student—Depth

Date Recommended: 2003-Aug-25

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## The Spirit of Canada

(Fiction). Hehner, Barbara. Fitzhenry & Whiteside Limited. (FHW), 2001. 307 p. ISBN 0-7737-6200-0.

Grade 5—Cluster 1—First Peoples

- Ways of life (daily life, leadership, culture, beliefs, interactions between communities)

Grade 5—Cluster 2—Early European Colonization (1600 to 1763)

- Exploration and settlement
- Daily life (French, English, First Peoples)
- Stories (European explorers and traders, interactions with First Peoples…)

Grade 5—Cluster 3—Fur Trade

- Daily life
- Settlement (Selkirk and Métis)

Grade 5—Cluster 4—From British Colony to Confederation (1763 to 1867)

- Daily life
- United Empire Loyalists
- Immigration
- Confederation

Note: Teacher Read-Aloud

Suggested Use: Grade 5; Grade 5—Cluster 1; Grade 5—Cluster 2; Grade 5—Cluster 3; Grade 5—Cluster 4; Teacher Reference

Date Recommended: 2003-Aug-25

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## Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

(Stand-Alone). Unrau, N.J. (The Pippin Teacher's Library series). Pippin Publishing Corporation (UTP), 1999. 138 p. ISBN 0-88751-088-1.

This Middle Years teacher resource includes extensive activities aimed at developing empathy and awareness of cultural diversity in students, and encouraging them to think from different perspectives. This objective is achieved by giving students different scenarios and critical thinking opportunities. Specific knowledge objectives are not addressed in the resource, and it is difficult to find activities for some grade levels. The discussion topics also offer a limited range of scope.

Curricular connections are made to English language arts.

Suggested Use:

Grade 5; Grade 5—Cluster 4;

Grade 6; Grade 6—Cluster 1; Grade 6-Cluster 2; Grade 6—Cluster 3; Grade 6—Cluster 4;

Grade 7; Grade 7—Cluster 2; Grade 7—Cluster 3; Grade 7—Cluster 4;

Grade 8; Grade 8—Cluster 1; Grade 8—Cluster 2; Grade 8—Cluster 3; Grade 8—Cluster 4; Grade 8—Cluster 5; Teacher Reference

Date Recommended: 2003-Mar-10

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## The Underground Railroad: Next Stop, Toronto!

(Non-Fiction). Shadd, Adrienne L. Natural

Heritage/Natural History Inc. (NATHER), 2002. 92 p. ISBN 1-896219-86-1.

Grade 5—Cluster 2—Early European Colonization (1600 to 1763)

- Exploration and settlement

Suggested Use: Grade 5; Grade 5—Cluster 2; Student—Depth

Date Recommended: 2003-Aug-25

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## Victorian Christmas

(Non-Fiction). Kalman, Bobbie. (Historic Communities Series). Crabtree Publishing Company (CRA), 1996. 32 p. ISBN 0-86505-460-6.

Grade 5—Cluster 4—From British Colony to Confederation (1763 to 1867)

- Immigration (Daily life)

Note: Teacher Background Information/Reference

Suggested Use: Grade 5; Grade 5—Cluster 4; Teacher Reference

Date Recommended: 2003-Aug-25

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# Grade 5: Alphabetical List of Resources by Cluster

## Grade 5—Cluster 1

A Day on Crocus Hill with Sweetgrass

Amikoonse (Little Beaver)

Blackships/Thanadelthur

Blackships/Thanadelthur Teacher's Guide

Discovering First Peoples and First Contacts

Head-Smashed-In Buffalo Jump

How Lone Crow Became Magpie

Is That Right? Critical Thinking and the Social World of the Young Learner

Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms

People and Plants: The Story of Corn: An Integrated Curriculum Unit for Grades 2 to 5

Prairie: A Natural History

Qu'appelle

The Spirit of Canada

## Grade 5—Cluster 2

Amazing Stories: Étienne Brûlé: The Mysterious Life and Times of an Early Canadian Legend

Beginnings: From the First Nations to the Great Migration

Blackships/Thanadelthur

Blackships/Thanadelthur Teacher's Guide

Canadian History: Revolution, War, and the Loyalists

Circle of Silver

Exploring the Americas: The St. Lawrence River Region

Ghost Voyages

Ghost Voyages II: The Matthew

Groundbreakers: John Cabot

The Kids Book of Black Canadian History

Our Canadian Girl:  Elizabeth: Book Two: To Pirate Island

The Spirit of Canada

The Underground Railroad: Next Stop, Toronto

## Grade 5—Cluster 3

Alexander Mackenzie: From Canada by Land Beginnings: From the First Nations to the Great Migration

