# Grade 6
# Social Studies

## *Canada: A Country of Change (1867 to Present)*

A Foundation for Implementation

Manitoba
Building for the Future

# *GRADE 6 SOCIAL STUDIES*
# *CANADA: A COUNTRY OF CHANGE*
# *(1867 TO PRESENT)*

## *A Foundation for Implementation*

***2006***
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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.

# Introduction

**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 program 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 6: Canada: A Country of Change (1867 to Present):** This section contains the grade overview; cluster descriptions; skills, knowledge, and values 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: Learning Experiences Resources Package

## *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

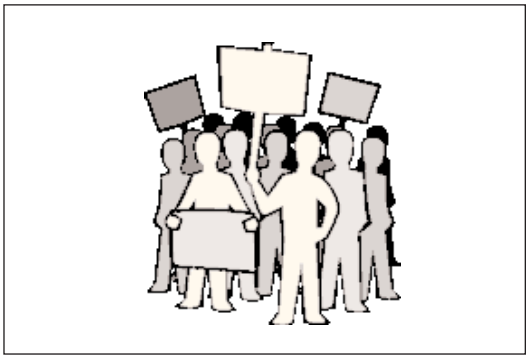
With respect to the **world**, social studies enables students to

- 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

## Overview



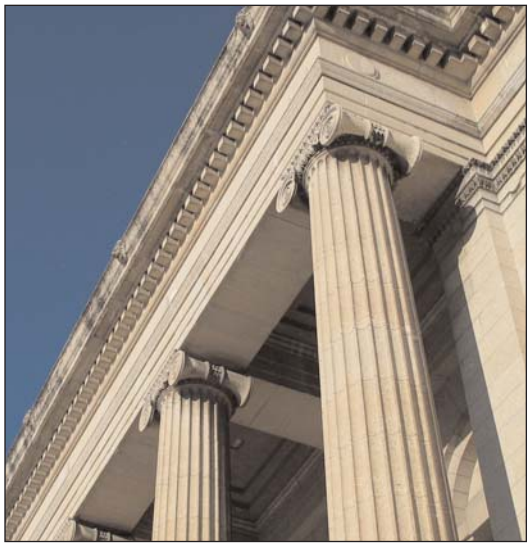
With respect to **democracy**, social studies enables students to

- 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.

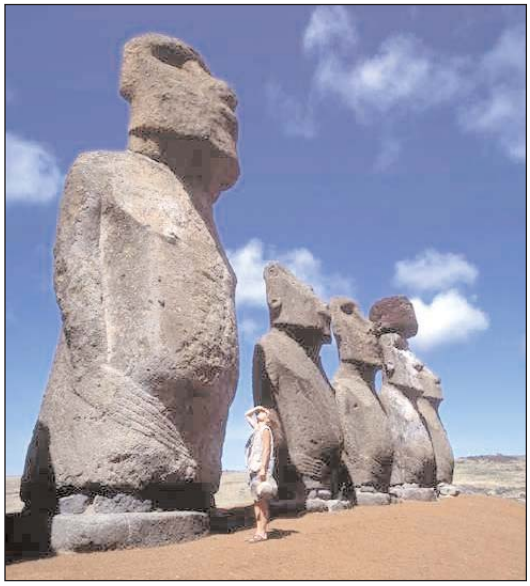
Canada is a complex country that requires special qualities in its citizens. These citizenship qualities include

- 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

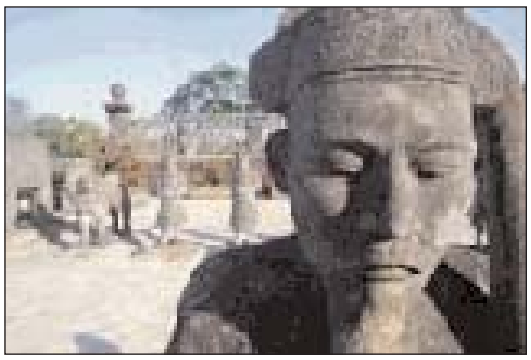
Canada is part of a global community that is becoming increasingly interconnected and interdependent. Many of the most serious problems facing our world must be dealt with on a global basis. The nation-state—including Canada—is under increasing challenge, externally from the forces of globalization, 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.

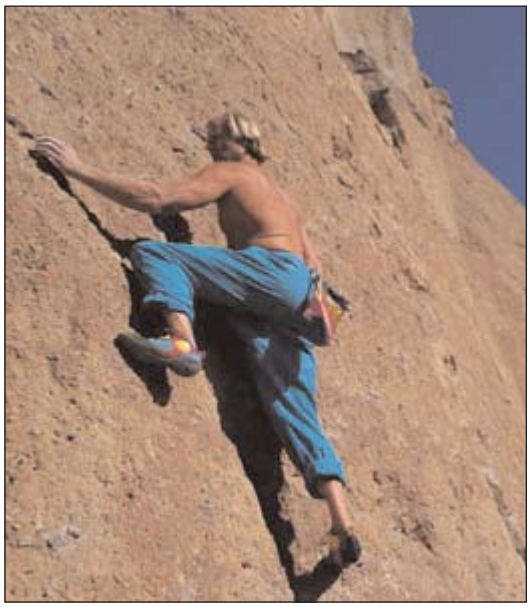


**Identity, Culture, and Community**

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 shared 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.



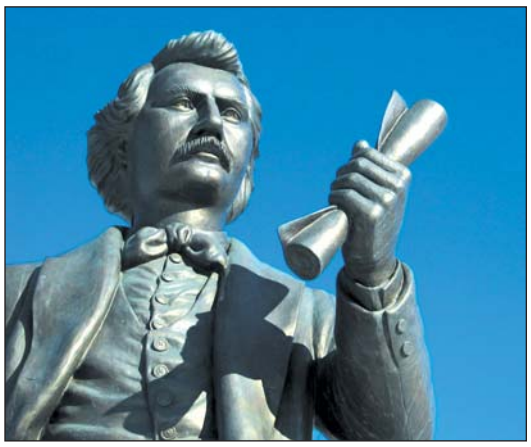
**The Land: Places and People**

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.

# Overview



**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:

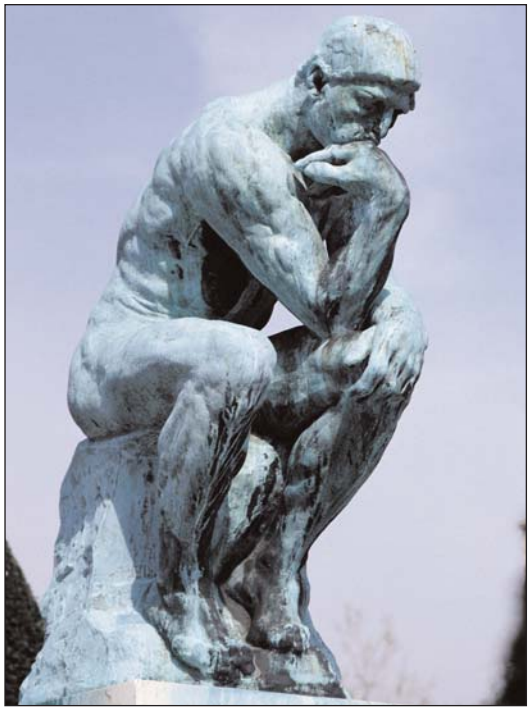
- Skills for Active Democratic Citizenship
- Skills for Managing Ideas and Information
- Critical and Creative Thinking Skills
- Communication Skills

### 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, and 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 onward, 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.

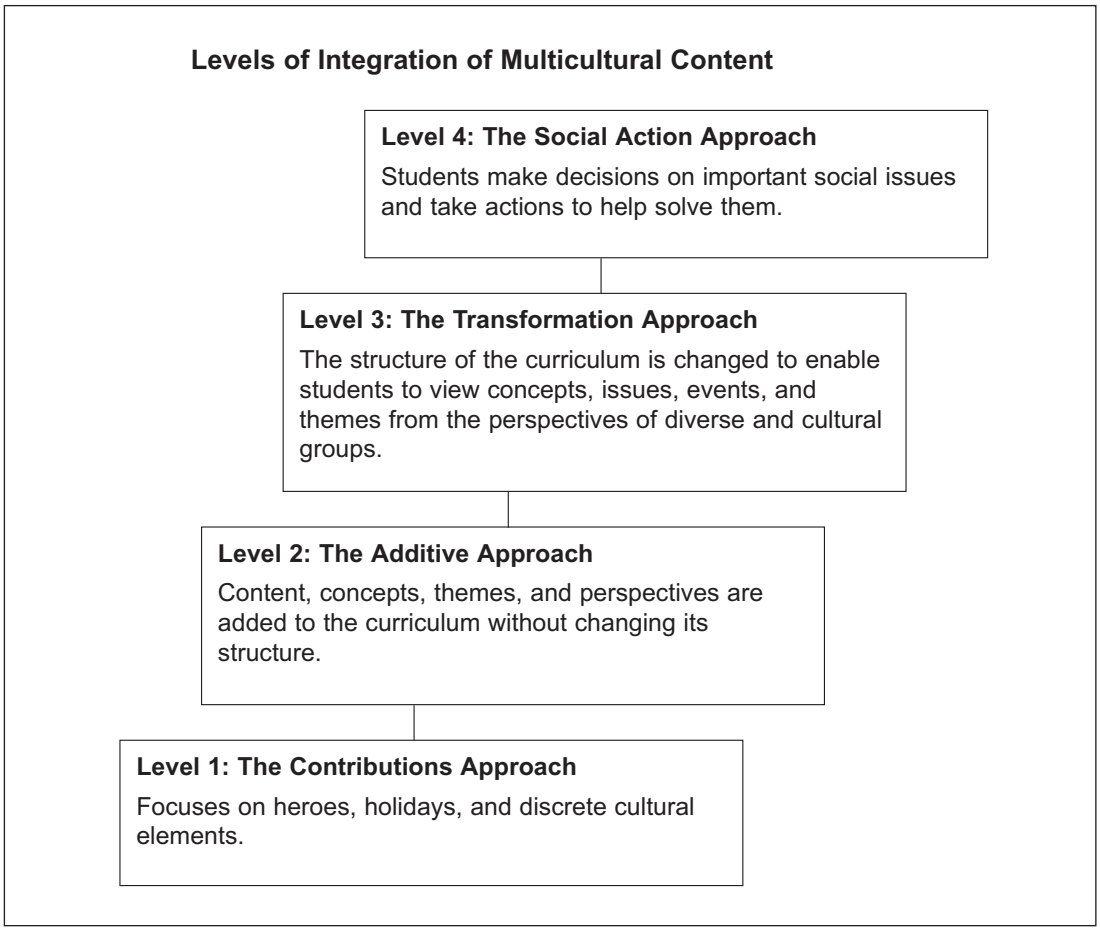



**Figure 1:** From "Approaches to Multicultural Curriculum Reform" by James A. Banks. In *Multicultural Education: Issues and Perspectives*, J. Banks and C. Banks (Eds.).

## 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 or 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?

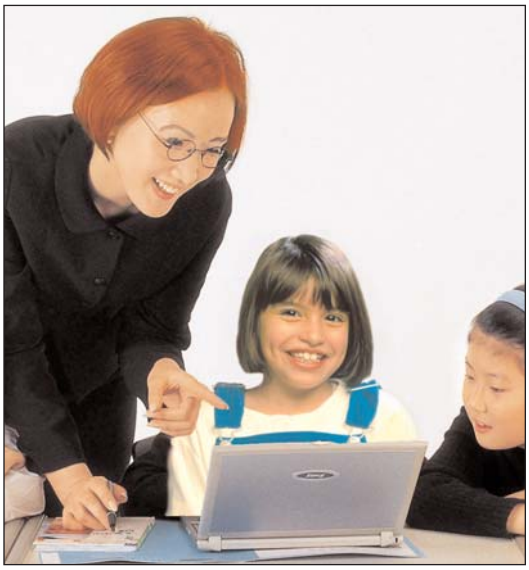
2. **What was the rationale for choosing the resources to be used?**
   - Were parents or community group members involved in the selection of the resources?
   - Has the impact of the resource on readers of different experiences and perspectives been considered?
   - Have questions of voice and authenticity 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 (SLOs)<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 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 on 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 predetermined 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 students' 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 not to 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.

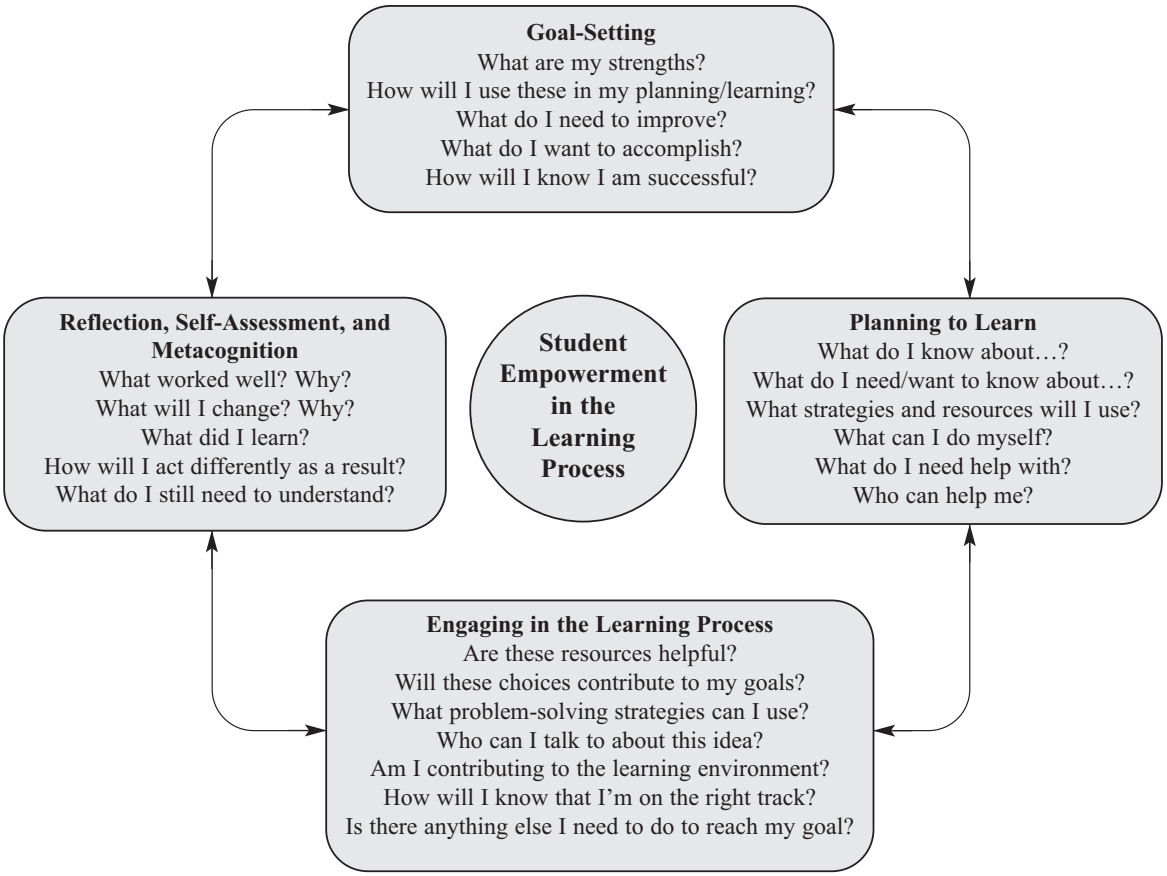



**Figure 3:** Student Empowerment in the Learning Process

### 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.

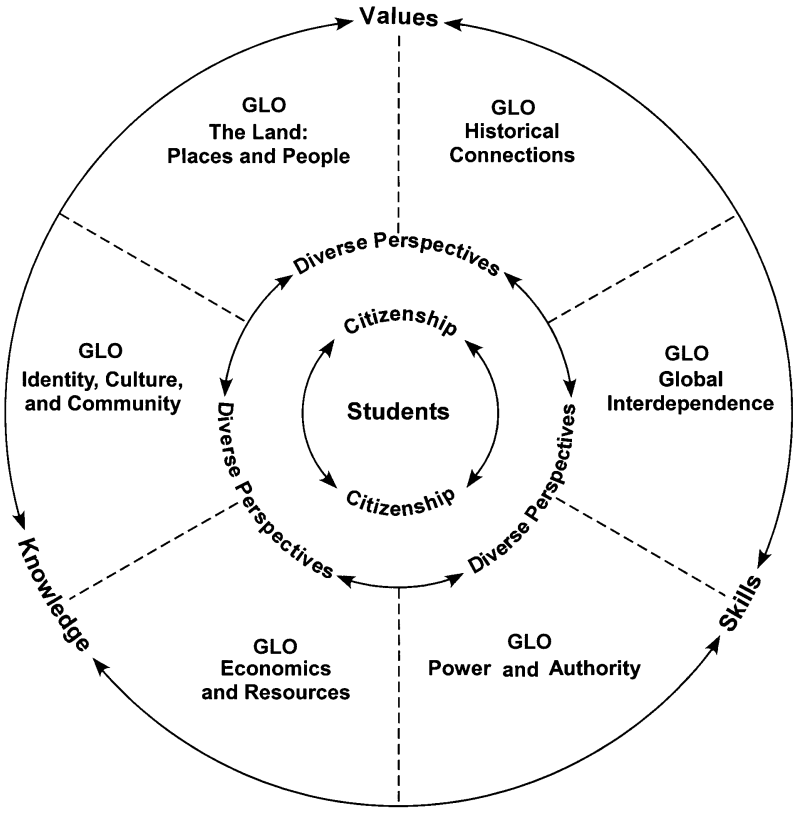
The following assessment tool appears at the **end of every cluster:**

- **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.




**Essential Elements to Be Integrated into Manitoba Curricula**

- Sustainable Development
- Aboriginal Perspectives
- Resource-Based Learning
- Differentiated Instruction
- Gender Fairness
- Subject-Area Connections
- Age-Appropriate Portrayals
- Human Diversity
- Anti-Racist/Anti-Bias Education

**General Learning Outcomes**

**Specific Learning Outcomes**

| Skills | Knowledge and Values |
|---|---|
| • Skills for Active Democratic Citizenship<br>• Skills for Managing Ideas and Information<br>• Critical and Creative Thinking Skills<br>• Communication Skills | (Organized into Clusters) |

**Foundation Skills to Be Integrated into Manitoba Curricula**

- Information Technology
- Problem Solving
- Human Relations
- Literacy and Communication

**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 are 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**

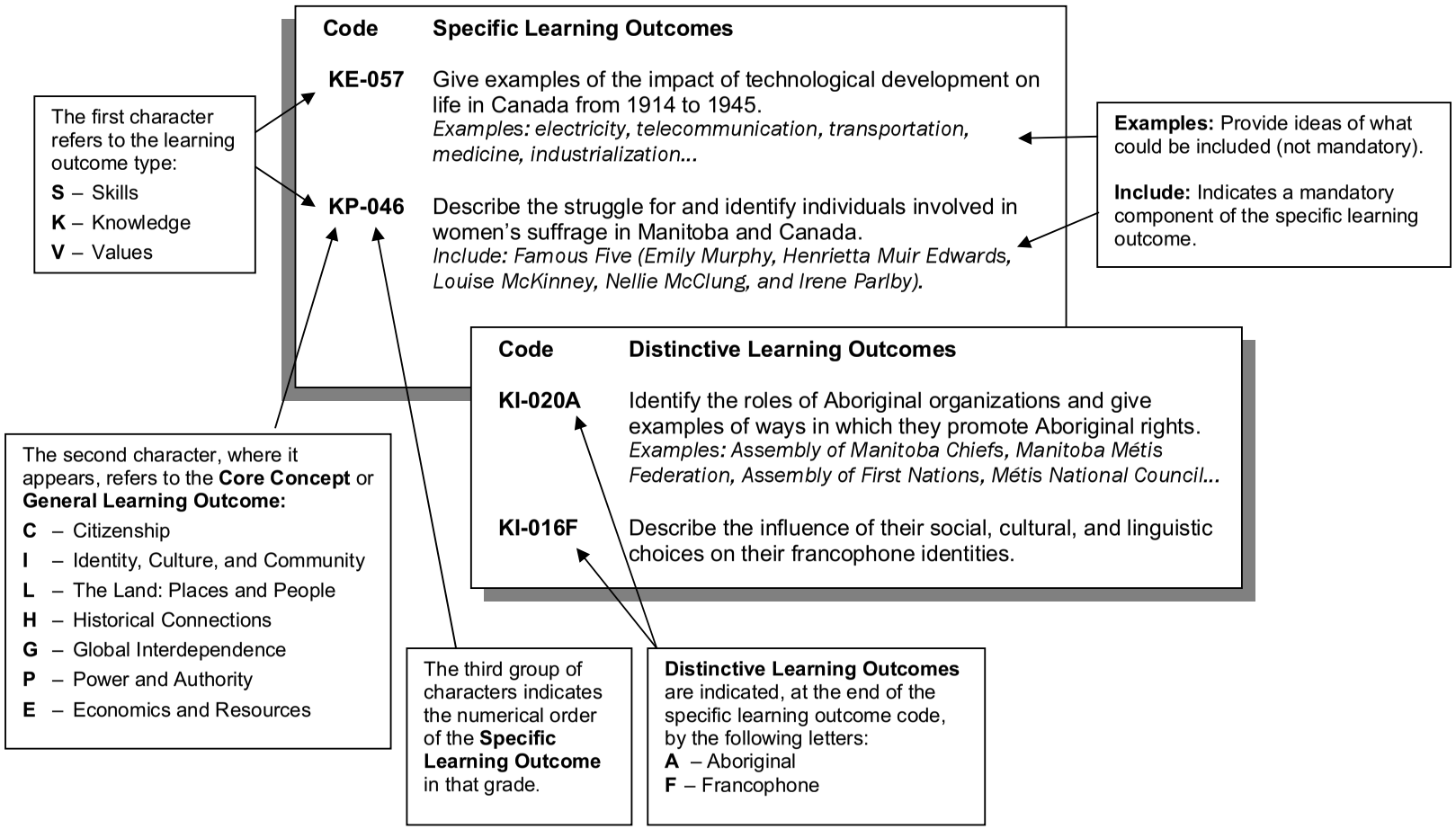
  — **Vocabulary List**

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

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

| Grade | Kindergarten<br>*Being Together* | Grade 1<br>*Connecting and Belonging* | Grade 2<br>*Communities in Canada* | Grade 3<br>*Communities of the World* | Grade 4<br>*Manitoba, Canada, and the North: Places and Stories* | Grade 5<br>*Peoples and Stories of Canada to 1867* | Grade 6<br>*Canada: A Country of Change (1867 to Present)* | Grade 7<br>*People and Places in the World* | Grade 8<br>*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 (1600 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 1850) |

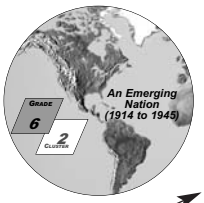
# Guide to Reading the Learning Outcome Code



GRADE 6 — 2 CLUSTER

*Canada: A Country of Change (1867 to Present)*

**An Emerging Nation (1914 to 1945)**




### *Learning Experience:* 6.2.1 World War I

| | |
|---|---|
| KC-003 | Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts. |
| KH-036 | Identify the prime ministers of Canada from 1914 to 1945 and give examples of their achievements. |
| KG-039 | Identify major causes and events of the First World War. |
| KG-040 | Describe Canada's involvement in the First World War and identify its impact on Canadian individuals and communities. *Include: internment of ethnocultural groups.* |

**Description of the Learning Experience**

International competition for power and military strength among European empires led to World War I, in which Canada was involved as both an ally and colony of Great Britain.

Students read and consult primary and secondary sources to develop an understanding of the main causes, events, and consequences of the First World War, focusing on Canada's role in supporting the Allied Powers.

**Vocabulary:** escalation, military alliances, imperialism, nationalism, conscription, internment, ethnocultural (See Appendix D for Vocabulary Strategies.)

### 6.2.1 World War I

| Assessment | Outcomes | Strategies |
|---|---|---|
| | KC-003<br>KG-039<br>KG-040 | **Activate**<br>As a class, students brainstorm ideas related to war, which are recorded on chart paper. Students discuss factors that lead to war, and those that can cause local wars to escalate into world wars. Using the ideas generated in the brainstorming, students fill out an individual KWL chart about World War I.<br>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss><br>6.2.1 a BLM: KWL: World War I |

(*continued*)

**Teacher Reflections**

Targeted specific learning outcomes

Title of the learning experience

A description of the focus of the learning experience

Indicates stage of learning

Supporting websites

Suggested student portfolio selection

Skills set and classroom-based assessment (Appendix B)

Blackline masters (Appendix B)

# *CANADA: A COUNTRY OF CHANGE (1867 TO PRESENT)*

**GRADE 6**


*Grade Overview* *42*

*Cluster Descriptions* *43*

*Grade 6 Skills* *44*

*Core Concept* *48*

*General and Specific Learning Outcomes* *49*

*Clusters:*

Cluster 1: Building a Nation (1867 to 1914) *55*

Cluster 2: An Emerging Nation (1914 to 1945) *117*

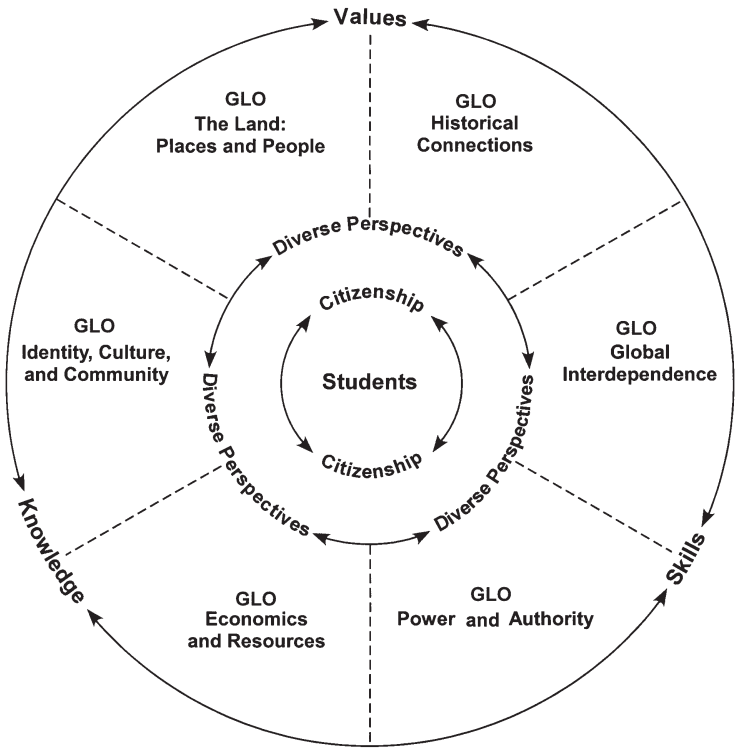
Cluster 3: Shaping Contemporary Canada (1945 to Present) *161*

Cluster 4: Canada Today: Democracy, Diversity, and the Influence of the Past *193*

# Canada: A Country of Change (1867 to Present)

## Grade Overview

**GRADE 6** students focus on people and events in Canada from Confederation to the present. They explore the changing character of this country as they examine territorial expansion, the role of immigration, and the evolving relationships between First Nations, Inuit, and Métis peoples and the Canadian government. Students learn about democratic processes and study the emergence of Canada as a culturally diverse, bilingual, and democratic society. They focus on Canadian questions regarding the environment, citizenship, identity, and diversity. Students also consider contemporary world events that have shaped Canadian society. As they explore Canada's past and present, they enhance their awareness of democratic ideals and their understanding of Canadian citizenship.



## Cluster 1: Building a Nation (1867 to 1914)

Students examine life in post-Confederation Canada. They explore the expansion of Canada through the addition of new provinces and territories, including the influence of individuals and events of this time. Students focus on the entry of Manitoba into Confederation, establishment of treaties and reserves, building of railroads, role of the North West Mounted Police, the 1885 Northwest Resistance, and the gold rushes. Students consider the impact of immigration and hardships faced by new settlers. They also study cultural diversity, including the evolving relationships between First Nations, Inuit, and Métis peoples and the Canadian government, and relationships between anglophones and francophones.

## Cluster 2: An Emerging Nation (1914 to 1945)

Students examine Canada as a newly emerging nation. This study includes a focus on the Winnipeg General Strike, the Depression, the causes and events of the two World Wars, and Canada's involvement in these wars. Students explore social, political, and economic changes that occurred during this period, such as women's suffrage, urbanization, and technological developments.

## Cluster 3: Shaping Contemporary Canada (1945 to Present)

Students explore factors that have shaped contemporary Canadian life. This study includes a focus on the impact of global events and forces, Canadian involvement in international organizations and world conflicts, and the impact of technological and industrial advancements. Students also study developments regarding Aboriginal rights and the evolution of Canada as a bilingual and multicultural nation.

## Cluster 4: Canada Today: Democracy, Diversity, and the Influence of the Past

Students explore Canadian governance, citizenship, and identity, and the ideals, responsibilities, and rights of democracy. This study includes a focus on electoral processes, as well as federal, provincial, First Nations, and municipal governments, and the responsibilities of elected representatives. Students examine issues related to the protection and expression of culture and identity and the role of various groups and organizations in the promotion of identity and democratic rights. Students also consider the influence of the natural environment, as well as the contributions of past generations in shaping modern-day Canada.

## 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, scale, and latitude and longitude. |
| S-206 | Select and interpret various types of maps for specific purposes. |
| 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 judgements. These judgements 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, goals, and methods 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 and 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 | Persuasively express differing viewpoints regarding an issue. | 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 | Explain the significance of the British North America Act.<br>*Examples: federal system of government, constitutional monarchy, British-style parliament...* |
| KC-002 | Compare responsibilities and rights of citizens of Canada at the time of Confederation to those of today.<br>*Include: Aboriginal peoples, francophones, women.* |
| KC-003 | Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts. |
| KC-004 | Identify the ideals of democracy and describe the influence of democracy on quality of life for Canadians. |
| KC-005 | Identify rights and freedoms described in the 1982 Canadian Charter of Rights and Freedoms and explain why they are important. |
| KC-006 | Identify current issues related to citizenship in Canada. |

## Identity, Culture, and Community

*Students will explore the influence of culture and community on individuals and societies.*

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-007 | Give reasons for the establishment of treaties and reserves and describe their impact on individuals, families, and communities.<br>*Examples: indigenous rights, no right to vote, permission needed to leave a reserve...* |
| KI-008 | Identify various groups that immigrated to Canada in the late nineteenth and early twentieth centuries and give reasons for their emigration.<br>*Examples: African-Americans, Asians, British, Central and Eastern Europeans, Icelanders...* |
| KI-009 | Describe ways in which immigration was encouraged by and important to the Canadian government from 1867 to 1914. |
| KI-010 | Describe various challenges faced by new immigrants to Canada.<br>*Examples: language, climate and environment, differing laws and customs, discrimination, physical and cultural isolation...* |
| KI-011 | Describe daily life on a prairie homestead between 1890 and 1914.<br>*Examples: survey system, role of women, challenges facing early settlers, education...* |
| KI-012 | Identify contributions of First Nations, Inuit, and Métis peoples to Canada's war efforts. |
| KI-013 | Identify historical reasons for bilingual and multicultural policies in Canada. |
| KI-013F | Describe the impact of the Affaire Forest on the linguistic rights of Franco-manitobains. |
| KI-014 | Identify changes and developments regarding Aboriginal rights in Canada from 1867 to the present.<br>*Examples: suffrage, changes to Status and entitlement, self-governance, land claims, new treaties...* |
| KI-015 | Give examples of changes to francophone populations in Canada since Confederation.<br>*Examples: characteristics, distribution...* |
| KI-015F | Identify events surrounding the creation of the Division scolaire franco-manitobaine (DSFM).<br>*Examples: Manitoba Schools Question, Bill 113, Article 23 of the Canadian Charter of Rights and Freedoms, the Mahé Ruling, the Manitoba Referral...* |
| KI-016 | Describe factors that shape personal and national identities and explain how they may coexist.<br>*Examples: social, cultural, linguistic...* |
| KI-016F | Describe the influence of their social, cultural, and linguistic choices on their francophone identities. |
| KI-0017 | Describe characteristics that define Canada as a country.<br>*Examples: multicultural, bilingual, northern...* |
| KI-018 | Give examples of ways in which the government helps protect Canadian identity.<br>*Examples: Canadian content rules in the media; support for the Canadian Broadcasting Corporation and the arts...* |
| KI-019 | Give examples from the arts and media that are expressions of Canadian culture and/or identity. |
| KI-020 | Identify various groups and organizations that may contribute to personal identity. |
| KI-020A | Identify the roles of Aboriginal organizations and give examples of ways in which they promote Aboriginal rights.<br>*Examples: Assembly of Manitoba Chiefs, Manitoba Métis Federation, Assembly of First Nations, Métis National Council...* |
| KI-020F | Describe the role of francophone organizations and identify ways in which they promote francophone rights.<br>*Examples: Société franco-manitobaine, Pluri-Elles...* |
| KI-021 | Identify various individuals from Canada's past and present, and describe their achievements. |

# Canada: A Country of Change (1867 to Present)

## General and Specific Learning Outcomes

### 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-022 | Locate on a map of Canada the major landforms and bodies of water. |
| KL-023 | Locate on a map the major settlements of Rupert's Land and the original provinces of Canada in 1867. |
| KL-024 | Give examples of the influence of the natural environment on daily life for various groups during the Depression. |
| KL-025 | Locate on a map of Canada the provinces, territories, and capital cities. |
| KL-026 | Describe the influence of the natural environment on life in Canada. |
| KL-026A | Describe the influence of the land on their First Nation, Inuit, or Métis identity. *Examples: values, beliefs, traditions, customs, art, clothing...* |

## Historical Connections

*Students will explore how people, relationships, 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 to focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

| | Students will... |
|---|---|
| KH-027 | Identify individuals and events connected with Manitoba's entry into Confederation. *Include: Louis Riel, Red River Resistance, Métis Bill of Rights, provisional government.* |
| KH-027F | Identify the roles of Father Noël-Joseph Ritchot and Archbishop Alexandre-Antonin Taché in Manitoba's entry into Confederation. |
| KH-028 | Identify causes, events, individuals, and consequences of the 1885 Resistance. |
| KH-029 | Describe the role of the North West Mounted Police. |
| KH-030 | Relate stories about the gold rushes and describe the impact of the gold rushes on individuals and communities. *Examples: Fraser River, Cariboo, Klondike...* |
| KH-031 | Identify events and issues related to the construction of the Canadian Pacific Railway. *Examples: workers and working conditions, Chinese labourers, construction difficulties, mapping Canada...* |
| KH-032 | Identify contributions of Aboriginal leaders from 1867 to 1914. *Examples: Gabriel Dumont, Mistahimaskwa (Big Bear), Pitikwahanapiwiyin (Poundmaker), Isapomuxika (Crowfoot)...* |
| KH-033 | Identify factors leading to the entry into Confederation of Manitoba, Northwest Territories, British Columbia, Prince Edward Island, Yukon, Saskatchewan, Alberta, Newfoundland and Labrador, and Nunavut, and specify the year of entry. |
| KH-034 | Identify the prime ministers of Canada from 1867 to 1914 and give examples of their achievements. |
| KH-035 | Describe the causes, main events, and results of the 1919 Winnipeg General Strike. |
| KH-036 | Identify the prime ministers of Canada from 1914 to 1945 and give examples of their achievements. |
| KH-037 | Describe changing roles for women in Canada from 1914 to 1945. |
| KH-038 | Identify the prime ministers of Canada from 1945 to the present and give examples of their achievements. |

## 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-039 | Identify major causes and events of the First World War. |
| KG-040 | Describe Canada's involvement in the First World War and identify its impact on Canadian individuals and communities.<br>*Include: internment of ethnocultural groups.* |
| KG-041 | Identify major causes and events of the Second World War. |
| KG-042 | Describe Canada's involvement in the Second World War and identify its impact on Canadian individuals and communities.<br>*Include: internment of ethnocultural groups; the Holocaust.* |
| KG-043 | Give examples of Canada's involvement in world conflicts since 1945.<br>*Examples: Korean War, Cold War, Gulf War, Bosnia, Afghanistan, international peacekeeping...* |
| KG-044 | Give examples of global events and forces that have affected Canadians from 1945 to the present.<br>*Examples: international cooperation, relief efforts, disease, environmental changes, famine, refugee movement...* |
| KG-045 | Give examples of Canada's participation in the United Nations and other international organizations.<br>*Examples: the Commonwealth, La Francophonie, Organization of American States...* |
| KG-047 | Give examples of Canada's connections to other regions of the world.<br>*Examples: environmental, social, political, economic...* |

## 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 | Describe the struggle for and identify individuals involved in women's suffrage in Manitoba and Canada.<br>*Include: Famous Five (Emily Murphy, Henrietta Muir Edwards, Louise McKinney, Nellie McClung, and Irene Parlby).* |
| KP-048 | Identify First Nations, Inuit, and Métis perspectives regarding self-determination.<br>*Examples: resource use, land claims, treaties, government...* |
| KP-049 | Describe the main features of the Canadian government.<br>*Include: parliamentary system, federal democracy.* |
| KP-050 | Define the term political party and identify political parties and their leaders in Canada. |
| KP-051 | Describe characteristics of the electoral processes in Canada. |
| KP-052 | Identify the main responsibilities of municipal, provincial, First Nations, and federal governments in Canada. |
| KP-053 | Identify elected or appointed municipal, provincial, and federal government representatives and describe their main responsibilities.<br>*Include: Governor General, Manitoba Lieutenant-Governor.* |
| KP-053A | Identify and describe the main responsibilities of elected representatives of their Aboriginal community. |
| KP-054 | Identify factors that contribute to inequities in Canada and propose solutions.<br>*Examples: poverty, racism, sexism...* |

## Economic and Resources

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

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.

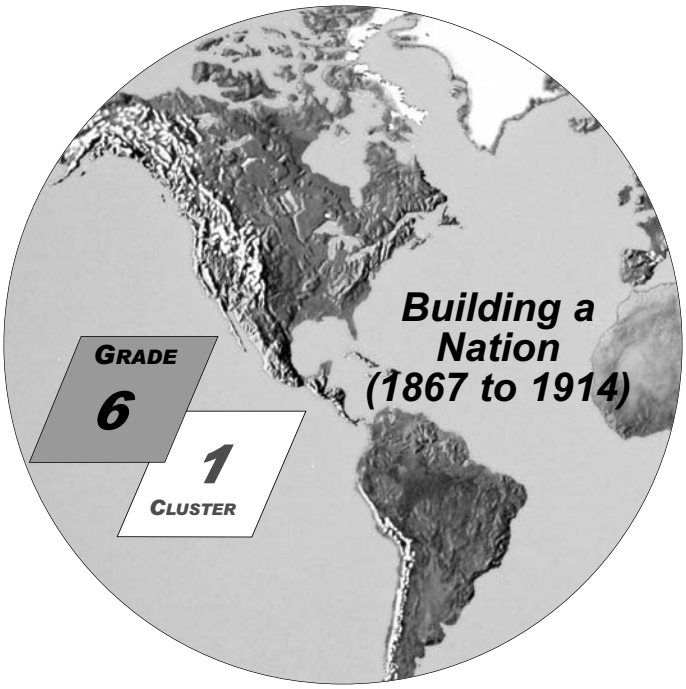
| | Students will... |
|---|---|
| KE-055 | Explain the importance of agriculture in the development of Canada from 1867 to 1914. |
| KE-056 | Relate stories of the Depression and describe its impact on Canada.<br>*Examples: changes in agricultural practices, development of the social safety net, new political parties...* |
| KE-057 | Give examples of the impact of technological development on life in Canada from 1914 to 1945.<br>*Examples: electricity, telecommunication, transportation, medicine, industrialization...* |
| KE-058 | Give examples of ways in which industry and technology have changed life in Canada since 1945.<br>*Examples: urbanization, transportation, communication, education...* |
| KE-059 | Give examples of inventions and technologies created in Canada.<br>*Examples: kayaks, snowmobiles, Canadarm, insulin, canola...* |

*Canada: A Country of Change (1867 to Present)*

GRADE 6

## Building a Nation (1867 to 1914)

1 CLUSTER




# Cluster 1 Learning Experiences: Overview

## 6.1.1 A New Nation

KC-001 Explain the significance of the British North America Act.
*Examples: federal system of government, constitutional monarchy, British-style parliament...*

KC-002 Compare responsibilities and rights of citizens of Canada at the time of Confederation to those of today.
*Include: Aboriginal peoples, francophones, women.*

KL-022 Locate on a map of Canada the major landforms and bodies of water.

KL-023 Locate on a map the major settlements of Rupert's Land and the original provinces of Canada in 1867.

VC-001 Appreciate the rights afforded by Canadian citizenship.

## 6.1.2 Manitoba Enters Confederation

KH-027 Identify individuals and events connected with Manitoba's entry into Confederation.
*Include: Louis Riel, Red River Resistance, Métis Bill of Rights, provisional government.*

KH-027F Identify the roles of Father Noël-Joseph Ritchot and Archbishop Alexandre-Antonin Taché in Manitoba's entry into Confederation.

KH-033 Identify factors leading to the entry into Confederation of Manitoba, Northwest Territories, British Columbia, Prince Edward Island, Yukon, Saskatchewan, Alberta, Newfoundland and Labrador, and Nunavut, and specify the year of entry.

VH-012 Value the diverse stories and perspectives that comprise the history of Canada.

### 6.1.3 “A mari usque ad mare” [From Sea to Sea]

KH-029 Describe the role of the North West Mounted Police.

KH-030 Relate stories about the gold rushes and describe the impact of the gold rushes on individuals and communities.
*Examples: Fraser River, Cariboo, Klondike...*

KH-031 Identify events and issues related to the construction of the Canadian Pacific Railway.
*Examples: workers and working conditions, Chinese labourers, construction difficulties, mapping Canada...*

KH-033 Identify factors leading to the entry into Confederation of Manitoba, Northwest Territories, British Columbia, Prince Edward Island, Yukon, Saskatchewan, Alberta, Newfoundland and Labrador, and Nunavut, and specify the year of entry.

KH-034 Identify the prime ministers of Canada from 1867 to 1914 and give examples of their achievements.

### 6.1.4 Aboriginal Peoples and the Growing Nation of Canada

KI-007 Give reasons for the establishment of treaties and reserves and describe their impact on individuals, families, and communities.
*Examples: indigenous rights, no right to vote, permission needed to leave a reserve...*

KH-028 Identify causes, events, individuals, and consequences of the 1885 Resistance.

KH-032 Identify contributions of Aboriginal leaders from 1867 to 1914.
*Examples: Gabriel Dumont, Mistahimaskwa (Big Bear), Pitikwahanapiwiyin (Poundmaker), Isapomuxika (Crowfoot)...*

### 6.1.5 Immigration

KI-008 Identify various groups that immigrated to Canada in the late nineteenth and early twentieth centuries and give reasons for their emigration.
*Examples: African-Americans, Asians, British, Central and Eastern Europeans, Icelanders...*

KI-009 Describe ways in which immigration was encouraged by and important to the Canadian government from 1867 to 1914.

KI-010 Describe various challenges faced by new immigrants to Canada.
*Examples: language, climate and environment, differing laws and customs, discrimination, physical and cultural isolation...*

KH-034 Identify the prime ministers of Canada from 1867 to 1914 and give examples of their achievements.

VI-005 Appreciate the importance of immigration in the development of Canada.

### 6.1.6 Farming the Land

KI-011 Describe daily life on a prairie homestead between 1890 and 1914.
*Examples:* survey system, role of women, challenges facing early settlers, education...

KE-055 Explain the importance of agriculture in the development of Canada from 1867 to 1914.

VL-010 Appreciate the efforts of people in early Canada to overcome environmental hardships.

VE-018 Appreciate the importance of agriculture in the development of 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 life in post-Confederation Canada. They explore the expansion of Canada through the addition of new provinces and territories, including the influence of individuals and events of this time. Students focus on the entry of Manitoba into Confederation, establishment of treaties and reserves, building of railroads, role of the North West Mounted Police, the 1885 Resistance, and the gold rushes. Students consider the impact of immigration and hardships faced by new settlers. They also study cultural diversity, including the evolving relationships between First Nations, Inuit, and Métis peoples and the Canadian government, and relationships between anglophones and francophones.

## Engaging Students in the Cluster

- Create a mapping centre showing what Canada looked like in 1867, 1914, and the present.
- Post a timeline on one wall of the classroom that will be completed as the cluster (and year) progresses.
- Create a bulletin board Word Splash with words and/or pictures of ideas that will be studied in this cluster (e.g., gold rush, North West Mounted Police, First Nations treaties...).
- Create a book display with stories and information about Confederation.
- View videos that depict the time of Confederation, the 1885 Resistance, the gold rush, and other important events.
- Simulate a treasure hunt or "Gold Rush Expedition" to stimulate student thinking about the life and times of people in the gold rush.
- Designate a day for students to dress in pioneer clothing.
- Students listen to or read stories of hardships faced by the immigrants.
- Invite an Aboriginal Elder or a new immigrant to the class to share his or her stories.
- Create a bulletin board display with samples of treaties, as well as maps of the areas that the treaties covered.
- Create a visual display of images of First Nations, Inuit, and Métis people alongside a display of images of European immigrants to show diversity of the different cultural groups.

## Learning Experiences Summary

***6.1.1 A New Nation***

***6.1.2 Manitoba Enters Confederation***

***6.1.3 "A mari usque ad mare" [From Sea to Sea]***

***6.1.4 Aboriginal Peoples and the Growing Nation of Canada***

***6.1.5 Immigration***

***6.1.6 Farming the Land***

## *Learning Experience:* 6.1.1 A New Nation

| | |
|---|---|
| KC-001 | Explain the significance of the British North America Act.<br>*Examples: federal system of government, constitutional monarchy, British-style parliament...* |
| KC-002 | Compare responsibilities and rights of citizens of Canada at the time of Confederation to those of today.<br>*Include: Aboriginal peoples, francophones, women.* |
| KL-022 | Locate on a map of Canada the major landforms and bodies of water. |
| KL-023 | Locate on a map the major settlements of Rupert's Land and the original provinces of Canada in 1867. |
| VC-001 | Appreciate the rights afforded by Canadian citizenship. |

### Description of the Learning Experience

Students review the 1867 map of Canada and consider what government and citizenship were like in the new nation as compared to today. This is a transitional learning experience that reviews Canadian geography, the history of Confederation, and citizenship concepts that were studied in Grade 5.

**Vocabulary:** constitutional monarchy, federal system, parliament, BNA Act, responsibilities and rights, citizenship, geography (See Appendix D for Vocabulary Strategies.)

**Note:** 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 that promotes an understanding of the principles of reciprocity and inclusion, and if 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 to everyday 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 to balance individual rights with group rights, or to balance 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 an essential part of responsible citizenship. Every member of 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 everyday life and in the courts where individuals demand that their rights be recognized and yet fail 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.