Amazing Stories: Early Voyageurs: The Incredible Adventures of the Fearless Fur Traders

Amazing Stories: Hudson's Bay Company Adventures: The Rollicking Saga of Canada's Fur Traders

Beginnings: From the First Nations to the Great Migration

Blackships/Thanadelthur

Blackships/Thanadelthur Teacher's Guide

A Dog Came, Too

Exploring the Fur Trade Routes of North America: Discover the Highways That Opened a Continent

Ghost Voyages

Head-Smashed-In Buffalo Jump

Our Canadian Girl: Angelique: Book One: Buffalo Hunt

Prairie: A Natural History

The Rebels

The Spirit of Canada

## Grade 5—Cluster 4

Amazing Stories: The War of 1812 Against the States: Heroes of a Great Canadian Victory
Beginnings: From the First Nations to the Great Migration
Blackships/Thanadelthur
Blackships/Thanadelthur Teacher's Guide
Canadian History: Revolution, War, and the Loyalists
Circle of Silver
Danger at the Landings
Dear Canada: Whispers of War: The War of 1812 Diary of Susanna Merritt
Dear Canada: With Nothing But Our Courage: The Loyalist Diary of Mary MacDonald
Early Settlers
Early Settlers (Student Text)
Early Settlers Teacher's Guide
In the Global Classroom 1
In the Global Classroom 2
Joe Howe to the Rescue
The Kids Book of Black Canadian History
The Laura Secord: A Story of Courage
The Loyal Refugees
The Rebels
The Spirit of Canada
Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
Victorian Christmas

# Additional Aboriginal Resources Available from The Manitoba Text Book Bureau

| MTBB Number | Document Title | Cost |
|---|---|---|
| 84410 | Native Studies: Middle Years Framework & Teachers Resource Book | $11.75 |
| 80388 | Common Curriculum Framework: Aboriginal Language and Culture Programs (Kindergarten to Senior 4) | $9.95 |
| 60022 | The Way We Speak: An Annotated Bibliography of Aboriginal Language Resources in Manitoba (Kindergarten to Senior 4) | $8.55 |
| 60021 | Aboriginal Peoples: Resources Pertaining to First Nations, Inuit and Metis (Kindergarten to Senior 4) | $8.50 |
| 9680 | Seeking A Balance: A Parent's Guide to Helping Children Succeed (Kindergarten to Grade 4) | $2.95 |
| 80420 | Integrating Aboriginal Perspectives into Curricula: A Resource for Curriculum Developers, Teachers, and Administrators (2003) | $7.75 |

Prices are subject to change without notice and may be subject to applicable taxes and shipping.

## Out-of-Print Title

The following book was approved but is now out of print. It has been included for those schools that may still have this out-of-print book in their libraries.

### Pioneer Christmas Crafts

(Out of Print) (Non-Fiction). Patterson, Heather. Scholastic Canada Ltd. (SCH), 1999. 30 p. ISBN 0-590-51514-4.

Grade 5—Cluster 4—From British Colony to Confederation (1763 to 1867)

- Immigration (daily life)

Suggested Use: Grade 5; Grade 5—Cluster 4; Teacher Reference

Date Recommended: 2003-Aug-25

GRADE 5

*Resources Organized by Learning Experiences*

Appendix G

## Grade 5 Resources Organized by Learning Experiences

This appendix lists learning resources by clusters, including print resources, free materials, and video resources.

The teacher and student print resources were evaluated and recommended between March 2003 and August 2005 by a group of Manitoba teachers nominated by their school divisions. As additional materials are evaluated and recommended the online version of this resources list will continue to be updated. The complete (New Edition September 2005) *Social Studies Kindergarten to Grade 8 Learning Resources: Annotated Bibliography* is available online at <www.edu.gov.mb.ca/ks4/learnres/bibliographies.html>

Contact the Manitoba Text Book Bureau to purchase a print copy of the bibliography (stock #80514).

### Contents of Appendix G

There are two sections in this Appendix


- Grade 5 resources organized by learning experiences (page G3)
- Grade 5 video annotations (page G13)


### Sensitive Content and Local Selection of Learning Resources

Although each teacher reference and student depth print resource listed in this appendix has been reviewed by a team of Manitoba social studies teachers, school divisions are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms. Although a statement of caution appears at the end of those annotations with potentially sensitive content, as identified by teacher/evaluators, all books/videos need to be reviewed for local sensitivities.

### Definitions of Terms

- **Student Depth:** identifies student learning resources that provide especially effective learning experiences for students for a particular grouping of learning outcomes.
- **Teacher Reference:** identifies classroom strategies to assist teachers in implementing the learning outcomes identified for Social Studies.

### How to Access Resources

| | | |
|---|---|---|
| Instructional Resources Unit (IRU) | Email | irucirc@gov.mb.ca |
| Manitoba Education, Citizenship and Youth | Telephone | (204) 945-5371 |
| 1181 Portage Avenue, Winnipeg MB R3G 0T3 | Toll-Free | 1 800 282-8069 ext. 5371 |

### ONLINE CATALOGUE

To conduct online searches of the Library's collections, visit <http://libcat.merlin.mb.ca>.

### Videos and DVDs

The videos listed in this document were available from the IRU at the time of printing. In some cases there may be limited availability. Consult the IRU for a list of DVD resources to support the learning experiences. At time of publication a DVD list was not available.

### Free Materials and Websites

The free materials and websites listed in this appendix were available at time of publication. If items or web addresses are not accessible, please contact the host organization for alternatives.

## Cluster 1: First Peoples

### 5.1.1 Origins of First Peoples of North America

Specific Learning Outcomes: KI 004; KL 014; VH 008

*Teacher Reference*

- Blackships/Thanadelthur – Teacher's Guide
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Lessons From Turtle Island: Native Curriculum in Early Childhood Classrooms
- Prairie: A Natural History
- People and Plants: The Story of Corn: An Integrated Curriculum Unit for Grades 2 to 5

*Student Depth*

- Blackships/Thanadelthur – novel
- A Day on Crocus Hill With Sweetgrass
- Discovering First Peoples and First Contacts
- Head-Smashed-In Buffalo Jump
- Qu'Appelle

*Free Materials*

- The Forks National Historic Site
  Telephone: (204) 983-6757 Email: <FORKSNHS_Info@pch.gc.ca>
  Seven free posters depicting the history of The Forks are available.
- Statistics Canada: <www.statcan.ca/english/edu>
  (Check for learning resources and statistics useful for Grade 5.)

*Videos*

- Passport to Canada. Volume 2 : The Land and the People (sections 1-4)
  Media Booking number 6570
  See Annotation: page G15

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### 5.1.2 Connections to the Land

Specific Learning Outcomes: KL 015; KL 016; KL 017

*Teacher Reference*

- Is That Right? Critical Thinking and the Social World of the Young Learner
- Lessons From Turtle Island: Native Curriculum in Early Childhood Classrooms
- People and Plants: The Story of Corn: An Integrated Curriculum Unit for Grades 2 to 5
- Prairie: A Natural History

*Student Depth*

- A Day on Crocus Hill With Sweetgrass
- Discovering First Peoples and First Contacts
- Head-Smashed-In Buffalo Jump

*Free Materials*

- The Forks National Historic Site
  Telephone: (204) 983-6757 Email: <FORKSNHS_Info@pch.gc.ca>
  Seven free posters depicting the history of The Forks are available.

*Videos*

- Head-Smashed-In Buffalo Jump
  Media Booking number 1530
  See annotation: page G14
- Nan Sdins: the Spirits of Haida Gwaii
  Media Booking number 1609
  See annotation: page G14

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### 5.1.3 Pre-Contact Cultures

Specific Learning Outcomes: KI 005; KI 006; KH 024

*Teacher Reference*

- Canada's Story in Legends, Fiction, Poems, and Songs: The Spirit of Canada
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Lessons From Turtle Island: Native Curriculum in Early Childhood Classrooms
- People and Plants: The Story of Corn: An Integrated Curriculum Unit for Grades 2 to 5

*Student Depth*

- Amikoonse (Little Beaver)
- A Day on Crocus Hill With Sweetgrass
- Discovering First Peoples and First Contacts
- Head-Smashed-In Buffalo Jump
- How Lone Crow Became Magpie
- Qu'Appelle

*Free Materials*

- The Forks National Historic Site
  Telephone: (204) 983-6757 Email: <FORKSNHS_Info@pch.gc.ca>
  Seven free posters depicting the history of The Forks are available.

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### 5.1.4 First Peoples Governance

Specific Learning Outcomes: KP 046; KE 050; VP 014

*Teacher Reference*

- Is That Right? Critical Thinking and the Social World of the Young Learner
- Lessons From Turtle Island: Native Curriculum in Early Childhood Classrooms

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## Cluster 2: Early European Colonization (1600 to 1763)

### 5.2.1 Early European Exploration and Colonization

Specific Learning Outcomes: KH 025; KG 043; KL 018; KP 047

*Teacher Reference*

- Canada's Story in Legends, Fiction, Poems, and Songs: The Spirit of Canada
- In the Global Classroom 2

*Student Depth*

- A Circle of Silver – novel
- Beginnings: From the First Nations to the Great Migration
- Exploring Central America, Mexico, and the Caribbean
- Exploring the St. Lawrence River Region
- Ghost Voyages – novel
- Ghost Voyages 11 – The Matthew
- Groundbreakers: John Cabot
- The Kids Book of Black Canadian History
- The Underground Railroad: Next Stop, Toronto!