## 6.1.1 A New Nation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** |
| Appendix A Skill 6a | KC-001<br>KC-002<br>VC-001 | Using a Word Sort, collaborative groups of students review the structure of government following Confederation. Students use arrows, symbols, descriptions, and links to describe relationships between the key features of government under the British North America (BNA) Act (e.g., British parliamentary model, federal system, constitutional monarchy…). Students share completed Word Sorts with peers.<br>NOTE: Students were introduced to the concept of federal government and the parliamentary system at the end of Grade 5. Students may revisit their Word Sorts throughout this learning experience to clarify misconceptions and add detail.<br><br>6.1.1 a BLM: Government in 1867 |
| | | **or** |
| Appendix A Skill 7b | KC-001<br>KL-022<br>KL-023 | Students view a series of maps of the Canadian territory from 1791 to 1999. Students record their observations of changes in the territory and discuss factors that influenced these changes over time.<br>TIP: It may be useful to review what the students recall about Confederation, which they studied in Grade 5. Encourage them to view Confederation as an ongoing process of union rather than as a one-time event in history. The Library and Archives Canada website "Confederation for Kids" has 14 maps of Canada that span the time period from 1791 to 1999.<br><br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| Appendix A Skill 1 | KC-001<br>KC-002<br>KL-022<br>KL-023<br>VC-001 | Students listen to the song "Canadian Railroad Trilogy" by Gordon Lightfoot, and record references to the land and the challenges of building the railroad. Students discuss the influence of the land on the dream of a nation extending from sea to sea.<br><br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br><br>6.1.1 b BLM: Canadian Railroad Trilogy (2 pages)<br><br>(*continued*) |

**Teacher Reflections**

## 6.1.1 A New Nation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| | KL-022<br>KL-023 | Using a large outline map of Canada and a list of important landforms and bodies of water, collaborative groups of students identify the location of each landform and body of water. Students check their work using an atlas or map of Canada.<br>TIP: Students may complete this review in timed stages (e.g., locate places without maps or atlases, locate previously unidentified places using maps and atlases).<br>6.1.1 c BLM: Reviewing Canadian Geography |
| | | **or** |
| | KC-001<br>KC-002<br>VC-001 | Collaborative groups of students brainstorm a list of the responsibilities and rights of Canadian citizens today, and the responsibilities and rights of citizens in 1867. Students compare their lists with peers and update their own lists based on the exchange of new information.<br>TIP: In Grade 5, students were introduced to the responsibilities and rights of citizenship at the time of Confederation, and compared them to those of modern day. They examined the concept of citizenship as full participation in society, as well as the concept of being a subject in a monarchy, owing allegiance to a king or queen. Note the deliberate order of the terms "responsibilities and rights." This is intended to place more emphasis on the idea of responsibility within an increasingly individual-rights-oriented environment. (See page 60 for a more complete explanation.) |
| | | **or** |
| | KC-001<br>KC-002<br>KL-023<br>VC-001 | Collaborative groups of students complete the first two columns of a KWL Chart on the key concepts related to the BNA Act and its implications. Students share ideas and discuss their questions within their grouping.<br>6.1.1 d BLM: KWL: Importance of the BNA Act of 1867 (2 pages) |

**Teacher Reflections**

## 6.1.1 A New Nation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** |
| Appendix A Skill 7b | KC-001<br>KL-023 | Collaborative groups of students sort and predict the names of principal settlements in British North America in 1867 according to their province or territory. Students verify their predictions using an atlas or a wall map of Canada, discuss what they know about these principal historical settlements, and compare them to the major cities of Canada today.<br>NOTE: Encourage students to generate explanations as to the significance and influence of the BNA Act on the growth of some of these cities.<br>6.1.1 e BLM: Main Settlements in British North America, 1867<br>6.1.1 f BLM: Main Settlements in British North America, 1867—Key |
| | | **or** |
| Appendix A Skill 5 | KC-001<br>KC-002<br>VC-001 | Collaborative groups of students read a short text on the BNA Act and create a Mind Map explaining what the Act established as the basic structure of government for Canada. Students post their Mind Maps and circulate to view them. In a class discussion, the meanings of key concepts of Canadian government as established by the BNA Act are clarified (e.g., royal assent, constitutional monarchy, federal and provincial powers and responsibilities, British model of parliament based on one Upper House and an elected House of Commons…). Students add these key expressions to their Mind Maps to help explain the significance of the BNA Act.<br>NOTE: Some of the provisions of the BNA Act were studied in Grade 5, but the term "constitutional monarchy" will be new to students.<br>6.1.1 g BLM: Key Provisions of the BNA Act |

(*continued*)

**Teacher Reflections**

## 6.1.1 A New Nation

| Assessment | Outcomes | Strategies |
|---|---|---|

### Acquire *(continued)*

**or**

KC-001
KC-002
VC-001

Using print and electronic resources, collaborative groups of students research the importance of the BNA Act and its principal characteristics (e.g., federal system, constitutional monarchy, British parliamentary model of two houses, federal and provincial responsibilities…). Students share their information with their peers, discussing what they think are the most important and lasting elements of the BNA Act for citizens of Canada today.

Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>

6.1.1 h BLM: Note-Taking Frame: BNA Act (2 pages)

6.1.1 i Primary and Secondary Sources (Teacher Background Notes)

**or**

KC-001
KC-002
VC-001

Collaborative groups of students sort various government responsibilities designated by the BNA Act of 1867 according to whether they are responsibilities of the British government, the Government of Canada, or the provinces of Canada. Students compare and revise their lists, and then use the answer key to verify their sorting. Students discuss what the implications may have been for diverse groups of citizens living in Canada at that time.

TIP: Post the final list on a classroom wall for student reference. Students will be revisiting this idea in greater depth in Cluster 4 when they study the contemporary structures and responsibilities of government in Canada.

6.1.1 j BLM: Responsibilities of Government in Canada, 1867

6.1.1 k BLM: Responsibilities of Government in Canada, 1867—Key

(*continued*)

**Teacher Reflections**

## 6.1.1 A New Nation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KC-001<br>KC-002<br>VC-001 | Using print and electronic resources and the attached BLM, students research the responsibilities and rights of citizenship in 1867 as compared to Canada today. Students consider how, at the time of Confederation, certain groups were excluded from the full rights of citizenship (e.g., Métis people in the Red River Settlement, Aboriginal peoples in the provinces of Canada, women, francophones in Nova Scotia or Ontario, people who were poor or did not own property…). Students discuss changes in responsibilities and rights of citizenship, and record significant milestones of inclusiveness.<br>NOTE: Students studied the following milestones in Grade 5:<br>• Women obtain the right to vote in Canada (1918)<br>• Canadians become officially recognized as Canadian citizens rather than British subjects (1947)<br>• Aboriginal people obtain unrestricted right to vote (1960)<br>• Racial discrimination removed from immigration policies (1962)<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>6.1.1 I BLM: Citizenship in Canada Today (2 pages) |
| | | **or** |
| | KC-001<br>KC-002<br>KL-022<br>KL-023<br>VC-001 | Collaborative groups of students create an outline map of Canada, illustrating changes in political divisions over time. Students identify and locate the major landforms, bodies of water, and settlements of 1867. As the study progresses, students add successive provinces or territories to the map, indicating their extent with colours and symbols, and recording the date of each province's entry into Confederation.<br>TIP: Large outline maps of Canada are available from Parks Canada. Alternatively, students may use the overhead projector to trace an enlarged map of Canada onto poster paper. Students may also add images to the map to depict the geographic features of the land (e.g., mountains, forests…), and the themes explored in this cluster (e.g., the route of the CPR, the arrival and settlement of the West by immigrants, establishment of new towns and cities, treaty areas and reserves…). Tasks may be divided among students by region, by time period, or by theme, with careful collective planning in advance so that the map is a clear visual representation of the expansion of the country. |
| **Teacher Reflections** | | |

## 6.1.1 A New Nation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** |
| | KC-001<br>KC-002<br>KL-022<br>KL-023<br>VC-001 | Students read quotations referring to Canadian expansion and the diversity of its citizens since Confederation in 1867. Using Think-Pair-Share, students discuss the ideas presented in the quotations and write a short reflection on the subject.<br>TIP: Guide students to include in their reflection references to the land, the central federal government, citizenship, and diverse cultural groups.<br><br>6.1.1 m BLM: Thinking about the New Nation |
| | | **or** |
| Appendix A Skill 3b | KC-001<br>KC-002<br>KL-022<br>KL-023<br>VC-001 | Collaborative groups of students research and prepare a team deliberation on the following question:<br>*Many people have said throughout Canadian history that it is impossible to govern a country as large and as diverse as Canada through one central federal government. Using what you have learned about Canada so far, and consulting primary and secondary sources, prepare a short one-minute argument either for or against the expansion of Canada from sea to sea to sea.*<br><br>6.1.1 n Team Deliberation (Teacher Background Notes) (2 pages) |
| | | **or** |
| Appendix A Skill 10c | KC-001<br>KC-002<br>VC-001 | Students create a poster illustrating what the term "citizenship" means within a constitutional monarchy. Students may include quotations by famous Canadians, historical facts, images, symbols, and representations of diverse perspectives. Students share their posters and discuss ways in which Canadian citizenship has and has not changed since the BNA Act of 1867.<br><br>6.1.1 o BLM: Citizens in a Constitutional Monarchy |

(*continued*)

**Teacher Reflections**

## 6.1.1 A New Nation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KC-001<br>KC-002<br>VC-001 | Students prepare and present a persuasive speech expressing appreciation for the greater inclusiveness of Canadian citizenship today. Students explain the democratic advantages of extending the full rights of citizenship to greater numbers of people.<br>TIP: Encourage students to compare citizenship today to citizenship responsibilities and rights in the past, and to make reference to today's greater consideration of the voices of minorities and previously excluded groups. |
| | | **or** |
| | KC-001<br>KC-002<br>KL-022<br>KL-023<br>VC-001 | Students assume the role of a Member of the House of Commons in 1867, and prepare and present a speech arguing in favour of the expansion of Canada from sea to sea. Students provide arguments that are based on the land and that reflect an awareness of all the groups of people living in Canada at that time (e.g., First Nations, Métis, francophones inside and outside Québec, recent immigrants, women...).<br>TIP: Suggest a prompt to the students such as "My Canada includes…", and remind them that Members of Parliament at that time often made use of very strong and poetic oratorical skills (refer to the primary sources they have explored in this learning experience). Encourage students to refer to the map and the geographical diversity of Canada as they make their speeches. Students may evaluate each other by voting on whether or not they have been convinced by the speech to support the expansion west and north of Canada. |
| | | **or** |
| | KC-001<br>KC-002<br>KL-022<br>KL-023<br>VC-001 | Collaborative groups of students create a brochure or poster that explains the significance of the BNA Act of 1867 and elements of it that are still an important part of government in Canada today. Students include examples of the responsibilities and rights of citizens of Canada at the time of Confederation and those of citizens today. Students include images and maps to illustrate the changing nature of Canada. |

**Teacher Reflections**

## *Learning Experience:* 6.1.2 Manitoba Enters Confederation

| | |
|---|---|
| KH-027 | Identify individuals and events connected with Manitoba's entry into Confederation.<br>*Include: Louis Riel, Red River Resistance, Métis Bill of Rights, provisional government.* |
| KH-027F | Identify the roles of Father Noël-Joseph Ritchot and Archbishop Alexandre-Antonin Taché in Manitoba's entry into Confederation. |
| KH-033 | Identify factors leading to the entry into Confederation of Manitoba, Northwest Territories, British Columbia, Prince Edward Island, Yukon, Saskatchewan, Alberta, Newfoundland and Labrador, and Nunavut, and specify the year of entry. |
| VH-012 | Value the diverse stories and perspectives that comprise the history of Canada. |

*Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 36 of the overview).*

### Description of the Learning Experience

Manitoba, initially formed as a provisional government of the people in the Red River Settlement under Louis Riel, negotiated to enter Confederation as a province in 1870.

Students research and discuss events leading to Manitoba's entry into Confederation, considering diverse points of view about Canadian expansion and its effects on the people living in the Northwest.

**Vocabulary:** resistance, provisional government, Bill of Rights, amnesty, Confederation (See Appendix D for Vocabulary Strategies.)

## 6.1.2 Manitoba Enters Confederation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | KH-027<br>KH-033<br>VH-012 | **Activate**<br>Students brainstorm individuals, events, and factors connected with Manitoba's entry into Confederation. Students discuss additional questions they have and record these on chart paper.<br>NOTE: Students were introduced to the history of Manitoba in Grade 4, Cluster 4 (Louis Riel, Selkirk settlers). In Grade 5 they explored the fur trade, the rise of the Métis nation, and conflict between agricultural settlers and fur traders. This activity will help make connections to what they already know, and offers an opportunity to clear up misconceptions.<br>(*continued*) |

**Teacher Reflections**

## 6.1.2 Manitoba Enters Confederation

| Assessment | Outcomes | Strategies |
|---|---|---|

### Activate *(continued)*

**or**

KH-027
KH-033
VH-012

Collaborative groups of students read the Métis Bill of Rights of 1870. Students discuss its key points and speculate why they were important to the Métis people, and what the bill tells us about the population and life in the Red River Settlement at the time of Confederation.

NOTE: In the course of the negotiations to enter Confederation, there were four different drafts prepared of this list of rights. The version cited here is the initial draft. The main purposes of each draft were similar: responsible government; representation in Ottawa; protection of language, religion, and culture; and security of Métis land rights and river lots. A later version also included a request for amnesty for all participants in the Resistance, but this pardon was not granted.

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

BLM: Métis Bill of Rights

**or**

KH-027
KH-033
VH-012

Students view a map of Canada in 1867 and in 1870, after Manitoba's entry into Confederation, and share their observations (e.g., the size and location of the territory, who lived there at that time, what happened to Rupert's Land...). Students discuss why Manitoba entered Confederation at that time and why the map of Manitoba looked different than our present-day map.

TIP: Encourage students to recall some of the factors that motivated Confederation in 1867 (i.e., fear of American expansion into the Northwest, a vision of a railway connecting the east and west coasts...). Students should also bring to mind their knowledge of the issues being faced by the Métis nation in the West (i.e., changes to traditional lifestyle due to the depletion of the buffalo, increased reliance on agriculture and permanent settlement, and fear of loss of culture and language due to the influx of English-speaking immigrants).

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

(*continued*)

**Teacher Reflections**

## 6.1.2 Manitoba Enters Confederation

| Assessment | Outcomes | Strategies |
|---|---|---|

### Activate *(continued)*

**or**

KH-027
KH-033
VH-012

Using Think-Pair-Share, students read an informational text about the purchase of Rupert's Land from the Hudson's Bay Company. Students discuss the potential implications of the purchase on descendants of a Selkirk settler or a Métis person in the Red River Settlement.

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

### Acquire

KH-027
KH-033
VH-012

Using print and electronic resources, students research the events leading up to Manitoba's entry into Confederation in 1869 (i.e., provisional government of Louis Riel, Métis Bill of Rights, Red River Resistance [also known as Red River Rebellion] and its consequences…). Students record information, including a chronology of the events and an explanation of how these events had an impact on Manitoba's entry into Confederation.

TIP: The Hudson's Bay Archives in Winnipeg may be contacted for a variety of historical references related to the Red River Settlement.

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

6.1.2 b Citing Sources (Teacher Background Notes) (2 pages)

6.1.2 c Recording Research Notes (Teacher Background Notes) (2 pages)

**or**

KH-027
KH-033
VH-012

Students read primary sources and reflect in their journals on life in this time period.

6.1.2 d BLM: Famous Letters in Canadian History—Riel

(*continued*)

**Teacher Reflections**

## 6.1.2 Manitoba Enters Confederation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KH-027<br>KH-033<br>VH-012 | Collaborative groups of students research a series of events leading to Manitoba's entry into Confederation and sort them into chronological order. Using consensus decision making, students choose the five most important events in the history of Canada and Manitoba. Students present their "Top Five" to peers and justify their choices.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>6.1.2 e BLM: Events: Manitoba Becomes a Province (2 pages) |
| | | **or** |
| | KH-027<br>KH-033<br>VH-012 | Students view segments from Episode 9 of *Canada: A People's History: "*From Sea to Sea 1867-1873"; "If We Are Rebels" (Riel takes Fort Garry); "War Is Upon Us" (provisional government); "A Single Act of Severity" (execution of Thomas Scott). Students record key events and people involved in the creation of Manitoba as a province, and discuss the main points.<br>NOTE: See Appendix A, Skill 6g: Viewing Visual Media, for suggested guidelines for viewing media.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |

(*continued*)

**Teacher Reflections**

## 6.1.2 Manitoba Enters Confederation

| Assessment | Outcomes | Strategies |
|---|---|---|

### Acquire *(continued)*

**or**

KH-027
KH-033
VH-012

Using print and electronic resources, students research a selected individual or group involved in Manitoba's entry into Confederation. Using the provided note-taking frame, students record background information related to the individual or group, values and beliefs held, decisions made and actions taken, and the impact of the group or individual on Manitoba's entry into Confederation.

TIP: Possible individuals or groups to research include: Louis Riel, John Bruce, Noël-Joseph Ritchot, Alexandre-Antonin Taché, Thomas Scott, John Christian Schulz, William McDougall, Donald Smith, John Black, Alfred H. Scott, Colonel Wolseley, Sir John A. Macdonald, Sir Georges-Étienne Cartier, members of the provisional government, members of the Canada First Party, the Métis, English-speaking Red River settlers, Orangemen.

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

6.1.2 f BLM: People: Manitoba Becomes a Province

**or**

KH-027
KH-033
VH-012

Students participate in a field trip or a virtual tour of Riel House National Historical Site, or another historical site in their local community. Students record information about the life and culture of the Métis people in the late 1800s (e.g., Métis river lot system for land, Catholic religion, French language, responsible government, isolation from Canadian capital, ways of life, including hunting and farming...). Students discuss the threats to this lifestyle that were caused by Canadian westward expansion, increased immigration, and the building of a railroad.

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

**Teacher Reflections**

## 6.1.2 Manitoba Enters Confederation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** |
| | KH-027<br>KH-033<br>VH-012 | Students define the terms *rebellion* and *resistance* and, using facts to support their opinions, prepare and present an argument to prove that the actions of Louis Riel and the Métis in Manitoba were either a *rebellion* or a *resistance*.<br>TIP: Explain to students that part of the historical debate about this question focuses on the fact that these events transpired at a point in time when there was a transition of power from the Hudson's Bay Company to the Government of Canada; there is some question about whether there was in fact any government in power in Red River. In this case, the actions of Riel's provisional government could not be considered to be rebellion against an existing authority. On the other hand, the execution of Thomas Scott may be seen as an act that did not reflect principles of peace, order, and good government.<br>6.1.2 g BLM: Resistance and Rebellion |
| | | **or** |
| | KH-027<br>KH-033<br>VH-012 | Collaborative groups of students prepare and present a role-play depicting the final negotiations between the Métis representatives and the federal government, resulting in the creation of the province of Manitoba on May 12, 1870 (and taking effect on July 15, 1870). Students assume the roles of Prime Minister John A. Macdonald, Honourable George-Étienne Cartier, Father Noël-Joseph Ritchot, Judge John Black, and Alfred Scott, and portray the points of view of each in reaching the final terms of the agreement. |
| | | **or** |
| | KH-027<br>KH-033<br>VH-012 | Students consider the diverse perspectives of the many groups of people living in Canada. Taking the point of view of one of the groups (e.g., residents of the provinces of Canada in the East, residents of British Columbia, Métis, or First Nations in the Northwest, descendants of Selkirk settlers...), students write a journal entry describing the positive and negative effects of Canadian expansion into the Northwest. Students share their points with each other and discuss differing perspectives. |

(*continued*)

**Teacher Reflections**

## 6.1.2 Manitoba Enters Confederation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KH-027<br>KH-033<br>VH-012 | Students view a *Heritage Minute* about Louis Riel on the gallows and write a journal response to the video describing Riel's values and beliefs and how he helped Manitoba enter the Canadian Confederation.<br>NOTE: In a later learning experience, students will be studying in greater detail Riel's involvement in the Northwest Resistance at Batoche and his trial.<br> **Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KH-027<br>KH-033<br>VH-012 | Students assume the role of an individual connected with Manitoba's entry into Confederation (e.g., Louis Riel, John A. Macdonald, Honourable George-Étienne Cartier, Father Noël-Joseph Ritchot, Selkirk settler…), and prepare and present a persuasive speech presenting their point of view. Students include details related to the actions of the Métis, the Government of Canada, and immigrants living in the Selkirk settlement, and describe, from their chosen perspective, how they feel about Manitoba's entry into Confederation. |
| | | **or** |
| | KH-027<br>KH-033<br>VH-012 | Students create annotated illustrations to post on the class timeline, illustrating significant individuals and events from this period in Canadian history (e.g., Confederation, Sir John A. Macdonald becomes Prime Minister, sale of Rupert's Land to Canada, provisional government in Manitoba, Manitoba becomes a province...). Students may add maps to the timeline illustrating the addition of new provinces and territories to the Canadian Confederation.<br>TIP: Timelines help students imagine and visualize events of the past, and to better understand abstract concepts related to history and chronology. Consider devoting one section of a full wall to the creation of a class timeline, which will continue to grow throughout the year as students add annotated illustrations of the events as they are studied (or at the end of each cluster). Mount a strip of large roll paper and mark off increments of 10 years from 1876 to the present. Design a template or model (which may be developed by the class) to use throughout the year for illustrating key events. The class timeline should be used as a continuous visual reference to which all students should contribute. Encourage students to be creative but emphasize the need to plan before posting events so that the display remains clear and easy to use.<br>(*continued*) |

**Teacher Reflections**

## 6.1.2 Manitoba Enters Confederation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| Appendix A Skill 4a | KH-027<br>KH-033<br>VH-012 | Collaborative groups of students carry out a team deliberation to consider whether or not the Government of Canada should have granted amnesty to Louis Riel for his actions during the 1869–1870 Red River Resistance in Manitoba. Students include information related to the historical status of Riel, the impact that amnesty may have had on Riel's subsequent involvement in the 1885 Northwest Resistance (also known as the Northwest Rebellion), and pressure from Ontario on the federal government to respond to Riel's actions.<br>NOTE: The deliberation may be postponed until after the study of the Northwest Resistance. It is considered here because Riel's role in Manitoba's entry into Confederation is often considered to be his chief accomplishment.<br>6.1.2 h BLM: Historical Status of Riel (2 pages) |
| | | **or** |
| Appendix A Skill 11g | KH-027<br>KH-033<br>VH-012 | Collaborative groups of students create a multimedia presentation illustrating factors leading to the entry into Confederation of provinces and territories after 1870. Students include images and descriptions of key individuals, stories, and events, and the specific years of entry into Confederation. Compile group presentations in a class presentation. |

**Teacher Reflections**

## *Learning Experience:* 6.1.3 "A mari usque ad mare" [From Sea to Sea]

| | |
|---|---|
| KH-029 | Describe the role of the North West Mounted Police. |
| KH-030 | Relate stories about the gold rushes and describe the impact of the gold rushes on individuals and communities.<br>*Examples: Fraser River, Cariboo, Klondike...* |
| KH-031 | Identify events and issues related to the construction of the Canadian Pacific Railway.<br>*Examples: workers and working conditions, Chinese labourers, construction difficulties, mapping Canada...* |
| KH-033 | Identify factors leading to the entry into Confederation of Manitoba, Northwest Territories, British Columbia, Prince Edward Island, Yukon, Saskatchewan, Alberta, Newfoundland and Labrador, and Nunavut, and specify the year of entry. |
| KH-034 | Identify the prime ministers of Canada from 1867 to 1914 and give examples of their achievements. |

### Description of the Learning Experience

John A. Macdonald's dream of a country extending from sea to sea, joined by a railway, shaped Canada's expansion and continues to influence our vision of Canada.

Students gather and share information about the gold rushes, the building of the Canadian Pacific Railway, and the establishment of Canadian authority in the provinces of northwestern Canada in the late 1800s. They reflect on the factors that shaped national expansion and examine the successive phases of Confederation.

**Vocabulary:** tariffs, annexation, national policy, NWMP/RCMP (See Appendix D for Vocabulary Strategies.)

## 6.1.3 "A mari usque ad mare" [From Sea to Sea]

| Assessment | Outcomes | Strategies |
|---|---|---|
| | KH-031<br>KH-033<br>KH-034 | **Activate**<br>Students view images of early trains and railways built by the Canadian Pacific Railroad in the Northwest, and discuss the difficulties that this project may have encountered.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>(*continued*) |

**Teacher Reflections**

## 6.1.3 "A mari usque ad mare" [From Sea to Sea]

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| Appendix A Skill 3a | KH-029<br>KH-030<br>KH-031<br>KH-033<br>KH-034 | Students read and respond to quotations by historical figures regarding the building of the national railroad, and discuss what the quotations tell them about the importance of the railroad in the development of Canada.<br>TIP: It can be challenging for students to understand historical quotations. It may be useful to analyze one of the quotes together as a class, focusing on who is speaking, when, why, and the main point of the excerpt.<br>6.1.3 a BLM: Dream of a Nation: Sea to Sea (3 pages) |
| | | **or** |
| Appendix A Skill 3a | KH-029<br>KH-030<br>KH-031<br>KH-033<br>KH-034 | Students view images of the National Coat of Arms. They note the motto *"a mari usque ad mare"* (from sea to sea), and identify the symbols on the National Coat of Arms. Students consider the significance of both the motto and the symbols, and discuss what each tells them about the history and development of Canada at the time of Confederation.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| Appendix A Skill 2 | KH-029<br>KH-030<br>KH-031 | Collaborative groups of students brainstorm what they know about the Royal Canadian Mounted Police (e.g., role, reputation, uniforms, training, history, significance to Canadians…).<br>TIP: The original North West Mounted Police force was created in 1873. Encourage students to share what they know about Canada at that time to generate theories for the creation of the NWMP. |
| | | **or** |
| Appendix A Skill 5 | KH-029<br>KH-030<br>KH-031<br>KH-033<br>KH-034 | Using a graphic organizer, collaborative groups of students explore the concept of "progress," and relate their ideas to nation building and continental expansion, which dominated this period of history.<br>6.1.3 b BLM: What Is Progress? (2 pages) |

**Teacher Reflections**

## 6.1.3 "A mari usque ad mare" [From Sea to Sea]

| Assessment | Outcomes | Strategies |
|---|---|---|

### Acquire

KH-030
KH-031
KH-033
KH-034

Students view an 1870 map of Canada (including the two new additions of Manitoba and Northwest Territories), and identify the provinces and territories that had not yet joined Confederation. Collaborative groups of students, using a Jigsaw approach, select one of the remaining provinces or territories (i.e., British Columbia [1871], Prince Edward Island [1873], Yukon [1898], Saskatchewan [1905], Alberta [1905], Newfoundland [1949], or Nunavut [1999]). Using print and electronic resources, students research and present to the class details related to the entry of their selected region into Confederation (i.e., map, year of entry, and main factors and events leading to its joining Confederation). Once all the presentations are complete, students complete a chart listing the original four provinces, the two that joined in 1870, and the provinces/territories, years of entry, and reasons for entry of the remaining regions.

Appendix A Skill 11a

Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>

6.1.3 c BLM: Chart: Joining Confederation

6.1.3 d BLM: Chart: Joining Confederation—Key

**or**

KH-029
KH-030
KH-031
KH-033
KH-034

Students are provided with a series of word cards describing the sequence of events that occurred during the westward expansion of Canada after Confederation and during the building of the Canadian Pacific Railway. Collaborative groups of students place the events in chronological order. In a guided class discussion, and using a wall map of Canada to trace significant places and routes, students verify the order of their cards and discuss the significance of the westward expansion of Canada.

Appendix A Skill 7d

6.1.3 e BLM: Western Expansion Timeline (2 pages)

6.1.3 f BLM: Western Expansion Timeline—Key

(*continued*)

**Teacher Reflections**

## 6.1.3 "A mari usque ad mare" [From Sea to Sea]

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KH-031<br>KH-033<br>KH-034 | Students read primary sources and reflect in their journals on life in this time period.<br>6.1.3 g BLM: Famous Letters in Canadian History—Macdonald<br>6.1.3 h BLM: Famous Letters in Canadian History—Tupper<br>6.1.3 i BLM: Famous Letters in Canadian History—Mackenzie<br>6.1.3 j BLM: Famous Letters in Canadian History—Cartier<br>6.1.3 k BLM: Famous Letters in Canadian History—Laurier |
| | | **or** |
| | KH-031<br>KH-033<br>KH-034 | Using print and electronic resources, collaborative groups of students research selected events and issues related to the construction of the Canadian Pacific Railway (e.g., costs of building the railway, construction difficulties, hiring of Chinese immigrants, working conditions and dangers, surveying and mapping routes through the mountains, progress of the east and west lines, and the "Last Spike"). Students share information in class presentations.<br>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss><br>*(continued)* |

Appendix A Skill 9a

Appendix A Skill 11a

**Teacher Reflections**

## 6.1.3 "A mari usque ad mare" [From Sea to Sea]

| Assessment | Outcomes | Strategies |
|---|---|---|

### Acquire *(continued)*

**or**

KH-031
KH-033
KH-034

Using print and electronic resources, students research selected Canadian prime ministers from Sir John A. Macdonald to Sir Wilfred Laurier. Students record their names, dates in office, accomplishments, and include any interesting facts about them. Students then share this information with peers.

TIP: This activity is primarily a research project to retrieve specific information; its purpose is not for students to memorize names and dates. Encourage students to include an electronic image or photograph as part of their research and to note interesting facts they discover about the leaders.

Appendix A Skill 11a

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

6.1.3 l BLM: First Prime Ministers

6.1.3 m BLM: First Prime Ministers—Key

**or**

KH-029
KH-030
KH-031
KH-033
KH-034

Using print and electronic resources, students create a short biography of "The Old Chieftain," Sir John A. Macdonald, including his major accomplishments as prime minister.

TIP: Help students understand the main facets of the National Policy (tariffs or taxes on imported American products, encouraging immigration, building a national railway and its associated promises and problems), and the reasons why Macdonald was defeated following the Pacific Scandal (i.e., the Conservative Party received money in return for contracts). Encourage students to discuss how Macdonald dealt with First Nations concerns, English-French relations, and provincial interests. This may offer an opportunity to discuss with students what they consider to be the characteristics of leadership.

Appendix A Skill 11a

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

6.1.3 n BLM: The Old Chieftain: Sir John A. Macdonald (2 pages)

*(continued)*

**Teacher Reflections**

## 6.1.3 "A mari usque ad mare" [From Sea to Sea]

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KH-029<br>KH-030<br>KH-031<br>KH-033<br>KH-034 | Students view a video segment about the building of the railway and the western expansion of Canada under Sir John A. Macdonald. Students discuss factors that led to westward expansion and their effects (e.g., vision of a nation sea to sea, National Policy, protection from U.S. annexation, gold rushes, railway…).<br>SUGGESTED VIDEOS:<br>*Canada: A People's History,* Episode 9, "From Sea to Sea 1867–1873": Segments: "Tie the Oceans Together" (British Columbia); "For the Good of the Dominion" (railways and politics)<br>*Canada: A People's History,* Episode 10, "Taking the West 1873–1896": Segment: "Fancy Paper City" (Macdonald, tariffs and the railway, growth of Winnipeg)<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KH-029<br>KH-030<br>KH-031<br>KH-033<br>KH-034 | Collaborative groups of students use a Word Splash to formulate theories about the role and activities of the North West Mounted Police. Using print and electronic resources, students verify their theories and research the origins of the North West Mounted Police, including reasons for its creation and its role in establishing law and order under the control of Canada in the Northwest Territories. In a class discussion, students share their research and discuss the significance of the NWMP.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>6.1.3 o BLM: Role of the North West Mounted Police |

*(continued)*

**Teacher Reflections**

## 6.1.3 "A mari usque ad mare" [From Sea to Sea]

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| Appendix A Skill 6g | KH-029<br>KH-030<br>KH-033 | Students view a video about the North West Mounted Police and discuss the importance of the force, its role in encouraging the settling of the Northwest, and the maintenance of law and order during the period of the gold rushes.<br>SUGGESTED VIDEOS:<br>*Heritage Minute:* "Steele of the Mounties": <http://www.histori.ca/minutes/minute.do?ID=10187><br>RCMP Educational Package video, *On Guard for Thee:* "The Origins of the RCMP: The Great March West" (call #1828 available at IRU Manitoba Education)<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| Appendix A Skill 11a | KH-029<br>KH-030<br>KH-033 | Using print and electronic resources, students research the events and impact of the gold rushes in western Canada from 1858 to 1898 (e.g., Fraser River gold rush, Cariboo gold rush, Klondike gold rush...). Students record their research using a note-taking frame and share information with peers.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>6.1.3 p BLM: GOLD!! (2 pages) |

**Teacher Reflections**

## 6.1.3 "A mari usque ad mare" [From Sea to Sea]

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** |
| | KH-029<br>KH-030<br>KH-031<br>KH-033<br>KH-034 | Students write a news article including a headline and subtitle on a major event in western expansion or Confederation. Students post their articles on a class timeline, and discuss which events they consider to be most significant to the history of Canada, giving reasons to support their choices.<br>TIP: Encourage students to be creative in their newspaper style and layout, to include a primary source image, and to specify all the essential "who-what-when-where-why" details of the events.<br>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss> |
| | | **or** |
| | KH-031<br>KH-033<br>KH-034 | Pairs of students select a province or territory and perform role-plays of interviews between a newspaper reporter and a leader involved in that jurisdiction's entry into Confederation. Interviews should highlight the main factors and events that led to that jurisdiction's joining the Canadian Confederation. Students present their interviews to the class and field questions related to that jurisdiction's particular reasons for joining Confederation.<br>TIP: Encourage students to be creative in their presentations, using props and costumes if they wish to help portray the roles they are playing and the time period concerned. Caution them to avoid stereotypical representations and historical anachronisms. |
| | | **or** |
| | KH-031<br>KH-033<br>KH-034 | Collaborative groups of students create a multimedia presentation highlighting the importance and value of the construction of the Canadian Pacific Railway and its role in the development of Canada. Students include information on the impact of the railroad and its construction on various communities and groups. |

(*continued*)

**Teacher Reflections**

## 6.1.3 "A mari usque ad mare" [From Sea to Sea]

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KH-033<br>KH-044 | Students create a poster-sized Mind Map illustrating the leadership role and challenges of the early prime ministers studied, referring to the slogan "first among equals." Students share their Mind Maps and discuss the major issues faced by prime ministers of Canada, relating them to contemporary federal issues they see reflected in newspapers today (e.g., powers of the provinces, francophone-anglophone relations, Aboriginal land rights, regional economic inequalities, fear of American domination of the economy).<br>TIP: Students will study ongoing federal issues in more depth in a later cluster; however, it is useful to encourage them to make connections to contemporary events and issues throughout the entire year. Students may be asked to collect and share news clippings about federal government concerns in Canada on a regular basis, discussing the historical roots of many of these questions. |
| | | **or** |
| | KH-031<br>KH-033 | Students listen to Gordon Lightfoot's "Canadian Railroad Trilogy," and discuss events and issues related to the construction of the Canadian Pacific Railway and its impact on the entry of additional provinces to Confederation. After discussion, students reflect in their journals in response to the prompt *"What were the benefits and hardships of building a railroad sea to sea?"*<br>TIP: This song was introduced in Learning Experience 6.1.1. It is revisited at this point as students will have a deeper understanding of the issues and will be able to better engage in discussion and reflection.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>6.1.1 b BLM: Canadian Railroad Trilogy (2 pages) |
| | | (*continued*) |

**Teacher Reflections**

## 6.1.3 "A mari usque ad mare" [From Sea to Sea]

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KH-033<br>KH-044 | Students create an advertisement (e.g., billboard, newspaper advertisement, poster…), profiling the accomplishments and challenges of a prime minister who served during the period of 1867 to 1914. |
| | | **or** |
| | KH-031<br>KH-033<br>KH-034 | Students create an editorial cartoon depicting an aspect of the accomplishments or crises in the career of Sir John A. Macdonald.<br>TIP: It would be useful to show students a caricature of Sir John A., and to analyze an example of a political cartoon from that era.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KH-029<br>KH-030<br>KH-031 | Collaborative groups of students create a diorama of a gold rush camp, a North West Mounted Police camp on the ride west, or a CPR workers' camp during the construction of the railway. Students share dioramas in a Gallery Walk.<br>TIP: Encourage students to be as realistic as possible about the conditions of life in that time period. The class may develop a list of criteria in advance to be used for peer evaluation of the displays. |

*(continued)*

**Teacher Reflections**

## 6.1.3 "A mari usque ad mare" [From Sea to Sea]

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KH-031<br>KH-033<br>KH-034 | Students create posters illustrating the entry into Confederation of provinces and territories from 1870 to 1999. Students include the name and date of entry and symbols or flags representing each province or territory. |
| | | **or** |
| | KH-029<br>KH-030<br>KH-031<br>KH-033<br>KH-034 | Students create an Early Canadiana Scrapbook of the period from 1867 to 1885, including reproductions of sample archives or records of the main events of that era (e.g., newspaper headlines, passenger ticket stub for a seat on the CPR to Winnipeg, invoice for dynamite for a CPR crew, map of a proposed route for the rail line through the mountains, obituary for a CPR worker, election campaign slogan...). Students annotate their souvenirs and archives to indicate their historical significance.<br>TIP: If this is selected as a culminating activity, it would be useful to present it to the students at the outset of the learning experience, encouraging class input to develop a list of criteria and essential historical elements to be included. Allow students time to share their scrapbooks with their peers, another class, or their parents. |

*(continued)*

**Teacher Reflections**

## 6.1.3 "A mari usque ad mare" [From Sea to Sea]

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KH-031<br>KH-033<br>KH-034 | Students gather information (e.g., interview family and community members, oral histories, visits to historic sites and commemorative plaques…) regarding the ongoing influence of the railway on the growth (or decline) of their community. Students write a RAFT (Role, Audience, Format, Topic) describing ways in which railways have shaped the development of their community and western Canada.<br>TIP: This would be a good opportunity for teachers in communities affected by changing transportation routes (i.e., changes to bus and airplane schedules/destinations) to raise issues related to the impact of transportation on communities.<br> **Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KH-029<br>KH-031 | Students create period posters advertising the recruitment of people to work on the original CPR lines or to become members of the North West Mounted Police. Posters should include authentic historical details regarding qualifications, pay, working conditions, and equipment provided. |

**Teacher Reflections**

## *Learning Experience:* 6.1.4 Aboriginal Peoples and the Growing Nation of Canada

| | |
|---|---|
| KI-007 | Give reasons for the establishment of treaties and reserves, and describe their impact on individuals, families, and communities.<br>*Examples: indigenous rights, no right to vote, permission needed to leave a reserve...* |
| KH-028 | Identify causes, events, individuals, and consequences of the 1885 Northwest Resistance. |
| KH-032 | Identify contributions of Aboriginal leaders from 1867 to 1914.<br>*Examples: Gabriel Dumont, Mistahimaskwa (Big Bear), Pitikwahanapiwiyin (Poundmaker), Isapomuxika (Crowfoot)...* |

### Description of the Learning Experience

As Canada expanded and colonized farther west and north, Aboriginal peoples were displaced and their ways of life were disrupted and transformed.

Students consider the consequences of Canadian expansion on Aboriginal people, including treaties and reserves. They conduct research into the lives and contributions of Aboriginal leaders from 1867 to 1914, and examine the causes and consequences of the Northwest Resistance of 1885.

**Vocabulary:** treaties, reserves, assimilation (See Appendix D for Vocabulary Strategies.)

## 6.1.4 Aboriginal Peoples and the Growing Nation of Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | KI-007<br>KH-028<br>KH-032 | **Activate**<br>Students brainstorm examples of everyday encounters involving agreements and promises, and give examples of instances they have been involved in when there was a misunderstanding about what had been promised. Students generate explanations as to how and why misunderstandings can arise, and potential consequences. Students apply these ideas to the question of First Nations treaties, and brainstorm misunderstandings that might have arisen in the signing of treaties.<br>(*continued*) |

**Teacher Reflections**

## 6.1.4 Aboriginal Peoples and the Growing Nation of Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| | KI-007<br>KH-028<br>KH-032 | Students view images of treaty-signing events and ceremonies, and brainstorm what they know about treaties with Aboriginal peoples in Canada. Ideas are recorded on chart paper and students discuss differing perspectives regarding treaties (e.g., the European tradition of treaties as business contracts specifying written terms; the Aboriginal tradition of treaty signing as a solemn ceremony involving agreements and intentions beyond the written contract; the European tradition of private and Crown land ownership; the Aboriginal tradition of land entitlement as right of occupancy).<br>NOTE: Students have been introduced to the concept of treaties between Aboriginal peoples and the Crown in Grade 5, as well as the "Peace and Friendship" treaties of pre-Confederation Canada.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KI-007<br>KH-028<br>KH-032 | Students observe maps of the regions covered by the numbered treaties, from Treaty #1 in 1871 to Treaty #11 in 1921. Using their knowledge of this and the preceding era, students brainstorm reasons why these treaties may have been signed by both parties, and possible consequences for both parties.<br>TIP: This activity will provide an opportunity to discuss the concept of reserve land, and reasons why reserves were established for First Nations peoples in North America. See Teacher Background Notes for more information regarding the use of Aboriginal terms.<br>SUGGESTED READING: Map of the numbered Treaties 1 to 7: *My Country, Our History* by Allan Hux, et al. (p. 38)<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>6.1.4 a Aboriginal Terms (Teacher Background Notes) |
| | | (*continued*) |

**Teacher Reflections**

## 6.1.4 Aboriginal Peoples and the Growing Nation of Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| | KI-007<br>KH-028<br>KH-032 | Using Think-Pair-Share, students read a primary source excerpt from one of the numbered treaties and discuss what the document tells about the attitudes and motivations of the Canadian government during the period of the expansion of the Dominion.<br>TIP: Encourage students to think critically as they read the primary source, posing questions that encourage them to draw their own conclusions instead of directing them to a particular point of view. Encourage them to consider whether the wording of the treaty suggests an agreement between equals.<br>6.1.4 b BLM: Treaty #2 Excerpt (2 pages) |
| | | **or** |
| | KH-028<br>KH-032 | Collaborative groups of students brainstorm and record a list of what they know about the Northwest Resistance of 1885 and its consequences. Students may consult their notes from previous learning experiences, referring to their knowledge of Métis concerns in the Red River Resistance and the life of Louis Riel.<br>TIP: Students have previously studied the Northwest Resistance in Learning Experience 6.1.2, as well as during their study of the history of Manitoba in Grade 4. |
| | | **Acquire** |
| | KH-028<br>KH-032 | Students view images that compare the Canadian government's method of surveying land for townships and for the Métis river lot system. Students discuss their observations of the differences between the two systems and discuss how the imposition of the Canadian system, without consulting the residents of the area, may have contributed to the Northwest Resistance.<br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>** |

(*continued*)

**Teacher Reflections**

## 6.1.4 Aboriginal Peoples and the Growing Nation of Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| Appendix A Skill 6b | KI-007<br>KH-028<br>KH-032 | Students read and respond to historical quotations of First Nations Chiefs regarding the signing of the treaties and the establishment of reserves. They discuss what the quotations tell them about the impact of the treaties and reserves, and generate questions for inquiry regarding the reasons for the creation of treaties and reserves. Students share their observations about the quotations and their inquiry questions with the class.<br>TIP: Other quotations from First Nations Chiefs are available in: *My Country, Our History* by Allan Hux, et al. (p. 38)<br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>**<br>6.1.4 c BLM: Treaty #6: Poundmaker |
| | | **or** |
| Appendix A Skill 11a | KI-007<br>KH-028<br>KH-032 | Using print and electronic resources and the provided note-taking frame, collaborative groups of students research biographical information regarding a selected First Nation or Métis leader (e.g., Gabriel Dumont, Mistahimaskwa [Big Bear], Pitikwahanapiwiyin [Poundmaker], Isapomuxika [Crowfoot], Wandering Spirit…) from the period of the numbered treaties, 1867 to 1920. Students organize their information and images in an electronic format to prepare a short multimedia presentation highlighting the contributions of the leaders and their perspectives regarding treaties and reserves.<br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>**<br>6.1.4 d BLM: Note-Taking Frame–Aboriginal Leaders during Post-Confederation Expansion (2 pages) |

(*continued*)

**Teacher Reflections**

## 6.1.4 Aboriginal Peoples and the Growing Nation of Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KI-007<br>KH-032 | Using print and electronic resources, collaborative groups of students research the reasons for the establishment of treaties and reserves in the post-Confederation expansion period, and the impact of the numbered treaties on First Nations individuals, families, and communities. Students indicate the regions covered by the numbered treaties on an enlarged outline map of Canada.<br>TIP: Many of the terms of the treaties are very complex and still in dispute. Encourage students to focus on the "big ideas" rather than on the specific details of each treaty (e.g., "Indians" were considered to be subjects of the Queen, without the right to vote or participate in federal government decisions affecting them; their freedom, mobility rights, and fishing and hunting rights were restricted; and their traditional governance system was undermined by the increased authority of the federal government in their communities). More detailed resources for teachers on the terms and political consequences of treaties and reserves are available at various websites.<br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>**<br>6.1.4 e BLM: Numbered Treaties (2 pages)<br>6.1.4 f BLM: Numbered Treaties—Key (2 pages) |
| | | **or** |
| | KH-028<br>KH-032 | Using the provided note-taking frame, students research and record information regarding the causes, events, individuals, and consequences of the 1885 Resistance and share their findings in a class discussion.<br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>**<br>6.1.4 g BLM: Note-Taking Frame: 1885 Resistance (2 pages)<br>6.1.4 h BLM: Note-Taking Frame: 1885 Resistance—Key |

(*continued*)

**Teacher Reflections**

## 6.1.4 Aboriginal Peoples and the Growing Nation of Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KH-028<br>KH-032 | Students gather images representing events and people in the Northwest Resistance (sometimes referred to as Rebellion) and create an annotated electronic gallery of these images. Students generate questions for inquiry into the causes, events, individuals, and consequences of this conflict.<br>NOTE: As with the Red River Resistance, there are varying historical interpretations of this event. Students may see it referred to as the Northwest Rebellion or as the Northwest Resistance of 1885. At the end of their inquiry, they may wish to discuss their perspective of the events (refer to BLM 6.1.2: Resistance and Rebellion).<br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **Apply** |
| | KI-007<br>KH-028<br>KH-032 | Collaborative groups of students carry out a team deliberation regarding specific actions of the government or of the Métis and First Nations peoples in the course of the Northwest Resistance/Rebellion. The class brainstorms a list of the actions taken by each group that caused the conflict to escalate, and chooses which action they wish to deliberate. Following the deliberations, students consider what actions may have been taken at various points by either group to defuse the conflict.<br>TIP: See BLM 6.1.1n Teacher Background Notes–Team Deliberation for guidelines.<br>(*continued*) |

**Teacher Reflections**

## 6.1.4 Aboriginal Peoples and the Growing Nation of Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| Appendix A Skill 8 | KH-028<br>KH-032 | Using Think-Pair-Share, students read and respond to a short text about Gabriel Dumont's time of exile in the United States, using guiding questions to help them think critically about historical evidence and stereotypes.<br>6.1.4 i BLM: Buffalo Bill's Wild West Show |
| | | **or** |
| Appendix A Skill 7d | KI-007<br>KH-028<br>KH-032 | Collaborative groups of students prepare annotated illustrations of selected events from this time period to add to the class timeline (e.g., major numbered treaties, events leading to the Northwest Resistance, Batoche, Riel's trial and hanging, consequences of the Resistance…). |
| | | **or** |
| Appendix A Skill 8 | KH-028<br>KH-032 | Collaborative groups of students read Pauline Johnson's poem, "A Cry from an Indian Wife," which depicts the Resistance of 1885 from the perspective of the Aboriginal peoples. Students discuss the meaning of the poem and collaborate to write a reflective response, focusing on what the poem says about the consequences on Aboriginal peoples of government policies and actions.<br>TIP: Pauline Johnson's poetry is highly stylized and reflects a particular period of history in language and romantic tone. Guide the students to focus on picking out historical references (e.g., disappearance of the bison, white people moving west...) as they read the text.<br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>**<br>6.1.4 j BLM: A Cry from an Indian Wife (2 pages) |

*(continued)*

**Teacher Reflections**

## 6.1.4 Aboriginal Peoples and the Growing Nation of Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KH-028 KH-032 | Students write letters to the editor that might have appeared in an 1885 newspaper. Students express the point of view of a member of a selected group in Canada regarding the execution of Riel in 1885 (e.g., francophone Canadians in Québec or in the West, anglophone Canadians in Ontario or in the West, First Nations and Métis people, new immigrants to the West).<br>TIP: Consider "publishing" all the letters in an 1885 newspaper format. Distribute copies of the newspaper to the students who wrote them, as well as to other Grade 6 classes in the school or school division. |
| | | **or** |
| | KH-028 KH-032 | Pairs of students prepare and present a short role-play representing a conversation between Gabriel Dumont and Louis Riel, in which Dumont attempts to persuade Riel to return to Manitoba to lead the 1885 Resistance. |
| | | **or** |
| | KH-028 KH-032 | Collaborative groups of students create a Mind Map representing the key causes, events, individuals, and consequences of the Northwest Resistance of 1885. Groups present their Mind Maps to the class, and discuss how events may have transpired differently had one of the leaders made a different decision at a key point in the conflict. Each student writes an Exit Slip responding to the presentations and discussion. |

(*continued*)

**Teacher Reflections**

## 6.1.4 Aboriginal Peoples and the Growing Nation of Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KI-007<br>KH-028<br>KH-032 | Students read an excerpt from a present-day federal government text expressing regret for past policies and actions related to Aboriginal peoples in Canada. Students "finish the speech" by adding a third paragraph that addresses and expands on this apology and proposes realistic measures for redressing injustices. Students present their speech "endings" to the class.<br>TIP: It may be useful to create a class Word Splash prior to students preparing their speeches. Help students highlight the important issues that should be in the speech, including<br>• that the population of the West and North was primarily Aboriginal peoples when westward expansion first began<br>• the consequences of westward expansion and the building of the railway, and their impact on Aboriginal peoples<br>• the impact of agricultural development on the Aboriginal peoples<br>• a consideration of how attitudes of paternalism rather than equality and reciprocity governed actions<br> 6.1.4 k BLM: Regret and Reconciliation |
| | | **or** |
| | KI-007<br>KH-028<br>KH-032 | Collaborative groups of students create multimedia presentations about the life and contributions of a First Nation or Métis leader. Students viewing the presentations write a journal response to each of the presentations, focusing on the leader's contributions and the impact of treaties and reserves on the independence, mobility rights, resource rights, and governance of their peoples. |

**Teacher Reflections**

## Teacher Reflections

## *Learning Experience:* 6.1.5 Immigration

| | |
|---|---|
| KI-008 | Identify various groups that immigrated to Canada in the late 19th and early 20th centuries, and give reasons for their emigration.<br>*Examples: African-Americans, Asians, British, Central and Eastern Europeans, Icelanders...* |
| KI-009 | Describe ways in which immigration was encouraged by and important to the Canadian government from 1867 to 1914. |
| KI-010 | Describe various challenges faced by new immigrants to Canada.<br>*Examples: language, climate and environment, differing laws and customs, discrimination, physical and cultural isolation...* |
| KH-034 | Identify the prime ministers of Canada from 1867 to 1914 and give examples of their achievements. |
| VI-005 | Appreciate the importance of immigration in the development of Canada. |

### Description of the Learning Experience

Canadian society was radically transformed by the arrival of large numbers of immigrants of various ethnic groups in western Canada in the late 19th and early 20th centuries.