*Videos*

- L'Anse aux Meadows: Vinland
  Media Booking number 1588
  See Annotation: page G14
- Canada: People, History and Government
  Media Booking number 6764
  See Annotation: page G13
- The French & Colonial Québec
  Media Booking number 5829
  See Annotation: page G16
- French Explorers
  Media Booking number 5572
  See Annotation: page G13
- Passport to Canada. Volume 2: The Land and the People (section 4)
  Media Booking number 6570
  See Annotation: page G15
- The Vikings
  Media Booking number 5839
  See Annotation: page G16

### 5.2.2 Nouvelle-France

Specific Learning Outcomes: KI 008; KH 033; KL 018; KL 019; KP 048

*Student Depth*

- Beginnings: From the First Nations to the Great Migration
- Canadian History: Revolution, War, and the Loyalists
- Exploring the St. Lawrence River Region

*Free Materials*

- Canadian Memory: Explore Canada's memories online at <www.archives.ca> to find various National Archives digital exhibitions including: Tracing the History of New France

*Videos*

- The Fortress of Louisbourg: Making History
  Media Booking number 3467
  See Annotation: page G15
- The French & Colonial Québec
  Media Booking number 5829
  See Annotation: page G16
- French Explorers
  Media Booking number 5572
  See Annotation: page G13
- Québec: Cradle of New France
  Media Booking number 9719
  See Annotation: page G15

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### 5.2.3 Cultural Interaction in Early Canada

Specific Learning Outcomes: KH 026; KE 051; VH 009; VE 015

*Teacher Reference*

- Amazing Stories: Étienne Brûlé: The Mysterious Life and Times of an Early Canadian Legend (Teacher Read-Aloud)
- Blackships/Thanadelthur – Teacher's Guide
- Canada's Story in Legends, Fiction, Poems, and Songs: The Spirit of Canada

*Student Depth*

- Amazing Stories: Étienne Brûlé: The Mysterious Life and Times of an Early Canadian Legend (Teacher Read-Aloud)
- Beginnings: From the First Nations to the Great Migration
- Blackships/Thanadelthur – novel
- Exploring the St. Lawrence River Region
- Ghost Voyages – novel
- The Kids Book of Black Canadian History

*Video*

- The Fortress of Louisbourg : Making History
  Media Booking number 3467
  See Annotation: page G15

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### 5.2.4 French–British Colonial Rivalry

Specific Learning Outcomes: KI 007; KH 027; KH 028; KH 029; VH 011; VH 012

*Student Depth*

- Beginnings: From the First Nations to the Great Migration
- Exploring the St. Lawrence River Region
- Our Canadian Girl: Elizabeth: Book 2: To Pirate Island

*Videos*

- The Fortress of Louisbourg: Making History
  Media Booking number 3467
  See Annotation: page G15
- The French & Colonial Québec
  Media Booking number 5829
  See Annotation: page G16

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## Cluster 3: Fur Trade

### 5.3.1 European Expansion North and West

Specific Learning Outcomes: KL 020; KH 030; KH 031; KG 044

*Teacher Reference*

- Amazing Stories: Hudson's Bay Company Adventures: The Rollicking Saga of Canada's Fur Traders (Teacher Read-Aloud)
- In the Global Classroom 2

*Student Depth*

- Alexander Mackenzie: From Canada by Land – novel
- Amazing Stories: Hudson's Bay Company Adventures: The Rollicking Saga of Canada's Fur Traders (Teacher Read-Aloud)
- Beginnings: From the First Nations to the Great Migration
- A Dog Came, Too
- Exploring the Fur Trade Routes of North America—Discover the Highways That Opened a Continent

*Free Materials*

- Adventurers—Hudson's Bay Company, <jeremy.diamond@hbc.com>
- The Forks National Historic Site
  Telephone: (204) 983-6757 Email: <FORKSNHS_Info@pch.gc.ca>
  Seven free posters depicting the history of The Forks are available.

*Videos:*

- Fort William: The Front Line of the Fur Trade
  Media Booking number 1548
  See Annotation: page G13

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### 5.3.2 Importance of the Land in the Fur Trade

Specific Learning Outcomes: KL 020; KL 021; KH 034; VL 007

*Teacher Reference*

- Amazing Stories: Early Voyageurs: The Incredible Adventures of the Fearless Fur Traders (Teacher Read-Aloud)
- Prairie: A Natural History

*Student Depth*

- Alexander Mackenzie: From Canada by Land – novel
- Amazing Stories: Early Voyageurs: The Incredible Adventures of the Fearless Fur Traders (Teacher Read-Aloud)
- Beginnings: From the First Nations to the Great Migration
- Exploring the Fur Trade Routes of North America – Discover the Highways That Opened a Continent
- Head-Smashed-In Buffalo Jump

*Free Materials*

- Adventurers – Hudson's Bay Company, <jeremy.diamond@hbc.com>
- The Forks National Historic Site
  Telephone: (204) 983-6757 Email: <FORKSNHS_Info@pch.gc.ca>
  Seven free posters depicting the history of The Forks are available.

*Videos*

- Edmonton: From Fur Trade to Oil
  Media Booking number 9720
  See Annotation: page G13
- Fort William: The Front Line of the Fur Trade
  Media Booking number 1548
  See Annotation: page G13
- Head-Smashed-In Buffalo Jump
  Media Booking number 1530
  See Annotation: page G14

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### 5.3.3 Life During the Fur-Trade Era (1650s-1850s)

Specific Learning Outcones: KI 009; KL 020; KH 032; KE 053; VI 003

*Teacher Reference*

- Amazing Stories: Early Voyageurs: The Incredible Adventures of the Fearless Fur Traders (Teacher Read-Aloud)
- Blackships/Thanadelthur – Teacher's Guide
- Canada's Story in Legends, Fiction, Poems, and Songs: The Spirit of Canada

*Student Depth*

- Alexander Mackenzie: From Canada by Land – novel
- Amazing Stories: Early Voyageurs: The Incredible Adventures of the Fearless Fur Traders (Teacher Read-Aloud)
- Beginnings: From the First Nations to the Great Migration
- Blackships/Thanadelthur – novel
- Discovering First Peoples and First Contacts
- A Dog Came, Too

- Exploring the Fur Trade Routes of North America – Discover the Highways That Opened a Continent
- Ghost Voyages – novel
- *Our Canadian Girl: Angelique: Book 1*

*Free Materials*

- Adventurers – Hudson's Bay Company, <jeremy.diamond@hbc.com>
- The Forks National Historic Site
  Telephone: (204) 983-6757 Email: <FORKSNHS_Info@pch.gc.ca>
  Seven free posters depicting the history of The Forks are available.

*Videos:*

- How the Fiddle Flows
  Media Booking number 6623
  See Annotation: page G14
- The Petticoat Expeditions. Part Two: Frances Hopkins
  Media Booking number 8817
  See Annotation: page G16

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### 5.3.4 Métis Nation and Culture in the Fur-Trade Era

Specific Learning Outcomes: KL 020; KH 035; KH 036; KP 049; KE 052

*Teacher Reference*

- Canada's Story in Legends, Fiction, Poems, and Songs: The Spirit of Canada

*Student Depth*

- Alexander Mackenzie: From Canada by Land – novel
- Beginnings: From the First Nations to the Great Migration
- Discovering Canada: The Rebels
- Exploring the Fur Trade Routes of North America – Discover the Highways That Opened a Continent

*Free Materials*

- Adventurers – Hudson's Bay Company, <jeremy.diamond@hbc.com>
- The Forks National Historic Site
  Telephone: (204) 983-6757 Email: <FORKSNHS_Info@pch.gc.ca>
  Seven free posters depicting the history of The Forks are available.

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## Cluster 4: From British Colony to Confederation (1763 to 1867)

### 5.4.1 Early Immigration and the Impact of the Loyalists

Specific Learning Outcomes: KI 010; KI 011; KH 037; VI 006

*Teacher Reference*

- Blackships/Thanadelthur – Teacher's Guide
- Canada's Story in Legends, Fiction, Poems, and Songs: The Spirit of Canada
- Early Settlers: Teacher's Guide
- In the Global Classroom 1
- In the Global Classroom 2
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

*Student Depth*

- Beginnings: From the First Nations to the Great Migration
- Blackships/Thanadelthur – novel
- Canadian History: Revolution, War, and the Loyalists
- A Circle of Silver – novel
- Dear Canada: Whispers of War: The War of 1812 Diary of Susanna Merritt
- Dear Canada: With Nothing But Courage: The Loyalist Diary of Mary MacDonald
- Discovering Canada: The Loyal Refugees
- Discovering First Peoples and First Contacts
- Early Settlers (Student Text)
- The Kids Book of Black Canadian History
- Pioneer Christmas Crafts (out-of-print)
- Victorian Christmas