Using primary and secondary sources, videos, statistics, and information about Canadian government policies, students gather information about various groups who immigrated to Canada in the late 19th and early 20th centuries. They share their information through a variety of simulations, role-plays, and discussions.

**Vocabulary:** immigration policy, push and pull factors, discrimination (See Appendix D for Vocabulary Strategies.)

## 6.1.5 Immigration

| Assessment | Outcomes | Strategies |
|---|---|---|
| | KI-008<br>KI-010<br>VI-005 | **Activate**<br>Students brainstorm a list of reasons why people may choose to move to and settle in another country. The reasons are recorded on chart paper, and sorted as "pull factors" (i.e., the factors that attract people to a given country), and "push factors" (i.e., the reasons that motivate people to leave their country of origin). Students discuss what they believe to be the most significant of each type of factor, compiling a collective list.<br>(*continued*) |

**Teacher Reflections**

## 6.1.5 Immigration

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| Appendix A Skill 6f | KI-008<br>KI-009<br>KH-034<br>VI-005 | Students view images or excerpts of pamphlets promoting immigration to the Canadian West from the late 1800s and early 1900s. Students discuss the image of western Canada that is conveyed by the brochures, and generate questions about how successful the campaign was in promoting immigration during this period of Canadian history.<br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| Appendix A Skill 6d | KI-008<br>VI-005 | Students interview grandparents and/or parents to gather information about their family's country of origin, and the number of generations their family has lived in Canada. Collaborative groups of students share their information and create a chart summarizing the countries of origin and the number of generations in Canada. Each group presents its chart to the class. As a class, students discuss the importance of immigration to the history of Canada and make observations regarding how the Canadian population has been transformed over the years. |
| | | **or** |
| Appendix A Skill 11f | KI-008<br>KI-009<br>KH-034<br>VI-005 | In pairs, students create a concept map representing what is meant by the term "discrimination." Student pairs share their concept maps with another pair, and discuss how and why discrimination may be a part of the experience for newcomers to a country.<br>TIP: Help students understand that discrimination is often directed toward groups or individuals who are different from oneself or from the majority, that individuals, groups, or countries often practise discrimination because they fear they will lose something, and that laws and government policies can be and have been discriminatory.<br>6.1.5 a BLM: Discrimination |

**Teacher Reflections**

## 6.1.5 Immigration

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** |
| | KI-009<br>KH-034<br>VI-005 | Using print and electronic resources, students research the life and accomplishments of Wilfrid Laurier as prime minister (1896 to 1911).<br>Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss><br>6.1.5 b BLM: Wilfrid Laurier<br>6.1.5 c BLM: Wilfrid Laurier—Key |
| | | **or** |
| Appendix A Skill 6g | KI-008<br>KI-009<br>KI-010<br>KH-034<br>VI-005 | Students view video segments depicting various ways the federal government encouraged immigration to Canada, and the difficulties encountered by early pioneers in western Canada. Students discuss the importance of immigration, and how it eventually transformed the landscape of the West and the population of western Canada.<br>SUGGESTED VIDEOS: *Canada: A People's History*, Episode 10, "Taking the West—1873 to 1896"<br>Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss> |
| | | **or** |
| Appendix A Skill 8 | KI-008<br>KI-009<br>KI-010<br>KH-034<br>VI-005 | Students read a text, including a primary source extract, referring to social consequences of the large influx of immigrants (in particular, immigrants of non-British background) during the late 19th and early 20th centuries. Using Think-Pair-Share, students draft steps for a proposed action plan to help new central and eastern European immigrants adapt to life in the new land, and to help counter the discriminatory attitudes of some Canadians.<br>Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss><br>6.1.5 d BLM: Receiving Newcomers to Canada |

(*continued*)

**Teacher Reflections**

## 6.1.5 Immigration

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KI-008<br>KI-009<br>VI-005 | Students observe an online, animated map showing comparative population densities and changes from 1901 to 2001. As a class, students discuss the general trends they observe and note which decades show the greatest increases in population.<br>TIP: This activity can serve as an introduction to the concept of population density. Students may observe which areas have the highest population concentration, including the rapid increase in Winnipeg at the turn of the century. Students will also be able to see a visual representation of changing population distribution, as the Canadian West became more extensively populated due to waves of rural immigration at this time. They may also observe that more recent population increases tend to be in the urban areas of the country.<br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KI-008<br>KI-009<br>KI-010<br>KH-034<br>VI-005 | Using print and electronic resources and the provided note-taking frame, collaborative groups of students research the ways in which immigration was encouraged by Canadian government policies promoted by Sir Clifford Sifton, Minister of the Interior under Prime Minister Laurier from 1896 to 1905. Students record and share their information, and discuss important changes that this new approach to immigration had on Canadian population and society.<br>TIP: Students will look into further details regarding homesteading in the next learning experience; in this activity, encourage them to note that under the Dominion Lands Act of 1872, a quarter-section of land (160 acres, 64 hectares) was offered to settlers for $10. After building a house and farming the land for three years, the settler owned the land. Additional land was made available at a price of $3 per acre.<br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>**<br>6.1.5 e BLM: Note-Taking Frame: Sir Clifford Sifton |
| | | *(continued)* |

**Teacher Reflections**

## 6.1.5 Immigration

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KI-008<br>KI-009<br>KH-034<br>VI-005 | Using primary sources as models, students create an immigration poster promoting immigration to Canada in the early 20th century. Students share their posters in a Gallery Walk and discuss the approach used to convince people to come to Canada, the importance of immigration, and the types of immigrants this campaign was intended to attract.<br>TIP: Students may work in small groups to analyze the approach and style of the historical posters and pamphlets, so that they may reproduce this style in their own productions. Encourage students to demonstrate in the design of their posters what they know about the impact of push and pull factors on immigration.<br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KI-008<br>KI-009<br>KI-010<br>VI-005 | Using print and electronic resources, collaborative groups of students research the immigration experiences and challenges, and the push and pull factors for immigration to Canada for a particular ethnic group of their choice. Groups summarize and record their information to post in a class immigration museum display.<br>TIP: Ask students to select immigration stories and groups that are relevant to the immigration period of the late 19th and early 20th centuries, as this is the period targeted by the learning outcomes. Encourage students to focus on the push and pull factors of immigration, and the challenges faced by immigrants in their new land. After students have had the opportunity to share information about the immigration experiences of the groups they have selected, engage them in a guided discussion in which they synthesize their learning and focus on the big picture of the role of immigration. Encourage them to observe the overall changes that this influx of immigrants created in the Canadian population (e.g., transforming the West from a sparsely populated area to a growing and economically important part of Canada ["breadbasket" of the country]; changing Canadian demographics from a predominantly English-speaking population of British descent to a much more diverse population).<br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>** |

*(continued)*

**Teacher Reflections**

## 6.1.5 Immigration

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KI-008<br>KI-009<br>KI-010<br>VI-005 | Students visit the Manitoba Museum to view artifacts and exhibitions regarding immigration and the peopling of western Canada around the beginning of the 20th century, the growth of Winnipeg as the Gateway to the West, and the challenges experienced by the new immigrants to Canada. Students share their observations following the tour.<br>TIP: Students may be assigned a "Heritage Hunt" in which they find, select, and note specific artifacts of interest during their tour. The Manitoba Museum has materials to support Grade 6 learning outcomes related to western immigration, social change, and urban life in Winnipeg in the early 20th century (Clusters 1 and 2). Teachers may request a highlight tour to focus on a given theme or topic of study. Teachers may also create self-guided tours. For assistance in planning a tour, call the museum in advance to book a free preview session or to discuss tour options with museum educators.<br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KI-008<br>KI-009<br>KI-010<br>KH-034<br>VI-005 | Students view a video segment about the social consequences of the arrival of large numbers of immigrants in Canada in the early 20th century. Following the viewing, students discuss the negative and positive results of this rapid transformation of the population.<br>SUGGESTED VIDEO: *Canada: A People's History,* Episode 11, "The Great Transformation: Strangers within Our Gates" (J.S. Woodsworth, social conditions of new immigrants, Winnipeg, social change) |
| | | **or** |
| | KI-008<br>KI-009<br>VI-005 | Students analyze and discuss factors related to population growth (e.g., birth rate, immigration, death rate, and emigration). Consulting comparative population data from Statistics Canada, students prepare a bar graph illustrating population changes in Canada from approximately 1870 to 1910. Students share their graphs and discuss trends that emerge, including the influence of immigration on the development of Canada.<br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>** |
| | | *(continued)* |
| **Teacher Reflections** | | |

## 6.1.5 Immigration

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KI-008<br>KI-009<br>KI-010<br>KH-034<br>VI-005 | Using print and electronic resources, students research immigration policies under Sir Clifford Sifton and Prime Minister Laurier. Students write a short description of how and why the government changed its approach to immigration, and how the new immigration policies of that time expressed the government's picture of Canada's "ideal immigrant." In a guided class discussion, students discuss how this view of the ideal immigrant would have changed again in contemporary times (i.e., no longer requiring "hard-working peasant" with an agricultural background who can adapt to rural life, but more technologically skilled or highly specialized workers who can adapt to urban society).<br><br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KI-008<br>KI-009<br>KI-010<br>VI-005 | Students view and respond to a video depicting the challenges of, and the reasons for, the immigration of a particular ethnic group that came to Canada during the late 19th and early 20th centuries. Students discuss the challenges faced by these groups (e.g., travel, beginning a life with meagre possessions, language, discrimination, differing laws and customs, physical and cultural isolation, adaptation to climate and environment). Students create a Mind Map depicting the major challenges encountered by these immigrants.<br>SUGGESTED VIDEOS: The URL listed below includes a link to a series of videos available at *A Scattering of Seeds, the Creation of Canada* (in particular, note the episodes entitled *Saga of Hope, An Icelandic Odyssey* and *A Glowing Dream: the Story of Jacob and Rose Penner*).<br><br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>** |

**Teacher Reflections**

## 6.1.5 Immigration

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** |
| | KI-008<br>KI-009<br>KI-010<br>KH-034<br>VI-005 | Students read an informational text about "The Last Best West" and immigration policy during this period of Canadian history. They draw a Mind Map to illustrate what is meant by this expression, to show the importance of immigration, and to illustrate how and why immigration was encouraged by the federal government of the time.<br> Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss> |
| | | **or** |
| | KI-008<br>KI-009<br>KI-010<br>VI-005 | Students write and produce a *Heritage Minute* video depicting the arrival of a new immigrant to Canada at the turn of the 20th century. Videos should include the name and country of origin of the immigrant, and depict reasons why the person decided to move to Canada. As well, videos should include first impressions of the land and difficulties/challenges encountered by the immigrant.<br>TIP: The following URL provides a link to the Histori.ca website, which may be consulted for instructions on how to "make your own minute."<br> Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss> |
| | | **or** |
| | KI-008<br>KI-009<br>KI-010<br>VI-005 | Students create a museum display depicting the immigration experiences of a selected group of immigrants. Ideally, displays should include reproductions of archives and artifacts (e.g., immigration papers, passports, journals, suitcases with family heirlooms, letters, photographs...). Students and invited guests participate in a Gallery Walk by circulating to the various stations and exchanging information about each group.<br>TIP: Encourage students to strive for authenticity in their displays, using names and primary sources consulted in the course of the research process. |

(*continued*)

**Teacher Reflections**

## 6.1.5 Immigration

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KI-008<br>VI-005 | Collaborative groups of students prepare and conduct a survey of their school or community to gather statistics on the country of origin and numbers of generations in Canada. Students collate and summarize their data by creating a graph and interpreting the total results and patterns they discover.<br>TIP: Encourage students to compare their results with those of the Canadian or Manitoba population by referring to census statistics on the Statistics Canada website.<br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KI-008<br>KI-009<br>KI-010<br>KH-034<br>VI-005 | Collaborative groups of students prepare annotated illustrations of selected events from this time period to add to the class timeline (e.g., election of Wilfrid Laurier, Manitoba schools question, Clifford Sifton's immigration promotion campaign, period of prosperity and expansion under Laurier, wave of immigration from 1900 to 1910, defeat of Wilfrid Laurier…).<br>TIP: As a class, have students brainstorm a list of significant events regarding immigration and government that are explored in this learning experience. Record the events and have students reach consensus on the key events to be added to the class timeline, following the template they have designed for this purpose. |
| | | **or** |
| | KI-008<br>KI-009<br>KI-010<br>KH-034<br>VI-005 | Collaborative groups of students design and create an Immigration Support Kit to help new immigrants arriving in this period adjust to their new country and create a home in Canada.<br>TIP: Brainstorm as a class the types of information and assistance that would be useful to the newcomers. Encourage students to be creative in their suggestions, while basing their kits on historical information they have gathered about the countries of origin, languages, cultures, and challenges faced by new immigrants to the country at that time. |

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**Teacher Reflections**

## 6.1.5 Immigration

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KI-008<br>KI-009<br>KI-010<br>KH-034<br>VI-005 | Students create a brochure designed to attract immigrants to Canada in the late 1800s to early 1900s. Student brochures should reflect the approach to immigration used by the federal government at that time.<br>TIP: Develop with the class a list of criteria before they develop their brochures. Although the materials must include some factual information, students may also be given some licence here, as was done in the historical campaign, for promotional purposes. Students may afterward analyze the works of their peers, distinguishing "fact" (e.g., *after three years, the land is yours, if you develop and farm it*) from marketing tactics (e.g., *come to the land of guaranteed crops*). |
| | | **or** |
| | KI-008<br>KI-009<br>KI-010<br>VI-005 | Collaborative groups of students prepare and present a short dramatic re-enactment of the voyage of a group of immigrants by ship and then by train to a homestead in western Canada.<br>TIP: Caution students to avoid cultural stereotyping, and to instead focus on the various challenges faced by new immigrants, including weather, scarcity of amenities they would have had in their home countries, and the (possible) unwelcoming reception by Canadians who may have been opposed to this influx of immigrants who did not speak English and did not know the customs of the land. |

**Teacher Reflections**

## *Learning Experience:* 6.1.6 Farming the Land

| | |
|---|---|
| KI-011 | Describe daily life on a prairie homestead between 1890 and 1914.<br>*Examples: survey system, role of women, challenges facing early settlers, education...* |
| KE-055 | Explain the importance of agriculture in the development of Canada from 1867 to 1914. |
| VE-018 | Appreciate the importance of agriculture in the development of Canada. |
| VL-010 | Appreciate the efforts of people in early Canada to overcome environmental hardships. |

### Description of the Learning Experience

Agriculture has played an important role in Canadian history and has defined the experiences and ways of life of many Canadians.

Students research prairie homesteads and the role of agriculture in Canada, using a variety of primary and secondary sources including images and literature. Through role-plays, creative writing, and the creation of simulations and models, they share their learning with each other.

**Vocabulary:** homestead

## 6.1.6 Farming the Land

| Assessment | Outcomes | Strategies |
|---|---|---|
| | KI-011<br>KE-055<br>VE-018<br>VL-010 | **Activate**<br>Students watch the *Heritage Minute* "Soddie," about the construction of sod houses in the Prairies by the pioneers. Students respond to the video, discussing whether they believe that the Canadian government's representation of the West in their campaign to attract immigrants was realistic or false. They generate questions about the lives of rural pioneers in the Canadian West.<br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>**<br>(*continued*) |

**Teacher Reflections**

## 6.1.6 Farming the Land

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| | KI-011<br>KE-055<br>VE-018<br>VL-010 | Students brainstorm ideas related to early agricultural settlement on the Prairies, and the difficulties settlers encountered as they tried to survive in an area previously used only for the fur trade and buffalo hunting.<br>TIP: In Grade 5, students studied the Red River Colony under Lord Selkirk and the Hudson's Bay Company (first arrival in 1812). Encourage students in their brainstorming, to compare the voyage and daily life of Selkirk settlers to that of the settlers in the 1880s and later.<br>Note: Selkirk settlers<br>• were mostly Scottish<br>• arrived by ship via Hudson Bay<br>• travelled by York boat and by cart to the Red River Valley<br>• had some assistance from the HBC trading posts and from First Nations<br>1880s settlers<br>• were often central European<br>• did not speak English<br>• arrived on ships at the port of Montréal<br>• travelled by train and by cart to their land in the West<br>• had some assistance from the Canadian government<br>• had access to the train stations for supplies |
| | | **or** |
| | KI-011<br>KE-055<br>VE-018<br>VL-010 | Collaborative groups of students read a short expository text about homesteading in the prairie West and create a Mind Map to illustrate what homesteading was, some characteristics of daily life on a homestead, and environmental hardships encountered by the settlers.<br>TIP: Students may revisit their Mind Map at the end of this learning experience to refine and add to it. See the entry on homesteading in the online Canadian Encyclopedia and pages 59–62 of *My Country, Our History*.<br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>** |

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**Teacher Reflections**

## 6.1.6 Farming the Land

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| Appendix A Skill 6f | KI-011<br>KE-055<br>VE-018<br>VL-010 | Collaborative groups of students observe electronic images of pioneer life in Canada. Students select two or three images to create an electronic portfolio about life on a prairie homestead. Using the provided note-taking frame, they analyze what the images tell them, explain why they selected each image, and record the source of the images.<br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>**<br>6.1.6 a BLM: Note-Taking Frame: Observing Historical Images |
| | | **Acquire** |
| Appendix A Skill 8 | KI-011<br>KE-055<br>VE-018<br>VL-010 | Students read an informational text regarding the Dominion Lands Act, describing how lands were surveyed and distributed in western Canada in the late 19th century–early 20th century. Students draw a diagram illustrating how the land was surveyed, and discuss/record possible negative and positive consequences of this policy for new immigrants in western Canada (i.e., land was cheap, but access to water and fertile land was sometimes a matter of chance; large areas were set aside for the railway, the government, and various "colonization companies;" immigrants had to report their progress to the government and their future often depended on this report...).<br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>**<br>6.1.6 b BLM: Dominion Lands Surveying (2 pages) |
| | | **or** |
| Appendix A Skill 11a | KI-011<br>VL-010 | Using print and electronic resources, students research the construction of sod houses on prairie homesteads and prepare a chart describing how these were built, and the challenges involved in building and developing the homestead.<br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>** |

*(continued)*

**Teacher Reflections**

## 6.1.6 Farming the Land

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KI-011<br>VL-010 | Students view and respond to a video segment from the *Pioneer Quest* television series (History Television). After the viewing, students discuss the environmental hardships and daily life of pioneers in the West, and write their observations and reflections in their journals.<br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KI-011<br>VL-010 | Collaborative groups of students collect and share print or electronic historical images of life on a prairie homestead. Students present the images they have selected (without providing the date or the title), and ask peers to generate hypotheses about what is depicted by the picture, and when and where it originated. Students then share the details they have recorded about the image and discuss what the images tell about homestead life at the turn of the 20th century.<br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>**<br>6.1.6 a BLM: Observing Historical Images |
| | | **or** |
| | KI-011<br>KE-055<br>VE-018<br>VL-010 | Pairs of students consult the Manitoba Agricultural Hall of Fame website and select a historical figure to research. Students present their findings in the form of an informal interview, with one partner taking on the role of the interviewer and the other the historical figure. Interviews focus on the efforts made by people in the past to overcome environmental hardships and to build the West into the important food-producing region that it has become.<br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>** |

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**Teacher Reflections**

## 6.1.6 Farming the Land

| Assessment | Outcomes | Strategies |
|---|---|---|

### Acquire *(continued)*

**or**

KI-011
VL-010

Collaborative groups of students read aloud a poem or a literary extract about daily life on a prairie homestead. They highlight the words in the poem that describe daily life and the hardships encountered by homesteaders.

SUGGESTED POEMS:

- See BLM 6.1.6c: Prairie Verses for an early prairie poem.
- "The Alberta Homesteader," as recorded on page 115 of the Teachers' Resource Book *My Country, Our History*.
- Students may also read a selection from Nellie McClung's autobiography (1873–1951) *Clearing in the West: My Own Story*. McClung was born in Ontario, and her family moved to Manitou, Manitoba as pioneer homesteaders in 1880. She worked as a teacher in Manitoba before becoming involved in the suffrage movement and political life.
- Students may also select a passage from one of the books of Laura Ingalls Wilder's *Little House on the Prairie* series. Although the author was American, the time frame and natural environment (i.e., the Midwestern prairie) are fitting, and the historical details are considered to be very authentic.

BLM: Prairie Verses (2 pages)

**or**

KI-011
KE-055
VE-018
VL-010

Collaborative groups of students research and prepare a hands-on display in which they demonstrate a selected aspect of daily life on a prairie homestead between 1890 and 1914. In a Gallery Walk, students observe and discuss positive and negative aspects of life in that time period, and the roles of the men, women, and children on the homestead.

TIP: Suggested topics for displays include a one-room schoolhouse; clearing the land; building a sod house; household chores (e.g., weaving, candle making, preserving, soap making, butter and cheese making, grinding flour); natural remedies; toys (e.g., rag dolls, corn husk dolls, wooden horses…); livestock care; barn raising; tilling, seeding, and harvesting crops; hunting and trapping.

**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>**

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**Teacher Reflections**

## 6.1.6 Farming the Land

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KI-011<br>KE-055<br>VE-018<br>VL-010 | Students take a field trip or a community walk to identify and observe the oldest buildings in their community. Students record their observations in notes or photographs and compile a summary of their observations when they return to the classroom.<br>TIP: This field trip may also involve a visit to a local museum (e.g., one-room schoolhouses, homesteads, churches…), where community artifacts and archives may be stored. Although many community museums are open only from late May to September, in some cases appointments may be booked off-season.<br>Encourage students to find and present to the class artifacts that their families may have, or to inquire into community records and history to help them develop an awareness of the important role of agriculture in the development of Canada.<br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KE-055<br>VE-018 | Using print and electronic resources and the provided note-taking frame, students locate and select two separate pieces of information (e.g., citations, statistics, historical interpretations…) that assert the importance of agriculture in Canadian history. Students share their information with each other, discussing their view of the role of agriculture in Canada today.<br>TIP: Students may also choose to supplement this search with anecdotal evidence of their own (e.g., interviews with family members who live or lived on a farm; a survey of how many students in the class or school have family members involved [or who were involved] in agriculture…).<br>**Supporting websites can be found at <http//www3.edu.gov.mb.ca/cn/links/ss>**<br>6.1.6 d BLM: Importance of Agriculture (2 pages) |

*(continued)*

**Teacher Reflections**

## 6.1.6 Farming the Land

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| Appendix A Skill 6g | KI-011<br>VL-010 | Students view and respond to a video segment about daily life on a prairie homestead, focusing on the respective roles of the men, women, and children, and on the role of the community in supporting families as they developed their farms.<br>SUGGESTED VIDEO: "Homesteading on the Prairies" from *Early Life in Canada*, National Film Board, 1997. |
| | | **Apply** |
| Appendix A Skill 9g | KI-011<br>KE-055 | Students read a short informational text on the characteristics of education on the Prairies at the turn of the 20th century. Students create a sample archive or record of education (e.g., daily schedule, class attendance list, sample lesson, student notebook, list of class rules…). Students discuss ways in which education has changed, and not changed, in Canada over time.<br>TIP: Encourage students to focus on the concept of educating young people to become Canadian citizens in a Canada of largely British character, and to reflect on how this overall goal of education would affect class routines, subjects taught, discipline, et cetera.<br>6.1.6 e BLM: Educating New Citizens in the West |
| | | **or** |
| Appendix A Skill 10c | KI-011<br>KE-055<br>VE-018<br>VL-010 | Students create a model or reproduction of an artifact from prairie homestead life (e.g., model of a sod house or log house, agricultural implement, household tool…). Students design an annotated museum display, providing historical details about their artifact reproductions. Students circulate and discuss the artifacts in a Gallery Walk. |

(*continued*)

**Teacher Reflections**

## 6.1.6 Farming the Land

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KI-011<br>KE-055<br>VE-018<br>VL-010 | Students invite family and community members to a "Gather round the Wood Stove" reception. Students decorate the classroom in the style of a prairie homestead (e.g., wood stove, brown craft paper on walls painted to look like the interior of a cabin, wooden tables and chairs…), and dress in period costumes and present items they have written about life on a prairie homestead (e.g., poem, letter, journal entry, short story…).<br>TIP: Consider serving simple foods representative of the time period. Even if the items are not truly authentic, they may be labelled to represent what homesteaders might have had in their prairie homes (e.g., homemade bread, strawberry preserves, well water, fresh cow's milk…). |
| | | **or** |
| | KI-011<br>KE-055<br>VE-018<br>VL-010 | Collaborative groups of students select and dramatize an important event in the lives of prairie homesteaders (e.g., arrival at the new homestead, first breaking of the sod, harvesting the first crop, delivering the crop to the rail station, receiving clear title to the land, organizing a barn raising in the community, learning English at school…). Students prepare and present a short skit depicting the selected event. Students discuss what they consider to be the most important events in the lives of the homesteaders, and assess the historical authenticity of the presentations. |
| | | **or** |
| | KI-011<br>KE-055<br>VE-018<br>VL-010 | Students read a selected text describing the importance of agriculture in Canadian history and how it has changed over time. They write a journal response reflecting on what they have learned on this topic.<br> BLM: Feeding the Nation |

**Teacher Reflections**

## Cluster 1—Connecting and Reflecting

Using their "Building a Nation" portfolio, students reflect on the events and changes that took place in the lives of Canadians from 1867 to 1914, and describe their thoughts and feelings about the process of building our Canadian nation.

BLM: Cluster 1—Connecting and Reflecting

**Teacher Reflections**

*Canada: A Country of Change (1867 to Present)*

GRADE 6

## An Emerging Nation (1914 to 1945)

2 CLUSTER

# Cluster 2 Learning Experiences: Overview

## 6.2.1 World War I

KC-003 Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts.

KH-036 Identify the prime ministers of Canada from 1914 to 1945 and give examples of their achievements.

KG-039 Identify major causes and events of the First World War.

KG-040 Describe Canada's involvement in the First World War and identify its impact on Canadian individuals and communities.
*Include: internment of ethnocultural groups.*

### 6.2.2 Social Change

KH-035 Describe the causes, main events, and results of the 1919 Winnipeg General Strike.

KH-037 Describe changing roles for women in Canada from 1914 to 1945.

KP-046 Describe the struggle for and identify individuals involved in women's suffrage in Manitoba and Canada.
*Include: Famous Five (Emily Murphy, Henrietta Muir Edwards, Louise McKinney, Nellie McClung, and Irene Parlby).*

KE-057 Give examples of the impact of technological development on life in Canada from 1914 to 1945.
*Examples: electricity, telecommunication, transportation, medicine, industrialization...*

VI-006 Value the contributions of various groups to the development of Canada.
*Examples: suffragettes, trade unions...*

VH-013 Appreciate the struggles of past generations in achieving the rights that people in Canada enjoy today.

### 6.2.3 Depression

KL-024 Give examples of the influence of the natural environment on daily life for various groups during the Depression.

KH-036 Identify the prime ministers of Canada from 1914 to 1945 and give examples of their achievements.

KE-056 Relate stories of the Depression and describe its impact on Canada.
*Examples: changes in agricultural practices, development of the social safety net, new political parties...*

### 6.2.4 World War II

KI-012 Identify contributions of First Nations, Inuit, and Métis peoples to Canada's war efforts.

KH-036 Identify the prime ministers of Canada from 1914 to 1945 and give examples of their achievements.

KG-041 Identify major causes and events of the Second World War.

KG-042 Describe Canada's involvement in the Second World War and identify its impact on Canadian individuals and communities.
*Include: internment of ethnocultural groups; the Holocaust.*

VG-014 Appreciate the sacrifices that soldiers and other Canadians made during the World Wars.

## An Emerging Nation (1914 to 1945)

### 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.

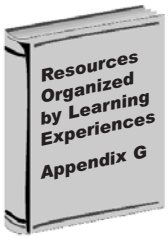
- **Skills Set:** this icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.

- **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 Canada as a newly emerging nation. This study includes a focus on the Winnipeg General Strike, the Depression, the causes and events of the two World Wars, and Canada's involvement in these wars. Students explore social, political, and economic changes that occurred during this period, such as women's suffrage, urbanization, and technological developments.



## Engaging Students in the Cluster

- Create a visual display of images from the Winnipeg General Strike.
- Take students on a walking tour of the Exchange District, highlighting areas pertinent to the strike.
- Create a book display illustrating the Winnipeg General Strike, World War I, the Great Depression, World War II, or women's suffrage.
- Have students listen to songs or poems by artists from the period that included World War I, the Great Depression, and World War II.
- Have students read stories depicting life and times of people during the Great Depression, World War I, and World War II.
- Create a bulletin board display including the Great Depression, World War I, and World War II.
- Invite a veteran of the Canadian military to speak to the class
- Post slogans around the classroom to promote "the vote" for women.
- Create a display of technological inventions from the period of 1914 to 1945.

## Learning Experiences Summary

***6.2.1 World War I***

***6.2.2 Social Change***

***6.2.3 Depression***

***6.2.4 World War II***

## *Learning Experience:* 6.2.1 World War I

| | |
|---|---|
| KC-003 | Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts. |
| KH-036 | Identify the prime ministers of Canada from 1914 to 1945 and give examples of their achievements. |
| KG-039 | Identify major causes and events of the First World War. |
| KG-040 | Describe Canada's involvement in the First World War and identify its impact on Canadian individuals and communities.<br>*Include: internment of ethnocultural groups.* |

### Description of the Learning Experience

International competition for power and military strength among European empires led to World War I, in which Canada was involved as both an ally and colony of Great Britain.

Students read and consult primary and secondary sources to develop an understanding of the main causes, events, and consequences of the First World War, focusing on Canada's role in supporting the Allied Powers.

**Vocabulary:** escalation, military alliances, imperialism, nationalism, conscription, internment, ethnocultural (See Appendix D for Vocabulary Strategies.)

## 6.2.1 World War I

| Assessment | Outcomes | Strategies |
|---|---|---|
| <br> | KC-003<br>KG-039<br>KG-040 | **Activate**<br>As a class, students brainstorm ideas related to war, which are recorded on chart paper. Students discuss factors that lead to war, and those that can cause local wars to escalate into world wars. Using the ideas generated in the brainstorming, students fill out an individual KWL chart about World War I.<br> BLM: KWL: World War I |

(*continued*)

**Teacher Reflections**

## 6.2.1 World War I

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| | KC-003<br>KG-039<br>KG-040 | Using Think-Pair-Share, students read a short excerpt from the journal of a First World War veteran. They discuss with their partner what the excerpt tells them about the war and the conditions endured by soldiers in trench warfare. As a class, students share ideas and discuss the value of primary sources in conveying experiences of a particular time and place.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>6.2.1 b BLM: World War I Journal Extract |
| | | **or** |
| | KC-003<br>KG-039<br>KG-040 | Students view video clips related to war and heroism (e.g., *Heritage Minute:* "Valour Road"). They discuss what they believe to be the characteristics of heroism, the risks involved in wartime heroism, and the reasons that men and women may be willing to take those risks.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KC-003<br>KH-036<br>KG-039<br>KG-040 | Students consult the Veterans Affairs Canada website to read descriptions of major war memorials commemorating World War I. They note information about Canada's role in the war and the number of Canadians killed in the war. Students share and discuss the information why the First World War was called "The Great War" and "The War to End All Wars."<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KC-003<br>KG-040 | Students read fictional and/or personal accounts of war (e.g., *Lord of the Nutcracker Men* by Iain Lawrence), and discuss their observations of war with peers.<br>TIP: This reading activity may be done in conjunction with other Activating Strategies and requires pre-reading of a book before the learning experience begins.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| **Teacher Reflections** | | |

## 6.2.1 World War I

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** |
| Appendix A Skill 6f | KC-003<br>KH-036<br>KG-039<br>KG-040 | Using a timeline of World War I events, collaborative groups of students select print or electronic images to illustrate and describe the main events of the war.<br>TIP: Prepare students for working with the timeline by locating the following on a wall map of the world:<br>• the main countries involved in the war (i.e., Great Britain, France, Belgium, Russia, Germany, and Austria-Hungary)<br>• Ypres, on the English Channel<br>• the Western Front in France and Belgium, where many battles took place (and in which Canada was involved)<br>• the Eastern Front, where Germany was also waging war against Russia<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>6.2.1 c BLM: World War I Timeline (2 pages)<br>6.2.1 d BLM: Images of War |
| | | **or** |
| Appendix A Skill 11a | KC-003<br>KG-039<br>KG-040 | Using print and electronic resources, collaborative groups of students research the internment of Ukrainians in Canada in 1914 to 1920. Students share their findings and discuss why war can create suspicion and fear among citizens at home.<br>TIP: Students need to understand that in times of war people tend to regard one another as either allies or enemies. Often, people who do not support a country's war effort, or who are identified in some way with the "enemy," can become the object of suspicion or hatred.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |

*(continued)*

**Teacher Reflections**

## 6.2.1 World War I

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KC-003<br>KH-036<br>KG-039<br>KG-040 | Using print and electronic resources, collaborative groups of students research factors that caused the outbreak and escalation of World War I. Students decide which factors they believe to be the most significant causes of the war, and rate the factors in priority from the most to the least significant. Students share and discuss their lists with peers.<br>TIP: Help students as needed to clarify the concepts of *nationalism, militarism, alliances,* and *imperialism* before they decide on their priority ratings. It may be useful to draw parallels between interpersonal conflict (e.g., fear, physical strength, promises, threats, protection, gangs…) and international conflict to help students understand the factors that escalate the potential for violent conflict.<br>SUGGESTED READING: *My Country, Our History* by Allan D. Hux, et al. (pp. 74–75)<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>6.2.1 e BLM: The Stage Is Set for War (2 pages) |
| | | **or** |
| | KC-003<br>KG-040 | Students view video clips related to the Halifax explosion (e.g., Heritage Minute: "Halifax Explosion"). Prior to viewing, students discuss the impact of the war on the home front (e.g., production of weapons, women in the workforce, increased agricultural production due to reduced European production, distrust of recent immigrants from Central Europe, anglophone-francophone disagreement about conscription...), and whether they believe that civilians were killed in Canada during the First World War, even though the battleground was in Europe. Once they have viewed videos, students again discuss the threat to Canadians and write a journal reflection on the impact of the war on the home front.<br>TIP: *Heritage Minutes* are available online at the Histori.ca website.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |

*(continued)*

**Teacher Reflections**

## 6.2.1 World War I

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| Appendix A Skill 11a | KH-036<br>KG-040 | Using print and electronic resources, collaborative groups of students gather information about the actions of Sir Robert Borden, Prime Minister of Canada during World War I (e.g., his visit to the war front in 1915, his support for greater independence from Britain, the internment of "enemy aliens," women and the vote, conscription…).<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>6.2.1 f BLM: Sir Robert Borden (2 pages) |
| | | **or** |
| Appendix A Skill 6g | KC-003<br>KG-039<br>KG-040 | Using print and electronic resources, students research the art of Mary Riter Hamilton. Collaborative groups of students share and then discuss their research.<br>TIP: Mary Riter Hamilton had a studio in Winnipeg during the war and travelled to France at the end of World War I. Her paintings depict the devastation of the countryside caused by the excavation of hundreds of miles of trenches, the movement of tanks and artillery, and the use of bombs and poison gases, as well as the many cemeteries and vestiges of World War I throughout France and Belgium.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| Appendix A Skill 11a | KC-003<br>KG-039<br>KG-040 | Using print and electronic resources, collaborative groups of students research the origins of Remembrance Day (e.g., the signing of the Armistice on November 11, 1918; the World War I origins of "In Flanders' Fields"…). They share information with each other, and discuss how people around the world would have felt at the conclusion of this very bloody event in history and why we continue to mark Remembrance Day.<br>TIP: Consider viewing the *Heritage Minute* "Flanders," available online at the Histori.ca website.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| **Teacher Reflections** | | |

## 6.2.1 World War I

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** |
| | KC-003<br>KG-039<br>KG-040 | Collaborative groups of students select and analyze works by Canadian First World War artists in order to design and present a multimedia presentation on the devastation caused by war. Students share presentations with each other and discuss the importance of art in understanding history.<br>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss> |
| | | **or** |
| | KC-003<br>KH-036<br>KG-039<br>KG-040 | Collaborative groups of students select an event from World War I (at the front or at home in Canada) and, using the five Ws, create a newspaper headline and a short illustrated article.<br>TIP: Encourage students to use a layout and print style appropriate to the time period, based on the images they have seen in their research. Refer to the BLM "World War I Timeline" for suggested events. Headline articles may be posted on a class timeline for student reference.<br>6.2.1 c BLM: World War I Timeline (2 pages) |
| | | **or** |
| | KC-003<br>KH-036<br>KG-039<br>KG-040 | Students create illustrated prose or poetry posters related to World War I and its consequences to commemorate Remembrance Day.<br>TIP: Display posters in conjunction with a school Remembrance Day service.<br>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss> |

(*continued*)

**Teacher Reflections**

## 6.2.1 World War I

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KC-003<br>KH-036<br>KG-039<br>KG-040 | Collaborative groups of students plan a portion of a Remembrance Day ceremony for their class or their school.<br>TIP: Encourage students to use primary sources as a part of the ceremony (e.g., readings from war veterans' journals…).<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KC-003<br>KH-036<br>KG-039<br>KG-040 | Students create "war" posters that take a stand on a particular war issue (e.g., encouraging people to enlist in the military, taking a stand against conscription, arguing against the involvement of women…).<br>TIP: Encourage students to consult examples of actual wartime posters and to use a similar approach in terms of style, language, and format. There are several good websites with examples of pro-war posters. This activity may also offer the opportunity to discuss the role of propaganda and the promotion of patriotism in times of war.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KC-003<br>KH-036<br>KG-039<br>KG-040 | Collaborative groups of students create a Mind Map describing how the First World War affected different groups of people in Canada, including those directly involved at the front and those who stayed home (e.g., women, children, medical personnel, factory workers, farmers, Ukrainian immigrants, French- and English-speaking Canadians…). |

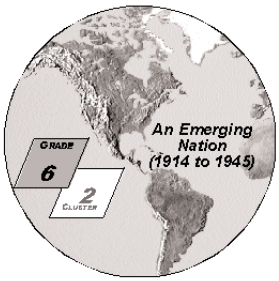
(*continued*)

**Teacher Reflections**

## 6.2.1 World War I

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KC-003<br>KH-036<br>KG-039<br>KG-040 | Students write a journal reflection in response to a prompt that describes the destruction caused by militarism and war.<br> BLM: Reflecting on War |
| | | **or** |
| | KC-003<br>KG-039<br>KG-040 | Students write a short persuasive speech about war and its consequences (e.g., the consequences of war, why it is important to remember that war has happened, how young people can take action to support peace in their communities, the importance of Remembrance Day…). Students share their speeches with the class or at a Remembrance Day service. |

**Teacher Reflections**




## *Learning Experience:* 6.2.2 Social Change

| | |
|---|---|
| KH-035 | Describe the causes, main events, and results of the 1919 Winnipeg General Strike. |
| KH-037 | Describe changing roles for women in Canada from 1914 to 1945. |
| KP-046 | Describe the struggle for, and identify individuals involved in, women's suffrage in Manitoba and Canada.<br>*Include: Famous Five (Emily Murphy, Henrietta Muir Edwards, Louise McKinney, Nellie McClung, and Irene Parlby).* |
| KE-057 | Give examples of the impact of technological development on life in Canada from 1914 to 1945.<br>*Examples: electricity, telecommunication, transportation, medicine, industrialization...* |
| VI-006 | Value the contributions of various groups to the development of Canada.<br>*Examples: suffragettes, trade unions...* |
| VH-013 | Appreciate the struggles of past generations in achieving the rights that people in Canada enjoy today. |

### Description of the Learning Experience

Living conditions, work, gender roles, and politics in Canada were all transformed as a result of technological, economic, and social change in the first half of the 20th century.

Through research, video images, role-plays, and speeches, students explore and represent working conditions, the Winnipeg General Strike, the changing role of women, and technological development in the period from 1914 to 1945.

**Vocabulary:** trade unions, women's suffrage, veterans, prohibition, industrialization, lifestyles (See Appendix D for Vocabulary Strategies.)

## 6.2.2 Social Change

| Assessment | Outcomes | Strategies |
|---|---|---|
| | KH-035<br>VI-006<br>VH-013 | **Activate**<br>Collaborative groups of students view pictures taken during the 1919 Winnipeg General Strike and develop a hypothesis about what is taking place and where. Students share their ideas with the class and discuss what may have been the conditions that caused the strike.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>*(continued)* |

**Teacher Reflections**

## 6.2.2 Social Change

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| | KH-035<br>KH-037<br>KP-046<br>KE-057<br>VI-006<br>VH-013 | Collaborative groups of students brainstorm what they know about labour and working conditions in Canada today, recording their ideas on chart paper (e.g., What do they know about labour laws today governing wages, working conditions, equal pay for equal work, et cetera? How long do they think these laws have existed? Has the workforce always been open to women? How has technology changed the workplace? What are labour unions and strikes, and why did they come into being? How has household life and work been transformed by modern technology?). Students share ideas in a class discussion, where misconceptions can be clarified and questions generated about daily life and work in the first half of the 20th century.<br>TIP: Encourage students to consider that work affects all aspects of society, and that many of the aspects of life and work that they may take for granted today were not everyday characteristics of the early 20th century. |
| | | **or** |
| <br> | KH-035<br>KH-037<br>KP-046<br>KE-057<br>VI-006<br>VH-013 | Collaborative groups of students develop a T-chart to describe the short- and long-term effects of the war. Students share ideas with peers and add new ideas to their charts that they learn from other groups.<br>TIP: Encourage students to think about basic economic factors involved in war, including reduction in workforce, costs of war, effects on food production and manufacturing, technological advances in aviation and communication, medical and social costs of caring for veterans and their families, sudden increase and later reduction in demand for factory munitions workers and armed forces.<br> BLM: After the Great War<br> BLM: After the Great War—T-Chart |

(*continued*)

**Teacher Reflections**

## 6.2.2 Social Change

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| Appendix A Skill 8 | KH-035<br>KH-037<br>KP-046<br>KE-057<br>VI-006<br>VH-013 | Collaborative groups of students read and respond to short historical quotations about social conditions and issues that characterized life in the early 20th century. Students analyze what is being said in the quotations, and generate ideas as to how and why these conditions may have arisen, and changed, over time. Students share ideas in a class discussion.<br><br>6.2.2 c BLM: Social Conditions |
| | | **or** |
| Appendix A Skill 6g | KH-035<br>KH-037<br>KP-046<br>KE-057<br>VI-006<br>VH-013 | Students view an image of the commemorative banner that adorns the outside of the Walker Theatre in Winnipeg, a national historic site now known as the Burton Cummings Centre for the Performing Arts. Students read the banner and related descriptive information. They discuss the historical significance of the site and generate questions about the events it commemorates.<br>TIP: This discussion offers the opportunity to discuss what students may already know or to generate hypotheses about Nellie McClung's mock "Women's Parliament" of 1914. It also offers the opportunity for students to discuss the preservation of the many heritage buildings that exist in Winnipeg that are excellent examples of the architecture and economic life of the Prairies in the early 20th century. Many of the industrial spaces in the Exchange District were warehouses or factories related to the garment industry, which may help students develop a picture of the kinds of work available to women at that time.<br><br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |

**Teacher Reflections**

## 6.2.2 Social Change

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** |
| | KH-035<br>KH-037<br>KE-057<br>VI-006<br>VH-013 | Students view and respond to a video regarding the 1919 Winnipeg General Strike. Following the viewing, collaborative groups of students complete and discuss the video observation form.<br>SUGGESTED VIDEO: *Canada: A People's History,* Episode 12: "Ordeal by Fire," Segment: "Winnipeg General Strike"<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>6.2.2 d BLM: Winnipeg General Strike |
| | | **or** |
| | KH-037<br>KP-046<br>VI-006<br>VH-013 | Students view video clips of the accomplishments of Canadian women (e.g., *Heritage Minutes* of Agnes MacPhail, Nellie McClung, and Emily Murphy). Following the video, students discuss and record the accomplishments of these women with respect to women's suffrage and the changing roles of women in Canada.<br>TIP: *Heritage Minutes* are available online at the Histori.ca website. Prior to viewing them, review with students the ideas related to suffrage and enfranchisement as related to the right to vote. Highlight the fact that, during the war, only women who had relatives serving overseas had the right to vote in federal elections. It may also be useful to examine the concept of *satire* and its role in pointing out social injustices or absurdities (i.e., political cartoons, social satire in writing, symbolic gestures, mock parliament).<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |

(*continued*)

**Teacher Reflections**

## 6.2.2 Social Change

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KH-035<br>KH-037<br>KP-046<br>KE-057<br>VI-006<br>VH-013 | Students take a field trip to a local museum (e.g., Manitoba Museum) to gather information about social, economic, and technological change in the period from 1914 to 1945. Encourage students to observe artifacts and displays carefully in order to gather information about what daily life would have been like in that time period. Students share their discoveries with their peers.<br>TIP: The Manitoba Museum has materials to support Grade 6 learning outcomes related to immigration, social change, and urban life in Winnipeg in the early 20th century (Clusters 1 and 2). Teachers may request a highlight tour to focus on a particular theme or topic of study (e.g., urbanization, technological change, role of women, Winnipeg General Strike…). Teachers may also create self-guided tours. To assist in planning a tour, contact the museum in advance to book a free preview session or to discuss tour options with museum educators. (Visit the Manitoba Museum website for more information.)<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KH-037<br>KP-046<br>VI-006<br>VH-013 | Using print and electronic resources, collaborative groups of students research the Famous Five, focusing on their achievements and the long-term impact of their efforts (e.g., changing the role of women, promoting female participation in politics, obtaining full recognition of women as "persons" and citizens under the law, and obtaining the vote for women). Students share their research and discuss what they consider to be the lasting effects of the actions of the Famous Five.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>6.2.2 e BLM: The Famous Five (2 pages) |

*(continued)*

**Teacher Reflections**

## 6.2.2 Social Change

| Assessment | Outcomes | Strategies |
|---|---|---|

### Acquire *(continued)*

**or**

KH-035
KH-037
KE-057
VI-006
VH-013

Collaborative groups of students prepare and enact short role-plays related to the Winnipeg General Strike. Students assume the roles of various citizens of Winnipeg in 1919, and discuss what they think about the prospects of a city-wide strike to improve the wages and conditions of workers in the city. In a guided plenary session following the role-plays, students discuss the main events that led to the strike.