*Videos*

- Canada: People, History and Government
  Media Booking number 6764
  See Annotation: page G13

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### 5.4.2 Sharing the Land

Specific Learning Outcomes: KL 023; KH 039; KG 045: VI 005; VG 013

*Teacher Reference*

- Early Settlers: Teacher's Guide
- In the Global Classroom 1
- In the Global Classroom 2
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

*Student Depth*

- Beginnings: From the First Nations to the Great Migration
- Dear Canada: With Nothing But Courage: The Loyalist Diary of Mary MacDonald
- Early Settlers (Student Text)

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### 5.4.3 Conflict and Reform

Specific Learning Outcomes: KI 013; KH 038; KH 040; VI 004

*Teacher Reference*

- Amazing Stories: The War of 1812 Against the States: Heroes of a Great Canadian Victory (Teacher Read-Aloud)
- Early Settlers: Teacher's Guide
- In the Global Classroom 1
- In the Global Classroom 2
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

*Student Depth*

- Amazing Stories: The War of 1812 Against the States: Heroes of a Great Canadian Victory (Teacher Read-Aloud)
- Beginnings: From the First Nations to the Great Migration
- Canadian History: Revolution, War, and the Loyalists
- Canadian Victory (Teacher Read-Aloud)
- Danger at The Landings – novel
- Dear Canada: Whispers of War: The War of 1812 Diary of Susanna Merritt
- Dear Canada: With Nothing But Courage: The Loyalist Diary of Mary MacDonald
- Discovering Canada: The Rebels
- Early Settlers (Student Text)
- The Kids Book of Black Canadian History
- A Story of Courage: Laura Secord

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### 5.4.4 Negotiating Confederation

Specific Learning Outcomes: KL 022; KH 041; KH 042; VH 010

*Teacher Reference*

- Canada's Story in Legends, Fiction, Poems, and Songs: The Spirit of Canada
- In the Global Classroom 1
- In the Global Classroom 2
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

*Student Depth*

- Beginnings: From the First Nations to the Great Migration

*Videos*

- Canada: People, History and Government
  Media Booking number 6764
  See Annotation: page G13
- Halifax: Atlantic Seaport
  Media Booking number 9718
  See Annotation: page G14

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### 5.4.5 Citizenship Then and Now

Specific Learning Outcomes: KC 001; KC 002; KC 003; KI 012; VC 001; VC 002

*Teacher Reference*

- In the Global Classroom 1
- In the Global Classroom 2
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

*Student Depth*

- Beginnings: From the First Nations to the Great Migration
- The Kids Book of Black Canadian History

*Free Materials*

- Citizenship Education and Activities
  <http://www.cic.gc.ca/english/citizen/menu-promotion.html>
- Celebrate Citizenship Year Round
  <http://www.cic.gc.ca/english/citizen/celebrate.html>
- Look at Canada – citizenship booklet
  <http://www.cic.gc.ca/english/citizen/look/look-00e.html>

*Student Depth*

- With Flying Colours: A Classroom Kit on Canadian Symbols
  Media Booking number 0093
  See Annotation: page F16

## Grade 5 Video Annotations
(Alphabetical Order by Title)

**Canada: People, History & Government.** (2002). [videocassette]. [United States]: Colman Corporation. Media Booking #6764

This program considers Canada's cultural diversity, the living patterns of Canadians today, and our nation's history and government structure.

**Edmonton: From Fur Trade to Oil.** (1991). Series: Exploring Canadian Communities. Mississauga, ON: Goldi Productions. Media Booking #9720

This program portrays historic and modern-day Edmonton. Students discover how Edmonton grew from the trading fort, Fort Edmonton to a modern city with a number of bridges over the Saskatchewan River and plenty of parkland. A visit to reconstructed Fort Edmonton shows the fur trade, the 1885 Street, the 1905 Street, transportation by canoe, steamboat, coach and steam train. The Legislature, the Ukrainian Heritage Cultural Village, immigration and the role of oil in the economy are also presented.

**Fort William: The Front Line of the Fur Trade War.** (1999). [videocassette]. Series: Historylands: Canada's Heritage Series. [Toronto]: Good Earth Productions. Media Booking #1548

This video is designed to introduce viewers to events and sites in Canadian history. This program reveals the world of Old Fort William and its place in the fur trade of the 19th century. The video shows the challenge of the North West Company to the fur trade monopoly of the Hudson's Bay Company and the role which Fort William played as the rivalry between the two companies developed. The video describes how the social life of the fort reflected the class differences between company masters and the voyageurs and how the actions of Hudson's Bay shareholder Lord Selkirk contributed to the downfall of Fort William and the North West Company. With the Fort's closure in 1863, it remained in disrepair until the Ontario government undertook on the largest, present-day historical reconstructions.