TIP: In a debriefing session, review with students some of the historical factors involved in the General Strike:

- the discontent of many war veterans and their families who found themselves without adequate work
- the tensions and mistrust between immigrants from eastern Europe and Canadians of British background
- the discontent of farmers at the drop in wheat prices after the war
- increased urbanization and post-war unemployment in the West
- low wages and difficult conditions in factories and industries
- the growing movement toward social programs to support less-privileged citizens
- the authorities' concerns about a wide-scale rebellion as had happened among workers in Russia in 1917

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

6.2.2 f BLM: Role-Play Cards—Winnipeg General Strike (2 pages)

(*continued*)

**Teacher Reflections**

## 6.2.2 Social Change

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| Appendix A Skill 9j | KH-037<br>KE-057<br>VI-006 | Present the following scenario to students: Although technology and industrial production had some negative effects on society, it also made available new inventions that made life easier for many people. Students read a short informational text about the inventions of the early part of the 20th century and their effects. Working in collaborative groups, they complete a chart listing examples of new technology available to Canadians at that time (e.g., electricity, appliances, radio, telecommunication, transportation, medicine, industrial mass production). They assess the positive and negative impact of these technologies on life in Canada. In a guided plenary session, students discuss the advantages and disadvantages of technological advances and mass production.<br>SUGGESTED READING: *My Country, Our History* by Allan D. Hux, et al. (pp. 94–100)<br>Accompanying worksheet "Living on Easy Street," in Teachers' Resource Book for *My Country, Our History* (p. 153) |
| | | **or** |
| Appendix A Skill 4a | KH-035<br>KH-037<br>KE-057<br>VI-006<br>VH-013 | Collaborative groups of students gather information about the government response to the Winnipeg General Strike, and try to reach a consensus decision as to whether they believe the government's intervention was wise. Students focus on the events of "Bloody Saturday," the employment of special police and troops, and the imprisonment of strike leaders such as J.S. Woodsworth.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>6.2.2 g BLM: Reacting to the Strike (2 pages) |

**Teacher Reflections**

## 6.2.2 Social Change

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** |
| | KH-037<br>KP-046<br>VI-006<br>VH-013 | Students select a milestone for Canadian women and create a political cartoon to illustrate the event. Cartoons are displayed in chronological order on a "HerStory" timeline depicting the evolution of women's suffrage and the changing role of women in Canada.<br>TIP: Use a process of elimination so that student-selected milestones are not duplicated and the maximum number of milestones may be posted on the timeline.<br>6.2.2 h BLM: Milestones for Women in Canada (1900–1945) (2 pages) |
| | | **or** |
| | KH-035<br>KH-037<br>KP-046<br>KE-057<br>VI-006<br>VH-013 | Collaborative groups of students create and present short radio plays depicting social and economic conditions and events in the period of 1918 to 1945 (e.g., women's suffrage, creation of a large trade union, Winnipeg General Strike, mission speech by J.S. Woodsworth…). Students may include in their radio plays advertisements for new products available on the market (e.g., radios, refrigerators, automobiles…). |
| | | **or** |
| | KH-037<br>KP-046<br>VI-006<br>VH-013 | Using the information they have gathered about the accomplishments of the Famous Five, students prepare and deliver a short speech persuading the class of the importance of women's issues. Students may include direct quotes from one of the women, and take on the role of that woman in the course of the speech. Peers may assess the historical accuracy and persuasive characteristics of the speech. |

(*continued*)

**Teacher Reflections**

## 6.2.2 Social Change

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KH-037<br>KP-046<br>VI-006<br>VH-013 | Collaborative groups of students create and present a satirical skit in which they enact a mock parliament. Students may choose to use the "persons issue" or the issue of suffrage as their central point. After the presentations, students assess the persuasiveness of each skit, and discuss how satire can be used to question the status quo, and to achieve change without harming or injuring any of the parties concerned.<br>TIP: Encourage students to be creative (and inoffensive) in their use of humour as they plan and present their skits.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KH-035<br>KH-037<br>KP-046<br>KE-057<br>VI-006<br>VH-013 | Using selected words from a Word Splash as a starting point and adding their own words, collaborative groups of students create a vocabulary cycle that clearly indicates the links between the selected/added words. Students share their vocabulary cycles with each other and reflect on what they have learned about the factors that can cause social change.<br>6.2.2 a BLM: After the Great War |
| | | **or** |
| | KH-035<br>KH-037<br>KP-046<br>KE-057<br>VI-006<br>VH-013 | Collaborative groups of students design a late-1920s scrapbook, including a variety of mementoes to represent what life would have been like for many Canadian citizens at that time (e.g., women, labourers, veterans, farmers, immigrants…). Their scrapbooks might contain such things as tramway tickets, newspaper clippings, advertisements for manufactured products, wage stubs, photos of events, pamphlets, and tokens representing speeches or special events. Students display their scrapbooks and share them with their peers.<br>TIP: Establish (with class input) a set of criteria for historical veracity (e.g., prices, numbers, realistic dates…) and for presentation (e.g., style, format, language…). |

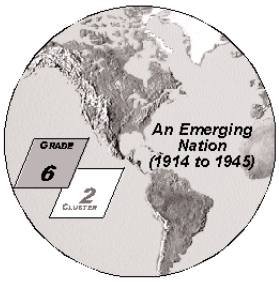
*(continued)*

**Teacher Reflections**

## 6.2.2 Social Change

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KH-037<br>KE-057<br>VH-013 | Students create a Mind Map illustrating the positive and negative effects of technological development on the lives of Canadians from 1914 to 1945 (e.g., ways in which technological development has made life easier or more difficult). Mind Maps are displayed and students assess what they feel about the overall and long-term effects of technology. |
| | | **or** |
| | KH-035<br>KH-037<br>KE-057<br>VI-006<br>VH-013 | Students are randomly divided into two groups, with half the class representing striking workers during the 1919 Winnipeg General Strike, and the other half representing the Citizens' Committee of 1000 (a group of employers who actively opposed the strike). Within each group, collaborative groups of students create a placard or pamphlet promoting the point of view of their "side." Placards or pamphlets are displayed, and students circulate to view and discuss them.<br>TIP: Through guided discussion, students consider how the language and rhetoric used in the course of these kinds of events are often designed to reinforce emotional, adversarial reactions. Encourage students to consider strategies that may have been used to defuse conflict while not sacrificing important values. (J.S. Woodsworth may be considered as an example in this activity.) |
| | | **or** |
| | KH-035<br>KH-037<br>KP-046<br>VI-006<br>VH-013 | In pairs, one student assumes the role of an interviewer and the other a Winnipeg striker or suffragette. In character, students are interviewed in a "Historical Hotseat" in which they explain who they are, what they became famous for, what inspired them to take their noted actions, and the effect their actions may have had on life today. |

**Teacher Reflections**




## *Learning Experience:* 6.2.3 Depression

| | |
|---|---|
| KL-024 | Give examples of the influence of the natural environment on daily life for various groups during the Depression. |
| KH-036 | Identify the prime ministers of Canada from 1914 to 1945 and give examples of their achievements. |
| KE-056 | Relate stories of the Depression and describe its impact on Canada. *Examples: changes in agricultural practices, development of the social safety net, new political parties...* |

### Description of the Learning Experience

The Great Depression (1929–1939) was a worldwide economic crisis where many people faced debt, poverty, and unemployment. An extended drought made this period particularly difficult for people living in the Canadian West.

Students use images, song, and text from primary and secondary sources to explore what life was like for people living during the Depression, and the impact of the Depression on social reform in Canada.

**Vocabulary:** depression, economy, relief, social security net (See Appendix D for Vocabulary Strategies.)

## 6.2.3 Depression

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** |
| | KL-024<br>KE-056 | Students listen and respond to a reading from a novel about the effects of the Great Depression in Canada. They discuss what literature can tell us about daily life and the impact of historic events on ordinary people, and the ways in which people cope with hard times.<br>SUGGESTED READING (Excerpts):<br>*As for Me and My House* by Sinclair Ross.<br>*Who Has Seen the Wind* by W.O. Mitchell. |

(*continued*)

**Teacher Reflections**

## 6.2.3 Depression

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| | KL-024<br>KH-036<br>KE-056 | Collaborative groups of students do a Sort and Predict activity using a set of words related to the Depression. Students share their word classifications and, in a guided class discussion, discuss the concept of economic depression (in simple terms).<br>TIP: Students will know the meaning of some of the words in the word list, but may not know all of them. It is not necessary that they understand the workings of the market economy, but they should be clear on the key concepts related to economic depression, including the idea of government responsibility to provide a social security net to citizens (e.g., pensions, relief or welfare, health care...).<br> BLM: Boom and Bust |
| | | **or** |
| | KL-024<br>KH-036<br>KE-056 | Students view images related to the Great Depression (e.g., the 1930s drought and dust storms in the West, abandoned farms, families standing in relief lines, soup kitchens, men riding the rails in search of work…). Students analyze what the pictures tell them about life in the Depression, and discuss what they already know about the subject. They generate questions about living conditions in the 1930s, and about the role of government in assisting citizens through hard times.<br> **Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KL-024<br>KH-036<br>KE-056 | Using Think-Pair-Share, students imagine a scenario in which their family suddenly has no source of income, no work, and no access to assistance (social or otherwise). They generate a list of the things that are absolutely necessary in their lives and they cannot live without (e.g., food, shelter, clothing…), and a list of things they have in their lives that they could get along without. Students share their lists with each other and discuss what strategies they would use to help themselves get through an extended period of hard times.<br>TIP: This would be a good opportunity to integrate activities related to media awareness and the impact of advertising on unnecessary consumer consumption. |

**Teacher Reflections**

## 6.2.3 Depression

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** |
| | KL-024<br>KH-036<br>KE-056 | Using print and electronic resources, collaborative groups of students research conditions and life in the Great Depression (e.g., stock market crash on "Black Tuesday," prairie drought conditions, falling wages, agriculture, unemployment, relief and social security, work camps, protests, social change...). Students summarize and share the information with the class in the form of an oral narrative.<br>TIP: Economic concepts related to the stock market crash are challenging to understand; highlight the main points of the boom only (refer to pages 100–101 of *My Country, Our History* for a simplified explanation that may be read with the students and represented as a diagram).<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KL-024<br>KH-036<br>KE-056 | Students view a video about the effects of the Depression and drought in the Prairies. They create a Concept Map describing the images they have seen, including the influence of the natural environment, and the impact of the Depression on agriculture and on social security.<br>SUGGESTED VIDEO: CBC, *Canada: A People's History,* Episode 13: "Hard Times—1929 to 1940"; recommended segments: "Blown Away" (drought on the Prairies); "Dear Mr. Prime Minister" (letters from impoverished Canadians to Prime Minister Bennett)<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |

(*continued*)

**Teacher Reflections**

## 6.2.3 Depression

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KL-024<br>KE-056 | Collaborative groups of students discuss and re-enact the plight of the unemployed during the Depression. Students first brainstorm what the unemployed may have done at that time to cope with job loss (e.g., travelling the countryside in search of work). They imagine themselves as a group of unemployed people in the 1930s, setting out to find work by hitching a ride on the railroad heading east or by walking. Student groups then visit a nearby natural area and search/plan a route headed east in search of work. During their walk, each group gathers information about the local landscape, the location of major natural landmarks, and the routes of the railway or roads in the area. Students sketch a map of their route and the local landscape, including roads or railways, clearly indicating directions and using a scale that reflects relative distances. Students compare their maps and discuss the importance and practical uses of orientation and cartographic skills.<br>NOTE: This activity is designed to help students practise skills of orienting themselves (6-S-208) and map creation (6-S-205). You may choose to ask the students to orient themselves using the sun, and then to verify directions using a compass or GPS location device. |
| | | **or** |
| | KL-024<br>KH-036<br>KE-056 | Students read extracts from primary and secondary sources to gather descriptive information about economic and social trends during the Depression. Students create a Mind Map depicting the impact of the Depression on various groups of people, and ways in which people coped with hard times.<br>TIP: Using a Jigsaw approach, individual groups might focus on different aspects of the Depression (e.g., impact of the Depression on single unemployed people, people in cities, people in rural areas, children, war veterans…). Encourage students to focus not only on the negative aspects of the Depression but also on the popular culture of the period to help them develop a complete picture of life in that period.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>6.2.3 b BLM: Impact of the Depression<br>*(continued)* |

**Teacher Reflections**

## 6.2.3 Depression

| Assessment | Outcomes | Strategies |
|---|---|---|

### Acquire *(continued)*

**or**

KL-024
KH-036
KE-056

Using print and electronic resources, students research the lives and accomplishments of Arthur Meighen, William Lyon Mackenzie King (during his first term of office), and Richard Bennett. Students record information and compare their findings with peers.

NOTE: Students will have considered the life and accomplishments of William Lyon Mackenzie King in greater detail in LE 6.2.4 (World War II). Encourage students to highlight King's actions that are relevant to the period 1920 to 1935.

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

6.2.3 c BLM: Prime Ministers 1920–1935

**or**

KL-024
KH-036
KE-056

Students read or listen to songs from the Depression era (e.g. protest songs or "feel-good" songs as relief from harsh reality). Students discuss what the songs tell us about the Depression, and analyze how popular music expresses the perspective of a particular time and helps people cope with difficulties.

TIP: It may be useful to analyze with the class the lyrics to "Brother Can You Spare a Dime," to highlight the experiences and feelings of many World War I veterans in this period.

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

6.2.3 d BLM: Singing the Blues (2 pages)

(*continued*)

**Teacher Reflections**

## 6.2.3 Depression

| Assessment | Outcomes | Strategies |
|---|---|---|

### Acquire *(continued)*

**or**

KL-024
KH-036
KE-056

Using print and electronic resources, students research political actions taken by citizens to improve life in the 1930s (include: letters to Prime Minister Bennett, the Onward to Ottawa Trek, the creation of the Cooperative Commonwealth Federation, demands for social security, and the role of J.S. Woodsworth and Tommy Douglas). Students summarize the information in the form of a narrative or story to share with the class.

TIP: See recommended websites for descriptions of listed events. Prior to student research, discuss the following scenario with students:

*When you go the hospital, when your parents are out of work, when there is no money for food, when you grow old or are unable to work – who takes care of you? Who can help out? When there is a natural catastrophe such as a drought, or a flood, who helps out the citizens?*

Explain to students that this concept of the role of government in taking care of citizens, particularly in bad times, took root in Canada largely as a result of the experience of the Depression, and that this is often referred to as "social security" or a "social safety net." The concrete image of using a net to break a fall may be useful to explain this concept.

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

6.2.3 e BLM: Demanding Social Change (2 pages)

### Apply

KL-024
KH-036
KE-056

Collaborative groups of students design activities for special occasions for a family during the Depression (e.g., a board game using recycled materials, a simple dessert or recipe book, a radio play, card games, songs, a community entertainment night…). Students assume the role of an individual from the 1930s and present their activities in a "Dealing with the Dirty Thirties" day.

TIP: Discuss with students the idea that the activities/materials they design should be historically accurate and reflective of the era.

(*continued*)

**Teacher Reflections**

## 6.2.3 Depression

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KL-024<br>KH-036<br>KE-056 | Collaborative groups of students create a collage of images, words, and symbols that summarize the impact of the Depression on various groups of people in Canada, and some of its social and political results (e.g., changes in agricultural practices, development of the social safety net, citizen protests, defeat and election of prime ministers, establishment of the Cooperative commonwealth Federation [CCF]…). |
| | | **or** |
| | KL-024<br>KH-036<br>KE-056 | Students write and perform either a protest song or a "feel-good" song to help people cope with the effects of the Depression. The song should contain realistic characteristics of songs of the period (i.e., language, style, format) as well as historical references. Students may decide to use the tune of an existing popular song of the 1930s (or a contemporary song) as the background to their lyrics.<br>TIP: Combine this activity with the previous family activities strategy and present songs at the "Dealing with the Dirty Thirties" day. (See first Applying strategy on page 143.) |
| | | **or** |
| | KL-024<br>KH-036<br>KE-056 | Students write a series of short entries in a personal journal, taking on the role of a person living through the summer and fall of 1932 on a farm in one of the Prairie provinces. Journal entries should include references to the weather, crops, employment, political events, and the impact of the Depression on various people in the family and community. Students read extracts of their journals to their peers in small groups. |

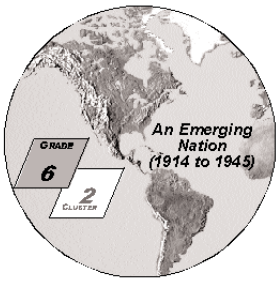
(*continued*)

**Teacher Reflections**

## 6.2.3 Depression

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KL-024<br>KH-036<br>KE-056 | Students develop a poster or brochure designed to provide people with realistic guidelines for conserving water and using food economically as they live through a drought. Students apply what they have learned about the consequences of drought on people's lives in the Depression to develop these guidelines. |
| | | **or** |
| | KL-024<br>KH-036<br>KE-056 | Students write a letter to Prime Minister Bennett from the point of view of an urban or rural citizen of the West living during the Depression. Students share their letters with each other and discuss whether they think this form of citizen protest is effective. |
| | | **or** |
| | KL-024<br>KH-036<br>KE-056 | Students prepare and present a persuasive speech demanding social change, patterned after the speeches of J.S. Woodsworth or Tommy Douglas. Speeches should highlight the need for government to take responsibility for the welfare of the citizens in hard times, and should make reference to specific actions of the government before and during the Depression. Students present their speeches to the class, and assess the historical accuracy and persuasive qualities of each other's presentations. |

**Teacher Reflections**




## *Learning Experience:* 6.2.4 World War II

| | |
|---|---|
| KI-012 | Identify contributions of First Nations, Inuit, and Métis peoples to Canada's war efforts. |
| KH-036 | Identify the prime ministers of Canada from 1914 to 1945 and give examples of their achievements. (Robert Borden, Arthur Meighen, William Lyon Mackenzie King, Richard B. Bennett) |
| KG-041 | Identify major causes and events of the Second World War. |
| KG-042 | Describe Canada's involvement in the Second World War and identify its impact on Canadian individuals and communities.<br>*Include: internment of ethnocultural groups; the Holocaust.* |
| VG-014 | Appreciate the sacrifices that soldiers and other Canadians made during the World Wars. |

### Description of the Learning Experience

The events of the Second World War permanently transformed international relations and obliged people in all countries of the world to change their ways of thinking about war, peace, and human rights.

Students learn about the principal causes and events of the Second World War, and develop a consciousness of the indelible impact of global conflict in the 20th century.

**Vocabulary:** dictatorship, anti-Semitism, holocaust, propaganda, atomic weapons (See Appendix D for Vocabulary Strategies.)

## 6.2.4 World War II

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** |
| | KI-012<br>KG-041<br>KG-042<br>VG-014 | Collaborative groups of students brainstorm what they know about the Second World War, recording their ideas on chart paper. In a guided plenary session, students share their ideas, and incorrect assumptions about the war are clarified. Students generate questions about the war to guide their inquiry into the topic. |

(*continued*)

**Teacher Reflections**

## 6.2.4 World War II

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| | KG-041<br>KG-042<br>VG-014 | Students prepare questions and invite a Canadian veteran who has served in an armed conflict to speak to the class about his or her experience of war.<br>TIP: Speakers may be booked through a local Legion or through the Dominion Institute's Memory Project website. Guide students in advance as they prepare appropriate questions for the speaker, and try to determine with the speaker the specific topic to be presented to the students. Although the veteran may not have experienced World War II, he or she may still be able to convey to the students the seriousness of war and the need to remember the events and long-term impact of war. Following the guest speaker's visit, students may write a reflection and may send their thoughts to be posted on the Memory Project website or the Veterans Affairs Canada website.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KI-012<br>KH-036<br>KG-041<br>KG-042<br>VG-014 | Collaborative groups of students visit websites where they may view and analyze a series of images of World War II at home and abroad in order to develop an impression of the effects of "total war." Students discuss what the images tell them about the events and effects of the war, recording their ideas on chart paper and sharing what they have learned with the class.<br>NOTE: World War II has often been called a "total war," because it involved armed forces and civilians alike in the war effort. This was particularly true of the main nations involved in fighting on their own territories, such as Britain and Germany, but it was also true of Canada. In the course of this activity, students may begin the creation of electronic portfolios of images of the war to support later research.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |

*(continued)*

**Teacher Reflections**

## 6.2.4 World War II

| Assessment | Outcomes | Strategies |
|---|---|---|

### Activate *(continued)*

**or**

KG-041
KG-042
VG-014

Using a world atlas, collaborative groups of students locate the principal countries of the Axis powers and the Allied powers of World War II. After the groups have had time to locate all the relevant countries, group members point them out on a large wall map so that all groups can verify whether they have correctly identified the countries involved.

TIP: After all the countries and places have been identified, groups of students may be asked to create an identifying tag for each of the places, including the country's flag, its name, when it joined the war, and with which group of powers it was allied. Students may identify the Axis Powers and Allied Powers with a colour code to help distinguish them. The European territories occupied by the Axis powers may also be identified on the map, and students may add other important sites as they learn about the events of the war (e.g., Warsaw, London, Dieppe, Pearl Harbour, Hiroshima, Nagasaki…). The map may be used as a visual reference throughout the course of this learning experience.

6.2.4 a BLM: World War II Powers (3 pages)

**or**

KG-042

Students read and discuss poems or other writings created by survivors or victims of the Holocaust. In a guided discussion, students share what they may have heard about the Holocaust and pose questions to research on the subject.

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

6.2.4 b BLM: Poetry of the Holocaust (3 pages)

(*continued*)

**Teacher Reflections**

## 6.2.4 World War II

| Assessment | Outcomes | Strategies |
|---|---|---|

### Activate *(continued)*

**or**

KH-036
KG-041
KG-042
VG-014

Students view images of World War II posters and discuss the purposes of these posters in transmitting strong messages to citizens in times of war. As a class, students share what the posters tell them about the events and consequences of the war.

NOTE: This activity offers the opportunity to discuss the role of wartime propaganda as a means of popularizing a given set of beliefs and values about the war, as well as citizens' responsibilities in times of war. Many of these posters had simple aims:

- to recruit volunteers for the forces
- to boost morale and convince people they were doing the right thing by supporting the war
- to encourage wartime production
- to promote support for government military policies
- to ask citizens to be cautious about revealing military information
- to provide a moral rationale for combat
- to unite the citizenry against a common enemy

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

### Acquire

KH-036
KG-041
KG-042
VG-014

Students read a short informational text on the causes of the Second World War and, using a given list of words, summarize the information in a Mind Map. Students share their Mind Maps and discuss how a combination of many historical, political, and economic factors can combine to cause war.

SUGGESTED READING: *My Country, Our History* by Allan Hux, et al. (pp. 116–120)

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

6.2.4 c BLM: Causes of the Second World War

(*continued*)

**Teacher Reflections**

## 6.2.4 World War II

| Assessment | Outcomes | Strategies |
|---|---|---|

### Acquire *(continued)*

**or**

KI-012
KH-036
KG-041
KG-042
VG-014

Collaborative groups of students review a timeline of the major events of World War II. Students select one of the major events to research, summarize, and present to the other members of the class in a format of their choice that includes supporting visual materials.

TIP: Help students develop their Internet research skills by developing (with the class) a list of keywords for an Internet search on key events of World War II. Provide students with some pre-selected websites for research purposes, and invite them to find one or two additional websites on their own. Provide them with guidelines to help them select and assess websites, using the BLM "Evaluating Internet Sites." Although it would not be possible to carry out this process for every Internet research project, it is advisable to carry it out from time to time with students to help increase their web awareness. Further activities and guidelines to help develop web awareness are available from the Media Awareness Network, Web Awareness Canada.

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

6.2.4 d BLM: World War II Timeline (2 pages)

6.2.4 e BLM: Evaluating Internet Sites (2 pages)

**or**

KG-041
KG-042

Students engage in a Literature Circle using books about the Holocaust (e.g., *I Am David* by Anne Holm, *Hana's Suitcase* by Karen Levine, *Daniel's Story* by Carol Matas, *Number the Stars* by Lois Lowry, *Anne Frank: The Diary of a Young Girl* by Anne Frank…).

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

(*continued*)

**Teacher Reflections**

## 6.2.4 World War II

| Assessment | Outcomes | Strategies |
|---|---|---|

### Acquire *(continued)*

**or**

KG-041
KG-042

Students use primary and secondary sources to research the Holocaust, and engage in a "brain-writing" activity. In pairs, students record their notes on the Holocaust (e.g., roots of the Holocaust, main events, consequences…). Student pairs are joined into groups of four or six to combine their notes. Groups then participate in a silent carousel activity to share information with other members of the class in the sequence that follows.

- Large sheets of chart paper are provided at separate centres or tables. Suggested topics for these sheets are:
  - — *What is the Holocaust?*
  - — *Why did this happen?*
  - — *What happened during the Holocaust?*
  - — *Where did the events of the Holocaust take place?*
  - — *What were the consequences of this event?*
  - — *How did the Holocaust end?*
  - — *What lessons did human beings learn from this event?*
- Each group circulates from one sheet to another, and is given approximately two minutes at each station. Consulting their group's notes as needed, one student in the group records facts about the topic on the chart paper.
- At the signal, groups circulate to the next large sheet, adding their points, and reading the ideas recorded by other groups.
- Chart papers are posted and students are given a few moments to review the accumulated facts.
- Students debrief in a guided plenary session. They discuss the lessons learned about human rights, the consequences of racism and prejudice, the effects of all-out war and total power, and the impact of hate propaganda.
- Students complete this exercise by submitting a journal reflection on the discussion.

TIP: This is a silent "brain-writing" activity, in which students should be encouraged to stick to the facts, and to let the facts speak for themselves. Students should record information clearly and concisely in point form so that the other groups will be able to understand what was written. Advise students that they will have the chance to discuss the implications of the facts later, once they have viewed what all the groups have added to the sheets.

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

(*continued*)

## 6.2.4 World War II

| Assessment | Outcomes | Strategies |
|---|---|---|

### Acquire *(continued)*

**or**

KG-041
KG-042
VG-014

Students read a short informational text about Canadian anti-Semitic immigration policies during World War II, and discuss the implications of those policies. Following this discussion, students view the Histori.ca *Heritage Minute "*Pauline Vanier" (which describes her efforts to encourage a more open immigration policy in Canada to assist Jews during the Second World War). Students discuss ways in which the video reflects the consequences of Canada's closed-door policy to Jewish immigrants. Students research the work of the Vanier family and the gradual opening of doors to Jews in Canada through the War Orphans Project, as well as immigration policy changes. Students share and discuss their research findings with each other, and reflect on the non-military, international responsibilities of nations in times of war.

TIP: Encourage students to think unconventionally regarding international commitments during times of war (e.g., peaceful means of minimizing the effects of war, rather than contributing directly through troops and munitions).

SUGGESTED VIDEO: Histori.ca *Heritage Minute:* "Pauline Vanier"

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

6.2.4 f BLM: None Is Too Many

**or**

KG-041
KG-042
VG-014

Students read extracts from the wartime speeches of Sir Winston Churchill and discuss the role of leadership and oratory in boosting the morale and determination of the people in the face of war.

TIP: Remind students that the people of London were subjected to the "Blitzkreig" or lightning war of the Germans, suffering constant air raids and bombardments, and that in the early part of the war it appeared that Germany would successfully conquer all of Europe. Students should also take note of the fact that Adolph Hitler had considerable oratorical powers, which he used to persuade the German people, in particular the youth, of the superiority of the so-called "Aryan" race, and of the importance of establishing military dominance in order to vindicate their race.

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

6.2.4 g BLM: Winston Churchill (2 pages)

(*continued*)

**Teacher Reflections**

## 6.2.4 World War II

| Assessment | Outcomes | Strategies |
|---|---|---|

### Acquire *(continued)*

**or**

KI-012
KG-042
VG-014

Using print and electronic resources, students gather information about the participation of Aboriginal veterans in the wars. They summarize the information they have gathered in the form of a poster that encourages Canadians to recall the significant voluntary contributions of this group of veterans, who often fought in some of the most dangerous positions during the wars.

NOTE: Point out to students that Aboriginal participation in Canada's war efforts was proportionately higher than that of any other group of people in Canada. It is estimated that one in three able-bodied Aboriginal men enlisted in the First World War. More than 7000 Status Indians fought in the two world wars; some estimate that the number would be closer to 12,000 if the Non-Status Indians were included. (Source: Veterans Affairs Canada website.)

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

**or**

KG-041
KG-042
VG-014

Using Think-Pair-Share, students read and respond to Joy Kogawa's poem about the evacuation of Japanese Canadians during the war.

TIP: Ask students this question: *"Do you believe that Nazi Germany was the only country to have created work camps and confiscated property from particular groups of citizens?"* Without diminishing the extent and severity of the systematic genocide of Jews and others (e.g., Poles, Soviet prisoners of war, the Roma [Gypsies], political opponents of the Nazis, homosexuals, the mentally and physically challenged) during the Holocaust, help students realize that Canada has not been immune to state-sponsored injustices toward specific target groups. Students may discuss how and why times of war can bring out prejudice and distrust, and how war can cause people to treat certain groups as "enemies." Point out to students that, during World War II, German, Italian, and Ukrainian immigrants were also detained or imprisoned without trial if they were suspected of holding Nazi, Fascist, or Communist views. During the war, there was a great deal of fear throughout Canada about spies and espionage activities.

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

6.2.4 h BLM: What Do I Remember of the Evacuation?

(*continued*)

**Teacher Reflections**

## 6.2.4 World War II

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KH-036<br>KG-042<br>VG-014 | Students conduct a WebQuest to gather information about the life and accomplishments of William Lyon Mackenzie King, with the purpose of helping historians determine the legacy or lasting achievements of this prime minister. Students compile their information to create a short illustrated biography in electronic format, using quotes from King's speeches to support key ideas.<br>TIP: A WebQuest is an online inquiry project, where students have a clear task in mind as they visit a series of websites related to the topic. It is advisable that teachers pre-select sites for elementary students. There are many online resources that provide general WebQuest teaching strategies. Discuss with students the fact that, although King led Canada for 22 years through half the Depression and all of the Second World War, historians disagree as to his legacy. He is seen as an ambiguous character, both personally and politically, who often preferred compromise and procrastination to real action. Encourage students to draw their own conclusions based on their research.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>6.2.4 i BLM: William Lyon Mackenzie King |
| | | **Apply** |
| | KI-012<br>KH-036<br>KG-041<br>KG-042<br>VG-014 | Students create an illustrated classroom wall timeline of World War II. Collaborative groups of students select one of the main events of World War II. They summarize and illustrate the key facts for posting on the wall timeline.<br>TIP: Each group selects or is assigned one event to illustrate and summarize, using the information they have gathered in the course of the learning experience. Ensure that all the principal events are covered on the timeline.<br>6.2.4 d BLM: World War II Timeline (2 pages) |

*(continued)*

**Teacher Reflections**

## 6.2.4 World War II

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| Appendix A Skill 10c | KI-012<br>KH-036<br>KG-041<br>KG-042<br>VG-014 | Students create an annotated collage or mural that summarizes Canada's role and involvement in the Second World War, including the contributions of women, Aboriginal veterans, citizens on the home front, training programs, supplies and munitions, food production, food rationing, conscription, and sacrifices made by military and civilians alike. |
| | | **or** |
| Appendix A Skill 9b | KI-012<br>KG-041<br>KG-042<br>VG-014 | Collaborative groups of students select one or two passages from the memories or journals of World War II veterans. Members of each group, with a copy of their selected texts, circulate to other groups to share their readings. After students have had the chance to share readings, each student completes an Exit Slip reflecting on his or her impressions of the Second World War.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| Appendix A Skill 5 | KH-036<br>KG-041<br>KG-042<br>VG-014 | Students work in pairs to create a concept overview for each of the key concepts of this learning experience. Students share their concept overviews with another pair, and reflect on what they have learned about the causes and effects of the Second World War in this learning experience.<br>6.2.4 j BLM: Concept Overview: World War II |
| | | **or** |
| Appendix A Skill 1 | KG-041<br>KG-042<br>VG-014 | Students prepare questions and invite a Holocaust survivor to speak to the class. Students write follow-up thank-you letters to the guest for her or his contribution to the students' understanding of the Holocaust.<br>TIP: Contact the Jewish Heritage Centre of Western Canada, located at 123 Doncaster Street in Winnipeg, for information on their province-wide education outreach program.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |

*(continued)*

**Teacher Reflections**

## 6.2.4 World War II

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KH-036<br>KG-042 | Students read the poem "W.L.M.K." by F.R. Scott, and write a journal response in which they express their own opinion of the legacy of William Lyon Mackenzie King, including historical evidence of his failures and accomplishments as prime minister.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>6.2.4 k BLM: W.L.M.K. by F.R. Scott |
| | | **or** |
| | KI-012<br>KH-036<br>KG-041<br>KG-042<br>VG-014 | Collaborative groups of students create a short multimedia presentation about the war and its effects. Students select and annotate four images that summarize the key events of World War II.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KI-012<br>KH-036<br>KG-041<br>KG-042<br>VG-014 | Collaborative groups of students design a war memorial or plaque to commemorate the veterans of World War II. Display items as part of a Remembrance Day service or in a gallery display dedicated to war veterans.<br>TIP: Encourage students to view examples of war monuments, and to explore the use of symbols and imagery, quotations, and historical information, in order to help them gather ideas for their design. Also offer students the alternative of creating a monument or plaque to recognize the work and contributions of non-military citizens toward minimizing the effects of the war (e.g., foreign aid workers, human rights activists, medical support workers). |

*(continued)*

**Teacher Reflections**

## 6.2.4 World War II

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KG-041<br>KG-042<br>VG-014 | Collaborative groups of students read the Preamble to the Charter of the United Nations. Reflecting on how the nations of the world felt an urgent need to take action to prevent any further world wars, students create their own version of the Preamble, stating in their own words the rationale for the creation of the United Nations and adding historical facts to support this rationale. Students prepare their Preamble in the form of a large illustrated poster, which is displayed for all to view and discuss.<br>NOTE: Students will be studying the role of the United Nations in greater detail in a later learning experience. The purpose of this exercise is to help students focus on some of the lessons learned—and possible positive consequences—of the world wars.<br> BLM: Preamble to the Charter of the United Nations |
| | | **or** |
| | KG-041<br>KG-042<br>VG-014 | Students select, illustrate, and present a poem or other writing by a survivor or victim of the Holocaust.<br>NOTE: The Holocaust Hope Site, located at <www.hopesite.ca/remember/remember_toc.html>, states the following: *To build hope out of the deep pain of the Holocaust, and to ensure that it is never forgotten, first we must learn: what is the reality?* Encourage students to focus on building hope through empathy, and through commitment to honouring human rights.<br> **Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |

**Teacher Reflections**

## Cluster 2—Connecting and Reflecting

Using their "An Emerging Nation" portfolio, students reflect on the impact of the major events between the years 1914 to 1945, and describe what they can do to promote positive changes within their local community and/or in Canada.

6.2.4 m BLM: Cluster 2—Connecting and Reflecting

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**Teacher Reflections**

*Canada: A Country of Change (1867 to Present)*

**Shaping Contemporary Canada (1945 to Present)**

GRADE 6

3 CLUSTER

# Cluster 3 Learning Experiences: Overview

## 6.3.1 Overview of Contemporary Canada

KL-025 Locate on a map of Canada the provinces, territories, and capital cities.

KH-038 Identify the prime ministers of Canada from 1945 to the present and give examples of their achievements.

### 6.3.2 A Changing and Diverse Population

KI-013 Identify historical reasons for bilingual and multicultural policies in Canada.

KI-013F Describe the impact of the Affaire Forest on the linguistic rights of Franco-manitobains.

KI-014 Identify changes and developments regarding Aboriginal rights in Canada from 1867 to the present.
*Examples: suffrage, changes to Status and entitlement, self-governance, land claims, new treaties...*

KI-015 Give examples of changes to francophone populations in Canada since Confederation.
*Examples: characteristics, distribution...*

KI-015F Identify events surrounding the creation of the Division scolaire franco-manitobaine (DSFM).
*Examples: Manitoba Schools Question, Bill 113, Article 23 of the Canadian Charter of Rights and Freedoms, the Mahé Ruling, the Manitoba Referral...*

VI-007 Value the cultural and linguistic diversity of the Canadian community.

VI-007A Value their First Nation, Inuit, or Métis language, heritage, and culture.

VI-007F Value the French language and their francophone heritage and culture.

VI-008 Demonstrate respect for people of all cultures.

### 6.3.3 A Modern Industrialized Nation

KE-058 Give examples of ways in which industry and technology have changed life in Canada since 1945.
*Examples: urbanization, transportation, communication, education...*

KE-059 Give examples of inventions and technologies created in Canada.
*Examples: kayaks, snowmobiles, Canadarm, insulin, canola...*

### 6.3.4 Canada on the World Stage

KG-043 Give examples of Canada's involvement in world conflicts since 1945.
*Examples: Korean War, Cold War, Gulf War, Bosnia, Afghanistan, international peacekeeping...*

KG-044 Give examples of global events and forces that have affected Canadians from 1945 to the present.
*Examples: international cooperation, relief efforts, disease, environmental changes, famine, refugee movement...*

KG-045 Give examples of Canada's participation in the United Nations and other international organizations.
*Examples: the Commonwealth, La Francophonie, Organization of American States...*

# Shaping Contemporary Canada (1945 to Present)

## 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.

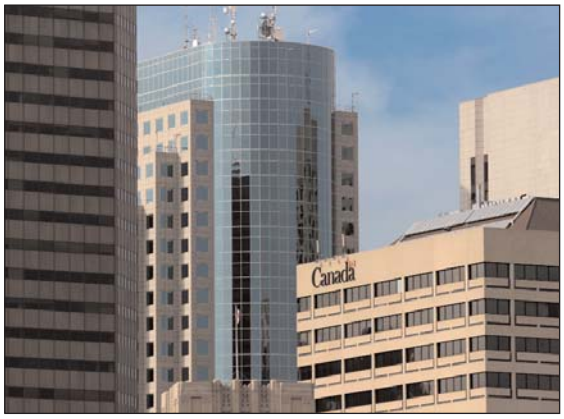
- **Student Portfolio Tracking Chart:** this chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix D.

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

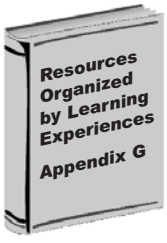
- **Skills Checklist:** this teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix D.

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

## Cluster Description




Students explore factors that have shaped contemporary Canadian life. This study includes a focus on the impact of global events and forces, Canadian involvement in international organizations and world conflicts, and the impact of technological and industrial advancements. Students also study developments regarding Aboriginal rights and the evolution of Canada as a bilingual and multicultural nation.



# Shaping Contemporary Canada (1945 to Present)



## Engaging Students in the Cluster

- Create a Word Splash display of important people, events, and organizations that affected Canada from 1945 to the present.
- View videos showing Canada's involvement in international organizations.
- Display a wall map of the world, so that students can refer to it throughout the cluster.
- Create a book display of fiction by Canadian authors.
- Create a display of Canadian art.
- Create a listening centre of Canadian music.
- Hold a "Historical Fashion Show" with students wearing clothing from Canada's past (e.g., the 1940s, '50s, or '60s), or have a "Historical Clothing Week" where students come to school each day dressed in fashions from a different decade.
- Create a display of the evolution of a particular technology from 1945 to the present (e.g., automobile, airplane, telephone, refrigerator, television...).

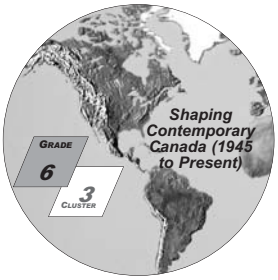
## Learning Experiences Summary

*6.3.1 Overview of Contemporary Canada*

*6.3.2 A Changing and Diverse Population*

*6.3.3 A Modern Industrialized Nation*

*6.3.4 Canada on the World Stage*




## *Learning Experience:* 6.3.1 Overview of Contemporary Canada

| | |
|---|---|
| KL-025 | Locate on a map of Canada the provinces, territories, and capital cities. |
| KH-038 | Identify the prime ministers of Canada from 1945 to the present and give examples of their achievements. |

### Description of the Learning Experience

Canada is a vast and evolving landscape. The prime ministers since 1945 have played an important role in shaping Canada into a modern nation.

Students review the political map of contemporary Canada and research the key achievements of Canadian prime ministers since 1945.

**Vocabulary:** political map, federalism (See Appendix D for Vocabulary Strategies.)

## 6.3.1 Overview of Contemporary Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** |
| Appendix A Skill 3a | KL-025<br>KH-038 | Based on what they know about Canadian history and geography, students reflect on and discuss what might be some of the greatest challenges to a prime minister.<br>TIP: Review with students the idea of federalism, to which they were introduced in Grade 5. Note that the Canadian population is concentrated in Ontario and Québec, and encourage students to question how this concentration might affect the representation of less populated or more remote regions. Ask them to note the many different economic concerns of the provinces and territories, and to observe the challenges to national unity presented by Canada's geography. |
| | | **or** |
| Appendix A Skill 7b | KL-025 | Pairs of students are given a list of capital cities to match up with the correct province or territory. Students are given a set amount of time to complete the list, after which they use an atlas to correct and complete their work.<br>6.3.1 a BLM: Capital Cities |

(*continued*)

**Teacher Reflections**

## 6.3.1 Overview of Contemporary Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| | KL-025 | Students draw a map of Canada, unassisted and without the support of maps or atlases. Given approximately 10 minutes, they begin by sketching each of the provinces and territories as outlines of rough geometric shapes. They add to their maps the names of all the provinces, territories, and capital cities they know. After the set time has elapsed, students compare their maps to a political map of Canada in an atlas, and assess their spatial representation of the country as well as their geographic knowledge. Students file maps in their learning journals or portfolios to compare to later versions of the same exercise.<br>TIP: Consider using this strategy twice: once at the beginning of this learning experience and again near the end of the school year, once students have spent more time studying and working with the map of Canada. As expected, the second map will be significantly more detailed and students will have a very concrete and visual example of their personal growth. This strategy also offers the opportunity to clarify the distinction between a physical map and a political map, and to review two additions to Confederation: Newfoundland in 1949, and Nunavut in 1999. |
| | | **or** |
| | KH-038 | Students are asked to name the present prime minister of Canada and to brainstorm what they know about him or her. Ideas are recorded and discussed, and errors are corrected. Students are invited to collect news articles about the current prime minister over the course of this learning experience. These articles can be presented to the class and posted on a "PM" bulletin board.<br>TIP: During the brainstorm session, ask students whether they can name any other prime ministers. Pose questions to the students to elicit what they know (e.g., Do they know of a prime minister who died on September 28, 2000, and whose son spoke eloquently at his funeral? Do they know whether Canada has ever had a female prime minister? Do they know of a prime minister who won the Nobel Peace Prize?). This may also offer the opportunity to clarify or remind students that, in Canada, we do not vote for the prime minister: he or she is the head of the party with the greatest number of elected Members of Parliament in the House. For this reason, some prime ministers served very short terms of office, taking over the leadership of the governing party and the responsibilities of the office until their party was defeated in the next election. |

**Teacher Reflections**

## 6.3.1 Overview of Contemporary Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** |
| | KH-038 | Collaborative groups of students consult print and electronic resources to record key details pertaining to each of the prime ministers from 1945 to the present. Students are given time to share and discuss their results as a class, and to select a prime minister in which they have a particular interest, in order to inquire more thoroughly into the historical role of that individual.<br>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss><br>6.3.1 b BLM: Prime Ministers 1945—Today (3 pages) |
| | | **or** |
| | KH-038 | Collaborative groups of students use print and electronic resources to research and present the life of a Canadian prime minister in the period of 1945 to the present. Upon completion of their research, each group creates a "PM Portrait" (i.e., drawing and quotation) to be displayed on a wall timeline for student reference. Students also decide upon a format and present their findings to the class (e.g., talk show, an interview with the press, the presentation of an award, a multimedia presentation, a skit or re-enactment of a significant event in the political life of the PM, a debate with another political figure, a speech in House of Commons…).<br>TIP: It is ideal to have every prime minister since 1945 represented on the timeline, but with more than 10 to choose from, it may not be possible to have students work in groups and include all the prime ministers. Post a picture with the name and term of office for the "missing" prime ministers so that the wall timeline is fully representative of Canada's history.<br>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss><br>6.3.1 c BLM: Biography of a Prime Minister (3 pages) |

(*continued*)

**Teacher Reflections**

## 6.3.1 Overview of Contemporary Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KL-025 | Using an atlas, students compile a list of the names of the provinces and territories, their capital cities, and the capital city of Canada. They record the latitude and longitude of each city. Students then label a political map of Canada with the names of the provinces, territories, capital cities, and Canada's capital city.<br>TIP: Students will likely need pre-instruction/demonstration for this activity. Refer to an atlas and point out to students the lines of latitude (i.e., parallels) and longitude (i.e., meridians). Perform several examples using Canadian cities until students understand the concept. Students may be asked to first estimate latitude and longitude using a map, and then to verify the exact position of each city using the atlas index. You may also wish to cut the BLM key into cards, and ask students to match up the capital city, province, or territory with the latitude and longitude. If students require more practice with the concept, ask them to place the cities in order from the farthest north to the farthest south, or from east to west.<br>6.3.1 d BLM: Locating Capital Cities<br>6.3.1 e BLM: Locating Capital Cities—Key<br>6.3.1 f BLM: Political Map of Canada |

**Teacher Reflections**

## 6.3.1 Overview of Contemporary Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** |
| Appendix A Skill 3b | KH-038 | Students present a speech entitled, "Why I Would Make a Fine Prime Minister," referring to what they have learned about the accomplishments of Canada's prime ministers. After the speeches, students may vote to select a prime minister based on the most realistic and persuasive presentation. Students may discuss afterwards the qualities they feel are the most important in a prime minister, using what they have learned through their study of prime ministers. |
| | | **or** |
| Appendix A Skill 10a | KH-038 | Students plan and present "An Afternoon Tea with the Prime Ministers," inviting parents or students from another class to attend. Students take on the role of one prime minister they have studied (e.g., period dress, personality, mannerisms, idiosyncrasies…) or the role of a journalist or biographer who interacts with the prime ministers and invited guests. At the conclusion of the role-play/tea, students and guests may discuss whom they believe to have been the most important prime minister, and why.<br>TIP: Consider extending beyond the time period of this learning experience (1945 to the present) and include all of the prime ministers of Canada since 1867. |
| | | **or** |
| Appendix A Skill 4a | KH-038 | Collaborative groups of students create a prime ministers "Who Am I?" game. Students make game cards that include "Who Am I?" hints about a prime minister's life and accomplishments on one side of the card, and his or her name on the other (e.g., "My most important accomplishment was my work in developing an International Peacekeeping Force under the United Nations."—Lester B. Pearson). Groups exchange game cards and play the game. After the session, students may be asked to assess the quality of the historical information included in the game cards.<br>TIP: Consider extending beyond the time period of this learning experience (1945 to the present) and include all the prime ministers of Canada since 1867. |

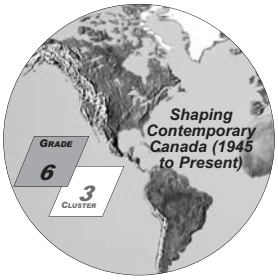
(*continued*)

**Teacher Reflections**

## 6.3.1 Overview of Contemporary Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| Appendix A Skill 7b | KH-025 | Collaborative groups of students create a quiz to review the capital cities, their latitude and longitude, the provinces and territories, and Canada's capital. The quiz may involve identifying a capital city on the map of Canada, using its latitude and longitude, matching capital city names to latitude and longitude, placing capital cities in order from north to south or east to west, assembling a political map puzzle, et cetera. Groups exchange quizzes or games and use them to review their knowledge of the political map of Canada. |
| | | **or** |
| Appendix A Skill 7b | KH-025 | Collaborative groups of students visit selected websites to engage in interactive map games.<br>TIP: Students may use this activity to consolidate and self-assess their geographic knowledge, taking note of the elements they may need to review.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| Appendix A Skill 9e | KL-025<br>KH-038 | Students use their geographic and historical knowledge of the country to write lyrics for a song about Canada, based on the model "Something to Sing About" (see BLM). The lyrics to their song must contain factual elements about the geography and political map of Canada, and historical points about one or two prime ministers they have studied. Students share their lyrics in a class sing-along, celebrating the geography and history of Canada.<br>6.3.1 g BLM: Something to Sing About (2 pages) |

**Teacher Reflections**




## *Learning Experience:* 6.3.2 A Changing and Diverse Population

| | |
|---|---|
| KI-013 | Identify historical reasons for bilingual and multicultural policies in Canada. |
| KI-013F | Describe the impact of the Affaire Forest on the linguistic rights of Franco-manitobains. |
| KI-014 | Identify changes and developments regarding Aboriginal rights in Canada from 1867 to the present.<br>*Examples: suffrage, changes to Status and entitlement, self-governance, land claims, new treaties...* |
| KI-015 | Give examples of changes to francophone populations in Canada since Confederation.<br>*Examples: characteristics, distribution...* |
| KI-015F | Identify events surrounding the creation of the Division scolaire franco-manitobaine (DSFM).<br>*Examples: Manitoba Schools Question, Bill 113, Article 23 of the Canadian Charter of Rights and Freedoms, the Mahé Ruling, the Manitoba Referral...* |
| VI-007 | Value the cultural and linguistic diversity of the Canadian community. |
| VI-007A | Value their First Nation, Inuit, or Métis language, heritage, and culture. |
| VI-007F | Value the French language and their francophone heritage and culture. |
| VI-008 | Demonstrate respect for people of all cultures |

*Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 36 of the overview).*

### Description of the Learning Experience

The history of Canada is shared by many people, including Aboriginal peoples, French- and English-speaking peoples, and a rapidly changing and culturally diverse population.

Students study historical reasons for Canadian bilingualism and multiculturalism, examine trends in population change, and consider changing developments in Aboriginal rights in Canada.

**Vocabulary:** multiculturalism, constitution, self-governance (See Appendix D for Vocabulary Strategies.)

## 6.3.2 A Changing and Diverse Population

| Assessment | Outcomes | Strategies |
|---|---|---|
| | KI-013<br>KI-014<br>KI-015<br>VI-007<br>VI-007A<br>VI-008 | **Activate**<br>Collaborative groups of students read and respond to a quotation by Pierre Elliott Trudeau regarding the multicultural nature of Canada. As a group, they paraphrase the quotation and decide whether they agree with Trudeau's main points about Canada and Canadians, based on what they have learned about history and what they know about Canada's population today.<br> BLM: No All-Canadian Boys or Girls (2 pages) |

(*continued*)

## 6.3.2 A Changing and Diverse Population

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| Appendix A Skill 3a | KI-013<br>KI-014<br>KI-015<br>VI-007<br>VI-007A<br>VI-008 | Collaborative groups of students try to predict the 10 largest ethnic groups as reported by Canadians in the latest Canadian census. They verify their results with the list from Statistics Canada, and discuss what this tells them about Canadian society and the changing population.<br>TIP: Ask students to generate ideas as to how this ethnic population distribution would compare to that of early Canada, including pre-contact Canada and Nouvelle-France. They may also generate theories as to whether this same distribution of ethnic groups would be reflected across all the regions of Canada (e.g., Québec, British Columbia, or the Atlantic provinces). Encourage them to generate questions related to this topic for further research.<br><br>6.3.2 b BLM: Main Ethnic Groups in Canada (2 pages) |
| | | **or** |
| Appendix A Skill 6h | KI-013<br>KI-014<br>KI-015<br>VI-007<br>VI-007A<br>VI-008 | Collaborative groups of students conduct a survey in their school about students' ethnic origins. They compile their results and create a graph showing the main ethnic groups in their school. The results are posted and students discuss how these statistics compare with the distribution of ethnic groups in Canada. |
| | | **or** |
| Appendix A Skill 2 | KI-013<br>KI-014<br>KI-015<br>VI-007<br>VI-007A<br>VI-008 | In a guided discussion, students explore the idea that learning to live harmoniously with groups of people who are different from your own can be complicated and challenging. Students brainstorm ideas related to the challenges and opportunities of living in a culturally diverse society, and then contribute ideas to develop a list of the citizenship characteristics required in order to live in a multicultural society. |

*(continued)*

**Teacher Reflections**

## 6.3.2 A Changing and Diverse Population

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| | KI-013<br>KI-014<br>VI-007<br>VI-007A<br>VI-008 | Collaborative groups of students generate a list of what they know about Aboriginal rights and treaties in Canada. They record their ideas in the form of a Mind Map, which are posted and shared with other groups.<br>TIP: Encourage students to build on their knowledge of Canadian history and to focus on what they have already learned in Grades 5 and 6 about treaties, land rights, hunting and fishing rights, voting rights, and changing perspectives regarding the participation of Aboriginal peoples in Canada (e.g., the creation of Nunavut, the move away from assimilative policies such as residential schools, et cetera). |
| | | **or** |
| | KI-013<br>KI-015<br>VI-007<br>VI-007A<br>VI-008 | Students brainstorm a list of all the evidence they can think of in their own experience that Canada is a bilingual country (e.g., immersion schools, bilingual signs and consumer products, speeches by political figures in both official languages, French television and radio stations, French place names…). After they have developed a list of ideas, they discuss the historical reasons for official bilingualism policy in Canada.<br>TIP: Encourage students to think about what they have learned about pre-Confederation history in Grade 5, as well as the types of issues faced by government in post-Confederation Canada, many of which have to do with English-French relations and the fact that one of the most populated provinces in the country is and has been comprised of a majority francophone population for hundreds of years, while the other provinces and territories have become mostly anglophone. |

**Teacher Reflections**

## 6.3.2 A Changing and Diverse Population

| Assessment | Outcomes | Strategies |
|---|---|---|

### Acquire

KI-014
VI-007
VI-007A
VI-008

Students read an informational text about the importance of the recognition of Aboriginal land claims and treaty rights in the Constitution of 1982. Working with a partner, students summarize in their own words the main points related to Aboriginal rights in the Canadian Constitution. Student pairs share their thoughts with the class in a guided plenary discussion, and discuss what this recognition indicates about a changed approach to relations between the government and Aboriginal peoples.

BLM: Constitution Act 1982, Section 35

**or**

KI-014
VI-007
VI-007A
VI-008

Using print and electronic resources, collaborative groups of students conduct research about significant changes and developments regarding Aboriginal rights in the 20th century. For example:

- the end of the residential school era
- changes to the policy of enfranchisement and unrestricted right to vote (1960)
- local band control of education (1973)
- self-governance and participation in government decisions, with Elijah Harper and constitutional change being an example
- land claims
- the Oka crisis (1990)
- the Donald Marshall case (1990)
- modern treaties such as the Nisga'a land claims agreement in B.C. (1998)
- the creation of Nunavut (1999)

Each group selects two major events to research and creates an illustrated poster summarizing the event for the class timeline.

TIP: Review with students the meaning of assimilation, and invite them to give historical examples of assimilative or paternalistic policies of government with respect to Aboriginal peoples. Guide the students in the selection of important events and sources for the timeline.

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

(*continued*)

**Teacher Reflections**

## 6.3.2 A Changing and Diverse Population

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KI-013<br>KI-015<br>VI-007<br>VI-007A | Collaborative groups of students select a province or territory and research population statistics regarding ethnic origins and home language. Consulting the Statistics Canada website, each group prepares a spreadsheet, electronic graph, or chart summarizing the statistics for their selected region. After the results for each region have been shared with the class, students discuss the population trends in various regions, and the differences between the regions.<br>NOTE: Encourage students to compare results of a previous census to the results of the most recent census, and to note population trends (e.g., numbers of francophones outside Québec; most rapidly growing and least rapidly growing ethnic populations in various regions…).<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KI-013<br>KI-015<br>VI-007<br>VI-007A | Using print and electronic resources, students gather data about the present-day distribution of francophone populations in Canada, and historical information about changes in this population over time.<br>NOTE: Encourage students to become aware of the fact that, although the Constitution protects French language rights in education and federal government services, preserving the vitality of a minority language is often a great challenge. With modern mass communication, urbanization, greater mobility of the population, and increased intermarriage between ethnic groups, the language of the majority tends to dominate at work, at home, and in entertainment. This is particularly reflected in francophone population statistics outside Québec, where families do not always preserve the use of the French language as widely as in the past. Students will also observe that, outside Québec, the highest concentrations of francophone populations are in New Brunswick, Ontario, and southern Manitoba, and francophone populations in other provinces are relatively low. Invite students to consider the historical foundations of this demographic pattern.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |

**Teacher Reflections**

## 6.3.2 A Changing and Diverse Population

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** |
| | KI-014<br>VI-007<br>VI-007A<br>VI-008 | Collaborative groups of students read passages from Aboriginal leaders regarding Aboriginal rights and the recognition of Aboriginal cultures in Canada. Using their knowledge of history, students discuss how the government has interacted with Aboriginal peoples in the past, and describe important changes and developments in this relationship. Following the discussion, students write an individual journal response reflecting on important changes and developments regarding Aboriginal rights and self-governance in Canada.<br>TIP: Refer to Background Notes on Aboriginal Rights and Self-Governance for further details to support this topic.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**6.3.2 d** BLM: Aboriginal Rights in Canada (2 pages)<br>**6.3.2 e** Aboriginal Rights and Self-Governance (Teacher Background Notes) (2 pages) |
| | | **or** |
| | KI-013<br>KI-014<br>KI-015<br>VI-007<br>VI-007A<br>VI-008 | Collaborative groups of students create a Multicultural Collage, using the map of Canada as the background. Students select images that represent multiculturalism and respect for cultural and linguistic diversity in Canada and arrange them on the map. Collages are displayed and students circulate to view and discuss them.<br>TIP: Encourage students to plan their collage carefully before beginning to design it. They should first list the concepts to be represented, and brainstorm images that may be used to represent these concepts. As a class, develop a list of criteria for factual and historical information to be reflected in the collage (e.g., the collage should represent changes in Aboriginal rights and self-governance, reflect changes in francophone populations in Canada over time, illustrate the meaning of multiculturalism in Canada…).<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |

(*continued*)

**Teacher Reflections**

## 6.3.2 A Changing and Diverse Population

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KI-013<br>KI-014<br>KI-015<br>VI-007<br>VI-007A<br>VI-008 | Collaborative groups of students prepare a set of five questions designed to gather information about peoples' attitudes toward multiculturalism, bilingualism, and minority rights in Canada. As a class, sample questions may be developed to help students decide on how to word their questions. Each student group surveys approximately 20 individuals, preferably of different backgrounds and ages, and records responses to the questions. Student groups prepare a graph to summarize the results obtained in their survey, and present their conclusions to the class. In a guided plenary session, students discuss whether they have found that citizens in Canada generally support bilingualism, multiculturalism, and Aboriginal self-determination. |
| | | **or** |
| | KI-013<br>KI-014<br>KI-015<br>VI-007<br>VI-007A<br>VI-008 | Students develop a poster, pamphlet, or video designed as a part of an anti-racism campaign in their school or community, focusing on how cultural and linguistic diversity are valued in Canada.<br>TIP: Since 1966, March 21 has been recognized by the United Nations as the International Day for the Elimination of Racial Discrimination. Canada was one of the first countries to support the UN declaration and, in 1989, the Department of Canadian Heritage launched its annual March 21 Campaign. Students may consult the Heritage Canada website for information on anti-racism, and they may wish to participate in an online dialogue or submit their ideas to be included as a part of the campaign for the next anti-racism day.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |

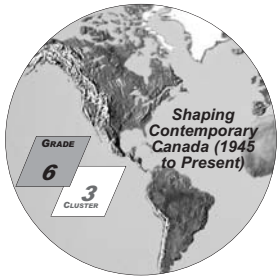
(*continued*)

**Teacher Reflections**

## 6.3.2 A Changing and Diverse Population

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KI-014<br>VI-007<br>VI-007A<br>VI-008 | Students create a concept overview for self-governance. They discuss the meaning of the term and why it is important to Aboriginal peoples of Canada, based on historical events and government policies of the past.<br><br>6.3.2 f BLM: Self-Governance |
| | | **or** |
| | KI-013<br>KI-015<br>VI-007<br>VI-007A<br>VI-008 | Collaborative groups of students discuss what they have learned about bilingualism in Canada and create a Mind Map to represent the historical importance of bilingualism. The Mind Maps are posted and, in a guided plenary session, students discuss whether they think bilingualism in Canada has been successful in increasing communication and understanding between anglophones and francophones in Canada.<br><br>NOTE: Help students understand the historical roots of bilingualism by focusing on the history of Québec, and the sentiment of distinctiveness that has characterized Québec politics throughout Canadian history. Point out to students that bilingualism is not a matter of speaking two languages, but also an issue of cultural identity. Bilingualism in Canada was promoted first by Lester Pearson and then by Pierre Elliott Trudeau as a means of being more inclusive of French-speaking Canadians and improving communication between the "two solitudes" of anglophone and francophone Canada. Students should also be made aware that Québec has held two referenda to decide whether Québec citizens were in favour of greater independence for Québec in its relationship to Canada. In the second referendum, held in 1995, the results were extremely close to a majority in favour of greater independence for Québec: 50.56 percent of the voters voted against sovereignty-association, and 49.44 percent voted for sovereignty-association. Bilingualism in Canada, and the protection of official language minority rights in the Constitution, were seen as ways of alleviating longstanding fears that Québec would lose its unique cultural identity and that the voice of francophone Canadians would be lost in an English-speaking-majority society.<br><br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br><br>6.3.2 g BLM: Bilingualism in Canada (2 pages) |

**Teacher Reflections**




## *Learning Experience:* 6.3.3 A Modern Industrialized Nation

| | |
|---|---|
| KE-058 | Give examples of ways in which industry and technology have changed life in Canada since 1945.<br>*Examples: urbanization, transportation, communication, education...* |
| KE-059 | Give examples of inventions and technologies created in Canada.<br>*Examples: kayaks, snowmobiles, Canadarm, insulin, canola...* |

### Description of the Learning Experience

The 20th century has seen Canada take its place among the most technologically developed and highly industrialized nations of the world.

Students will conduct an inquiry into Canadian inventions and technologies of the 20th century, and will consider the effects of technological development, industrialization, and urbanization on life in Canada.

**Vocabulary:** technology, industrialization, urbanization (See Appendix D for Vocabulary Strategies.)

## 6.3.3 A Modern Industrialized Nation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** |
| | KE-058<br>KE-059 | Students discuss the meaning of the word "technology," and brainstorm a list of modern technologies and inventions that are part of daily life. Sorting through the list, students try to identify inventions or technologies for which Canadians are known (e.g., Alexander Graham Bell—telephone). They generate questions for further research into the role of Canadians in the development of modern technologies. |
| | | **or** |
| | KE-058<br>KE-059 | Collaborative groups of students engage in a discussion about the question: Does modern technology make life better? Students use concrete examples to support their points of view. Groups share their conclusions in a full class discussion, during which they also discuss benefits and disadvantages of living in a technologically developed society. |

(*continued*)

**Teacher Reflections**

## 6.3.3 A Modern Industrialized Nation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| | KE-058 KE-059 | Students interview parents, grandparents, or other elders about the types of technologies that are part of everyday life today that were not available many years ago (e.g., communication, education, transportation, industrialization, mass production). Students discuss the major changes that have taken place in the use of technology in Canada in the last two generations, and reflect on how this has changed daily life for many people. |
| | | **or** |
| | KE-058 KE-059 | Students create a list of products they use or consume on a daily basis, and then sort these products into two categories: raw materials (e.g., water, food…) and manufactured products. They may further sort their list into products manufactured in Canada and products manufactured outside Canada. Students write a short reflection on what life would be like if, rather than relying on mass production, they had to produce most of their own commodities, as did many of the Aboriginal peoples and pioneer settlers. |
| | | **Acquire** |
| | KE-058 KE-059 | Students are divided into seven collaborative groups: transportation, communication, medicine and health, recreation and leisure, education, and business and industry. Each group lists key technologies and inventions that are commonly used in their assigned field, and analyzes how these technologies have changed life for Canadians. Each group prepares and presents an illustrated Mind Map on poster paper, summarizing its information and ideas.<br>TIP: This activity offers an opportunity to discuss with students the fact that many modern technologies are not widely accessible to people in the less-developed nations of the world, even though they may be commonplace and readily available in Canada.<br> BLM: Changing Life in Canada |

(*continued*)

**Teacher Reflections**

## 6.3.3 A Modern Industrialized Nation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| Appendix A Skill 6g | KE-058<br>KE-059 | Students watch a series of *Heritage Minutes* about Canadian innovators and inventors. Following the viewing, students discuss the importance of innovative thinking and write a short summary of the key points presented in the videos.<br>SUGGESTED VIDEOS: *Heritage Minutes* are available at the Histori.ca website featuring: Marconi, Avro Arrow, Marshall McLuhan, Sir Sanford Fleming, Joseph-Armand Bombardier, James Naismith.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| Appendix A Skill 11a | KE-058<br>KE-059 | Students select a Canadian inventor or technological innovator to research and present to the class. Using print and electronic resources, students explore the importance and the impact of the work of the selected person, and share their findings with the class.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>6.3.3 b BLM: Examples of Canadian Inventions and Technologies<br>6.3.3 c BLM: Researching Canadian Inventors and Innovators |
| | | **or** |
| Appendix A Skill 11j | KE-058<br>KE-059 | Using print and electronic resources, students gather information about the urbanization of Canada, and prepare a spreadsheet summarizing data on the growth of Canadian cities. Students share their data and discuss the advantages and disadvantages of city life and country life. They identify factors that attract people to cities in increasing numbers, and consider the effects of urbanization on Canadian society.<br>TIP: Encourage students to draw upon their knowledge of early Canadian history. Canadian society before the 20th century was largely agrarian, and industrial production was not a large part of the economy.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |

*(continued)*

**Teacher Reflections**

## 6.3.3 A Modern Industrialized Nation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KE-058<br>KE-059 | In a guided discussion, students discuss the historical basis for trade and industry in Canada's past (i.e., during the time of pre-contact Aboriginal societies, Nouvelle-France, early British Canada, fur trade, early part of the 20th century), with a focus on natural resources (e.g., fish, furs, farming…). Students review the effects of the railroad, the world wars, electricity, mass production, and modern communications on work and daily life in Canada. Based on the exchange of ideas in this class discussion, collaborative groups of students complete an "Industrialization" concept overview. Students share their ideas about how Canada was transformed into an industrialized nation.<br><br>6.3.3 d BLM: Industrialization |
| | | **or** |
| | KE-058<br>KE-059 | Students conduct research on Tommy Douglas, the father of Canadian Medicare, who was selected in 2005 by CBC television viewers as the Greatest Canadian. Beginning with a full class discussion, students brainstorm examples of non-technological inventions or innovations that may create lasting, positive change in society (e.g., the power of ideas, leadership, art, volunteerism...). Collaborative groups of students then use print and electronic resources to research the accomplishments of Tommy Douglas, in order to prepare a short news report summarizing his role as the father of Medicare, the birth of the modern health care system in 1966–1967, and how it transformed life in Canada.<br><br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |

**Teacher Reflections**

## 6.3.3 A Modern Industrialized Nation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** |
| | KE-058<br>KE-059 | Students create a scrapbook including images, words, and statistics summarizing how Canada changed from a rural, land-based society into a technological, industrialized society in the 20th century. The scrapbook should include examples of historical turning points and milestones, as well as advances in transportation and communication. Students circulate to share and discuss their scrapbooks, analyzing the positive and negative aspects of the changing Canadian society. |
| | | **or** |
| | KE-058<br>KE-059 | Students design and create a model or a diagram of an imaginary (but realistic) invention that they believe would change life in Canada for the better. Their device must make use of realistic technologies, be environmentally responsible, be created entirely from Canadian materials, and contribute positively to quality of life in Canada or the world. Students demonstrate their models in a Gallery Walk and discuss what they think are the most important types of inventions in enhancing quality of life for all people. |
| | | **or** |
| | KE-058<br>KE-059 | Collaborative groups of students select an innovation or technology that they believe represented a turning point for the modernization and industrialization of Canada. They prepare a short illustrated summary of the event to display on the class timeline of Canadian history. |

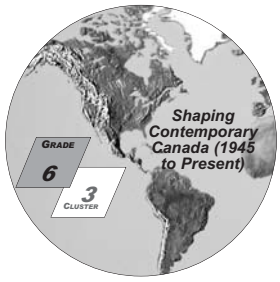
(*continued*)

**Teacher Reflections**

## 6.3.3 A Modern Industrialized Nation

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KE-058<br>KE-059 | Students conduct a survey among class members on the use of communication devices in local households (e.g., How many hours a day does each household spend on the Internet, watching TV, listening to radio, talking on the telephone?). Classroom results are tabulated to create a collective graph. Students interpret the results and discuss what the impact of this use of technology might be on quality of life (e.g., person-to-person interaction, physical activity, recreation, health, listening skills, creativity, access to information…).<br>TIP: Allow students to draw their own conclusions based on the data collected, inviting them to consider both positive and negative effects. Encourage students to recognize that widespread access to many of these communication technologies is relatively recent, and to imagine how people would have spent their leisure time, and carried out their work, in the time prior to the availability of mass communications. |
| | | **or** |
| | KE-058<br>KE-059 | Students write a narrative describing a day in the experience of an individual who has travelled in time from an earlier period of Canadian history to today. The story should include details about technologies and ways of life that are completely new to the individual, and should describe his or her personal reaction or point of view about the impact of technology on daily life in Canada.<br>TIP: Encourage students to select and develop the point of view of a person from a particular time and place in Canadian history, perhaps a historical figure they have studied. |

**Teacher Reflections**




## *Learning Experience:* 6.3.4 Canada on the World Stage

| | |
|---|---|
| KG-043 | Give examples of Canada's involvement in world conflicts since 1945.<br>*Examples: Korean War, Cold War, Gulf War, Bosnia, Afghanistan, international peacekeeping...* |
| KG-044 | Give examples of global events and forces that have affected Canadians from 1945 to the present.<br>*Examples: international cooperation, relief efforts, disease, environmental changes, famine, refugee movement...* |
| KG-045 | Give examples of Canada's participation in the United Nations and other international organizations.<br>*Examples: the Commonwealth, la Francophonie, Organization of American States...* |

### Description of the Learning Experience

Canada, although a middle power in the world, has played an important role in international events, agreements, conflicts, and cooperation in the 20th century.

Students research examples of Canadian involvement in global events since 1945, and examine Canada's role in international organizations.

**Vocabulary:** Cold War, free trade, international organizations (See Appendix D for Vocabulary Strategies.)

## 6.3.4 Canada on the World Stage

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** |
| | KG-043<br>KG-044<br>KG-045 | Referring to a wall map of the world, students name countries with which Canada has a connection, and describe that connection (e.g., former colony of Britain, of France, ally of Russia in World War II, trading partner with U.S…). Using sticky notes, the countries are indicated on the map. Observing the map of the world, students note the countries with which Canada has the most links.<br>TIP: Invite students to think about this topic in advance of the activity. Ask them to collect news clippings of global events that involve Canada. Encourage them to take note of items they use or consume in the course of a regular day in order to expand their awareness of Canada's global trading relations (e.g., Where are the avocadoes for their guacamole grown? Where are their name-brand running shoes manufactured? Their CDs? Their bicycles?). |

(*continued*)

**Teacher Reflections**

## 6.3.4 Canada on the World Stage

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| Appendix A Skill 7b | KG-043<br>KG-044<br>KG-045 | Students brainstorm international events or influences they are aware of that have affected life in Canada (e.g., wars, trade agreements, summit conferences, environmental phenomena, epidemics, discoveries...). Events are recorded on chart paper and the countries involved are identified on a wall map or globe. Students identify recent events in Canada that have affected other countries in the world. In the same way, these national events are recorded and the countries affected are identified on the world map or globe. Students discuss the concept of global interdependence based on the concrete examples they have recorded. |
| | | **or** |
| Appendix A Skill 8 | KG-043<br>KG-044<br>KG-045 | Students read a short text about Marshall McLuhan's concept of the "global village." Using Think-Pair-Share, they reflect on the idea and create an illustration of the concept of the global village to share with the class. In a guided plenary session, students discuss the implications of living in a global village (e.g., If we are connected to others across time and space, what are our responsibilities to each other? If a famine, a war, or an environmental disaster happens somewhere else in the world, how does it affect us? Should we be concerned? What should be our response?).<br><br>6.3.4 a BLM: Global Village |
| | | **or** |
| Appendix A Skill 6c | KG-043<br>KG-044<br>KG-045 | Collaborative groups of students discuss what they know about international organizations and their work (e.g., UNICEF, the United Nations, Médecins sans frontières, Free the Children...). Students create a KWL chart about these types of organizations, generating questions to orient further inquiry into Canada's international involvement and commitments.<br>TIP: Explain to students that there are various types of international organizations: some exist to promote global peace and cooperation, such as the United Nations; some exist as military or defence alliances or trade agreements; others are ways of getting nations together to cooperate and help one another in social, educational, and cultural exchanges. |

(*continued*)

**Teacher Reflections**

## 6.3.4 Canada on the World Stage

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| | KG-044<br>KG-045 | Students view the Histori.ca *Heritage Minute* about John Peters Humphrey and his role in writing the Universal Declaration of Human Rights, signed by the United Nations in 1948. Following the viewing, students discuss what they have learned from the video and generate questions about John Humphrey to guide further research.<br>TIP: Students will be studying the Universal Declaration of Human Rights in greater detail in Grade 7. The purpose of this learning experience is to help students become aware that Canada, although not among the world's superpowers, has played a consistent and important role in the United Nations. Help students understand that the Universal Declaration of Human Rights was established largely in reaction to the events of the Holocaust. Its intent is to require governments to recognize the "inherent dignity" and "equal and inalienable rights of all members of the human family" in order to prevent the recurrence of "barbarous acts which have outraged the conscience of all mankind."<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **Acquire** |
| | KG-043<br>KG-044<br>KG-045 | Collaborative groups of students read a timeline of major international events since 1945 in which Canada was involved, recording any questions or points that need clarification. In a guided plenary session, students develop a list of categories for the various types of world events in which Canada played a role (e.g., wars, trade, environment, international organizations, United Nations, peacekeeping, peace agreements, aid to other countries…). Students may develop their own titles and symbols for each of the categories. Events or concepts that require further detail are clarified for the class, and relevant countries are located on a map of the world. Collaborative groups then sort the events into categories on chart paper, adding words or images to clarify key points as needed. The charts are posted, and students discuss the big picture of Canada's involvement in global affairs since 1945.<br>6.3.4 b BLM: Timeline: Canada on the World Stage since 1945 (2 pages)<br>(*continued*) |
| | | **Teacher Reflections** |

## 6.3.4 Canada on the World Stage

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KG-043<br>KG-044<br>KG-045 | Students visit the CIDA (Canadian International Development Agency) website to view a series of electronic images from the Photo Gallery and Stories from the Field. Students write a reflection in which they respond to the images, describing Canada's international responsibilities and the types of foreign aid or international development in which Canada is involved around the world.<br>TIP: Review with students what they have learned about Canada being among the most developed and resource-rich nations in the world. Encourage them to note the types of global responsibilities this entails (e.g., accepting refugees; technological and financial aid to poor countries; emergency assistance in situations of war, disease, and famine; environmental management assistance; sharing technological and industrial expertise…). At the CIDA website, first click on a region or country (e.g., Africa and Middle East, Central and Eastern Europe, Asia...), and then select Stories from the Field or Photo Gallery in that region for images and descriptions of current aid projects around the world.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KG-043<br>KG-044<br>KG-045 | Collaborative groups of students select a category of global interaction (e.g., war, trade, environmental, international organizations, United Nations, peacekeeping, peace agreements, aid to other countries…). Within their selected category, each group selects one significant event from a timeline of major international events since 1945 in which Canada was involved that the group will research and report to the class. Using print and electronic resources, student groups gather information on the event, focusing on Canada's international role. Each group prepares a short written news report to present to the class on its event, following the model "News Report Outline." Reports are posted on a class timeline and presented orally.<br>TIP: The Internet will be a valuable resource for this activity.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>**6.3.4 b** BLM: Timeline: Canada on the World Stage since 1945 (2 pages)<br>**6.3.4 c** BLM: News Report Outline<br>*(continued)* |

**Teacher Reflections**

## 6.3.4 Canada on the World Stage

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KG-043<br>KG-044<br>KG-045 | Using print and electronic resources, students gather information about Lester B. Pearson and his role in international relations and peacekeeping. Students write a short illustrated biography of Lester Pearson, focusing on his work in international relations.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **Apply** |
| | KG-043<br>KG-044<br>KG-045 | With the same wall map of the world used in the Activating stage of this learning experience, students use self-stick notes to locate and identify additional connections between Canada and other countries around the world. Students reflect on and discuss what they have learned about global interdependence. |
| | | **or** |
| | KG-043<br>KG-044<br>KG-045 | Pairs of students read excerpts from speeches about the idea of contemporary global forces and crises that demand international response. Student pairs then prepare a short speech about the need for Canada to assume greater global responsibility, and present it to the class in a simulation of a Member of Parliament speaking to the House of Commons.<br>TIP: Help students understand that, although Canada has contributed a great deal to international cooperation, its record is not perfect. Many Canadians who have been involved in international issues (e.g., Stephen Lewis, General Romeo Dallaire, Dr. Lucille Teasdale-Corti, Lloyd Axworthy, Louise Arbour…) have stressed that Canada can and should take a greater and more proactive leadership role in global cooperation.<br>6.3.4 d BLM: Call to Action (2 pages) |

*(continued)*

**Teacher Reflections**

## 6.3.4 Canada on the World Stage

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KG-043<br>KG-044<br>KG-045 | Collaborative groups of students select an international organization they are familiar with and to which Canada belongs (e.g., UN, Commonwealth, La Francophonie, OAS, NAFTA, NATO, Circumpolar Conference…). Students prepare and engage in a simulation of a meeting that might take place in their selected organization. Each student assumes the role of a representative of a member country and the group develops a vision statement, or *raison d'être,* for that organization. Students share their vision statements with the class. |
| | | **or** |
| | KG-043<br>KG-044<br>KG-045 | Collaborative groups of students create a Mind Map depicting global interdependence and the various forces that link Canada to the rest of the world. Using a Word Splash to stimulate their ideas, and an enlarged map of the world as the backdrop for the Mind Map, students select visual images from newspaper, magazine, and Internet sources to illustrate the concept of Canadian global interdependence.<br>TIP: Encourage students to recall the concept of the Global Village (see BLM 6.3.4a), and to use the knowledge they have acquired in this learning experience to expand on this concept.<br> BLM: Word Splash—Global Interdependence |
| | | **or** |
| | KG-043<br>KG-044<br>KG-045 | Collaborative groups of students design and present an award or commendation to a Canadian peacekeeping troop that has been involved in a peacekeeping or a rebuilding mission in conflict regions. Awards are presented in a simulated ceremony at the United Nations Peacekeeping Centre.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |

*(continued)*

**Teacher Reflections**

## 6.3.4 Canada on the World Stage

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KG-043<br>KG-044<br>KG-045 | Collaborative groups of students design a symbol or logo that represents Canada's relations with the rest of the world in the last half of the 20th century. The student designs are created in large poster format and displayed so that the class may pose questions to the design creators and discuss the ideas represented in each design. |

**Cluster 3—Connecting and Reflecting**

Using their "Shaping Contemporary Canada" portfolio, students reflect on the events that contributed to the shaping of contemporary Canada, and explain how their growing awareness of current events has affected their understanding of Canada and the world.

BLM: Cluster 3—Connecting and Reflecting

**Teacher Reflections**

*Canada: A Country of Change (1867 to Present)*

GRADE 6

CLUSTER 4

# Canada Today: Democracy, Diversity, and the Influence of the Past

# Cluster 4 Learning Experiences: Overview

## 6.4.1 Expressions of Canadian Identity

KI-017 Describe characteristics that define Canada as a country.
*Examples: multicultural, bilingual, northern...*

KI-018 Give examples of ways in which the government helps protect Canadian identity.
*Examples: Canadian content rules in the media; support for the Canadian Broadcasting Corporation and the arts...*

KI-019 Give examples from the arts and media that are expressions of Canadian culture and/or identity.

KL-026 Describe the influence of the natural environment on life in Canada.

KL-026A Describe the influence of the land on their First Nation, Inuit, or Métis identity.
*Examples: values, beliefs, traditions, customs, art, clothing...*

VI-009 Appreciate the arts as important expressions of culture and identity.

VL-011 Value the natural environment.

VL-011A Respect the spiritual dimension of nature.

## 6.4.2 Government in Canada

KP-049 Describe the main features of the Canadian government.
*Include: parliamentary system, federal democracy.*

KP-050 Define the term political party and identify political parties and their leaders in Canada.

KP-051 Describe characteristics of the electoral processes in Canada.

KP-052 Identify the main responsibilities of municipal, provincial, First Nations, and federal governments in Canada.

KP-053 Identify elected or appointed municipal, provincial, and federal government representatives and describe their main responsibilities.
*Include: Governor General, Manitoba Lieutenant-Governor.*

KP-053A Identify and describe the main responsibilities of elected representatives of their Aboriginal community.

VP-016 Respect authority when it is consistent with democratic ideals.

### 6.4.3 A Community of Communities

KI-016 Describe factors that shape personal and national identities and explain how they may coexist.
*Examples: social, cultural, linguistic...*

KI-016F Describe the influence of their social, cultural, and linguistic choices on their francophone identities.

KI-020 Identify various groups and organizations that may contribute to personal identity.

KI-020A Identify the roles of Aboriginal organizations and give examples of ways in which they promote Aboriginal rights.
*Examples: Assembly of Manitoba Chiefs, Manitoba Métis Federation, Assembly of First Nations, Métis National Council...*

KI-020F Describe the role of francophone organizations and identify ways in which they promote francophone rights.
*Examples: Société franco-manitobaine, Pluri-Elles...*

KP-048 Identify First Nations, Inuit, and Métis perspectives regarding self-determination.
*Examples: resource use, land claims, treaties, government...*

### 6.4.4 Creating a Just Society

KC-005 Identify rights and freedoms described in the 1982 Canadian Charter of Rights and Freedoms and explain why they are important.

KC-006 Identify current issues related to citizenship in Canada.

KP-054 Identify factors that contribute to inequities in Canada and propose solutions.
*Examples: poverty, racism, sexism...*

VC-003 Appreciate the struggles and achievements of past generations in shaping Canada.

VC-004 Appreciate the benefits of living in Canada.
*Examples: freedoms, education, health, safety...*

VP-017 Be willing to support solutions to address inequities.

### 6.4.5 Canadian Democracy in the World Context

KC-004 Identify the ideals of democracy and describe the influence of democracy on quality of life for Canadians.

KI-021 Identify various individuals from Canada's past and present, and describe their achievements.

KG-047 Give examples of Canada's connections to other regions of the world.
*Examples: environmental, social, political, economic...*

VC-002 Be willing to support the ideals of democracy and contribute to local democratic processes.
*Examples: school or community projects, student councils...*

VC-002A Be willing to participate in democratic processes to protect and affirm their Aboriginal identities.

VG-015 Appreciate Canada's interdependence with other regions of the world.

## 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.

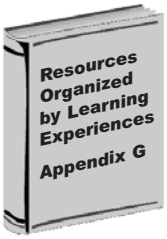
- **Skills Set:** this icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.

- **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 Canadian governance, citizenship, and identity, and the ideals, responsibilities, and rights of democracy. This study includes a focus on electoral processes, as well as federal, provincial, First Nations, and municipal governments, and the responsibilities of elected representatives. Students examine issues related to the protection and expression of culture and identity and the role of various groups and organizations in the promotion of identity and democratic rights. Students also consider the influence of the natural environment, as well as the contributions of past generations in shaping modern-day Canada.



## Engaging Students in the Cluster

- Create a display illustrating the cultural diversity of Canada (e.g., festivals, clothing, food...).
- Set up a voting booth in the classroom with election vocabulary words splashed around the display.
- Post a copy of the Canadian Charter of Rights and Freedoms.
- Have a "Canadian Clothing Day" where students dress in clothing that is distinctly "Canadian" (e.g., red and white colours of the flag, hockey jerseys, Métis sash...).
- Create a bulletin board display highlighting the natural environment and beautiful spots in Canada.
- Post pictures of Canadian landmarks on a map of Canada (e.g., CN Tower in Toronto, Golden Boy in Winnipeg...).
- Set up a "Postcards from Canada" display and have students create postcards from other places in Canada with fictional messages from the "senders."
- Display images of Canadian and provincial/territorial flags, symbols, and coats of arms around the classroom.
- Create a display of books depicting life in various parts of Canada.
- Set up a "Canadian Citizenship" wall and invite students to post examples of good citizenship.
- Institute a "Good Citizenship" award. "Catch" students in the act of demonstrating significant acts of citizenship and reward them with a Canadian token of appreciation (e.g., Canadian flag lapel pin...).

## Learning Experiences Summary

***6.4.1 Expressions of Canadian Identity***

***6.4.3 A Community of Communities***

***6.4.2 Government in Canada***

***6.4.4 Creating a Just Society***

***6.4.5 Canadian Democracy in the World Context***

## *Learning Experience:* 6.4.1 Expressions of Canadian Identity

| | |
|---|---|
| KI-017 | Describe characteristics that define Canada as a country.<br>*Examples: multicultural, bilingual, northern...* |
| KI-018 | Give examples of ways in which the government helps protect Canadian identity.<br>*Examples: Canadian content rules in the media; support for the Canadian Broadcasting Corporation and the arts...* |
| KI-019 | Give examples from the arts and media that are expressions of Canadian culture and/or identity. |
| KL-026 | Describe the influence of the natural environment on life in Canada. |
| KL-026A | Describe the influence of the land on their First Nation, Inuit, or Métis identity.<br>*Examples: values, beliefs, traditions, customs, art, clothing...* |
| VI-009 | Appreciate the arts as important expressions of culture and identity. |
| VL-011 | Value the natural environment. |
| VL-011A | Respect the spiritual dimension of nature. |

*Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 36 of the overview).*

### Description of the Learning Experience

Canada's distinctive cultural and geographic characteristics are richly expressed in Canadian arts and media.

In this learning experience, students discuss the role of the arts and media in Canada, consider the various factors that define Canadian culture and identity, and explore diverse examples of Canadian arts and media.

**Vocabulary:** media, performing arts, visual arts (See Appendix D for Vocabulary Strategies.)

## 6.4.1 Expressions of Canadian Identity

| Assessment | Outcomes | Strategies |
|---|---|---|
| <br> | KI-017<br>KI-018<br>KI-019<br>KL-026<br>KL-026A<br>VI-009<br>VL-011<br>VL-011A | **Activate**<br>As a class, students brainstorm a list of adjectives that describe the concept of "Canadianness." Collaborative groups of students then use magazines and newspapers to create a collage representing Canadian identity.<br>TIP: Prompt students while brainstorming to help them think of a variety of influences, including the natural environment, geography, history, diversity, political structure, ties to Britain, ties to the U.S., et cetera.<br><br>(*continued*) |

## 6.4.1 Expressions of Canadian Identity

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| | KI-017<br>KI-018<br>KI-019<br>VI-009 | Students track and record their media exposure in the course of a week (e.g., television, DVDs/videos, radio, Internet, newspapers, magazines…). Students are instructed to take brief notes about what they are watching, listening to, or reading, including the country of origin (if known), and record the media source. Once individual students have gathered their personal data, collaborative groups of students compare and discuss their results: How much of their media exposure is Canadian in origin? How much is American? How much is from other countries? What messages or images about being a Canadian (if any) are students seeing or hearing in the media? Groups summarize their observations and share them with the class.<br><br>6.4.1 a BLM: One Week of Media |
| | | **or** |
| | KI-017<br>KI-018<br>KI-019<br>KL-026<br>KL-026A<br>VI-009<br>VL-011<br>VL-011A | Collaborative groups of students collect and record the names of individuals or groups involved in the production or performance of Canadian arts and media. Students share their lists with the class and create a combined class list. In a guided class discussion, students discuss their general impressions and knowledge of Canadian media and arts, and the importance of media and the arts in their daily lives.<br>TIP: Possible guiding questions include:<br>• Why do people create art?<br>• Why do we enjoy art?<br>• Do the arts express who we are?<br>• How do the media express who we are?<br>• What is the advantage of being "media-savvy" or "arts-savvy"?<br>• Is it important to have distinctively Canadian arts and media?<br>• How do Canadian arts and media express our way of life?<br>• How do they describe our natural environment?<br><br>6.4.1 b BLM: Arts and Media in Canada (2 pages) |

(*continued*)

**Teacher Reflections**

## 6.4.1 Expressions of Canadian Identity

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| Appendix A Skill 6h | KI-017<br>KI-018<br>KI-019<br>KL-026<br>KL-026A<br>VI-009<br>VL-011<br>VL-011A | Students conduct a Canadian Identity survey. As a class, students add to or modify questions on a given questionnaire (see BLM). Students interview other students in the school, school staff, and family members, and compile their individual results. Collaborative groups of students combine their results and create a graph summarizing the results of the surveys for their group. The graphs are posted and, as a class, students discuss what they have found to be the most important factors in Canadian identity.<br>TIP: Review the notion of stereotypes with students, and ask them to identify stereotypes they may know about Canadian identity. Help them become aware that, in order to avoid stereotypes, it is important to avoid broad, overly simple, general statements in their conclusions, such as "All Canadians love cold weather." Together, review each of the questions in the questionnaire with the students, and encourage them to develop one or two additional factors of their own. Students may wish to revisit this survey at the end of the cluster to see if their views have changed.<br>6.4.1 c BLM: Canadian Identity Questionnaire (2 pages) |
| | | **or** |
| Appendix A Skill 6g | KI-017<br>KI-018<br>KI-019<br>KL-026<br>KL-026A<br>VI-009<br>VL-011<br>VL-011A | Students view selected Histori.ca *Heritage Minutes* (e.g., Paul-Émile Borduas, Casavant, Emily Carr, La Bolduc, Stratford…) about individuals involved in Canadian arts, and discuss the important role these people and the arts play in enriching the country's identity, culture, and shared experiences.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |

**Teacher Reflections**

## 6.4.1 Expressions of Canadian Identity

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** |
| | KI-017<br>KI-018<br>KI-019<br>KL-026<br>KL-026A<br>VI-009<br>VL-011<br>VL-011A | Students read a short informational text about the Group of Seven and view a series of Canadian landscape paintings by these artists. Students select three or four images they think best represent the distinctive characteristics of the land, and write a response to the piece of art following a set of guiding questions.<br>TIP: This activity may be carried out using websites and electronic images, or using one of the many excellent books that are available on the Group of Seven. It would be useful to collect images of Group of Seven works from old art calendars or postcards. Students may also compare the artistic representations to photographs from tourist brochures or magazines. Encourage students to recognize that the purpose of landscape art is not simply to reproduce reality but to express and highlight its defining characteristics and, often, to show ways in which human beings experience the land or are affected by it. The Group of Seven had set itself the explicit task of creating a national art that depicted Canada in a distinctively Canadian way. Prior to their movement, most landscape art in Canada very much followed the European tradition. Aboriginal artists had their own distinctive tradition of representing the land, separate from the European landscape tradition.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>6.4.1 d BLM: Painting the Land: The Group of Seven (2 pages) |
| | | **or** |
| | KI-017<br>KI-018<br>KI-019<br>VI-009 | Collaborative groups of students prepare and conduct a survey (e.g., of other students in the school, school staff, family members…) about media consumption. Students formulate questions to elicit information about magazines, television programs, and movies read/viewed by survey participants, indicating how many of their preferences are American, how many are Canadian, and how many are from another place. Students tabulate their results and display them in a chart, drawing conclusions about how much Canadian media content people consume. In a full class discussion, students address the idea of the influence of American popular culture on Canadian culture and identity. |

(*continued*)

**Teacher Reflections**

## 6.4.1 Expressions of Canadian Identity

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KI-017<br>KI-018<br>KI-019<br>VI-009 | Students visit the CBC website to gather information about radio and television programming with Canadian content. Viewing program details, they select a program that interests them and create a brief description of the program, giving its schedule details, and encouraging people to watch or listen to it. Students share their descriptions with the class, and discuss the things they like and dislike about Canada's publicly owned broadcasting corporation.<br>TIP: Students may create a print or electronic advertisement for the program. Encourage the class to listen to or watch CBC programming as a part of this activity. Highlight distinctive characteristics of public broadcasting (e.g., higher Canadian content, no advertising on CBC radio, francophone programming, et cetera).<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KI-017<br>KI-018<br>KI-019<br>KL-026<br>KL-026A<br>VI-009<br>VL-011<br>VL-011A | Collaborative groups of students create and present a print or electronic portfolio of a selected Canadian visual artist. Students use the portfolio to create a visual presentation that includes a short biography of the artist and a summary of his or her contribution to the expression of Canadian culture and identity.<br>TIP: Present to the students sample images of works by a variety of Canadian artists, including Aboriginal artists, artists from various regions of the country, and artists from different historical periods (e.g., Emily Carr, Paul-Émile Borduas, Jean-Paul Riopelle, Christopher Pratt, William Kurelek, Cornelius Krieghoff, Norval Morrisseau, Daphne Odjig, Bill Reid, Yousuf Karsh…). Allow groups to select an artist that interests them, ensuring that a variety of cultures and styles are represented among the groups.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |

*(continued)*

**Teacher Reflections**

## 6.4.1 Expressions of Canadian Identity

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KI-017<br>KI-018<br>KI-019<br>KL-026<br>KL-026A<br>VI-009<br>VL-011<br>VL-011A | Students take a field trip to the Winnipeg Art Gallery to view and respond to artwork by Canadian artists. After the visit, students may create a piece of art in the style of one of the artists they explored.<br>NOTE: The Winnipeg Art Gallery has an extensive collection of Inuit art. Its education program provides activity-based school programs as a part of school tours. Phone ahead to arrange a tour and specify that you wish to focus on Canadian art.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KI-017<br>KI-018<br>KI-019<br>KL-026<br>KL-026A<br>VI-009<br>VL-011<br>VL-011A | Collaborative groups of students use print or electronic resources to research a Canadian individual or organization that has attained recognition in the arts or media. Students gather sufficient information to write and present a speech in appreciation of the accomplishments of the organization or individual.<br>TIP: Provide a variety of choices to students, including some of their own suggestions from contemporary popular culture. This activity offers the opportunity to help students enhance their web search skills and their evaluation of the quality of websites. A list of suggestions is provided as a starting point in the BLM "Arts and Media Icons in Canada," and a sampling of relevant websites is available at the URL listed below. Note that if students have focused on a visual artist in a separate activity, you may choose to focus on performing arts, literary arts, and the media in this activity.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>6.4.1 e BLM: Canadian Arts and Media Icons |
| | | **or** |
| | KI-017<br>KI-018<br>KI-019<br>VI-009 | Students read a short informational text about the Canadian Radio-television and Telecommunications Commission (CRTC) and Canadian content. In collaborative groups, students decide how they feel about the government's role in regulating Canadian broadcasting in order to protect Canadian culture and identity.<br>6.4.1 f BLM: Protecting Canadian Culture and Identity (2 pages) |
| **Teacher Reflections** | | |

## 6.4.1 Expressions of Canadian Identity

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** |
| | KI-017<br>KI-018<br>KI-019<br>KL-026<br>KL-026A<br>VI-009<br>VL-011<br>VL-011A | Students plan and conduct an awards ceremony recognizing individuals and groups involved in Canadian arts and media. Collaborative groups of students assume responsibilities for the awards ceremony (e.g., guest invitations, creation of certificates or award statuettes, displays of artwork, performances, speeches...). Students may choose to sell tickets and donate the proceeds to a local arts organization.<br>TIP: Ensure that there are a variety of artists and groups recognized, and that the ceremony involves actual examples of artistic and media productions (e.g., art displays, excerpts from Canadian literature, music or dance, film clips, collages of print and media displays…). Encourage every student to be involved in the creative aspect of the awards ceremony, and to perform a role-play of a Canadian figure in the arts or media. As this project requires a good deal of advance planning, it should be proposed to the students as a culminating activity at the beginning of the learning experience. |
| | | **or** |
| | KI-017<br>KI-018<br>KI-019<br>KL-026<br>KL-026A<br>VI-009<br>VL-011<br>VL-011A | Present the following scenario to students:<br>*The United States, our closest neighbour, has a much larger population than Canada, and therefore a much larger media network. It also has a powerful worldwide influence on the film, television, and popular music industries. For this reason, Canadian arts and culture is often swallowed up by the impact of American mass culture. Many people say that Canadians consume so much American culture that they are turning into Americans, and that there really is no longer any such thing as a Canadian culture.*<br>After reflecting on this statement, students engage in a team deliberation or debate in groups of four as to whether they believe this statement to be true.<br>TIP: The class may formulate a simplified resolution as the subject of the debate, such as "Be it resolved that there is no cultural difference between Americans and Canadians." |

(*continued*)

**Teacher Reflections**

## 6.4.1 Expressions of Canadian Identity

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KI-017<br>KI-018<br>KI-019<br>KL-026<br>KL-026A<br>VI-009<br>VL-011<br>VL-011A | Collaborative groups of students analyze the relationships among the natural environment, ways of life, and art as an expression of culture and identity in Canada. Students share their observations with the class, and discuss whether they agree that the land is a major factor in shaping Canadian culture and identity.<br> BLM: From Land to Life to Art (2 pages) |
| | | **or** |
| | KI-017<br>KI-018<br>KI-019<br>KL-026<br>KL-026A<br>VI-009<br>VL-011<br>VL-011A | Collaborative groups of students read an assigned quotation about Canadian culture and the arts. Each group creates an illustrated poster stating the quotation in the students' own words and describing their response to the quotation. Groups circulate in a Gallery Walk to view the posters and discuss what various Canadians have said about arts and culture in Canada.<br> BLM: Talking about Canadian Culture and Identity (3 pages) |
| | | **or** |
| | KI-017<br>KI-018<br>KI-019<br>KL-026<br>KL-026A<br>VI-009<br>VL-011<br>VL-011A | Collaborative groups of students design a pamphlet or brochure urging people to "Consume Canadian Culture." Students may distribute their finalized brochures in the school or the community as a part of this project.<br>TIP: Integrate the elements of art in this activity and have students focus on layout and graphic design as well as content. Have a variety of published brochures and pamphlets available for students to consult for ideas before beginning their work. (Travel agencies and tourist centres are good sources for brochures.) Students may create slogans or icons, and should be persuasive and logical in their reasons for supporting Canadian arts and media. |

**Teacher Reflections**

## *Learning Experience:* 6.4.2 Government in Canada

| | |
|---|---|
| KP-049 | Describe the main features of the Canadian government.<br>*Include: parliamentary system, federal democracy.* |
| KP-050 | Define the term political party and identify political parties and their leaders in Canada. |
| KP-051 | Describe characteristics of the electoral processes in Canada. |
| KP-052 | Identify the main responsibilities of municipal, provincial, First Nations, and federal governments in Canada. |
| KP-053 | Identify elected or appointed municipal, provincial, and federal government representatives and describe their main responsibilities.<br>*Include: Governor General, Manitoba Lieutenant-Governor.* |
| KP-053A | Identify and describe the main responsibilities of elected representatives of their Aboriginal community. |
| VP-016 | Respect authority when it is consistent with democratic ideals. |

*Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 36 of the overview).*

### Description of the Learning Experience

Canada's federal system of parliamentary democracy, responsible to the people, is designed to ensure fair and open citizen participation at all levels of government.