**French Explorers.** (2000). [videocassette]. Series: Explorers of the World. Wynnewood, PA: Schlessinger Media. Media Booking #5572

This program examines the contributions of the explorers sent by France to the New World, searching for wealth, colonies and a route to the East. It describes the establishment of New France and tells the stories of Giovanni de Verrazano, the first European to sail into New York Bay, of Jacques Cartier who discovered the St. Lawrence River, of Samuel de Champlain who established the first permanent North American settlement at Québec, of Louis Joliet and Jacques Marquette who explored the Mississippi River Valley and of Robert Cavelier de La Salle who claimed the land at the mouth of the Mississippi River for France.

Terms Indian, Indian Settlement, Indian Way used; pictures depicting natives wearing feathers in non-ceremonial situations

**Halifax: Atlantic Seaport.** (1991). Series: Exploring Canadian Communities. Mississauga, ON: Goldi Productions. Media Booking #9718

This program portrays historic and modern-day Halifax. Students explore and learn about places of interest in Halifax, including the Citadel, Historic Properties, Parade Square, the Nova Scotia Legislature and the Maritime Museum. The importance of shipping and shipbuilding to Nova Scotia, the role of Halifax as a seaport , and the Halifax Explosion of 1917 are also discussed.

**Head-Smashed-In Buffalo Jump.** (1998). [videocassette]. Series: Historylands: Canada's Heritage Series. [Toronto]: Good Earth Productions. Media Booking #1530

This program looks at Head-Smashed-In Buffalo Jump, believed to be the largest, oldest and best preserved example in the world, which has been designated as a national heritage site and in 1981 as a UNESCO world heritage site. It describes the importance of the buffalo to the Aboriginal culture, the process of buffalo jumping, the celebration of a successful buffalo hunt, and the factors which contributed to the buffalo's near extinction. The Interpretive Centre at Head-Smashed-In Buffalo Jump came to be established to serve as a means to educate the public about Native culture and traditions.

**How the Fiddle Flows.** (2002). [videocassette]. [Canada]: Streaming Fiddles Media. Media Booking #6623

From the Gaspé Peninsula, north to Hudson Bay to the Prairies, this program follows Canada's rivers west along the fur-trading route of the early Europeans to examine the fiddle music of the Métis people. The video intersperses performances by Canadian fiddlers and step dancers with commentary about the origins of the Métis and the ways in which history and social traditions have contributed to the formation of a distinctive Métis culture and identity. The video includes performances of Québec's La Bottine Souriante, Manitoba's Mark Morrisseau and Saskatchewan's Solomon Ballantyne, and comments of such individuals as: Métis writer and Governor of the Métis Nation, and performer, Ray St. Germain.

**L'Anse aux Meadows: Vinland.** (1999). [videocassette]. Series: Passport to Canada. Montreal: National Film Board of Canada. Media Booking #1588

This video presents a look at L'Anse aux Meadows, Newfoundland, the only authenticated Viking settlement in North America. It discusses Viking history and traditions, life in a Viking settlement, and the archeological findings of Helge Ingstad and his wife Anne Stine Ingstad who discovered L'Anse Aux Meadows in the 1960's. This is a good video to view when discussing Canadian places of historical significance during early colonization.

**Nan Sdins: The Spirit of Haida Gwaii.** (1999). [videocassette]. Series: Historylands: Canada's Heritage Series. [Toronto]: Good Earth Productions. Media Booking #1609

This video tells the story of the abandoned Haida Indian village of Ninstints located on Anthony Island off the tip of the Queen Charlottes. It describes the development of the village, the importance of the totem pole to Haida culture and the factors which led to the village's decimation. It also describes how Charles Newcombe's photographic study of totem poles led to unsuccessful efforts to preserve them and how that error is being dealt with today. In 1958 Ninstints was declared a provincial park and in 1981 a national historic site and UNESCO World Heritage site.