Through collaborative learning, discussion, and role-plays, students explore the structure and responsibilities of government and electoral processes in Canada.

**Vocabulary:** legislative, judicial and executive branches, constitutional monarchy, Member of Parliament, Member of the Legislative Assembly, cabinet, political party, platform (See Appendix D for Vocabulary Strategies.)

**Note to Teachers:** An election simulation may be used as the basis of this learning experience. Contact Elections Canada or Elections Manitoba* to obtain a comprehensive election simulation kit for a federal or provincial election. Select the federal or provincial model based on which election is most current in the news.

Also consider the creation of a current events and issues bulletin board, and encourage students to gather news clippings on political issues in Canada to share with the class for the remainder of Cluster 4.

**The Power to Choose*, a Manitoba curriculum-based program created by Elections Manitoba, includes lesson plans, activities, and support materials for students to experience every aspect of a provincial election. Contact Elections Manitoba at (204) 945-3225 or <www.electionsmanitoba.ca>.

## 6.4.2 Government in Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** |
| | KP-049<br>KP-050<br>KP-051<br>KP-052<br>KP-053<br>KP-053A<br>VP-016 | Students complete the first two columns of a KWL chart, describing what they know and what they want to know about government in Canada. Students discuss their charts with a partner, generating questions for further inquiry. The chart is revisited at the end of the experience to reflect on what the students have learned.<br><br>6.4.2 a BLM: Government in Canada |
| | | **or** |
| | KP-049<br>KP-052<br>KP-053<br>KP-053A | Collaborative groups of students sort and predict various responsibilities of provincial, federal, Aboriginal, and municipal governments. The class works through the list to correct errors and clarify responsibilities as needed.<br>TIP: Students have had a brief introduction to this topic in Grade 5. They may begin to sort the responsibilities based on what they already know. If students run into difficulty, they may use the telephone government listings (grey pages) in the telephone book for assistance.<br><br>6.4.2 b BLM: Government Responsibilities (2 pages)<br><br>6.4.2 c BLM: Government Responsibilities—Key |
| | | **or** |
| | KP-049<br>KP-050<br>KP-051<br>KP-052<br>KP-053<br>KP-053A<br>VP-016 | Photographs of elected federal, provincial, and municipal government representatives are displayed on a bulletin board entitled "Do You Know This Person?" Students view the photos and identify as many people as they can. The students' answers are confirmed or corrected, and the class discusses questions such as: What are the jobs of these people? How did they get these jobs? How long will they have these jobs? |

(*continued*)

**Teacher Reflections**

## 6.4.2 Government in Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| | KP-049<br>KP-052<br>KP-053<br>KP-053A | Collaborative groups of students generate a list of the characteristics of government in Canada (e.g., the prime minister is leader of the federal government, each province or territory has its own government...). Using their lists, each group draws a diagram on chart paper to illustrate the relationships between the various characteristics and to show their understanding of how government works in Canada. Diagrams are posted and students offer each other comments and suggestions for improvements. Misconceptions about the structure and function of government in Canada are clarified in a guided class discussion, and students record new government characteristics they have learned in this activity. |
| | | **or** |
| | KP-049<br>KP-050<br>KP-051<br>KP-052<br>KP-053<br>KP-053A<br>VP-016 | Students participate in a carousel activity to reflect on the role, responsibilities, and characteristics of government in Canada. Collaborative groups of students spend approximately five minutes imagining what life would be like in Canada if there were no government. (Prompts: With no established authority, how would the country function? How would life change for Canadians?) A recorder in each group records ideas on chart paper. At a pre-arranged signal, all groups advance in the same direction to the next group's chart. Building on what the previous group has recorded, they add their own ideas to the chart paper. Approximately every two minutes, a signal is given and the groups advance once more, adding their ideas to the next group's chart until ideas begin to repeat themselves or slow down. The final charts are posted and, in a guided plenary session, students discuss the importance and role of government. |

**Teacher Reflections**

## 6.4.2 Government in Canada

| Assessment | Outcomes | Strategies |
|---|---|---|

### Acquire

KP-049
KP-050
KP-051
KP-053
KP-053A
VP-016

Students read a short informational text about the structure and functioning of the **federal government**. After the reading, students are given cards representing the various participants in the federal government system. Students are given a set period of time (approximately 10 to 15 minutes) to physically organize themselves in an arrangement that depicts the government structure and to describe their respective roles in relation to other participants. One person speaks for each position (e.g., Members of Parliament: "We are …", "We are chosen by…", "Our job is to …"). After all the positions have been presented, errors or misconceptions are clarified. Students summarize what they have learned about the structure of the federal government by drawing a diagram to represent the federal system.

TIP: Clear a large space in the room prior to this activity. Use the BLM "Federal Government Positions" to allocate roles, creating enough cards so that each student has a role to play. If possible, allow for proportional representation of all the individuals/groups involved. As this activity requires a large group of students to organize themselves, encourage the students who are allocated the Crown, Governor General, and prime minister roles to assume the authority of their positions in helping to organize the group. Inform students that you will be observing their cooperative skills and their respect for democratic principles (e.g., the right of everyone to be heard, respect for other points of view, equality...). Following the activity, debrief on the process itself, asking the students to discuss how they felt about the exercise of authority and its usefulness in maintaining or achieving law and order in a large group.

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

6.4.2 d BLM: Federal Government Positions

(*continued*)

**Teacher Reflections**

## 6.4.2 Government in Canada

| Assessment | Outcomes | Strategies |
|---|---|---|

### Acquire *(continued)*

**or**

KP-049
KP-050
KP-051
KP-053
KP-053A
VP-016

Students read a short informational text about the structure and functioning of the **provincial government**. After the reading, students are given cards representing the various participants in the provincial government system. Students are given a set period of time (approximately 10 to 15 minutes) to physically organize themselves in an arrangement that depicts the government structure and to describe their respective roles in relation to other participants. One person speaks for each position (e.g., lieutenant-governor: "I am …", "I am chosen by…", "My job is to …"). After all the positions have been presented, students return to their places and errors or misconceptions are clarified. Students summarize what they have learned about the structure of the provincial government by drawing a diagram to represent the provincial system.

TIP: Clear a large space in the room prior to this activity. Use the BLM "Provincial Government Positions" to allocate roles, creating enough cards so that each student has a role to play. If possible, allow for proportional representation of all the individuals/groups involved. As this activity requires a large group of students to organize themselves, encourage the students who are allocated the premier and lieutenant-governor roles to assume the authority of their positions in helping to organize the group. Inform students that you will be observing their cooperative skills and their respect for democratic principles (e.g., the right of everyone to be heard, respect for other points of view, equality...). Following the activity, debrief on the process itself, asking the students to discuss how they felt about the exercise of authority and its usefulness in maintaining or achieving law and order in a large group.

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

6.4.2 e BLM: Provincial Government Positions

(*continued*)

**Teacher Reflections**

## 6.4.2 Government in Canada

| Assessment | Outcomes | Strategies |
|---|---|---|

### Acquire *(continued)*

**or**

KP-049
KP-050
KP-051
KP-053
KP-053A
VP-016

The class is divided randomly into two groups, with half working on a provincial government chart, and the other half working on a federal government chart. Cards representing federal and provincial government positions are distributed to the appropriate group. Each group organizes the cards on a large sheet of poster paper to represent the government, adding arrows, symbols, and words as needed to clarify the relationship and structure.

TIP: If half the class is too large a group to work on the chart at one time, consider assigning half the students of each group to the task of searching newspapers and news websites to obtain photographs and names of people currently holding some of the major positions in government. These photos and names may be added to the charts at the appropriate places. The charts are posted as a reference to students for the remainder of Cluster 4, and added to or updated as needed. If the students all work together on the chart at one time, the addition of photos and names to the charts may be approached as a separate collaborative activity.

**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**

6.4.2 d BLM: Federal Government Positions

6.4.2 e BLM: Provincial Government Positions

**or**

KP-049
KP-052
VP-016

Collaborative groups of students read a short information text about the role of the provincial Ombudsman and reasons people may access that office. Students add additional examples of their own, and share their examples in a class discussion.

TIP: Contact the Ombudsman's office for more information:

Winnipeg:
750-500 Portage Avenue
(204) 982-9130
Toll-Free: 1-800-665-0531

Brandon:
603-1011 Rosser Avenue
(204) 571-5151
Toll-Free: 1-888-543-8230

6.4.2 f BLM: The Ombudsman (2 pages)

*(continued)*

**Teacher Reflections**

## 6.4.2 Government in Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| Appendix A Skill 11b | KP-049<br>KP-050<br>KP-051<br>KP-052<br>KP-053<br>KP-053A<br>VP-016 | Using graphics software such as *Inspiration,* pairs of students design two electronic diagrams or webs explaining the structure and responsibilities of the federal and provincial governments. Students present their diagrams to another pair, and the pairs exchange ideas and suggestions about the clarity and accuracy of the diagrams, referring to models as necessary.<br>NOTE: Basic sample diagrams are included in the suggested BLMs. Students may add descriptive details to clarify terms and links as needed. Encourage students to plan carefully so as to strive for maximum clarity rather than abundant detail in this type of chart. If graphics software is not available, students may perform the same type of task by creating a series of cards and by arranging them on chart paper.<br>6.4.2 g BLM: Federal Government Chart<br>6.4.2 h BLM: Provincial Government Chart |
| | | **or** |
| Appendix A Skill 6e | KP-049<br>KP-050<br>KP-051<br>KP-052<br>KP-053<br>KP-053A<br>VP-016 | Students take a guided tour of the Manitoba Legislative Building in order to gather information about the workings of the Manitoba Legislative Assembly and the democratic principles that are reflected in the building's architecture and design. Following the visit, students exchange ideas about the responsibilities of Members of the Legislative Assembly and observations about the building.<br>NOTE: Students should be well prepared for the tour and should be advised of regulations as to propriety and respect for this historic building as a public symbol of government authority and as a place of work. Details on the protocols to be respected may be found in the educational CD-ROM *The Manitoba Legislative Building* (Manitoba Education and Training, 1999), or may be confirmed when booking the tour. School tours may be booked by contacting the Travel Manitoba office in the Legislative Building at (204) 945-5813. If the Legislature is in session, students may observe a part of a session from the Visitors' Gallery. Arrangements may also be made to meet with an MLA following the tour.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>(*continued*) |

**Teacher Reflections**

## 6.4.2 Government in Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KP-049<br>KP-050<br>KP-051<br>KP-052<br>KP-053<br>KP-053A<br>VP-016 | Students take a guided tour of the Law Courts and, if possible, observe part of a court session. Following the visit, students discuss what they have learned about the operations of the judiciary in Manitoba.<br>NOTE: The students should be well prepared for the tour in advance, and advised of the protocols to be observed out of respect for the authority of the Law Courts (e.g., security regulations, the removal of hats, no gum chewing or food, no disruption of working officials, appropriate questions...). Tours of the Provincial Law Courts Complex in Winnipeg are available on a limited basis. They may be arranged by calling (204) 945-8043 or toll-free 1-800-282-8069 (ext. 8043). For tours of courthouses located outside Winnipeg, contact the courthouse directly as to whether this service is available. |
| | | **or** |
| | KP-049<br>KP-050<br>KP-051<br>KP-052<br>KP-053<br>KP-053A<br>VP-016 | A local elected official (e.g., MP, MLA, Reeve, Councillor…) is invited as a guest speaker to the class. Students prepare for the visit by researching the individual's job and by preparing questions about his or her responsibilities and how he or she was elected to office. Students may write letters of appreciation to the guest speaker as a follow-up to the visit. |
| | | **or** |
| | KP-049<br>KP-050<br>KP-051<br>KP-053<br>KP-053A | In a guided plenary discussion, students discuss the importance of voting in a parliamentary democracy. Ideas about what makes the electoral process fair and equitable are recorded. Collaborative groups of students complete the "Democratic Electoral Processes" activity, consulting print and electronic resources as needed. In a guided plenary session, the principles of democratic electoral processes are clarified and discussed.<br>TIP: As students work through this BLM, encourage them to think of the example of conducting a vote in class or in the school for student council members. How should the campaign and vote be done 1) to encourage participation, 2) to be fair, and 3) to be clear? Why are these three principles important?<br>6.4.2 i BLM: Democratic Electoral Processes (3 pages) |
| | | (*continued*) |

**Teacher Reflections**

## 6.4.2 Government in Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KP-049<br>KP-050<br>KP-051<br>KP-053<br>KP-053A | Using Think-Pair-Share, pairs of students discuss what a political party is and name the parties with which they are familiar. Using print or electronic sources, students find the names and logos of each of the main political parties in Canada. Students complete the "Political Parties" question sheet and discuss their findings with peers.<br>NOTE: Ensure that students realize there are many political parties in Canada, and that any group of citizens has the right to create a political party and sponsor electoral candidates if the group can gather sufficient voter support.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>6.4.2 j BLM: Political Parties (2 pages) |
| | | **Apply** |
| | KP-049<br>KP-050<br>KP-051<br>KP-052<br>KP-053<br>KP-053A<br>VP-016 | Collaborative groups of students create a new Canadian political party. Using suggested guidelines, they determine the name of their party, decide on its priority values, and develop a short vision statement explaining its main purpose (e.g., The New Environmentalists: Working Together to Save the Earth). As a group, students design a party logo with distinctive colours and symbols, and select a party leader. Each group presents its platform to the class in an oral presentation. Following the presentations, the class discusses the factors that make a political party successful.<br>TIP: This activity may also include a leaders' debate. Encourage students to use real and current political issues in Canada, referring to newspaper clippings for ideas. Remind students that in the Canadian parliamentary system the leader of the party with the most elected candidates becomes the prime minister. Review with students the practical aspects of the electoral process as a part of this activity (e.g., the elements required for an effective campaign, party unity on important issues, how candidates are nominated and elected…).<br>6.4.2 k BLM: Guidelines for a New Political Party |

*(continued)*

**Teacher Reflections**

## 6.4.2 Government in Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KP-049<br>KP-050<br>KP-051<br>KP-052<br>KP-053<br>KP-053A<br>VP-016 | Students participate in a simulated provincial or federal election. The process begins with voter registration and candidate nomination, and continues through the election campaign to election day. Each student is given (or selects) a specific role or task (e.g., chief electoral officer, returning officer, campaign manager, candidate, voter…). For the purposes of the simulation, students participate in selecting and defining electoral issues that are authentic and relevant to the age and experience of the students (e.g., gum chewing in the classroom, responsibilities of the student council, field trip options...). Following the simulation, students debrief by discussing the importance of a free, fair, and open electoral process, as well as the process and elements of the electoral process within a democracy.<br>TIP: You may choose to base the simulation on the federal or the provincial model. Both levels of government have complete election simulation kits that detail all the steps and roles involved, define terms, and provide reproducible materials (see note on page 206). The selection of the provincial or federal model should be based on what is most current in the news. If a provincial election is near, use that model; if there is an impending federal election, use the federal model. Depending upon the students' interests and abilities, as well as on the complexity of current issues, the election may be focused on authentic federal or provincial issues rather than on school or classroom issues.<br> **Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KP-049<br>KP-050<br>KP-051<br>KP-052<br>KP-053<br>KP-053A<br>VP-016 | Pairs of students select a news article or letter to the editor about a current local, provincial, or federal political issue. Students analyze the issue and record their ideas in an Article Analysis Frame. Students determine their own opinion on the matter. In collaborative groups of six to eight, students share their analyses with each other.<br>TIP: Assist students in selecting articles that deal with a clear and comprehensible issue. Complete a model Article Analysis with the class before students begin this task.<br> 6.4.2 I BLM: Article Analysis Frame |

*(continued)*

**Teacher Reflections**

## 6.4.2 Government in Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KP-051<br>KP-052<br>KP-053<br>KP-053A | Collaborative groups of students view a series of photos of current elected and appointed municipal, provincial, and federal officials. Each group identifies the names, positions, and responsibilities of the individuals in the pictures, and indicates whether the position is an appointed or elected position.<br>TIP: Use newspaper photos or web photos of the figures; invite students to contribute to the collection of photos throughout the learning experience. Consider including the following photos: the Sovereign, the governor general, the lieutenant-governor, the prime minister, the Assembly of First Nations National Chief, the Premier of Manitoba, the local mayor or reeve, the Grand Chief of the Association of Manitoba Chiefs, and the leaders of the major national political parties.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| <br> | KP-049<br>KP-051<br>VP-016 | Collaborative groups of students create a Mind Map to illustrate the concept of "authority" in Canada's democratic system. Students include symbols, words, and images in their Mind Maps to represent what constitutes authority in a democratic system.<br>TIP: Before students design their Mind Map, facilitate a class discussion on the topic of authority in a democratic system. The following guiding questions may assist students.<br>• Who grants or gives authority in a democracy? (The people)<br>• Who is the symbolic representative of the people as the source of authority? (Sovereign)<br>• What ensures that the elected government authority will respect the ideals of democracy? (Free and open election by citizens, the Constitution)<br>• How does a democratic system ensure that authority is exercised according to the will of the people? (Free, fair electoral processes and regular elections, et cetera)<br>This activity can serve as an opportunity to introduce the principle of the rule of law, which students will later explore in greater detail (i.e., no one is above the law; the authority of a democratic government is bound by the Constitution and the laws of the land, and it is answerable to the people and to the courts for its actions).<br>*(continued)* |

**Teacher Reflections**

## 6.4.2 Government in Canada

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KP-049<br>KP-050<br>KP-051<br>KP-052<br>KP-053<br>KP-053A<br>VP-016 | Students revisit their KWL charts and reflect on what they have learned in this learning experience, and discuss it with a partner. In a guided plenary session, students share ideas about what they have learned and how this learning may contribute to citizenship. |
| | | **or** |
| | KP-050<br>KP-052<br>KP-053<br>KP-053A | Students identify their MP, MLA, and/or local elected official, and write a letter to that official, posing a question or expressing an opinion on a current topic of their choice.<br>TIP: Encourage students to become informed about local concerns and have them query their representatives about real issues affecting their lives.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| | KP-049<br>KP-050<br>KP-051<br>KP-053<br>KP-053A | Collaborative groups of students design symbols to represent "elected" and "appointed" government officials. They brainstorm and record on chart paper all the positions they have learned about in municipal, provincial, Aboriginal, and federal governments. Using the symbols they have designed, they indicate beside each official whether it is an elected or an appointed position. In a guided plenary session, groups correct and refine their charts.<br>TIP: Encourage students to add details during the discussion (e.g., heads of political parties are elected positions—who elects them? Who appoints Senators and for how long?...). |
| | | **or** |
| | KP-049<br>KP-051<br>KP-053<br>KP-053A | Using Think-Pair-Share, students read a short informational text on the voting patterns of young people and reflect on the reasons why voter participation among young people is so low. Student pairs share their ideas with the class, expressing their personal opinions about the importance of this issue.<br>6.4.2 m BLM: Young People and Voting (2 pages) |

**Teacher Reflections**

## *Learning Experience:* 6.4.3 A Community of Communities

| | |
|---|---|
| KI-016 | Describe factors that shape personal and national identities and explain how they may coexist.<br>*Examples: social, cultural, linguistic...* |
| KI-016F | Describe the influence of their social, cultural, and linguistic choices on their francophone identities. |
| KI-020 | Identify various groups and organizations that may contribute to personal identity. |
| KI-020F | Describe the role of francophone organizations and identify ways in which they promote francophone rights.<br>*Examples: Société franco-manitobaine, Pluri-Elles...* |
| KI-020A | Identify the roles of Aboriginal organizations and give examples of ways in which they promote Aboriginal rights.<br>*Examples: Assembly of Manitoba Chiefs, Manitoba Métis Federation, Assembly of First Nations, Métis National Council...* |
| KP-048 | Identify First Nations, Inuit, and Métis perspectives regarding self-determination.<br>*Examples: resource use, land claims, treaties, government...* |

*Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 36 of the overview).*

### Description of the Learning Experience

Individuals belong to many groups, and derive their identities from those groups. Canada as a nation derives its identity from the many social and cultural groups that comprise its population.

Students explore the concepts of identity and culture in relation to the Canadian community as a whole, and in relation to the self-determination of the Aboriginal peoples of Canada.

**Vocabulary:** personal identity, cultural community, self-determination (See Appendix D for Vocabulary Strategies.)

## 6.4.3 A Community of Communities

| Assessment | Outcomes | Strategies |
|---|---|---|
| | KI-016<br>KI-020<br>KI-020A<br>KP-048 | **Activate**<br>Students brainstorm a list of groups and communities to which they belong, and reflect on how belonging to various groups influences who they are as individuals (e.g., I've learned to be a better team player through my involvement on my ringette team; I learned to care about the environment as a Boy Scout…). They share their ideas with each other in a class discussion.<br>TIP: Encourage students to consider communities and groups into which a person is born, communities of a geographic area, and communities or groups that one chooses because of common interests or experiences. Review with students the concept of identity, and help them to recognize that identities are shaped by communities (i.e., who you are is influenced by the groups to which you belong).<br>(*continued*) |

## 6.4.3 A Community of Communities

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| | KI-016<br>KI-020<br>KI-020A<br>KP-048 | Collaborative groups of students brainstorm a list of different types of communities that make up Canada (e.g., ethnic communities, social communities, geographic communities, communities of interest, political communities…). Working from this list, students create a parallel column of the contributions of these various communities to the history of Canada and its development as a distinctive nation.<br>TIP: To initiate the discussion, create a two-column chart on the board: "Communities in Canada," and "How These Communities Help Make Canada What It Is." Develop some examples to start the brainstorm. |
| | | **or** |
| | KI-016<br>KI-020<br>KI-020A<br>KP-048 | In a guided class discussion, students consider the colonial history of Canada—first as a colony of France, then as a colony of Britain—and discuss why it was important for Canada to attain independence from colonial rule or self-determination. Students share what they believe is meant by independence, including<br>• developing a distinctively Canadian nation<br>• making decisions about the government and future of the country without interference from other countries<br>• developing a form of self-government that reflects what is important to Canadians<br>• attaining international respect for its status as a nation<br>Following this discussion of the importance of self-determination as freedom from colonial rule, students discuss the parallel situation of Aboriginal peoples through history in Canada. Pairs of students complete a "Concept of Self-Determination" frame, and share their ideas with each other.<br>TIP: Point out to students that decolonization is an idea that is accepted around the world, and is based on the belief that no culture or country has the right to impose its ways on another culture or country. The United Nations affirms that people of all nations have the right to be in control of their own government, and all nations and peoples have an equal right to be recognized as full members of the world community. Help students understand what is meant by Aboriginal self-determination by comparing it to Canada seeking freedom from colonial rule.<br>6.4.3 a BLM: Concept of Self-Determination<br>*(continued)* |

**Teacher Reflections**

## 6.4.3 A Community of Communities

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| | KI-016<br>KI-020<br>KI-020A<br>KP-048 | The class reads aloud an excerpt from Joe Clark's speech "A Community of Communities." They discuss what the former prime minister meant in this speech, and whether they agree with what he says about the identity of Canada and Canadians. Students write a short journal response based on the discussion.<br><br>6.4.3 b BLM: A Community of Communities |
| | | **Acquire** |
| | KI-016<br>KI-020<br>KI-020A<br>KP-048 | Students individually rank 15 personal identity characteristics/influences, from the most important to the least important. Students then gather in collaborative groups to compare their responses. Each group creates a chart summarizing the group's responses, and writes two or three sentences describing what they consider to be the most important influences on identity. The charts and sentences are shared in a plenary class discussion.<br><br>6.4.3 c BLM: Who Are You? |
| | | **or** |
| | KI-016<br>KI-020<br>KI-020A<br>KP-048 | Students create a "Personal Identity" collage using words, symbols, and images to illustrate who they are. Students share and discuss their collages in collaborative groups, and each group creates a list of the things they all have in common (e.g., personal history, families, living in a certain time and place, ethnic origins, cultural practices, language, social groups, education, music, art, literature, food and clothing, celebrations, work and recreation, opinions and values, religious beliefs, media influence…). The lists are posted, and the class discusses which factors they believe are the most important in defining personal identity. |

(*continued*)

**Teacher Reflections**

## 6.4.3 A Community of Communities

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| Appendix A Skill 4a | KI-016<br>KI-020<br>KI-020A<br>KP-048 | Collaborative groups of students read excerpts of speeches and writings from First Nations, Inuit, and Métis leaders regarding the importance of self-determination. Following the reading, students discuss the perspectives they have read and propose what self-determination might look like for Aboriginal peoples in Canada. In a guided plenary session, students discuss why self-determination is important to the Aboriginal peoples of Canada.<br>TIP: Students may use the BLM "Aboriginal Perspectives on Self-Determination" as a resource for this activity, or they may use an article on the topic selected from the news. This activity may be done as a Jigsaw activity by assigning one excerpt to a small group of students. Students with the same excerpt assemble to discuss what it means, using dictionaries, teacher guidance, and other sources as needed. Then, they paraphrase their quotation in order to return to explain it to their home groups. The home group may then complete the analysis questions together.<br>6.4.3 d BLM: Aboriginal Perspectives on Self-Determination (3 pages) |
| | | **or** |
| Appendix A Skill 10c | KI-016<br>KI-020<br>KI-020A<br>KP-048 | Using print and electronic resources, collaborative groups of students illustrate the social, cultural, and linguistic profile of Manitoba. Each group designs a poster representing Manitoba's diverse groups and communities. Posters are displayed and shared with each other.<br>NOTE: Students may begin this activity by reading and paraphrasing an excerpt of the Manitoba Multiculturalism Act. Students may choose to invent symbols to represent different aspects of Manitoba's social, cultural, and linguistic identity on their posters to reflect the diversity of our communities (e.g., a Métis sash representing Métis communities, a pysanky [Easter egg] representing Ukrainian communities…).<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>6.4.3 e BLM: Manitoba Multiculturalism Act |
| **Teacher Reflections** | | |

## 6.4.3 A Community of Communities

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** |
| | KI-016<br>KI-020<br>KI-020A<br>KP-048 | Collaborative groups of students consider what self-determination would mean for Aboriginal peoples. Students discuss the concept of self-determination and, using a graphic organizer, record their thoughts on Aboriginal self-determination as related to education, culture and identity, natural resource use, land claims and treaty rights, freedoms, rights and responsibilities, and government.<br>TIP: Encourage students to make the connection that self-determination is important for all individuals and groups, but that that it is of particular importance to Aboriginal people because of the loss of culture and identity that occurred through Canadian history.<br> 6.4.3 f BLM: Self-Determination for Aboriginal Peoples (2 pages) |
| | | **or** |
| | KI-016<br>KI-020<br>KI-020A<br>KP-048 | Collaborative groups of students design and create a mural or collage to represent Canada as a community of communities, a place of many identities. Collages are displayed and students interpret what the collages express about culture and identity in Canada.<br>TIP: Students need to plan their collage by first creating a list of the key ideas they wish to represent in their collage, and then deciding on the types of images they would use to reflect these ideas. |
| | | **or** |
| | KI-016<br>KI-020<br>KI-020A<br>KP-048 | Students complete a "Culture and Identity" Word Cycle, indicating the links between each of the concepts. With a partner, students compare their Word Cycles, discussing the similarities and differences in interpretation. In a general class discussion, students discuss the importance of defining one's own identity and of having that identity recognized by others (i.e., personal identity, cultural identity, national identity).<br> 6.4.3 g BLM: Word Cycle: Culture and Identity |

(*continued*)

**Teacher Reflections**

## 6.4.3 A Community of Communities

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KI-016<br>KI-020<br>KI-020A<br>KP-048 | Collaborative groups of students brainstorm and analyze positive and negative effects that groups may have on group members (see examples in the TIP below). Each group presents its ideas to the class. In a guided plenary session, students discuss how groups can be made to be more positive and open, and how Canadian society can become a "community of communities" in which each group keeps its identity but also has elements in common with all other groups in the Canadian community. Students develop a school campaign to encourage a more accepting and inclusive community (e.g., posters, student newspaper articles, school-wide student announcements or messages...).<br>TIP: Students may begin with their personal experiences of groups, positive and negative:<br>• Groups can support and help one another, but they can also exclude others.<br>• Groups can help people know who they are, but they can also create labels and stereotypes.<br>• Groups can bring people together, but they can also separate people.<br>• Groups can help people accept and learn from one another, but they can also lead to distrust of people who are "outside the group."<br>Encourage students to see how the same elements that apply to their immediate lives apply to the whole of Canadian society, and to suggest strategies for making groups and communities more open and accepting (e.g., listening to other perspectives, acknowledging the inherent value of all people, combating racism and ideas of superiority through a commitment to fairness, questioning stereotypes, recognizing the things that all people and groups have in common...). |
| | | **or** |
| | KI-016<br>KI-020<br>KI-020A<br>KP-048 | Pairs of students create an illustrated Mind Map that represents the concept of culture. Students focus on the general elements that all cultures have in common, building upon examples from their own cultures and from other cultural groups in Canada. Mind Maps are displayed for class observation and feedback.<br>TIP: This activity may be initiated by a class brainstorm of the elements of culture (e.g., values and beliefs, work, recreation, art, literature, language, celebrations, family, government, social relationships, foods, clothing, natural environment, groups and organizations…). Encourage students to think of the role of culture in their own lives, considering how they would be different if they lived in another time or place, or were of a different ethnic origin, et cetera. |

**Teacher Reflections**

## *Learning Experience:* 6.4.4 Creating a Just Society

| | |
|---|---|
| KC-005 | Identify rights and freedoms described in the 1982 Canadian Charter of Rights and Freedoms and explain why they are important. |
| KC-006 | Identify current issues related to citizenship in Canada. |
| KP-054 | Identify factors that contribute to inequities in Canada and propose solutions. *Examples: poverty, racism, sexism...* |
| VC-003 | Appreciate the struggles and achievements of past generations in shaping Canada. |
| VC-004 | Appreciate the benefits of living in Canada. *Examples: freedoms, education, health, safety...* |
| VP-017 | Be willing to support solutions to address inequities. |

### Description of the Learning Experience

The 1982 Canadian Charter of Rights and Freedoms protects the rights and freedoms of citizens and ensures that Canada continues to strive toward a just and equitable society.

Students examine the basic provisions of the Charter and consider the benefits of living in Canada. Through role-plays, surveys, and research, students consider some of the causes and effects of inequities in Canadian society, and reflect on possible solutions.

**Vocabulary:** social justice, inequities (See Appendix D for Vocabulary Strategies.)

## 6.4.4 Creating a Just Society

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** |
| | KC-005<br>KC-006<br>KP-054<br>VC-003<br>VC-004<br>VP-017 | Collaborative groups of students brainstorm a list of characteristics (i.e., rights and freedoms) that they believe would be important in order to create a just society. A spokesperson from each group presents the list to the class. The class develops a collective list of the priority values of a just society and discusses what life might be like for all citizens in such a society. |

(*continued*)

**Teacher Reflections**

## 6.4.4 Creating a Just Society

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| | KC-005<br>KC-006<br>KP-054<br>VC-003<br>VC-004<br>VP-017 | Using Think-Pair-Share, students read and respond to a quotation from Prime Minister Pierre Elliott Trudeau about the "Just Society." Student pairs share their impressions of the quote in a guided classroom discussion about whether Canada is a just society.<br>TIP: Prior to their reading, clarify that this passage uses the word "means" to refer to wealth, resources, or income. Encourage students to consider what the expression "equality of opportunity" means to them, using examples from their own experiences in classrooms, sports teams, et cetera.<br> BLM: The Just Society |
| | | **or** |
| | KC-005<br>KC-006<br>KP-054<br>VC-003<br>VC-004<br>VP-017 | Using a list of suggested categories, collaborative groups of students brainstorm advantages of living in Canadian society. Groups post their lists to share with the class. The class discusses which benefits they consider to be the most important, and considers whether all citizens of Canada enjoy the same benefits. Students may also use their knowledge of the history of Canada to add details about life in previous generations, before many of these advantages were available to the citizens of Canada.<br> BLM: Benefits of Living in Canada (2 pages) |
| | | **or** |
| | KC-005<br>KC-006<br>KP-054<br>VC-003<br>VC-004<br>VP-017 | Students select an article, editorial, or letter to the editor about a Canadian citizenship or equality issue and present it to the class. The articles are discussed by the class and posted on a "Current Events" bulletin board.<br>TIP: It may be useful to ask students to create a list, based on their study of the history of Canada, of those groups that tend to be most forgotten or most disadvantaged in society (e.g., the poor, children, people with physical or mental disabilities or challenges, visible minorities, Aboriginal peoples, women, people who have religious beliefs or practices that differ from the majority...). |

(*continued*)

**Teacher Reflections**

## 6.4.4 Creating a Just Society

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| | KC-005<br>KC-006<br>KP-054<br>VC-003<br>VC-004<br>VP-017 | Collaborative groups of students imagine they are the survivors of a shipwreck who are stranded on a desert island, and generate a list of the fundamental rights and freedoms that every inhabitant of the island should be assured. Each group shares its list of rights and freedoms in a class discussion, noting similarities and compiling a class list.<br>TIP: Review with students the purpose of a charter of rights: although it cannot guarantee that everyone's basic needs will be met (i.e., food, water, shelter), it can ensure that everyone has equal access to these resources. Its goal is to require the fair and equal treatment of all citizens by individuals, groups, and the government. |
| | | **Acquire** |
| | KC-005<br>KC-006<br>KP-054<br>VC-003<br>VC-004<br>VP-017 | Students conduct a survey to assess how Canada is faring in the area of equality and social justice. As a class, students generate questions related to equality and social justice in order to create a common survey. For example:<br>• Do all people have the same rights and freedoms? If not, give examples.<br>• Are all people treated equally? If not…<br>• Have you ever experienced/witnessed discrimination? Explain…<br>• Do all people have equal access to health care? Education? Transportation? Communication? Safety and Security? If not...<br>Each student surveys 20 to 30 individuals of different ages and backgrounds. Collaborative groups of students combine their results, interpret the data, and draw conclusions based on their collected evidence (e.g., Do most people believe that Canada is a fair/just society? Do the results differ between younger and older citizens? In what area do citizens feel Canada is strongest or weakest?). Each group shares its interpretations in a general class discussion.<br>TIP: The results of this survey may be used in a follow-up activity found in the Applying stage of this learning experience.<br>(*continued*) |

**Teacher Reflections**

## 6.4.4 Creating a Just Society

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KC-005<br>KC-006<br>KP-054<br>VC-003<br>VC-004<br>VP-017 | The class is divided into six collaborative groups as follows:<br>• Group 1: Fundamental Freedoms (Section 2)<br>• Group 2: Democratic Rights (Sections 3–5)<br>• Group 3: Mobility Rights (Section 6)<br>• Group 4: Legal Rights (Sections 7–14)<br>• Group 5: Equality Rights (Section 15)<br>• Group 6: Official Language Rights (Sections 16–22)<br>Each group reads the section of the Canadian Charter of Rights and Freedoms that pertains to these rights and freedoms, and writes a short summary (in the students' own words) of the main rights and freedoms of the assigned portion of the Charter. Students may create their summary in the form of a poster or a multimedia slide show in order to teach it to the rest of the class. After all the groups have presented their sections of the Charter, the class discusses how many of the priority rights and freedoms they had previously identified are included in the Canadian Charter.<br>TIP:<br>• Clarify with students that the Charter, as part of the Constitution of 1982, applies to the federal government and to all provincial and territorial governments; it is a part of the "rule of law" to which our democratic government is subject. Clarify also that the Charter (Section 25) protects the rights of the Aboriginal peoples of Canada, recognizes the multicultural character of Canadian citizens (Section 17), and applies equally to female and male persons (Section 28).<br>• This activity may also be done as a Jigsaw learning activity, in which one member of each home group is responsible for teaching her or his assigned section to the other members. Help students focus solely on the main points of each section by guiding the class as they underline or highlight key expressions or passages prior to paraphrasing their assigned section.<br>• Class sets of the Charter in poster form may be ordered from the federal Department of Canadian Heritage.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>(*continued*) |

**Teacher Reflections**

## 6.4.4 Creating a Just Society

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| Appendix A Skill 4a | KC-005<br>KC-006<br>KP-054<br>VC-003<br>VC-004<br>VP-017 | Using the list of fundamental rights and freedoms students brainstormed in the Activating stage of this learning experience (shipwreck activity), collaborative groups of students reach consensus about the ranking of the most important to the least important of these rights. Each group presents their ranking, and the class discusses what they consider to be the most important rights and freedoms in a democratic society, and how society can assure that these are available to all citizens. |
| | | **or** |
| Appendix A Skill 11a | KC-005<br>KC-006<br>KP-054<br>VC-003<br>VC-004<br>VP-017 | Collaborative groups of students gather further information on the benefits of living in Canada (see Activating activity). Students use print and electronic resources to research selected government programs or services that support quality of life in Canada by ensuring that all citizens have access to basic necessities and protection (i.e., medicare, Old Age Pensions, unemployment insurance, free public education, welfare programs, public health programs, family allowances, universal suffrage, rights and freedoms, protection and security, sanitation services, transportation safety, emergency services, protection from crime…). In a general class discussion, students share the results of their research, and together envisage what life would have been like for the citizens of Canada in the past, when many of these advantages were not widely available.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |
| | | **or** |
| Appendix A Skill 8 | KC-005<br>KC-006<br>KP-054<br>VC-003<br>VC-004<br>VP-017 | Collaborative groups of students read and discuss news articles or editorials regarding a current citizenship or equity issue in Canada (e.g., discrimination, child poverty, homelessness, Aboriginal self-government, gap between rich and poor…). Students then brainstorm actions that may be taken by government to reduce or eliminate inequities. These actions are posted and shared with the class.<br>6.4.4 c BLM: Issue-Based Article Analysis |

(*continued*)

**Teacher Reflections**

## 6.4.4 Creating a Just Society

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KC-006<br>KP-054<br>VP-017 | Pairs of students read a series of quotes related to child poverty and, using print and electronic resources, research whether Canada is making progress in the attempt to overcome child poverty. Students gather and record their information and sources in chart form, developing one or two recommendations as to how to reduce or eliminate child poverty. Each group prepares a short written summary of its research to share with the class.<br>TIP:<br>• You may wish to guide the class in selecting another current citizenship or equity issue in Canada about which there is sufficient up-to-date information on the Internet. Encourage students to find data that describe the problem (e.g., in the form of "Did you know that…"), as well as information on possible sources or causes of the problem. Assist the class in developing recommendations by brainstorming examples of possible solutions to child poverty (e.g., school breakfast programs, daycare programs attached to schools that allow single parents to work full-time...).<br>• Consider inviting a guest speaker from a local soup kitchen or food bank to answer questions on or discuss the topic of child poverty. You may also consider volunteering time, as a class, at a local soup kitchen or food bank.<br> **Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br> 6.4.4 d BLM: Child Poverty in Canada |
| | | **or** |
| | KC-006<br>KP-054<br>VC-003<br>VC-004<br>VP-017 | Students watch the short (8 minutes) animated video *Balablok* by the National Film Board to observe some of the causes and effects of racism and other forms of discriminatory behaviour. Following the video, students share their impressions of the sources of discrimination (e.g., refusal to accept difference, prejudgement on the basis of what you are used to...), and discuss the various ways in which people respond to differences in others.<br> **Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |

(*continued*)

**Teacher Reflections**

## 6.4.4 Creating a Just Society

| Assessment | Outcomes | Strategies |
|---|---|---|

### Acquire *(continued)*

**or**

KC-005
KC-006
KP-054
VC-003
VC-004
VP-017

Students engage in a role-play to help them observe the causes and effects of racism. Each student is given a Status Card with a message identifying their "status" in society (i.e., star, circle, triangle, or square). The groups need not be equal in size; one group may be considerably larger than the others. Without sharing any details about the relative status of their group, students create tags to wear, showing the symbol of their assigned group. Students then circulate among the members of the class, conversing with various students about their interests as though they were meeting for the first time at a social gathering. Students must bear in mind what they know about the status of their group as they circulate, and interact accordingly. Overtly rude or insulting statements are not allowed. At the end of the assigned time, students debrief the experience in a guided discussion. Discussion prompts might include:

- Could they tell they were being treated as inferiors or as superiors by different groups?
- How did they feel as a result of being told they had a certain inferior or superior status?
- What does this activity tell them of some of the underlying beliefs that motivate racism and discrimination?
- Do they believe these kinds of discriminatory attitudes and beliefs exist in Canadian society?
- What would be some of the effects of these beliefs?
- Can they think of historical examples of discrimination or inequities suffered by Canadians of previous generations?
- What can citizens do in their daily lives to overcome these kinds of inequities?
- What can they do as young people in their schools and communities?

Based on this discussion, students write a personal journal reflection on the sources and results of inequities in society.

TIP: Pose guiding questions that help students discover the arbitrary nature of discrimination, the factors that contribute to inequities, and how concealed or veiled beliefs about the superiority and inferiority of certain groups can affect equality of opportunity and fair treatment.

6.4.4 e BLM: Status Cards—Role-Play

**Teacher Reflections**

## 6.4.4 Creating a Just Society

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** |
| | KC-005<br>KC-006<br>KP-054<br>VC-004<br>VP-017 | Collaborative groups of students create an electronic slide show intended to entice new immigrants to Canada. Their promotional presentation must explain why Canada is an excellent place to live by referring to specific examples of programs and services available to Canadian citizens to support their well-being, safety, and quality of life.<br>TIP: Students may refer back to the information gathered in the Acquiring phase, using BLM 6.4.4b: "Benefits of Living in Canada." |
| | | **or** |
| | KC-005<br>KC-006<br>KP-054<br>VC-003<br>VC-004<br>VP-017 | Collaborative groups of students engage in a debate or team deliberation about whether or not Canada is a just society, backing up their positions by referring to historical and contemporary examples of the struggle against inequities. |
| | | **or** |
| | KC-006<br>KP-054<br>VC-004<br>VP-017 | Collaborative groups of students plan and implement a community activity that focuses on social justice. The activity may involve their group, the class, or the school. The planning process may be initiated by a discussion about what students have learned about the widening gap between the rich and the poor in Canada, or the continuing issue of child poverty.<br>TIP: Examples of community activities:<br>• a promotional campaign in the community to encourage greater citizen support for a local charitable organization<br>• a fundraising activity for a local charitable organization<br>• time spent volunteering at a soup kitchen or food bank<br>• a food drive for a local food bank<br>• a student-council-sponsored campaign for a community organization<br>• delivery of pamphlets or leaflets for a local organization<br>• sponsorship of a child poverty awareness information night for the community |

(*continued*)

**Teacher Reflections**

## 6.4.4 Creating a Just Society

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KC-005<br>KC-006<br>KP-054<br>VC-003<br>VC-004<br>VP-017 | Pairs of students write a persuasive letter (e.g., letter to the editor of a newspaper, email message to a television news program…), assessing where they believe Canada stands in its quest to achieve a just society. Students may take the position that citizens are unappreciative of the advantages of living in Canada. They may point out examples in Canadian history of addressing and correcting inequities, or they may take the position that Canada still has much to do to assure equality of opportunity for its citizens. The letter must be based on evidence, focused on solutions, and relate to the rights and freedoms of citizens. Pairs share their letters with each other to obtain feedback and suggestions prior to sending them to a news organization. |
| | | **or** |
| | KC-005<br>KC-006<br>KP-054<br>VC-003<br>VC-004<br>VP-017 | Using the data they have gathered through conducting a survey of citizens' opinions about equality and social justice in Canada, collaborative groups of students formulate recommendations to submit to their local elected local representatives (e.g., What did our survey find out about local people's attitudes toward Canada and its record on citizenship issues? What are we doing well? Where do we need to improve? What can be done to improve and to make our society more just?...). The students' letters should summarize and interpret results and suggest realistic measures for improvement on the part of government and citizens.<br>TIP: Emphasize the fact that voting is not the only means of exercising one's democratic right to citizen participation, and that elected officials should heed the points of view of younger citizens as future voters and future government leaders. |
| | | **or** |
| | KC-005<br>KC-006<br>KP-054<br>VC-003<br>VC-004 | Using newspaper and magazine images and words, students create a collage to depict the rights and freedoms of democratic citizenship in Canada as they have developed over time and as guaranteed by the *Charter*. Collages are displayed and students share their responses to them in a Gallery Walk. |

(*continued*)

**Teacher Reflections**

## 6.4.4 Creating a Just Society

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KC-005<br>KC-006<br>KP-054<br>VC-003<br>VC-004 | Pairs of students create a symbol to represent the basic values expressed in the Canadian Charter of Rights and Freedoms. Students create colour posters of their representations and present them to each other for their feedback and impressions.<br>TIP: The Canadian Charter always appears with the Coat of Arms of the country, from which students may wish to borrow a part or a symbol. Students may also refer to some of the traditional symbols they know of to depict certain values (e.g., justice: blindfolded to represent impartiality). Encourage students to focus on representing two or three key ideas in the Charter, and to explain the reasoning behind their design. |
| | | **or** |
| | KC-005<br>KC-006<br>KP-054<br>VC-003<br>VC-004<br>VP-017 | Collaborative groups of students read a quotation about the challenges of living together in a pluralistic society. Based on the quotation, students discuss what they feel are the major challenges to citizens, and consider how well they feel their community is doing in the area of respecting its minorities. Using this discussion as a starting point, students create a series of eight to ten questions for a survey of the students in their school regarding how people regard diversity and difference. The group may then choose to present the results of this survey in a school newspaper or bulletin, or present it to the student council, to provide a portrait of the student population and citizenship attitudes.<br> BLM: No One Said It Would Be Easy |

**Teacher Reflections**

## *Learning Experience:* 6.4.5 Canadian Democracy in the World Context

| | |
|---|---|
| KC-004 | Identify the ideals of democracy and describe the influence of democracy on quality of life for Canadians. |
| KI-021 | Identify various individuals from Canada's past and present, and describe their achievements. |
| KG-047 | Give examples of Canada's connections to other regions of the world.<br>*Examples: environmental, social, political, economic...* |
| VC-002 | Be willing to support the ideals of democracy and contribute to local democratic processes.<br>*Examples: school or community projects, student councils...* |
| VC-002A | Be willing to participate in democratic processes to protect and affirm their Aboriginal identities. |
| VG-015 | Appreciate Canada's interdependence with other regions of the world. |

*Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 36 of the overview).*

### Description of the Learning Experience

Citizenship involves a commitment to democratic ideals and an awareness of global responsibilities in an increasingly interdependent world.

Students consider Canadian examples of global citizenship, reflect on the importance of democratic ideals in Canada and the world, and assess their own active democratic citizenship.

**Vocabulary:** democratic ideals, rule of law, global interdependence (See Appendix D for Vocabulary Strategies.)

**Note to Teachers:** As this is the final learning experience, offer the students many opportunities to discuss and reflect on what they have learned over the year. Invite them to propose ways in which they feel prepared to actively contribute to their groups, their school, their community, their country, and the world. In support of democratic ideals, teachers are advised to structure the learning activities so that students make their own decisions and choices.

## 6.4.5 Canadian Democracy in the World Context

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** |
| | KC-004<br>VC-002<br>VC-002A | Collaborative groups of students brainstorm and record a list of examples of what they consider to be democracy in action in the classroom, school, teams and groups to which they belong, and in their communities. Groups share their lists with each other. In a guided plenary discussion, the class discusses what makes an action democratic or undemocratic, and why democratic ideals are important. |

(*continued*)

## 6.4.5 Canadian Democracy in the World Context

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| | KC-004<br>KI-021 | Collaborative groups of students reach consensus about a Canadian citizen they would like to nominate as a member of a "Canadian Democracy Hall of Fame." Each group selects a spokesperson to present their nominee and his or her achievements to the class. (Students may also create a poster of their nominee for display on a "Canadian Democracy Hall of Fame" bulletin board.)<br>TIP: Encourage students to consult their notes and previous projects from earlier in the year to select an individual who has advanced the principles of democracy through her or his actions (e.g., Nellie McClung—vote for women; Tommy Douglas and J.S. Woodsworth—medicare and social security; Elijah Harper—Aboriginal voice in constitutional change; John Diefenbaker—the Bill of Rights; Pierre Elliott Trudeau—multiculturalism...). |
| | | **or** |
| | KG-047<br>VG-015 | Using Think-Pair-Share, students consult their notes and resources to make a list of Canada's connections to other regions of the world. Students present their list of countries to the class, using a wall map of the world to identify countries as they are listed.<br>TIP: This activity reviews some of the information students acquired in LE 6.3.4: Canada on the World Stage. Encourage students to include a variety of examples of international connections based on their previous knowledge and their personal experience (e.g., politics, trade, media, immigration, environment, social, cultural...). |
| | | **or** |
| | KC-004<br>KG-047<br>VC-002<br>VC-002A<br>VG-015 | In a class discussion, students review the responsibilities of democratic citizenship, and then read the provided short quotes related to Canada's global responsibilities. Students brainstorm their responsibilities to people and places outside their local community and their country (i.e., as citizens of one of the most developed, richest, and most democratic nations of the world, what kinds of responsibilities do they have toward the rest of the world? How can they show they are being responsible democratic citizens on the world stage?).<br> BLM: Global Responsibilities Quotes (2 pages)<br>(*continued*) |

**Teacher Reflections**

## 6.4.5 Canadian Democracy in the World Context

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Activate** *(continued)* |
| | | **or** |
| Appendix A Skill 3a | KC-004<br>VC-002<br>VC-002A | Collaborative groups of students review the advantages or benefits of life in Canada (as explored in LE 6.4.4). Using this list of benefits as a basis, students decide how many aspects of quality of life in Canada relate to, or begin with, the ideals of democracy (i.e., rule of law, freedom, equality, citizen participation in government, fairness, and justice). For example, they may note that the universal health care provision is based on the principle of equality— that all citizens, regardless of their income, should have the right to medical services. In a guided discussion, students consider if, how, and why democracy can make life better for citizens. |
| | | **Acquire** |
| Appendix A Skill 7b | KC-004<br>KI-021<br>KG-047<br>VG-015 | Using print and Internet resources as needed, collaborative groups of students develop a list of countries with which Canada has environmental, social, political, economic, or educational connections. Each group presents its list to the class, placing self-stick notes on a world map to identify the location of each identified country. Considering the world map and the many countries identified, students discuss what global interdependence means in their lives.<br>TIP: This activity may begin with simple connections from their daily experience (e.g., the banana I ate this morning had a sticker saying it came from Puerto Rico; my sweatshirt was made in Romania; my running shoes were made in Mexico; I have relatives in the Philippines; my camera was made in Japan; my family has a foster child in Zambia; my favourite TV program is from the U.S.; my sister is on an exchange program in France...). Encourage students to understand interdependence by trying to imagine life in Canada without any of these international connections.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>6.4.5 b BLM: Canada's World Connections<br>(*continued*) |

**Teacher Reflections**

## 6.4.5 Canadian Democracy in the World Context

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KC-004<br>KG-047<br>VC-002<br>VC-002A<br>VG-015 | Collaborative groups of students develop a list of the ideals—the perfect standards—that true democracy strives to achieve. Possible guiding questions include:<br>In a perfectly democratic world...<br>• would some people be starving while others are overfed?<br>• would children have to pay for the environmental abuses and mistakes of previous generations?<br>• would some people be excluded from having a say in government?<br>• would education be only for those who can afford it?<br>• would dictators and armies run countries and make decisions?<br>• would more money be spent on weapons than on food?<br>• would countries help one another out with money and food and medicine and education?<br>• would some countries control and use other countries to their own advantage?<br>Once students have envisioned what the ideals of democracy mean on a global scale, they use images and words to create a visual display (e.g., poster, mural, collage…) of the ideals of democracy at work in the world. The display should creatively represent all of the basic ideals of democracy and should show examples of local actions that support global concerns.<br>TIP: Review with the class the principle of the rule of law (i.e., that no individual, group, or government stands outside of or above the law, and that all people and leaders have to answer for their actions). Students are already familiar with principles of equality of opportunity, individual freedoms, full citizen participation in government, and fair legal processes and protection. In this activity, highlight the global interdependence that democratic ideals support (i.e., if all human beings are equal, individual rights and freedoms should not only be available to certain privileged countries or groups, but to all people of all countries).<br>(*continued*) |

**Teacher Reflections**

## 6.4.5 Canadian Democracy in the World Context

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| | KC-004<br>KI-021<br>KG-047<br>VC-002<br>VC-002A<br>VG-015 | Using print and electronic resources and the provided list, *Canadian Champions of Democracy,* pairs of students research the accomplishments of a selected Canadian citizen who has worked to support and advance democratic ideals in Canada or in the world. Students record details on the life and accomplishments of the individual they have selected, which they will use in the Applying phase of this learning experience as the basis for a simulated interview.<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>**<br>6.4.5 c BLM: Canadian Champions of Democracy |
| | | **or** |
| | KC-004<br>KI-021<br>KG-047<br>VC-002<br>VC-002A<br>VG-015 | Collaborative groups of students create poster-sized graphic organizers illustrating Democracy in Action at various levels (i.e., personal, local community, national, global). Using a planning chart (see BLM), students first organize and record their ideas. Then, on poster paper, students create the graphic organizer, selecting images and/or illustrating their information. Posters are displayed and students discuss examples of how they can become involved in democratic processes and uphold democratic ideals in their own lives.<br>6.4.5 d BLM: Democracy in Action |
| | | **or** |
| | KC-004<br>KI-021<br>KG-047<br>VC-002<br>VC-002A<br>VG-015 | Students invite a guest speaker to the class to address the topic of human rights and freedoms in the world and the importance of pursuing and supporting democratic ideals. Following the presentation, students pose questions to the speaker, and the class may decide what they can do as a local project in support of democratic ideals in Canada or internationally.<br>TIP: Visit the URL below for connections to local human rights organizations (e.g., Free the Children Speakers' Bureau, Amnesty International, UNICEF Prairie Region…).<br>**Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss>** |

(*continued*)

**Teacher Reflections**

## 6.4.5 Canadian Democracy in the World Context

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Acquire** *(continued)* |
| | | **or** |
| Appendix A Skill 8 | KC-004<br>VC-002<br>VC-002A | Collaborative groups of students read a selection of quotations about democracy. Each group comes to a consensus about three quotations they think are the most significant or true. They create a visual representation of the selected quotations, and explain to each other why they have selected these quotations.<br>TIP: Alternatively, have students research and present quotes they find related to democracy.<br>6.4.5 e BLM: Thinking about Democracy (2 pages) |
| | | **Apply** |
| Appendix A Skill 9d | KC-004<br>VC-002<br>VC-002A<br>VG-015 | Students write their own maxim, or saying, about the meaning of democracy, and create a print or electronic presentation illustrating their idea. Presentations are shared and discussed with the class. |
| | | **or** |
| Appendix A Skill 10a | KC-004<br>VC-002<br>VC-002A<br>VG-015 | Collaborative groups of students develop and present a short skit representing a selected democratic ideal. |

(*continued*)

**Teacher Reflections**

## 6.4.5 Canadian Democracy in the World Context

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KC-004<br>KI-021<br>KG-047<br>VC-002<br>VC-002A<br>VG-015 | Students complete a Citizenship Self-Evaluation, assessing their active democratic citizenship, and reflecting on how their learning this year has contributed to their sense of citizenship and democracy.<br> BLM: Citizenship Self-Evaluation (2 pages) |
| | | **or** |
| | KC-004<br>KI-021<br>KG-047<br>VC-002<br>VC-002A<br>VG-015 | Collaborative groups of students create a Mind Map to illustrate how democracy can improve quality of life. Students should include specific examples of the applications of democratic ideals and of the achievements of Canadians in promoting these ideals. The Mind Map should also explain why democratic citizenship involves global responsibilities. |
| | | **or** |
| | KC-004<br>KI-021<br>KG-047<br>VC-002<br>VC-002A<br>VG-015 | Pairs of students present interviews with the "Champion of Canadian Democracy" they researched during the Acquiring phase of this learning experience. Following the interviews, the class poses questions to the individuals, who stay "in character" to answer the questions (i.e., interviewer or champion). The class discusses actions they consider to be most important and most effective as citizens in a modern, democratic, global society. |

(*continued*)

**Teacher Reflections**

## 6.4.5 Canadian Democracy in the World Context

| Assessment | Outcomes | Strategies |
|---|---|---|
| | | **Apply** *(continued)* |
| | | **or** |
| | KC-004<br>KI-021<br>KG-047<br>VC-002<br>VC-002A<br>VG-015 | Pairs of students create a Democratic Citizenship Quiz, in which they construct a series of questions designed to help each other assess their level of commitment to the principles of democracy, their awareness of the importance of democratic ideals in Canadian life, and their sense of global responsibility. Student pairs exchange their quizzes with another pair, answer the questions, and discuss their results with their partners.<br>TIP: Establish parameters for the quiz, specifying the inclusion of some knowledge-based questions as well as questions that encourage students to reflect on their own attitudes toward democratic ideals. |
| | | **or** |
| | KC-004<br>KI-021<br>KG-047<br>VC-002<br>VC-002A<br>VG-015 | Collaborative groups of students plan and initiate a project to encourage increased student participation in the school or the community, through student council activities or a school or community project.<br>TIP: Guide the students in selecting a project by brainstorming a list of current issues in which they would like to have a voice. Encourage students to emphasize active participation and to establish their own collective decision-making process for the activity. Projects may range from writing a letter, to making a school-wide announcement, to attending a parent council meeting, to initiating a community or environmental action project. |

**Teacher Reflections**

## Cluster 4—Connecting and Reflecting

Using their "Canada Today" portfolio, students reflect on the ideals, responsibilities, and rights of our democratic country, and describe examples of how their personal choices and actions reflect the ideals of democracy as well as active, responsible citizenship.

BLM: Cluster 4—Connecting and Reflecting

**Teacher Reflections**

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# APPENDICES

GRADE 6

GRADE 6

*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, and to 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 to extend, revise, and incorporate new ideas into their thinking. Essential behaviours in brainstorming include active listening, acceptance of others' contributions, temporary suspension of judgement, 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 | Persuasively express differing viewpoints regarding an issue. |
| 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 a variety of 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-400 | Listen to others to understand their perspectives. |
| S-401 | Use language that is respectful of human diversity. |
| S-402 | Persuasively express differing viewpoints regarding an issue. |
| S-403 | Present information and ideas orally, visually, concretely, or electronically. |
| 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 are as important as the message itself. As students prepare for oral presentations, they need to consider their audience, 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

*(continued)*

## 3b – Public Speaking *(continued)*

- recording focused observations to monitor student growth over time and to 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.)
- 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-104 | Negotiate constructively with others to build consensus and solve problems. |
| 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. |
| S-405 | Articulate their beliefs and perspectives on issues. |

Collaborative groups provide students with opportunities to work together to accomplish shared goals, and require 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 them to seek approval and a sense of belonging from their fellow students.

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 | Persuasively express differing viewpoints regarding an issue. |
| 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. |

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. Using a physical continuum to elicit the expression and exchange of opinions, beliefs, and values 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 are 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, and to not concern themselves with discussion 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**

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. *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-200 | Select information from a variety of oral, visual, material, print, or electronic sources. *Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction…* |
| 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-306 | Assess the validity of information sources. *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 | Persuasively express differing viewpoints regarding an issue. |
| 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 practise 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 four to six 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 face 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 its 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**

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 a variety of 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 a variety of 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 a variety of oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...* |
| S-300 | Plan topics, goals, and methods 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 a variety of 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. |

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 their 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-102 | Make decisions that reflect fairness and equality in their interactions with others. |
| S-200 | Select information from a variety of 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-203 | Select and use appropriate tools and technologies to accomplish tasks. |
| S-300 | Plan topics, goals, and methods 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-306 | Assess the validity of information sources. *Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...* |
| 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. |
| S-404 | Elicit and clarify questions and ideas in discussions. |

Conducting interviews allows students to collect and record information from a primary source and 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 do they need that particular information? Is there a real purpose for the data?

*(continued)*

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

- Why is it important to gather statistics on different groups?
- How will they analyze their data to ensure it is treated with fairness and respect?
- What do 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-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-106 | Treat places and objects of historical significance with respect.<br>*Examples: burial grounds, memorials, artifacts...* |
| S-200 | 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-300 | Plan topics, goals, and methods 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 and 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-400 | Listen to others to understand their perspectives. |
| S-401 | Use language that is respectful of human diversity. |

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
- applying 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 Analyzing Images

**Skills**

| | |
|---|---|
| S-200 | 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-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 and 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...* |

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 analyze and apply the ideas and information in the images
- how students apply 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

**BLMs**

Social Studies BLM: Analyzing Images

## Skill 6g – Viewing Visual Media

| Skills | |
|---|---|
| S-200 | 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-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 and 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...* |

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. As well, consider these ideas:

- View longer videos in segments of 20 to 30 minutes.
- Tell students the name of the video and details about the theme before viewing.
- Clarify key terms or challenging vocabulary.
- Give the students a purpose, or something to watch for as they view the film.
- Avoid having students take notes during the video—this is difficult to do and interferes with active listening.
- If the film depicts a series of events, encourage students to focus on sequence and on causality (what led to what) rather than on dates and statistics.
- Encourage students to be critical about how realistically the video represents the topic (particularly if it deals with historical topics).

*(continued)*

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

**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" (i.e., predicting what the video might be about).
- Have students create questions about what they are wondering, or provide "focus questions" (i.e., informational questions, intuitive/interpretive questions…).

**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.

*(continued)*

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

Suggested outline for post-viewing reflection or discussion:

<table>
<tr><td colspan="2">Video title and topic:<br><br>Date of viewing:</td></tr>
<tr><td>What did you see?<br><br>Describe the images that impressed you.</td><td>What did you hear?<br><br>Relate 4 – 5 ideas or words that you recall from the narration.</td></tr>
<tr><td>How did you feel about what you saw and heard?</td><td>Facts that were presented in the film:</td></tr>
<tr><td>What questions do you have?</td><td>Note one thing you learned about the past by viewing this video.</td></tr>
<tr><td colspan="2">Did this film use or portray primary sources? Describe them.</td></tr>
<tr><td colspan="2">Write a comment on each element to evaluate this film.<br><br>Historical accuracy:<br><br>Photography:<br><br>Clear narration:<br><br>Interest and creativity:</td></tr>
</table>

Think about…

- observing evidence of new understandings and/or gaps or misperceptions in students' understanding
- recording focused observations to facilitate further student inquiry (Note: Watch for individuals' curiosities, new questions, expertise….)

**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

*Success for All Learners*

- Page 6.102: Look It Over
- 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

## 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 a variety of 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, goals, and methods 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 is 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. Surveys provide large amounts of information from a broad range of people and may take a lot of time to prepare, administer, and analyze. For this reason, consider whether the information you are collecting already exists (e.g., Internet, library, public records…) before conducting a survey.

In creating the survey identify the survey objectives to help focus concise, unbiased questions that will provide relevant information and avoid unnecessary data. To achieve the best possible completion rate, keep the survey as short as possible, ideally less than fifteen questions. 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 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 analyze 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 a variety of 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, scale, and latitude and longitude. |
| S-206 | Select and interpret various types of maps for specific purposes. |
| 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 and then moving to 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 a variety of 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-206 | Select and interpret various types of maps for specific purposes. |
| 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 a variety of 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 a variety of 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-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-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 | Persuasively express differing viewpoints regarding an issue. |
| 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 useful 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 action 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 a variety of 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-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. |

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). Each day, teachers need to model a variety of before, during, and after strategies 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-304 | Distinguish fact from opinion and interpretation. |
| 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 a larger 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 understanding 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 | Persuasively express differing viewpoints regarding an issue. |
| 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 | Persuasively express differing viewpoints regarding an issue. |
| 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 a variety of oral, visual, material, print, or electronic sources.<br>*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 feelings 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 a variety of oral, visual, material, print, or electronic sources.<br>*Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction..* |
| S-300 | Plan topics, goals, and methods 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. |

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 a variety of 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, goals, and methods 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. |

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 a variety of 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, goals, and methods 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 a variety of 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 a variety of 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-400 | Listen to others to understand their perspectives. |
| S-401 | Use language that is respectful of human diversity. |
| S-402 | Persuasively express differing viewpoints regarding an issue. |
| S-403 | Present information and ideas orally, visually, concretely, or electronically. |
| S-405 | Articulate their beliefs and perspectives on issues. |

Drama is a form of language and literature that tells a story through the actions and speech of characters. Drama (also known as role-play) 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 provides opportunities for students to make connections between their personal experiences and the lives of others, and explore diverse perspectives or points of view, and 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 a variety of 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 | Persuasively express differing viewpoints regarding an issue. |
| 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 a variety of 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-403 | Present information and ideas orally, visually, concretely, or electronically. |

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. When they are given opportunities to communicate their ideas artistically, 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.

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 a variety of 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. |

Making music in the classroom 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. Making music is a motivating and fun activity that engages the whole brain and helps move information into long-term memory. Making music also 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 select recordings of their musical pieces for inclusion in their portfolios to highlight 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 a variety of 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, goals, and methods 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 a variety of 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. |

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 a variety of 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-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 a variety of 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 a variety of 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. |

Concept mapping involves the visual organization of ideas and information. This helps students identify patterns and relationships, build upon prior knowledge, review concepts, and stimulate 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 to highlight 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 a variety of 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-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 a variety of 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 a variety of 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 practise 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 to deepen their understandings and test their 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 a variety of 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 6

*Blackline Masters*

**Appendix B**

# *Blackline Masters*

## Cluster 1

### Learning Experience 6.1.1

**6.1.1a** Government in 1867

**6.1.1b** Canadian Railroad Trilogy (2 pages)

**6.1.1c** Reviewing Canadian Geography

**6.1.1d** Importance of the BNA Act of 1867 (2 pages)

**6.1.1e** Main Settlements in British NA, 1867

**6.1.1f** Main Settlements in British NA, 1867—Key

**6.1.1g** Key Provisions of the BNA Act

**6.1.1h** Note-Taking Frame: BNA Act (2 pages)

**6.1.1i** Primary and Secondary Sources (Teacher Background Notes)

**6.1.1j** Responsibilities of Government, 1867

**6.1.1k** Responsibilities of Government, 1867—Key

**6.1.1l** Citizenship in Canada Today (2 pages)

**6.1.1m** Thinking about the New Nation

**6.1.1n** Team Deliberation (Teacher Background Notes) (2 pages)

**6.1.1o** Citizens in a Constitutional Monarchy

### Learning Experience 6.1.2

**6.1.2a** Métis Bill of Rights

**6.1.2b** Citing Sources (Teacher Background Notes) (2 pages)

**6.1.2c** Recording Research Notes (Teacher Background Notes) (2 pages)

**6.1.2d** Famous Letters in Canadian History—Riel

**6.1.2e** Events: Manitoba Becomes a Province (2 pages)

**6.1.2f** People: Manitoba Becomes a Province

**6.1.2g** Resistance and Rebellion

**6.1.2h** Historical Status of Riel (2 pages)

### Learning Experience 6.1.3

**6.1.3a** Dream of a Nation: Sea to Sea (3 pages)

**6.1.3b** What Is Progress? (2 pages)

**6.1.3c** Chart: Joining Confederation

**6.1.3d** Chart: Joining Confederation—Key

**6.1.3e** Western Expansion Timeline (2 pages)

**6.1.3f** Western Expansion Timeline—Key

**6.1.3g** Famous Letters in Canadian History—Macdonald

**6.1.3h** Famous Letters in Canadian History—Tupper

**6.1.3i** Famous Letters in Canadian History—Mackenzie

**6.1.3j** Famous Letters in Canadian History—Cartier

**6.1.3k** Famous Letters in Canadian History—Laurier

**6.1.3l** First Prime Ministers

**6.1.3m** First Prime Ministers—Key

**6.1.3n** The Old Chieftain: Sir John A. Macdonald (2 pages)

**6.1.3o** Role of North West Mounted Police

**6.1.3p** GOLD!! (2 pages)

### Learning Experience 6.1.4

**6.1.4a** Aboriginal Terms (Teacher Background Notes)

**6.1.4b** Treaty #2 Excerpt (2 pages)

**6.1.4c** Treaty #6 Poundmaker

**6.1.4d** Note-Taking Frame: Aboriginal Leaders (2 pages)

**6.1.4e** Numbered Treaties (2 pages)

**6.1.4f** Numbered Treaties—Key (2 pages)

**6.1.4g** Note-Taking Frame: 1885 Resistance (2 pages)

**6.1.4h** Note-Taking Frame: 1885 Resistance—Key

**6.1.4i** Buffalo Bill's Wild West Show

**6.1.4j** A Cry from an Indian Wife (2 pages)

**6.1.4k** Regret and Reconciliation

### Learning Experience 6.1.5

**6.1.5a** Discrimination

**6.1.5b** Wilfrid Laurier

**6.1.5c** Wilfrid Laurier—Key

**6.1.5d** Receiving Newcomers to Canada

**6.1.5e** Note-Taking Frame: Sir Clifford Sifton

### Learning Experience 6.1.6

**6.1.6a** Note-Taking Frame: Observing Historical Images

**6.1.6b** Dominion Lands Surveying (2 pages)

# *Blackline Masters (continued)*


**6.1.6c** Prairie Verses
**6.1.6d** Importance of Agriculture (2 pages)
**6.1.6e** Educating New Citizens in the West
**6.1.6f** Feeding the Nation
**6.1.6g** Connecting and Reflecting

## Cluster 2

### Learning Experience 6.2.1

**6.2.1a** KWL: World War I
**6.2.1b** World War I Journal Extract
**6.2.1c** World War I Timeline (2 pages)
**6.2.1d** Images of War
**6.2.1e** The Stage Is Set for War (2 pages)
**6.2.1f** Sir Robert Borden (2 pages)
**6.2.1g** Reflecting on War

### Learning Experience 6.2.2

**6.2.2a** After the Great War
**6.2.2b** After the Great War—T-Chart
**6.2.2c** Social Conditions
**6.2.2d** Winnipeg General Strike
**6.2.2e** The Famous Five (2 pages)
**6.2.2f** Role-Play Cards—Winnipeg General Strike (2 pages)
**6.2.2g** Reacting to the Strike (2 pages)
**6.2.2h** Milestones for Women in Canada (2 pages)

### Learning Experience 6.2.3

**6.2.3a** Boom and Bust
**6.2.3b** Impact of the Depression
**6.2.3c** Prime Ministers 1920–1935
**6.2.3d** Singing the Blues (2 pages)
**6.2.3e** Demanding Social Change (2 pages)

### Learning Experience 6.2.4

**6.2.4a** World War II Powers
**6.2.4b** Poetry of the Holocaust (3 pages)
**6.2.4c** Causes of Second World War
**6.2.4d** World War II Timeline (2 pages)
**6.2.4e** Evaluating Internet Sites (2 pages)
**6.2.4f** None Is Too Many
**6.2.4g** Winston Churchill (2 pages)
**6.2.4h** What Do I Remember of the Evacuation?
**6.2.4i** William Lyon Mackenzie King
**6.2.4j** Concept Overview: World War II
**6.2.4k** W.L.M.K. by F.R. Scott
**6.2.4l** Preamble to the UN Charter
**6.2.4m** Connecting and Reflecting

## Cluster 3

### Learning Experience 6.3.1

**6.3.1a** Capital Cities
**6.3.1b** Prime Ministers (3 pages)
**6.3.1c** Biography of a Prime Minister (3 pages)
**6.3.1d** Locating Capital Cities
**6.3.1e** Locating Capital Cities—Key
**6.3.1f** Political Map of Canada
**6.3.1g** Something to Sing About (2 pages)

### Learning Experience 6.3.2

**6.3.2a** No All-Canadian Boys or Girls (2 pages)
**6.3.2b** Main Ethnic Groups in Canada (2 pages)
**6.3.2c** Constitution Act Section 35
**6.3.2d** Aboriginal Rights in Canada (2 pages)
**6.3.2e** Aboriginal Rights and Self-Governance (Teacher Background Notes) (2 pages)
**6.3.2f** Self-Governance
**6.3.2g** Bilingualism in Canada (2 pages)

### Learning Experience 6.3.3

**6.3.3a** Changing Life in Canada
**6.3.3b** Examples of Canadian Inventions and Technologies
**6.3.3c** Researching Canadian Inventors and Innovators
**6.3.3d** Industrialization

### Learning Experience 6.3.4

**6.3.4a** Global Village
**6.3.4b** Timeline: Canada on the World Stage since 1945 (2 pages)
**6.3.4c** News Report Outline
**6.3.4d** Call to Action (2 pages)
**6.3.4e** Word Splash: Global Interdependence
**6.3.4f** Connecting and Reflecting

# *Blackline Masters (continued)*

## Cluster 4

### Learning Experience 6.4.1

**6.4.1a** One Week of Media
**6.4.1b** Arts and Media in Canada (2 pages)
**6.4.1c** Canadian Identity Questionnaire (2 pages)
**6.4.1d** Painting the Land: The Group of Seven (2 pages)
**6.4.1e** Canadian Arts and Media Icons
**6.4.1f** Protecting Canadian Culture and Identity (2 pages)
**6.4.1g** From Land to Life to Art (2 pages)
**6.4.1h** Talking about Canadian Culture and Identity (3 pages)

### Learning Experience 6.4.2

**6.4.2a** Government in Canada
**6.4.2b** Government Responsibilities (2 pages)
**6.4.2c** Government Responsibilities—Key
**6.4.2d** Federal Government Positions
**6.4.2e** Provincial Government Positions
**6.4.2f** The Ombudsman (2 pages)
**6.4.2g** Federal Government Chart
**6.4.2h** Provincial Government Chart
**6.4.2i** Democratic Electoral Processes (3 pages)
**6.4.2j** Political Parties (2 pages)
**6.4.2k** Guidelines for a New Political Party
**6.4.2l** Article Analysis Frame
**6.4.2m** Young People and Voting (2 pages)

### Learning Experience 6.4.3

**6.4.3a** Concept of Self-Determination
**6.4.3b** A Community of Communities
**6.4.3c** Who Are You?
**6.4.3d** Aboriginal Perspectives on Self-Determination (3 pages)
**6.4.3e** Manitoba Multiculturalism Act
**6.4.3f** Self-Determination for Aboriginal Peoples (2 pages)
**6.4.3g** Word Cycle: Culture and Identity

### Learning Experience 6.4.4

**6.4.4a** The Just Society
**6.4.4b** Benefits of Living in Canada (2 pages)
**6.4.4c** Issue-Based Article Analysis
**6.4.4d** Child Poverty in Canada
**6.4.4e** Status Cards—Role-Play
**6.4.4f** No One Said It Would Be Easy

### Learning Experience 6.4.5

**6.4.5a** Global Responsibilities Quotes (2 pages)
**6.4.5b** Canada's World Connections
**6.4.5c** Canadian Champions of Democracy
**6.4.5d** Democracy in Action
**6.4.5e** Thinking about Democracy (2 pages)
**6.4.5f** Citizenship Self-Evaluation (2 pages)
**6.4.5g** Connecting and Reflecting

GRADE 6

*Charts and Checklists*

**Appendix C**

GRADE 6

## 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 a variety of 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, scale, and latitude and longitude. | | | | | | | | |
| | **S-206** | Select and interpret various types of maps for specific purposes. | | | | | | | | |
| | **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*)

GRADE 6

## Skills Progress Chart (continued)

| | | Skills Checklist | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Critical and Creative Thinking | **S-300** | Plan topics, goals, and methods 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 and 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** | Persuasively express differing viewpoints regarding an issue. | | | | | | | | |
| | **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. | | | | | | | | |

GRADE 6

*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.
- Students come to class dressed in a costume that represents a new vocabulary word or dramatizes the meaning of new vocabulary. Students guess the meaning of the word/concept that is illustrated.
- 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, students create a crossword puzzle, a cloze passage, a multiple choice quiz, or a matching quiz using 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 *Success for All Learners,* pp. 6.31-6.32 or "Strategies That Make a Difference", p. 216. For a Word Cycle blackline master, see *Success for All Learners*, p. 6.99. For more information on Think-Pair-Share/Think-Pair-Square, see "Strategies That Make a Difference", p. 15.

- 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 her or his word and the student with the corresponding definition reads it and then reads out his or her word. Students continue until all the words and definitions are matched.
- Provide some students with a 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 a song demonstrating the meaning of vocabulary words.
- Students perform role-play vignettes, use mime, or create tableaus to illustrate the meaning of new vocabulary. Students guess the words.
- Using graphics software, students create a paneled 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 each other. 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 then tosses the ball to another student.
- 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 for recess.)
  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 finally 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 other students 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>Use 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. |

## Communication 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 6

*Recommended Learning Resources*

**Appendix F**

## Grade 6 Recommended Learning Resources

**Sensitive Content and Local Selection of Learning Resources**

Although each resource listed in this bibliography has been reviewed by a team of Manitoba social studies teachers, school divisions/districts 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 Used in the Learning Experiences

- **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 Learning Resources

The resources listed are available from the Instructional Resources Unit (IRU), Manitoba Education, Citizenship and Youth, and accessible by Manitoba educators and registered patrons of the IRU.

**To register as a patron, renew resources and inquire about loans, contact:**

| | | |
|---|---|---|
| Instructional Resources Unit | Telephone | (204) 945-5371 |
| Manitoba Education, Citizenship and Youth | Toll Free | 1-800-282-8069 ext. 5371 |
| 1181 Portage Avenue | | |
| Winnipeg, MB R3G 0T3 | Email | irucirc@gov.mb.ca |

## Online Catalogue

To conduct searches of the library's collections, visit the online catalogue at: <http://libcat.merlin.mb.ca>.

## Videos and DVDs

The videos listed in this document were available from the IRU at the time of printing. However, in some cases there may be limited availability and videos may not always be available as needed.

Please consult the IRU for a list of DVD resources to support the Grade 6 learning experiences. At time of publication that list was not available.

## Free Materials and Websites

Please note that the free materials and websites listed in this document were available at time of publication. However, if some of the items or web addresses are not accessible, please contact the host organization for alternatives.

## Alexander Graham Bell: An Inventive Life

(Non-Fiction).
MacLeod, Elizabeth.
Kids Can Press (KCP), 2002. 48 p. ISBN 1-55074-458-5.

Grade 6 – Cluster 3 – Shaping Contemporary Canada (1945–Present)

- Inventions (kayaks, snowmobiles, Canadarm, insulin, canola…)

Grade 6 – Cluster 4 – Canada Today: Democracy, Diversity, and the Influence of the Past

- Individuals (past and present) and achievements

**Suggested Use:**
Grade 6; Grade 6 – Cluster 3; Grade 6 – Cluster 4; Student – Depth
Date Recommended: 2003-Aug-25

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**The following six books are part of the Amazing Stories series:**

- Amazing Stories: The Incredible Adventures of Louis Riel: Canada's Most Famous Revolutionary
- Amazing Stories: Klondike Joe Boyle: Heroic Adventures From Gold Fields to Battlefields
- Amazing Stories: Marilyn Bell: The Heart-Stopping Tale of Marilyn's Record-Breaking Swim
- Amazing Stories: Native Chiefs and Famous Métis: Leadership and Bravery in the Canadian West
- Amazing Stories: Sam Steele, The Wild West Adventures of Canada's Most Famous Mountie
- Amazing Stories: Unsung Heroes of the Royal Canadian Air Force: Incredible Tales of Courage and Daring During World War II

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## Amazing Stories: The Incredible Adventures of Louis Riel: Canada's Most Famous Revolutionary

(Non-Fiction).
Klerks, Cat.
(Amazing Stories). Altitude Publishing (KRS), 2004. 135 p. ISBN 1-55153-955-1.

Grade 6 – Cluster 1 – Building a Nation (1867–1914)

- Individuals and events of this time

**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 6; Grade 6 – Cluster 1; Teacher Reference

Date Recommended: 2004-Aug-23

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## Amazing Stories: Klondike Joe Boyle: Heroic Adventures From Gold Fields to Battlefields

(Non-Fiction).
Sauerwein, Stan.
(Amazing Stories). Altitude Publishing (KRS), 2003. 139 p. ISBN 1-55153-969-1.

Grade 6 – Cluster 2 – An Emerging Nation (1914–1945)

- World Wars (Canada's involvement – First Nations, Inuit, Métis contributions)

**Note:** Teacher Read-Aloud.

**Suggested Use:** Grade 6; Grade 6 – Cluster 2; Student - Depth; Teacher Reference

Date Recommended: 2005-July-25

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## Amazing Stories: Marilyn Bell: The Heart-Stopping Tale of Marilyn's Record-Breaking Swim

(Non-Fiction).
Tivy, Patrick.
(Amazing Stories). Altitude Publishing (KRS), 2003. 133 p. ISBN 1-55153-964-0.

Grade 6 – Cluster 4 – Canada Today: Democracy, Diversity, and the Influence of the Past

- Individuals (past and present) and achievements

**Note:** Teacher Read-Aloud.

**Suggested Use:** Grade 6; Grade 6 – Cluster 4; Student - Depth; Teacher Reference

Date Recommended: 2005-July-25

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## Amazing Stories: Native Chiefs and Famous Métis: Leadership and Bravery in the Canadian West

(Non-Fiction).
Quan, Holly.
(Amazing Stories). Altitude Publishing (KRS), 2003. 141 p. ISBN 1-55153-965-9.

Grade 6 – Cluster 1 – Building a Nation (1867–1914)

- Interactions/relationships between groups (First Nations, Inuit, Métis, Anglophone, Francophones, Canadian Government)

**Note:** This is "embellished" non-fiction, Teacher Read-Aloud.

**Caution:** Please pre-read this to prepare for material that requires sensitivity.

**Suggested Use:** Grade 6; Grade 6 – Cluster 1; Teacher Reference

Date Recommended: 2004-Aug-23

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## Amazing Stories: Sam Steele, The Wild West Adventures of Canada's Most Famous Mountie

(Non-Fiction).
Quan, Holly.
(Amazing Stories). Altitude Publishing (KRS), 2003. 113 p. ISBN 1-55153-997-7.

Grade 6 – Cluster 1 – Building a Nation (1867–1914)

- North West Mounted Police

**Note:** Teacher Read-Aloud.

**Suggested Use:** Grade 6; Grade 6 – Cluster 1; Student - Depth; Teacher Reference

Date Recommended: 2005-July-25

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## Amazing Stories: Unsung Heroes of the Royal Canadian Air Force: Incredible Tales of Courage and Daring During World War II

(Non-Fiction).
Faryon, Cynthia J.
(Amazing Stories). Altitude Publishing (KRS), 2003. 123 p. ISBN 1-55153-977-2.

Grade 6 – Cluster 2 – An Emerging Nation (1914–1945)

- World Wars (Canada’s involvement – First Nations, Inuit, Métis contributions)

**Note:** Teacher Read-Aloud.

**Suggested Use:** Grade 6; Grade 6 – Cluster 2; Student - Depth; Teacher Reference

Date Recommended: 2005-July-25

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## Anna's Goat

(Fiction).
Keefer, Janice Kulyk.
Orca Book Publishers Ltd. (ORC), 2000. ISBN 1-55143-153-X.

Grade 6 – Cluster 2 – An Emerging Nation (1914–1945)

- World Wars (Canada’s involvement – First Nations, Inuit, Métis contributions)

**Suggested Use:** Grade 6; Grade 6 – Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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## As Long as the Rivers Flow: A Last Summer Before Residential School

(Non-Fiction).
Loyie, Larry.
Groundwood Books (GROUND), 2002. ISBN 0-88899-473-7.

Grade 6 – Cluster 3 – Shaping Contemporary Canada (1945–Present)

- Aboriginal rights

**Note:** Teacher Background Information/Reference

**Suggested Use:** Grade 6; Grade 6 – Cluster 3; Student - Depth; Teacher Reference

Date Recommended: 2003-Aug-25

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## Battle Cry at Batoche

(Fiction).
Bayle, Beverly J.
Beach Holme Publishing Ltd. (BHL), 2000. 150 p. ISBN 0-88878-414-7.

Grade 6 – Cluster 1 – Building a Nation (1867–1914)

- Entry of Manitoba into Confederation

Grade 6 – Cluster 4 – Canada Today: Democracy, Diversity, and the Influence of the Past

- Canadian identity
- Self-determination (First Nations, Inuit, Métis)

**Note:** Teacher Read-Aloud

**Suggested Use:** Grade 6; Grade 6 – Cluster 1; Grade 6 – Cluster 4; Teacher Reference

Date Recommended: 2003-Aug-25

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## Belle of Batoche

(Fiction).
Guest, Jacqueline.
Orca Book Publishers Ltd. (ORC), 2004. 135 p. ISBN 1-55143-297-8.

Grade 6 – Cluster 1 – Building a Nation (1867–1914)

- 1885 Resistance

**Note:** Teacher Read-Aloud

**Suggested Use:** Grade 6; Grade 6 – Cluster 1; Student - Depth; Teacher Reference

Date Recommended: 2005-July-25

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## Boldly Canadian: The Story of the RCMP

(Non-Fiction).
Hamilton-Barry, Joann.
Kids Can Press (KCP), 1999. 64 p. ISBN 1-55074-520-4.

Grade 6 – Cluster 1 – Building a Nation (1867–1914)

- North West Mounted Police

**Note:** Teacher Background Information/Reference

**Suggested Use:** Grade 6; Grade 6 – Cluster 1; Teacher Reference

Date Recommended: 2003-Aug-25

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## A Brave Soldier

(Fiction).
Debon, Nicolas.
Groundwood Books (GROUND), 2002. ISBN 0-88899-481-8.

Grade 6 – Cluster 2 – An Emerging Nation (1914–1945)

- World Wars (Canada's involvement – First Nations, Inuit, Métis contributions)

**Suggested Use:** Grade 6; Grade 6 – Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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## Breaking Free: The Story of William Kurelek

(Non-Fiction).
Cutler, May.
Tundra Books Inc. (TUN), 2002. 32 p. ISBN 0-88776-617-X.

Grade 6 – Cluster 4 – Canada Today: Democracy, Diversity, and the Influence of the Past

- Individuals (past and present) and achievements

**Suggested Use:** Grade 6; Grade 6 – Cluster 4; Student - Depth

Date Recommended: 2003-Aug-25

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## Caged Eagles

(Fiction).
Walters, Eric.
Orca Book Publishers Ltd. (ORC), 2000. 256 p. ISBN 1-55143-139-4.

Grade 6 – Cluster 2 – An Emerging Nation (1914–1945)

- World Wars (Canada's involvement – First Nations, Inuit, Métis contributions)

**Suggested Use:** Grade 6; Grade 6 – Cluster 2; Student - Depth; Teacher Reference

Date Recommended: 2003-Aug-25

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## Camp 30

(Fiction).
Walters, Eric.
Penguin Group Canada (CDS), 2004. 214 p. ISBN 0-14-301678-4.

Grade 6 – Cluster 2 – An Emerging Nation (1914–1945)

- World Wars (Canada's involvement – First Nations, Inuit, Métis contributions)

**Note:** Teacher Read-Aloud.

**Suggested Use:** Grade 6; Grade 6 – Cluster 2; Student - Depth; Teacher Reference

Date Recommended: 2005-July-25

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## Canada Invents

(Non-Fiction).
Hughes, Susan.
Maple Tree Press (FIR), 2002. 112 p. ISBN 1-894379-24-1.

Grade 6 – Cluster 3 – Shaping Contemporary Canada (1945–Present)

- Industrial and technological advancements

**Note:** Teacher Background Information/Reference

**Suggested Use:** Grade 6; Grade 6 – Cluster 3; Student - Depth; Teacher Reference

Date Recommended: 2003-Aug-25

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## Canada and the Nobel Prize: Biographies, Portraits and Fascinating Facts

(Non-Fiction).
Black, Harry.
Pembroke Publishers Limited (PPL), 2002. 120 p. ISBN 1-55138-150-8.

Grade 6 – Cluster 4 – Canada Today: Democracy, Diversity, and the Influence of the Past

- Individuals (past and present) and achievements

**Suggested Use:** Grade 6; Grade 6 – Cluster 4; Student - Depth

Date Recommended: 2003-Aug-25

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## Canada Votes: How We Elect Our Government

(Non-Fiction).
Granfield, Linda.
Kids Can Press (KCP), 2001. 64 p. ISBN 1-55337-009-0.

Grade 4 – Cluster 2 – Living in Canada

- Government

Grade 6 – Cluster 4 – Canada Today: Democracy, Diversity, and the Influence of the Past

- Government

**Suggested Use:** Grade 6; Grade 6 - Cluster 4; Student - Depth

Date Recommended: 2003-Aug-25.

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## Canada's Prime Ministers, Governors General and Fathers of Confederation

(Non-Fiction).
Coucill, Irma.
Pembroke Publishers Limited (PPL), 1999. 181 p. ISBN 1-55138-114-1.

Grade 6 – Cluster 1 – Building a Nation (1867–1914)

- Prime Ministers (1867–1914)

Grade 6 – Cluster 2 – An Emerging Nation (1914–1945)

- Prime Ministers (1914–1945)

Grade 6 – Cluster 3 – Shaping Contemporary Canada (1945–Present)

- Prime Ministers (1945–Present)

**Note:** Teacher Background Information/Reference

**Suggested Use:** Grade 6; Grade 6 – Cluster 1; Grade 6 – Cluster 2; Grade 6 – Cluster 3; Teacher Reference

Date Recommended: 2003-Aug-25

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## Canadian History: A Nation's First Steps

(Non-Fiction).
Baldwin, Douglas.
(Canadian History). Weigl Educational Publishers (SBC), 2003. 48 p. ISBN 1-553880-015-3.

**Note:** The other recommended resource in this series is in Grade 5.

Grade 6 – Cluster 1 – Building a Nation (1867–1914)

- North West Mounted Police
- Canadian Pacific Railway
- 1885 Resistance
- Gold rushes (Klondike)
- Prime ministers (1867–1914)

**Suggested Use:** Grade 6; Grade 6 – Cluster 1; Student - Breadth and Depth

Date Recommended: 2004-Aug-23

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## Canadian Scientists and Inventors: Biographies of People Who Made a Difference

(Non-Fiction).
Black, Harry.
Pembroke Publishers Limited (PPL), 1997. 138 p. ISBN 1-55138-081-1.

Grade 6 – Cluster 3 – Shaping Contemporary Canada (1945–Present)

- Inventions (kayaks, snowmobiles, Canadarm, insulin, canola…)
- Industrial and technological advancements

Grade 6 – Cluster 4 – Canada Today: Democracy, Diversity, and the Influence of the Past

- Individuals (past and present) and achievements

**Suggested Use:** Grade 6; Grade 6 – Cluster 3; Grade 6 – Cluster 4; Student - Depth

Date Recommended: 2003-Aug-25

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## Crowfoot

(Non-Fiction).
Hacker, Carlotta.
(The Canadians Series). Fitzhenry & Whiteside Limited. (FHW), 1999. 64 p. ISBN 1-55041-467-4.

Grade 6 – Cluster 1 – Building a Nation (1867–1914)

- Treaties and reserves
- Daily life
- Interactions/relationships between groups (First Nations, Inuit, Métis, Anglophones, Francophones, Canadian Government)
- Individuals and events of this time

Grade 6 – Cluster 4 – Canada Today: Democracy, Diversity, and the Influence of the Past

- Individuals (past and present) and achievements

**Note:** Teacher Background Information/Reference

**Suggested Use:** Grade 6; Grade 6 – Cluster 1; Grade 6 – Cluster 4; Teacher Reference

Date Recommended: 2003-Aug-25

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## Dear Canada: Orphan at My Door: The Home Child Diary of Victoria Cope

(Fiction).
Little, Jean.
(Dear Canada Series). Scholastic Canada Ltd. (SCH), 2001. 221 p. ISBN 0-439-98834-9.

Grade 6 – Cluster 1 – Building a Nation (1867–1914)

- Immigration and hardships
- Daily life

**Suggested Use:** Grade 6; Grade 6 – Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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## Destination Gold!

(Out-of-Print) (Fiction).
Lawson, Julie.
Orca Book Publishers Ltd. (ORC), 2000. 210 p. ISBN 1-55143-157-2.

Grade 6 – Cluster 1 – Building a Nation (1867–1914)

- Gold rushes (Fraser River, Cariboo, Klondike)

**Note:** Teacher Read-Aloud

**Suggested Use:** Grade 6; Grade 6 – Cluster 1; Student - Depth; Teacher Reference

Date Recommended: 2003-Aug-25

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## Falcon's Gold: Canada's First Olympic Hockey Heroes

(Fiction).
Arnason, Kathleen.
Coastline Publishing (Coast), 2002. ISBN 0-9689119-2-7.

Grade 6 – Cluster 3 – Shaping Contemporary Canada (1945–Present)

- People and places (factors that shaped contemporary Canadian life)

**Note:** Teacher Read-Aloud

**Suggested Use:** Grade 6; Grade 6 – Cluster 3; Student - Depth; Teacher Reference

Date Recommended: 2003-Aug-25

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## Flags

(Fiction).
Trottier, Maxine.
Fitzhenry & Whiteside Limited. (FHW), 1999. ISBN 0-7737-3136-9.

Grade 6 – Cluster 2 – An Emerging Nation (1914–1945)

- World Wars (Canada's involvement – First Nations, Inuit, Métis contributions)

**Note:** Teacher Read-Aloud

**Suggested Use:** Grade 6; Grade 6 – Cluster 2; Student - Depth; Teacher Reference

Date Recommended: 2003-Aug-25

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## For Every Child

(Non-Fiction).
Castle, Caroline.
Random House of Canada Limited (RAN), 2002. ISBN 0-09-940865-1.

Grade 6 – Cluster 3 – Shaping Contemporary Canada (1945–Present)

- United Nations, the Commonwealth, Organization of American States

**Note:** Teacher Background Information/Reference

**Suggested Use:** Grade 6; Grade 6 – Cluster 3; Student - Depth; Teacher Reference

Date Recommended: 2003-Aug-25

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## Going for Gold

(Non-Fiction).
Le May Doan, Catriona.
McClelland & Stewart Limited (MCC), 2002. 174 p. ISBN 0-7710-2891-1.

Grade 6 – Cluster 4 – Canada Today: Democracy, Diversity, and the Influence of the Past

- Individuals (past and present) and achievements

**Note:** Teacher Read-Aloud

**Suggested Use:** Grade 6; Grade 6 – Cluster 4; Teacher Reference

Date Recommended: 2004-Aug-23

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## Gold Rush Fever

(Fiction).
Greenwood, Barbara.
Kids Can Press (KCP), 2000. 160 p. ISBN 1-55074-850-5.

Grade 6 – Cluster 1 – Building a Nation (1867–1914)

- Gold rushes (Fraser River, Cariboo, Klondike)

**Note:** Teacher Read-Aloud

**Suggested Use:** Grade 6; Grade 6 – Cluster 1; Teacher Reference

Date Recommended: 2003-Aug-25

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## Good-bye Marianne

(Fiction).
Watts, Irene N.
Tundra Books Inc. (RAN), 1998. 105 p. ISBN 0-88776-445-2.

Grade 6 – Cluster 2 – An Emerging Nation (1914–1945)

- World Wars (Canada's involvement – First Nations, Inuit, Métis contributions)

**Suggested Use:** Grade 6; Grade 6 – Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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## High Flight: A Story of World War II

(Non-Fiction).
Granfield, Linda.
Tundra Books Inc. (RAN), 1999. 32 p. ISBN 0-88776-469-X.

Grade 6 – Cluster 2 – An Emerging Nation (1914–1945)

- World Wars (Canada's involvement – First Nations, Inuit, Métis contributions)
- Remembrance Day

**Note:** Teacher Background Information/Reference

**Suggested Use:** Grade 6; Grade 6 – Cluster 2; Teacher Reference

Date Recommended: 2003-Aug-25

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## Images of Nature: Canadian Poets and the Group of Seven

(Fiction).
Booth, David.
Kids Can Press (KCP), 1995. 32 p. ISBN 1-55074-272-8.

Grade 6 – Cluster 4 – Canada Today: Democracy, Diversity, and the Influence of the Past

- Canadian identity
- Individuals (past and present) and achievements

**Note:** Teacher Read-Aloud

**Suggested Use:** Grade 6; Grade 6 – Cluster 4; Student - Depth; Teacher Reference

Date Recommended: 2003-Aug-25

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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

## 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

## 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 judgements 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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## 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 Clusters 2 and 4 outcomes in the Manitoba Grade 5 social studies curriculum, Clusters 1 and 2, in Grade 6, and Cluster 5 of Grade 8. It provides students with a detailed description, maps, and pictures that help them learn more about the sensitive issue of slavery.

**Note:** Teacher Background Information/Reference

**Caution:** Slavery is a sensitive topic.

**Suggested Use:** Grade 6; Grade 6 – Cluster 1; Grade 6 – Cluster 2; Student - Breadth and Depth; Teacher Reference

Date Recommended: 2004-Aug-23

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## The Kids Book of Canada's Railway and How the CPR Was Built

(Non-Fiction).
Hodge, Deborah.
Kids Can Press (KCP), 2000. 48 p. ISBN 1-55074-526-3.

Grade 6 – Cluster 1 – Building a Nation (1867–1914)

- Canadian Pacific Railway

**Note:** Teacher Background Information/Reference

**Suggested Use:** Grade 6; Grade 6 – Cluster 1; Student - Depth; Teacher Reference

Date Recommended: 2003-Aug-25

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## The Kids Book of Canadian Firsts

(Non-Fiction).
Wyatt, Valerie.
Kids Can Press (KCP), 2001. 56 p. ISBN 1-55074-965-X.