**Passport to Canada. Volume 2: The Land and the People.** (2002). [videocassette]. Series: Passport to Canada. Montreal: National Film Board of Canada. Media Booking #6570

This video introduces viewers to the land and people of Canada. The first segment deals with promoting tolerance, respect and a sense of community amongst diverse peoples, and celebrates citizenship. Segment two presents excerpts from Postcards from Canada and the Transit series to explore the geographical regions of Canada and the ways in which the elements impact daily life. Segment three presents a musical montage of the diverse landscapes and creative as well as innovative people of Canada. Segment four considers the impact of communication and transportation upon the development of our society, the origins of the Canadian people from the earliest nomadic arrivals to the European and world wide immigrations, how plant and animal life have adapted to the Canadian climate, resources, and landscape and how Canada's economy has traditionally been dominated by agriculture, forestry, mining, and fisheries.

(Sections 1-3 are a good review for material covered in Grade 4.)

**Passport to Canada. Volume 2: The Land and the People.** (2002). [videocassette]. Series: Passport to Canada. Montreal: National Film Board of Canada. Media Booking #6570

Segment four considers the impact of communication and transportation upon the development of our society, the origins of the Canadian people from the earliest nomadic arrivals to the European and world wide immigrations, how plant and animal life have adapted to the Canadian climate, resources, and landscape and how Canada's economy has traditionally been dominated by agriculture, forestry, mining, and fisheries.

**Québec: Cradle of New France.** (1991). [videocassette]. Series: Exploring Canadian Communities. Mississauga, ON: Goldi Productions. Media Booking #9719

This program portrays historic and modern-day Québec City. Young students explore and learn about places of interest in Québec City, including Château Frontenac, Upper and Lower Town, the Québec Legislature, and the Citadel. Québec as a seaport, the role of the Royal 22nd Regiment and the variety of arts and entertainment available in Québec are also discussed.

**The Fortress of Louisbourg: Making History.** (1995). [videocassette]. Sydney, NS: Folkus Atlantic. Media Booking #3467

This video is designed to introduce viewers to the reconstructed eighteenth century fortress of Louisbourg. It describes the importance as a fishing port, a trade centre and a military base, and shows what it was like to live in a fortified town in the eighteenth century. The efforts of archaeologists, interpretive specialists, historians, and construction workers to authentically recreate the clothing, food, buildings, furnishings, crafts and social customs of the period are all also described.

**The French & Colonial Québec.** (1999). [videocassette]. Series: Colonial Life for Children. Wynnewood, PA: Schlessinger Media. Media Booking #5829

This video is designed to introduce viewers to the history and traditions of early colonial life in the New World. It describes the reasons for the French exploration of America and traces the history of the settlement of Québec, focusing on the roles of Jacques Cartier, Samuel de Champlain and Louis XIV in its development. The growing importance of the settlement to New France, the efforts of the colonists to establish relationships with the Huron and Iroquois, and the challenges of daily life encountered by the colonists are all discussed. With the defeat of the French by the British at the Plains of Abraham in 1759, French sovereignty ended in the New World and the peace treaty of 1763 gave all of New France east of the Mississippi (except for Florida and New Orleans) to the British.

**The Petticoat Expeditions. Part Two: Frances Hopkins.** (1997). [videocassette]. Montreal: National Film Board of Canada. Media Booking #8817

This video introduces viewers to the stories of three British women who defy the conventions of their society to travel in 19th century Canada. Program Two tells the story of artist, Frances Hopkins, who, as she accompanied her husband, a chief factor of the Hudson's Bay Company on his annual tours of inspection, would paint the way of life of the voyageur, as the days of the fur trade came to an end. Interspersed with her story is a discussion of the social, political, economic and cultural factors which would spell the fur trade's end. Frances Hopkins returned to England with her husband in 1870 where her travels allowed her to establish her reputation as a landscape painter specializing in paintings of the Canadian wilderness. Before her death in 1919, she exhibited at the Royal Academy of Art in London as well as Paris.

**The Vikings.** (2000). [videocassette]. Series: Explorers of the World. Wynnewood, PA: Schlessinger Media. Media Booking #5839

This program looks at the Vikings, the farmers, craftsman and raiders who are credited with being the first Europeans to discover the New World 500 years before Columbus. The video discusses the conditions which drove them to seek new lands, the contributions of explorers such as Erik the Red and Leif Erikson to the colonization of Greenland and Vinland, now believed to be Newfoundland, the nature of Viking society and the circumstances which led to the demise of Viking civilization in the New World.

**With Flying Colours: A Classroom Kit on Canadian Symbols.** (1996). [videocassette kit]. [Canada]: Minister of Public Works and Government Services Canada. Media Booking #0093

The video is designed to introduce students to Canada, and to Canadians through the use of unique Canadian symbols and to the values and beliefs they represent at home and abroad. The video emphasizes our flag and its history.

Note: The video contains two programs. The second 16 minutes in length is geared for students ages 12 and older.