Grade 6 – Cluster 3 – Shaping Contemporary Canada (1945–Present)

- Inventions (kayaks, snowmobiles, Canadarm, insulin, canola…)

**Suggested Use:** Grade 6; Grade 6 – Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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## The Killick: A Newfoundland Story

(Fiction).
Butler, Geoff.
Tundra Books Inc. (RAN), 1998. 82 p. ISBN 0-88776-449-5.

Grade 6 – Cluster 2 – An Emerging Nation (1914–1945)

- World Wars (Canada's involvement – First Nations, Inuit, Métis contributions)

**Note:** Teacher Read-Aloud

**Suggested Use:** Grade 6; Grade 6 – Cluster 2; Student - Depth; Teacher Reference

Date Recommended: 2003-Aug-25

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## The Klondike Cat

(Fiction).
Lawson, Julie.
Kids Can Press (KCP), 2002. ISBN 1-55337-013-9.

Grade 6 – Cluster 1 – Building a Nation (1867–1914)

- Gold rush (Klondike)

**Suggested Use:** Grade 6; Grade 6 – Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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## Lord of the Nutcracker Men

(Fiction).
Lawrence, Iain.
Delacorte Pr. (RAN), 2001. 212 p. ISBN 0-440-72924-7.

Grade 6 – Cluster 2 – An Emerging Nation (1914–1945)

- World Wars (Canada's involvement – First Nations, Inuit, Métis contributions)

**Note:** Teacher Read-Aloud

**Suggested Use:** Grade 6; Grade 6 – Cluster 2; Student - Depth; Teacher Reference

Date Recommended: 2003-Aug-25

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## Lucy Maud Montgomery: A Writer's Life

(Non-Fiction).
Bailey, Linda.
Kids Can Press (KCP), 2001. 32 p. ISBN 1-55074-489-5.

Grade 6 – Cluster 4 – Canada Today: Democracy, Diversity, and the Influence of the Past

- Individuals (past and present) and achievements

**Suggested Use:** Grade 6; Grade 6 – Cluster 4; Student - Depth

Date Recommended: 2003-Aug-25

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## Made in Canada: 101 Amazing Achievements

(Non-Fiction).
Spencer, Beverley.
Scholastic Canada Ltd. (SCH), 2002. 167 p. ISBN 0-439-98852-7.

Grade 6 – Cluster 3 – Shaping Contemporary Canada (1945–Present)

- Inventions (kayaks, snowmobiles, Canadarm, insulin, canola…)

**Suggested Use:** Grade 6; Grade 6 – Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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## The Man Who Ran Faster Than Everyone: The Story of Tom Longboat

(Non-Fiction).
Batten, Jack.
Tundra Books Inc. (RAN), 2002. 104 p. ISBN 0-88776-507-6.

Grade 6 – Cluster 4 – Canada Today: Democracy, Diversity, and the Influence of the Past

- Individuals (past and present) and achievements

**Suggested Use:** Grade 6; Grade 6 – Cluster 4; Student - Depth

Date Recommended: 2003-Aug-25

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**The following two books are part of the My Canada series:**

- My Canada: A Bloom of Friendship: The Story of the Canadian Tulip Festival
- My Canada: Our Song: The Story of O Canada: The Canadian National Anthem

## My Canada: A Bloom of Friendship: The Story of the Canadian Tulip Festival

(Non-Fiction).
Renaud, Anne.
(My Canada series). Lobster Press Limited (UTP), 2004. ISBN 189322289-X.

Grade 6 – Cluster 4 – Canada Today: Democracy, Diversity, and the Influence of the Past

- Canadian identity

**Suggested Use:**

**Grade 6;** Grade 6 – Cluster 4; Student - Depth

Date Recommended: 2005-July-25

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## My Canada: Our Song: The Story of O Canada: The Canadian National Anthem

(Non-Fiction).
Kuitenbrouwer, Peter.
(My Canada series). Lobster Press Limited (UTP), 2004. ISBN 189422267-9.

Grade 6 – Cluster 4 – Canada Today: Democracy, Diversity, and the Influence of the Past

- Canadian identity

**Note:** Teacher Read-Aloud

**Suggested Use:**

**Grade 6;** Grade 6 – Cluster 4; Student - Depth; Teacher Reference

Date Recommended: 2005-July-25

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## My Country, Our History: Canada from 1867 to the Present

(Student Book) (Integrated Resource).
Hux, Allan D.
Pippin Publishing Corporation (UTP), 2002. 224 p. ISBN 0-88751-091-4.

This softcover resource supports the majority of the Grade 6 learning outcomes for the Manitoba social studies curriculum. It focuses on Canada's history from Confederation to the present day. It does not provide a comprehensive focus on how the provinces and territories joined Canada. Canada's involvement in international organizations is not treated in-depth. It should be noted that the discussion of the Northwest Territories government is somewhat inaccurate.
The resource chronologically follows the history of Canada and is broken into major themes and time periods. Study questions and case studies are provided throughout the student text. The text uses bold typeface to highlight key words. The resource is laid out with each paragraph enumerated, so it is easy to find specific material. It contains a thorough table of contents but no index. Aboriginal and Francophone content is limited.

**Suggested Use:** Grade 6; Grade 6 – Cluster 1; Grade 6 – Cluster 2; Grade 6 – Cluster 3; Grade 6 – Cluster 4; Student - Breadth and Depth

Date Recommended: 2003-Mar-10

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## My Country, Our History: Canada from 1867 to the Present. Teacher's Resource Book

(Integrated Resource).
Hux, Allan D.
Pippin Publishing Corporation (UTP), 1996. 218 p. ISBN 0-88751-059-0.

This teacher's resource package is designed to be used with the student text, My Country, Our History. This resource supports the majority of the Grade 6 learning outcomes for the Manitoba social studies curriculum. It focuses on Canada's history from Confederation to the present day. This resource has a strong emphasis on teaching English language arts, and is designed to be used with English as a Second Language students. Significant Aboriginal and Francophone content is lacking in this resource.

**Suggested Use:** Grade 6; Grade 6 – Cluster 1; Grade 6 – Cluster 2; Grade 6 – Cluster 3; Grade 6 – Cluster 4; Teacher Reference

Date Recommended: 2003-Mar-10

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## Ojibway Ceremonies

(Fiction).
Johnston, Basil.
McClelland & Stewart Limited (RAN), 1982. 171 p. ISBN 0-7710-4445-3.

Grade 6 – Cluster 3 – Shaping Contemporary Canada (1945–Present)

- Aboriginal rights (values)

**Suggested Use:** Grade 6; Grade 6 – Cluster 3; Teacher Reference

Date Recommended: 2003-Aug-25

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## Ojibway Heritage

(Fiction).
Johnston, Basil.
McClelland & Stewart Limited (RAN), 1976. 171 p. ISBN 0-7710-4442-9.

Grade 6 – Cluster 3 – Shaping Contemporary Canada (1945–Present)

- Aboriginal rights (values)

**Suggested Use:** Grade 6; Grade 6 – Cluster 3; Teacher Reference

Date Recommended: 2003-Aug-25

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**The following seven books recommended for Grade 6 are part of the Our Canadian Girl series:**

- Our Canadian Girl: Angelique: Book Two: The Long Way Home
- Our Canadian Girl: Izzie: Book Two: Trongate Fury
- Our Canadian Girl: Margit: Book One: Home Free
- Our Canadian Girl: Margit: Book Two: A Bit of Love and a Bit of Luck
- Our Canadian Girl: Penelope: Book Two: The Glass Castle
- Our Canadian Girl: Penelope: Book Three: An Irish Penny
- Our Canadian Girl: Penelope: Book Four: Christmas Reunion

**The following two books recommended for Grade 5 are part of the Our Canadian Girl series and can be found in the Grade 5 bibliography:**

- Our Canadian Girl: Angelique: Book One: Buffalo Hunt
- Our Canadian Girl: Elizabeth: Book Two: To Pirate Island

## Our Canadian Girl: Angelique: Book Two: The Long Way Home

(Fiction).
Taylor, Cora.
(Our Canadian Girl). Penguin Group Canada (CDS), 2005. 110 p. ISBN 0-14-301463-3.

Grade 6 – Cluster 1 – Building a Nation (1867–1914)

- Daily life

**Suggested Use:** Grade 6; Grade 6 – Cluster 1; Student - Depth

Date Recommended: 2005-July-25

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## Our Canadian Girl: Izzie: Book Two: Trongate Fury

(Fiction).
Wilson, Budge.
(Our Canadian Girl). Penguin Group Canada (CDS), 2005. 100 p. ISBN 0-14-301465-X.

Grade 6 – Cluster 2 – An Emerging Nation (1914–1945)

- World Wars (Canada's involvement – First Nations, Inuit, Métis contributions)

**Suggested Use:** Grade 6; Grade 6 – Cluster 2; Student - Depth

Date Recommended: 2005-July-25

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## Our Canadian Girl: Margit: Book One: Home Free

(Fiction).
Kacer, Kathy.
(Our Canadian Girl). Penguin Group Canada (CDS), 2003. 87 p. ISBN 0-14-331200-6.

Grade 6 – Cluster 2 – An Emerging Nation (1914–1945)

- World Wars (Canada's involvement – First Nations, Inuit, Métis contributions)

**Suggested Use:** Grade 6; Grade 6 – Cluster 2; Student - Depth

Date Recommended: 2005-July-25

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## Our Canadian Girl: Margit: Book Two: A Bit of Love and a Bit of Luck

(Fiction).
Kacer, Kathy.
(Our Canadian Girl). Penguin Group Canada (CDS), 2005. 89 p. ISBN 0-14-301675-X.

Grade 6 – Cluster 3 – Shaping Contemporary Canada (1945–Present)

- People and places (factors that shaped contemporary Canadian life)

**Suggested Use:** Grade 6; Grade 6 – Cluster 3; Student - Depth

Date Recommended: 2005-July-25

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## Our Canadian Girl: Penelope: Book Two: The Glass Castle

(Fiction).
McKay, Sharon E.
(Our Canadian Girl). Penguin Group Canada (CDS), 2002. 107 p. ISBN 0-14-331207-3.

Grade 6 – Cluster 2 – An Emerging Nation (1914–1945)

- World Wars (Canada's involvement – First Nations, Inuit, Métis contributions)

**Suggested Use:** Grade 6; Grade 6 – Cluster 2; Student - Depth

Date Recommended: 2005-July-25

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## Our Canadian Girl: Penelope: Book Three: An Irish Penny

(Fiction).
McKay, Sharon E.
(Our Canadian Girl). Penguin Group Canada (CDS), 2003. 107 p. ISBN 0-14-301464-1.

Grade 6 – Cluster 2 – An Emerging Nation (1914–1945)

- World Wars (Canada's involvement – First Nations, Inuit, Métis contributions)

**Suggested Use:** Grade 6; Grade 6 – Cluster 2; Student - Depth

Date Recommended: 2005-July-25

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## Our Canadian Girl: Penelope: Book Four: Christmas Reunion

(Fiction).
McKay, Sharon E.
(Our Canadian Girl). Penguin Group Canada (CDS), 2004. 118 p. ISBN 0-14-301670-9.

Grade 6 – Cluster 2 – An Emerging Nation (1914–1945)

- World Wars (Canada's involvement – First Nations, Inuit, Métis contributions)

**Suggested Use:** Grade 6; Grade 6 – Cluster 2; Student - Depth

Date Recommended: 2005-July-25

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## Peacebound Trains

(Fiction).
Balgassi, Haemi.
Houghton Mifflin Company (ALL), 1996. 48 p. ISBN 0-618-04030-7.

Grade 6 – Cluster 2 – An Emerging Nation (1914–1945)

- World Wars (Canada's involvement – First Nations, Inuit, Métis contributions)

**Note:** Teacher Read-Aloud

**Suggested Use:** Grade 6; Grade 6 – Cluster 2; Teacher Reference

Date Recommended: 2003-Aug-25

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## Pier 21: Gateway of Hope

(Non-Fiction).
Granfield, Linda.
Tundra Books Inc. (RAN), 2000. ISBN 0-88776-517-3.

Grade 6 – Cluster 1 – Building a Nation (1867–1914)

- Immigration and hardships

Grade 6 – Cluster 2 – An Emerging Nation (1914–1945)

- World Wars (Canada's involvement – First Nations, Inuit, Métis contributions)

Grade 6 – Cluster 3 – Shaping Contemporary Canada (1945–Present)

- World conflicts (Canadian involvement)
- Global events and forces (Canadian involvement)

**Note:** Teacher Background Information/ Reference

**Suggested Use:** Grade 6; Grade 6 – Cluster 1; Grade 6 – Cluster 2; Grade 6 – Cluster 3; Student - Depth; Teacher Reference

Date Recommended: 2003-Aug-25

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## Remember Me

(Fiction).
Watts, Irene N.
Tundra Books Inc. (RAN), 2000. 174 p. ISBN 0-88776-519-X.

Grade 6 – Cluster 2 – An Emerging Nation (1914–1945)

- World Wars (Canada's involvement – First Nations, Inuit, Métis contributions)

Grade 6 – Cluster 4 – Canada Today: Democracy, Diversity, and the Influence of the Past

- Canadian identity
- Individuals (past and present) and achievements

**Note:** Teacher Read-Aloud

**Suggested Use:** Grade 6; Grade 6 – Cluster 2; Grade 6 – Cluster 4; Student - Depth; Teacher Reference

Date Recommended: 2003-Aug-25

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## Sadako and the Thousand Paper Cranes

(Fiction).
Coerr, Eleanor.
Scholastic Canada Ltd. (SCH), 1977. 47 p. ISBN 0-439-16824-4.

Grade 6 – Cluster 2 – An Emerging Nation (1914–1945)

- World Wars (Canada's involvement – First Nations, Inuit, Métis contributions)

**Suggested Use:** Grade 6; Grade 6 – Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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## Singing Towards the Future: The Story of Portia White

(Non-Fiction).
Goodall, Lian.
Napoleon Publishing Inc. (CDS), 2004. 63 p. ISBN 1-894917-08-1.

Grade 6 – Cluster 4 – Canada Today: Democracy, Diversity, and the Influence of the Past

- Individuals (past and present) and achievements

**Note:** Teacher Read-Aloud

**Suggested Use:** Grade 6; Grade 6 – Cluster 4; Teacher Reference

Date Recommended: 2005-July-25

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## The Stoneboat

(Fiction).
Jam, Teddy.
Groundwood Books (GROUND), 1999. ISBN 0-88899-368-4.

Grade 6 – Cluster 1 – Building a Nation (1867–1914)

- Daily life
- Immigration and hardships

**Note:** Teacher Read-Aloud

**Suggested Use:** Grade 6; Grade 6 – Cluster 1; Student - Depth; Teacher Reference

Date Recommended: 2003-Aug-25

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## The Story of Flight

(Non-Fiction).
Rinard, Judith E.
Annick Press (FIR), 2002. 64 p. ISBN 1-55297694-7.

Grade 6 – Cluster 3 – Shaping Contemporary Canada (1945–Present)

- Inventions (kayaks, snowmobiles, Canadarm, insulin, canola…)

**Suggested Use:** Grade 6; Grade 6 – Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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## This Land is My Land

(Non-Fiction).
Littlechild, George.
Fitzhenry & Whiteside Limited. (FHW), 1999. 30 p. ISBN 0-89239-184-7.

Grade 6 – Cluster 4 – Canada Today: Democracy, Diversity, and the Influence of the Past

- Self-determination (First Nations, Inuit, Métis)

**Note:** Teacher Background Information/Reference

**Suggested Use:** Grade 6; Grade 6 – 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 True Story of Trapper Jack's Left Big Toe

(Non-Fiction).
Wallace, Ian.
Groundwood Books (GROUND), 2001. ISBN 0-88899-415-X.

Grade 6 – Cluster 1 – Building a Nation (1867–1914)

- Gold rushes (Fraser River, Cariboo, Klondike)

**Caution:** Reference to amputation

**Suggested Use:** Grade 6; Grade 6 – Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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## War Game

(Fiction).
Foreman, Michael.
Pavilion Books Limited (RAI), 1997. ISBN 1-85793-713-9.

Grade 6 – Cluster 2 – An Emerging Nation (1914–1945)

- World Wars (Canada's involvement – First Nations, Inuit, Métis contributions)

**Note:** Teacher Read-Aloud

**Suggested Use:** Grade 6; Grade 6 – Cluster 2; Teacher Reference

Date Recommended: 2003-Aug-25

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## Where Poppies Grow: A World War I Companion

(Non-Fiction).
Granfield, Linda.
Fitzhenry & Whiteside Limited. (FHW), 2001. 48 p. ISBN 0-7737-3319-1.

Grade 6 – Cluster 2 – An Emerging Nation (1914–1945)

- World Wars (Canada's involvement – First Nations, Inuit, Métis contributions)
- Remembrance Day

**Note:** Teacher Background Information/Reference

**Suggested Use:** Grade 6; Grade 6 – Cluster 2; Student - Depth; Teacher Reference

Date Recommended: 2003-Aug-25

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## White Jade Tiger

(Fiction).
Lawson, Julie.
Beach Holme Publishing Ltd. (BHL), 1993. 168 p. ISBN 0-88878-332-9.

Grade 6 – Cluster 1 – Building a Nation (1867–1914)

- Cultural diversity
- Daily life
- Individuals and events of this time
- Canadian Pacific Railway

**Note:** Cross-curricular novel with slight connections to outcomes in the Manitoba Grade 6 social studies curriculum. Useful as an introduction/follow-up activity.

**Suggested Use:** Grade 6; Grade 6 – Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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## William Lyon Mackenzie King: Dreams and Shadows

(Non-Fiction).
Goodal, Lian.
(The Quest; 19 Series). XYZ Publishing (XYZ), 2003. 181 p. ISBN 1-894852-02-8.

Grade 6 – Cluster 2 – An Emerging Nation (1914–1945)

- Prime Ministers (1914–1945)

**Note:** For teacher use only, Teacher Background Information/Reference

**Suggested Use:** Grade 6; Grade 6 – Cluster 2; Teacher Reference

Date Recommended: 2003-Aug-25

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# Grade 6: Alphabetical List of Resources by Cluster

**Note:** Some resources are listed under more than one cluster.

## Grade 6 – Cluster 1

Amazing Stories: The Incredible Adventures of Louis Riel: Canada's Most Famous Revolutionary

Amazing Stories: Native Chiefs and Famous Métis: Leadership and Bravery in the Canadian West

Amazing Stories: Sam Steele, The Wild West Adventures of Canada's Most Famous Mountie

Battle Cry at Batoche

Belle of Batoche

Boldly Canadian: The Story of the RCMP

Canada's Prime Ministers, Governors General and Fathers of Confederation

Canadian History: A Nation's First Steps

Crowfoot

Dear Canada: Orphan at My Door: The Home Child Diary of Victoria Cope

Destination Gold! (Out-of-Print)

Gold Rush Fever

The Kids Book of Black Canadian History

A Kids Book of Canada's Railway and How the CPR was Built

The Klondike Cat

My Country, Our History: Canada from 1867 to the Present (Student Book)

My Country, Our History: Canada from 1867 to the Present. Teacher's Resource Book

Our Canadian Girl: Angelique: Book Two: The Long Way Home

Pier 21: Gateway of Hope

The Stoneboat

Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

The True Story of Trapper Jack's Left Big Toe

White Jade Tiger

## Grade 6 – Cluster 2

Amazing Stories: Klondike Joe Boyle: Heroic Adventures From Gold Fields to Battlefields

Amazing Stories: Unsung Heroes of the Royal Canadian Air Force: Incredible Tales of Courage and Daring During World War II

Anna's Goat

A Brave Soldier

Caged Eagles

Camp 30

Canada's Prime Ministers, Governors General and Fathers of Confederation

Flags

Good-bye Marianne

High Flight: A Story of World War II

## Grade 6 – Cluster 2 (continued)

In the Global Classroom 1
The Kids Book of Black Canadian History
The Killick: A Newfoundland Story
Lord of the Nutcracker Men
My Country, Our History: Canada from 1867 to the Present (Student Book)
My Country, Our History: Canada from 1867 to the Present. Teacher's Resource Book
Our Canadian Girl: Izzie: Book Two: Trongate Fury
Our Canadian Girl: Margit: Book One: Home Free
Our Canadian Girl: Penelope: Book Two: The Glass Castle
Our Canadian Girl: Penelope: Book Three: An Irish Penny
Our Canadian Girl: Penelope: Book Four: Christmas Reunion
Peacebound Trains
Pier 21: Gateway of Hope
Remember Me
Sadako and the Thousand Paper Cranes
War Game
Where Poppies Grow: A World War I Companion
William Lyon Mackenzie King: Dreams and Shadows

## Grade 6 – Cluster 3

Alexander Graham Bell: An Inventive Life
As Long as the Rivers Flow: A Last Summer Before Residential School
Canada Invents
Canada's Prime Ministers, Governors General and Fathers of Confederation
Canadian Scientists and Inventors: Biographies of People Who Made a Difference
Falcon's Gold: Canada's First Olympic Hockey Heroes
For Every Child
A Kids Book of Canadian Firsts
Made in Canada: 101 Amazing Achievements
My Country, Our History: Canada from 1867 to the Present (Student Book)
My Country, Our History: Canada from 1867 to the Present. Teacher's Resource Book
Ojibway Ceremonies
Ojibway Heritage
Our Canadian Girl: Margit: Book Two: A Bit of Love and a Bit of Luck
Pier 21: Gateway of Hope
The Story of Flight

## Grade 6 – Cluster 4

Alexander Graham Bell: An Inventive Life
Amazing Stories: Marilyn Bell: The Heart-Stopping Tale of Marilyn's Record-Breaking Swim
Battle Cry at Batoche
Breaking Free: The Story of William Kurelek
Canada and the Nobel Prize: Biographies, portraits and fascinating facts
Canada Votes: How We Elect Our Government
Canadian Scientists and Inventors: Biographies of People Who Made a Difference
Crowfoot
Going for Gold
Images of Nature: Canadian Poets and the Group of Seven
In the Global Classroom 1
In the Global Classroom 2
Is That Right? Critical Thinking and the Social World of the Young Learner
Lucy Maud Montgomery: A Writer's Life
The Man Who Ran Faster Than Everyone: The Story of Tom Longboat
My Canada: A Bloom of Friendship: The Story of the Canadian Tulip Festival
My Canada: Our Song: The Story of O Canada: The Canadian National Anthem
My Country, Our History: Canada from 1867 to the Present (Student Book)
My Country, Our History: Canada from 1867 to the Present. Teacher's Resource Book
Remember Me
Singing Towards the Future: The Story of Portia White
This Land Is My Land
Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

*Resources Organized by Learning Experiences*

**Appendix G**

**GRADE 6**

## Grade 6 Resources Organized by Learning Experiences

**Sensitive Content and Local Selection of Learning Resources**

Although each resource listed in this bibliography has been reviewed by a team of Manitoba social studies teachers, school divisions/districts 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 Used in the Learning Experiences

- **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 Learning Resources

The resources listed are available from the Instructional Resources Unit (IRU), Manitoba Education, Citizenship and Youth, and accessible by Manitoba educators and registered patrons of the IRU.

**To register as a patron, renew resources and inquire about loans, contact:**

| | | |
|---|---|---|
| Instructional Resources Unit | Telephone | (204) 945-5371 |
| Manitoba Education, Citizenship and Youth | Toll Free | 1-800-282-8069 ext. 5371 |
| 1181 Portage Avenue | | |
| Winnipeg, MB R3G 0T3 | Email | irucirc@gov.mb.ca |

## Online Catalogue

To conduct searches of the library's collections, visit the online catalogue at: <http://libcat.merlin.mb.ca>.

## Videos and DVDs

The videos listed in this document were available from the IRU at the time of printing. However, in some cases there may be limited availability and videos may not always be available as needed.

Please consult the IRU for a list of DVD resources to support the Grade 6 learning experiences. At time of publication that list was not available.

## Free Materials and Websites

Please note that the free materials and websites listed in this document were available at the time of publication. However, if some of the items or web addresses are not accessible, please contact the host organization for alternatives.

## Cluster 1: Building a Nation (1867 to 1914)

### 6.1.1 A New Nation

Specific Learning Outcomes: KC 001; KC 002; KL 022; KL 023; VC 001

*Teacher Reference*

- My Country, Our History: Canada From 1867 to the Present (Teacher's Resource Book)
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

*Student Breadth and Depth*

- My Country, Our History: Canada From 1867 to the Present (Student Text)

*Free Materials*

- Statistics Canada
  <www.statcan.ca/english/edu>
  Check for learning resources and statistics useful for Grade 6.

### 6.1.2 Manitoba Enters Confederation

Specific Learning Outcomes: KH 027; KH 033; VH 012

*Teacher Reference*

- Amazing Stories: The Incredible Adventures of Louis Riel: Canada's Most Famous Revolutionary (Read-Aloud)
- My Country, Our History: Canada From 1867 to the Present (Teacher's Resource Book)
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

*Student Depth*

- Battle Cry at Batoche – novel

*Student Breadth and Depth*

- My Country, Our History: Canada From 1867 to the Present (Student Text)

*Videos*

- Batoche: Four Bloody Days in May
  Media Booking #1522
  See annotation, page G16
  • Louis Riel: Part One: Manitoba: the Red River Rebellion
  Media Booking #7428
  See annotation, page G17

### 6.1.3 "A mari usque ad mare" [From Sea to Sea]

Specific Learning Outcomes: KH 029; KH 030; KH 031; KH 033; KH 034

*Teacher Reference*

- Amazing Stories: Sam Steele, The Wild West Adventures of Canada's Most Famous Mountie (Read-Aloud)
- My Country, Our History: Canada From 1867 to the Present (Teacher's Resource Book)
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

*Student Depth*

- Amazing Stories: Sam Steele, The Wild West Adventures of Canada's Most Famous Mountie (Read-Aloud)
- Boldly Canadian: The Story of the RCMP
- Canada's Prime Ministers: Governors General and Fathers of Confederation
- Canadian History: A Nation's First Steps
- Destination Gold (Out of Print)
- Gold Rush Fever
- The Kids Book of Canada's Railway and How the CPR Was Built
- The Klondike Cat – picture book
- The True Story of Trapper Jack's Left Big Toe – picture book
- White Jade Tiger – novel

*Student Breadth and Depth*

- My Country, Our History: Canada From 1867 to the Present (Student Text)

*Videos*

- Canadian Steel, Chinese Grit: Monument of the Nameless Heroes
  Media Booking #5752
  See annotation, page G16
- Chilkoot Trail: The Meanest 32 Miles in History
  Media Booking #1491
  See annotation, page G16
- Dawson City: Heart of the Klondike.
  Media Booking #0933
  See annotation, page G16
- First Lady of the Yukon: Martha Black
  Media Booking #8669
  See annotation, page G19
- The Origin of the RCMP: The Great March West
  Media Booking #1828
  See annotation, page G17

## 6.1.4 Aboriginal Peoples and the Growing Nation of Canada

Specific Learning Outcomes: KI 007; KH 028; KH 032

*Teacher Reference*

- Amazing Stories: Native Chiefs and Famous Métis: Leadership and Bravery in the Canadian West (Read-Aloud)
- Belle of Batoche (Read-Aloud)
- My Country, Our History: Canada From 1867 to the Present (Teacher's Resource Book)
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

*Student Depth*

- Battle Cry at Batoche – novel
- Belle of Batoche (Read-Aloud)
- Canada's Prime Ministers: Governors General and Fathers of Confederation
- The Canadians: Crowfoot

*Student Breadth and Depth*
- My Country, Our History: Canada From 1867 to the Present (Student Text)

*Video*
- Batoche: Four Bloody Days in May.
  Media Booking #1522
  See annotation, page G16

## 6.1.5 Immigration

Specific Learning Outcomes: KI 008; KI 009; KI 010; KH 034; VI 005

*Teacher Reference*
- My Country, Our History: Canada From 1867 to the Present (Teacher's Resource Book)
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

*Student Depth*
- Canada's Prime Ministers: Governors General and Fathers of Confederation
- Dear Canada: Orphan at My Door: The Home Child Diary of Victoria Cope – novel
- The Stoneboat
- Our Canadian Girl: Angelique: Book 2 – The Long Way Home
- Pier 21: Gateway of Hope

*Student Breadth and Depth*
- The Kids Book of Black Canadian History
- My Country, Our History: Canada From 1867 to the Present (Student Text)

*Free Materials*
- Pier 21
  <pier21.ns.ca>
  Pier 21 Literature
  Immigration Education Kit and FAQ list
- Canada's Citizenship Week Materials – Citizenship Education and Activities
  <www.cic.gc.ca/english/citizen/menu-promotion.html>
- Canada's Citizenship Week Materials Celebrate Citizenship Year Round
  <www.cic.gc.ca/english/citizen/celebrate.html>
- Canada's Citizenship Week Materials Look at Canada – citizenship booklet
  <www.cic.gc.ca/english/citizen/look/look-00e.html>

*Videos*

A Scattering of Seeds: The Creation of Canada Series:
There is a great deal of detail and it is not recommended that each video be watched in its entirety. (Each video is 24 minutes.)
- Acadian Spirit: The Legacy of Philippe d'Entremont
  Media Booking #8653
  See annotation, page G18
  • Breaking the Ice: The Mary Ann Shadd Story
  Media Booking #8647
  See annotation, page G18

- The First Seeding: The Legacy and Tenacity of Louis Hebert
  Media Booking #8667
  See annotation, page G19
- For the Love of God: The Mennonites and Benjamin Eby
  Media Booking #8528
  See annotation, page G19
- The Force of Hope
  Media Booking #8526
  See annotation, page G19
- The Fullness of Time: Ukrainian Stories from Alberta
  Media Booking #8665
  See annotation, page G19
- The Impossible Home: Robert Kroetsch and his German Roots
  Media Booking #8661
  See annotation, page G20
- A Land as Green as the Sea
  Media Booking #8668
  See annotation, page G20
- Passage from India
  Media Booking #8663
  See annotation, page G20
- The Road Chosen: The Story of Lem Wong
  Media Booking #8527
  See annotation, page G20
- Something from Nothing: The Shumiatcher Saga
  Media Booking #8524
  See annotation, page G20
- Sons and Daughters: The Italians of Schrieber
  Media Booking #8655
  See annnotation, page G20
- Watari Dori: A Bird of Passage
  Media Booking #8656
  See annotation, page G21

## Cluster 2: An Emerging Nation (1914 to 1945)

### 6.2.1 World War I

Specific Learning Outcomes: KC 003; KH 036; KG 039; KG 040

*Teacher Reference*

- Amazing Stories: Klondike Joe Boyle: Heroic Adventures From Gold Fields to Battlefields (Read-Aloud)
- In the Global Classroom 1
- My Country, Our History: Canada From 1867 to the Present (Teacher's Resource Book)
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- War Game

*Student Depth*

- Amazing Stories: Klondike Joe Boyle: Heroic Adventures From Gold Fields to Battlefields (Read-Aloud)
- A Brave Soldier – picture book
- Canada's Prime Ministers: Governors General and Fathers of Confederation
- Flags
- Lord of the Nutcracker Men – novel
- Our Canadian Girl: Penelope: Book 2: The Glass Castle
- Our Canadian Girl: Penelope: Book 3: An Irish Penny
- Our Canadian Girl: Penelope: Book 4: Christmas Reunion
- Pier 21: Gateway of Hope
- The Real Winnie: A One-of-a-Kind Bear (Out of Print)
- Where Poppies Grow: A World War I Companion

*Student Breadth and Depth*

- My Country, Our History: Canada From 1867 to the Present (Student Text)

*Free Materials*

- First World War – From Colony to Country: A Reader's Guide to Canadian Military History
  <http://www.collectionscanada.ca/military/025002-6000-e.html>
  Explore Canada's memories online where many digital exhibitions are stored.

*Videos*

- Remembrance Day
  Media Booking #7515
  See annotation, page G18

### 6.2.2 Social Change

Specific Learning Outcomes: KH 035; KH 037; KP 046; KE 057; VI 006; VH 013

*Teacher Reference*

- In the Global Classroom 1
- My Country, Our History: Canada From 1867 to the Present (Teacher's Resource Book)
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

*Student Breadth and Depth*
- The Kids Book of Black Canadian History
- My Country, Our History: Canada From 1867 to the Present (Student Text)

*Videos*
- Nellie McClung: The Sculpting of Angels
  Media Booking #5132
  See annotation, page G17
  (The video is 45 minutes long and could be watched in segments.)

## 6.2.3 Depression

Specific Learning Outcomes: KL 024; KH 036; KE 056

*Teacher Reference*
- In the Global Classroom 1
- My Country, Our History: Canada From 1867 to the Present (Teacher's Resource Book)
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

*Student Depth*
- Canada's Prime Ministers: Governors General and Fathers of Confederation
- William Lyon Mackenzie King – novel

*Student Breadth and Depth*
- My Country, Our History: Canada From 1867 to the Present (Student Text)

*Videos*
- The Great Depression
  Media Booking #5597
  See annotation, page G17

## 6.2.4 World War II

Specific Learning Outcomes: KI 012; KH 036; KG 041; KG 042; VG 014

*Teacher Reference*
- Amazing Stories: Unsung Heroes of the Royal Canadian Air Force: Incredible Tales of Courage and Daring During World War II (Read-Aloud)
- Camp 30 (Read-Aloud)
- In the Global Classroom 1
- My Country, Our History: Canada From 1867 to the Present (Teacher's Resource Book)
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- War Game

*Student Depth*
- Amazing Stories: Unsung Heroes of the Royal Canadian Air Force: Incredible Tales of Courage and Daring During World War II (Read-Aloud)
- Anna's Goat – picture book
- Caged Eagles – novel
- Camp 30 (Read-Aloud)
- Canada's Prime Ministers: Governors General and Fathers of Confederation

- Flags
- Good-bye Marianne – novel
- High Flight: A Story of World War II
- The Killick: A Newfoundland Story
- Our Canadian Girl: Izzie: Book 2: Trongate Fury
- Our Canadian Girl: Margit: Book 1: Home Free
- Peacebound TrainsPier 21: Gateway of Hope
- Remember Me – novel
- Sadako and the Thousand Paper Cranes
- William Lyon Mackenzie King – novel

*Student Breadth and Depth*

- My Country, Our History: Canada From 1867 to the Present (Student Text)

*Free Materials*

- Pier 21
  <pier21.ns.ca>
  Pier 21 Literature
  Immigration Education Kit and FAQ list
- Veterans' Affairs
  <www.vac-acc.gc.ca>
  *Other Related Sites to Veterans' Affairs:*
  — Canadian War Museum: <www.warmuseum.ca>
  — Royal Canadian Legion: <www.legion.ca>
  — Peacekeeping Veterans Association: <www.islandnet.com/~duke/cpva.htm>
  — Korean Veterans Association: <www.kva.fsn.net/>
  — War Amps of Canada: <www.waramps.ca/>
  — Department of National Defence heritage and history: <www.forces.gc.ca/dhh/>
  Canadian War Memorials Project:
  — The Memory Project – Peace and War: <www.TheMemoryProject.com>
  To arrange for a local veteran to visit your students, or to request materials, contact the Dominion Institute toll-free at 1-866-701-1867 or by email at: memory@dominion.ca.
  — Legion Teacher's Guide: <www.legion.ca>
- Canada's Digital Collections
  <http://www.collectionscanada.ca/primeministers/index-e.html>
  First Among Equals: The Prime Minister in Canadian Life and Politics

## Cluster 3: Shaping Contemporary Canada (1945 to Present)

### 6.3.1 Overview of Contemporary Canada

Specific Learning Outcomes: KL 025; KH 038

*Teacher Reference*

- My Country, Our History: Canada From 1867 to the Present (Teacher's Resource Book)
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

*Student Depth*

- Canada's Prime Ministers: Governors General and Fathers of Confederation

*Student Breadth and Depth*

- My Country, Our History: Canada From 1867 to the Present (Student Text)

*Free Materials*

Canada's Digital Collections

a) First Among Equals: The Prime Minister in Canadian Life and Politics
<http://www.collectionscanada.ca/primeministers/index-e.html>
b) The National Archive of Canada
<http://collections.gc.ca/plast/ftsteps/na_e.htm>
c) Learning Centre for Teachers
<http://www.collectionscanada.ca/education/008-1000-e.html>

### 6.3.2 A Changing and Diverse Population

Specific Learning Outcomes: KI 013; KI 013F; KI 014; KI 015; KI 015F; VI 007; VI 007A; VI 007F; VI 008

*Teacher Reference*

- My Country, Our History: Canada From 1867 to the Present (Teacher's Resource Book)
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

*Student Depth*

- As Long as the Rivers Flow: A Last Summer Before Residential School
- Ojibway Ceremonies
- Ojibway Heritage

*Student Breadth and Depth*

- My Country, Our History: Canada From 1867 to the Present (Student Text)

### 6.3.3 A Modern Industrialized Nation

Specific Learning Outcomes: KE 058; KE 059

*Teacher Reference*

- My Country, Our History: Canada From 1867 to the Present (Teacher's Resource Book)
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

*Student Depth*
- Alexander Graham Bell: An Inventive Life
- Canada Invents
- Canadian Scientists and Inventions: Biographies of People Who Made a Difference
- The Kids Book of Canadian Firsts
- The Story of Flight
- Made in Canada: 101 Amazing Achievements

*Student Breadth and Depth*
- My Country, Our History: Canada From 1867 to the Present (Student Text)

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### 6.3.4 Canada on the World Stage

Specific Learning Outcomes: KG 043; KG 044; KG 045

*Teacher Reference*
- My Country, Our History: Canada From 1867 to the Present (Teacher's Resource Book)
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

*Student Depth*
- Falcons Gold: Canada's First Olympic Hockey Heroes
- For Every Child
- Our Canadian Girl: Margit: Book 2: A Bit of Love and a Bit of Luck
- Pier 21: Gateway of Hope

*Student Breadth and Depth*
- My Country, Our History: Canada From 1867 to the Present (Student Text)

*Free Materials*
- Pier 21
  <pier21.ns.ca>
  Pier 21 Literature
  Immigration Education Kit and FAQ list

## Cluster 4: Canada Today: Democracy, Diversity, and the Influence of the Past

### 6.4.1 Expressions of Canadian Identity

Specific Learning Outcomes: KI 017; KI 018; KI 019; KL 026; KL 026A; VI 009; VL 011; VL 011A

*Teacher Reference*

- In the Global Classroom 1
- In the Global Classroom 2
- Is That Right? Critical Thinking and the Social World of the Young Learner
- My Canada: Our Song: The Story of O Canada: The Canadian National Anthem (Read-Aloud)
- My Country, Our History: Canada From 1867 to the Present (Teacher's Resource Book)
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

*Student Depth*

- Battle Cry at Batoche – novel
- Images of Nature: Canadian Poets and the Group of Seven
- This Land Is My Land
- My Canada: A Bloom of Friendship: The Story of the Canadian Tulip Festival
- My Canada: Our Song: The Story of O Canada: The Canadian National Anthem (Read-Aloud)

*Student Breadth and Depth*

- My Country, Our History: Canada From 1867 to the Present (Student Text)

*Videos*

- A Border Story. (2004). [videocassette]. Series: My Brand New Life.
  Media Booking #3517
  See annotation, page G16

### 6.4.2 Government in Canada

Specific Learning Outcomes: KP 049; KP 050; KP 051; KP 052; KP 053; KP 053A; VP 016

*Teacher Reference*

- In the Global Classroom 1
- In the Global Classroom 2
- Is That Right? Critical Thinking and the Social World of the Young Learner
- My Country, Our History: Canada From 1867 to the Present (Teacher's Resource Book)
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

*Student Depth*

- Canada Votes: How We Elect Our Government

*Student Breadth and Depth*

- My Country, Our History: Canada From 1867 to the Present (Student Text)

*Free Materials*

- Elections Canada
  <www.elections.ca>

a) CD – History of the Vote in Canada
b) Canada at the Polls
c) Exploring Canada's Electoral System

*Videos*

- Our National Parliament: The Inside Story
  Media Booking #9036
  See annotation, page G18
- Passport to Canada. Volume 3: Making it Work
  Media Booking # 6572
  See annotation, page G18
  **Note:** The map that shows the number of seats per area in a federal election shows Northwest Territories and Nunavut as only having one seat together. In fact, the map should show that each territory has one seat.

## 6.4.3 A Community of Communities

Specific Learning Outcomes: KI 016; KI 016F; KI 020; KI 020A; KI 020F; KP 048

*Teacher Reference*

- In the Global Classroom 1
- In the Global Classroom 2
- Is That Right? Critical Thinking and the Social World of the Young Learner
- My Country, Our History: Canada From 1867 to the Present (Teacher's Resource Book)
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

*Student Depth*

- Battle Cry at Batoche – novel
- Images of Nature: Canadian Poets and the Group of Seven
- This Land Is My Land

*Student Breadth and Depth*

- My Country, Our History: Canada From 1867 to the Present (Student Text)

*Videos*

- Batoche: Four Bloody Days in May
  Media Booking #1522
  See annotation, page G16
- Music for Whose Ears
  Media Booking #3557
  See annotation, page G17

## 6.4.4 Creating a Just Society

Specific Learning Outcomes: KC 005; KC 006; KP 054; VC 003; VC 004; VP 017

*Teacher Reference*

- In the Global Classroom 1
- In the Global Classroom 2
- Is That Right? Critical Thinking and the Social World of the Young Learner
- My Country, Our History: Canada From 1867 to the Present (Teacher's Resource Book)

- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

*Student Breadth and Depth*
- My Country, Our History: Canada From 1867 to the Present (Student Text)

*Free Materials*
- Learning Circle – Department of Indian and Northern Affairs Canada
  <www.ainc-inac.gc.ca/ks/12000_e.html>
  QS 6109-000-BB-A2 Aboriginal Women Meeting the Challenges
- Canadian Memory: Explore Canada's memories online at <www.archives.ca> where dozens of National Archives digital exhibitions are stored, including: Canada's Constitutional Evolution.
- The National Aboriginal Role Model Program – 12 posters available at
  <www.naho.ca> or
  National Aboriginal Role Model Program
  130 Albert St. Suite 1500
  Ottawa, Ontario K1P 5G4
  Toll Free: 1-877-602-4445

## 6.4.5 Canadian Democracy in the World Context

Specific Learning Outcomes: KC 004; KI 021; KG 047; VC 002; VC 002A; VG 015

*Teacher Reference*
- Amazing Stories: Marilyn Bell: The Heart-Stopping Tale of Marilyn's Record-Breaking Swim (Read-Aloud)
- In the Global Classroom 1
- In the Global Classroom 2
- Is That Right? Critical Thinking and the Social World of the Young Learner
- My Country, Our History: Canada From 1867 to the Present (Teacher's Resource Book)
- Singing Towards the Future: The Story of Portia White (Read-Aloud)
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

*Student Depth*
- Alexander Graham Bell: An Inventive Life
- Amazing Stories: Marilyn Bell: The Heart-Stopping Tale of Marilyn's Record-Breaking Swim (Read-Aloud)
- Breaking Free: The Story of William Kurelek
- Canada and the Nobel Prize: Biographies, Portraits and Fascinating Facts
- Canadian Scientists and Inventions: Biographies of People Who Made a Difference
- The Canadians: Crowfoot
- Going for Gold: Catriona Le May Doan
- Images of Nature: Canadian Poets and the Group of Seven
- Lucy Maud Montgomery: A Writer's Life
- The Man Who Ran Faster Than Everyone: The Story of Tom Longboat
- Singing Towards the Future: The Story of Portia White (Read-Aloud)

*Student Breadth and Depth*
- My Country, Our History: Canada From 1867 to the Present (Student Text)

*Free Materials*

- Innovation in Canada
  <http://innovation.gc.ca/gol/innovation/site.nsf/en/in02221.html>
- Canada's Inventors
  <http://inventors.about.com/library/weekly/aa090100a.htm>

*Videos*

- Alexander Graham Bell
  Media Booking #6754
  See annotation, page G16

## Grade 6 Video Annotations

(Titles are listed in alphabetical order.)

**Alexander Graham Bell.** (2001). [videocassette]. Series: Inventors of the World. Wynnewood, PA: Schlessinger Media. Media Booking #6754

This video explores the life and times of Alexander Graham Bell, whose understanding of sound, speech, and the challenges faced by the hearing-impaired led to experiments with the use of electricity and the development of the telephone. The video shows his early life, his work on improving the telegraph, and the creative process through which he came to devise the telephone. The program also notes the impact of the telephone upon the society of the time and reveals several of Bell's inventive accomplishments that followed it.

**Batoche: Four Bloody Days in May.** (1998). [videocassette]. Series: Historylands: Canada's Heritage Series. [Toronto]: Good Earth Productions. Media Booking #1522

The video introduces viewers to events and sites in Canadian history. It presents the story of the rebellion in Batoche, Saskatchewan in May 1885 when Canadian troops under the command of Major Frederick Middleton crushed the Métis and their native allies who were under the command of Louis Riel and Gabriel Dumont.

**A Border Story.** (2004). [videocassette]. Series: My Brand New Life. [Canada]: Productions La Fete (Trading) Inc. and National Film Board of Canada. Media Booking #3517

The video shows a comparison of July 1st and July 4th through visits of two adolescents to Ottawa and Washington, DC, USA. It is great for discussing personal and national identities.

**Canadian Steel, Chinese Grit: Monument of the Nameless Heroes.** (1998). [videocassette]. Winnipeg: Winnipeg Chinese Cultural and Community Centre. Media Booking #5752

Program 2 considers the contribution of the Chinese railroad workers to Manitoba's history after the completion of the CPR in 1885. The video explains why they came to Manitoba, the nature of the work that they undertook, and the impact of the Chinese Exclusion Act upon them. It reveals historic and modern day efforts of Manitoba's Chinese community to preserve its culture and introduce China's traditions, language, and people to its children.

**Chilkoot Trail: The Meanest 32 Miles in History.** (1998). [videocassette]. Series: Historylands: Canada's Heritage Series. [Toronto]: Good Earth Productions. Media Booking #1491

Through archival footage, historical sequences, documentary, and interviews, this video explores the 51-km Chilkoot Trail, a route followed by the stampeders of the Klondike gold rush. The Chilkoot Trail was once considered to be the meanest 32 miles in history and is now a historic site. The video also relates the story of a family seeking to learn the whereabouts of their descendant, John Clark Romaine, a prospector who perished on the Chilkoot Trail.

**Dawson City: Heart of the Klondike.** (1999). [videocassette]. Series: Historylands: Canada's Heritage Series. [Toronto]: Good Earth Productions. Media Booking #0933

Through archival footage, historical sequences, documentary, and interviews, this video reveals the world of the Yukon that existed during the gold rush and gave rise to Dawson City, the heart of the Klondike.

**The Great Depression**. (1999). [videocassette]. Series: Living Histories. Toronto: Five Corners Communications and Vision TV. Media Booking #5597

This video is designed to personalize history for young people by sharing the experiences of people who lived through the events and trends of the 20th century. The personal recollections are interspersed with archival footage to give viewers multiple perspectives on Canadian historical issues and events. The video features the compelling life stories of four seniors, men and women, who bring the Great Depression to life for students. Poverty, homelessness, soup lines, and relief camps are all vividly recalled, as is the sense of community and sharing that made life on the farms and in the cities bearable during this difficult period in Canadian history.

**Louis Riel: Part One: Manitoba: the Red River Rebellion.** (2000). [videocassette]. Coquitlam, BC: Classroom Video. Media Booking #7428

Known as the Father of Manitoba, Louis Riel was at the centre of the Métis resistance that led to the establishment of Manitoba as Canada's fifth province. Archival photographs are used throughout this video to tell the story of this charismatic individual, from his St. Boniface birth in 1844 and his schooling in Montreal, to his election as a Member of Parliament and his exile from Canada. This video relates the story of events at the Red River Settlement, including the establishment of the Provisional Government of 1869, the capture of Fort Garry by Riel's Métis soldiers, the role of Prime Minister John A. Macdonald, and the execution of Thomas Scott.
**Note:** The video could be viewed in segments as natural pauses are included.
**Caution:** The execution of Thomas Scott is a sensitive issue.

**Music for Whose Ears.** (2004). [videocassette]. Series: My Brand New Life. [Canada]: Productions La Fete (Trading) Inc. and National Film Board of Canada. Media Booking #3557

The video discusses factors that shape personal and national identities as well as the various groups and organizations that may contribute to personal identities.

**Nellie McClung: The Sculpting of Angels.** (2000). [videocassette]. Series: Life and Times. Halfmoon Bay, BC: Raincoast Storylines Ltd. and Canadian Broadcasting Corporation. Media Booking #5132

This video examines the life and times of author, social reformer, suffragist, and legislator, Nellie McClung. The video describes her early years and family life and how her career as a writer laid the foundations for her work in social reform and politics. It discusses her role in the temperance movement and her efforts as a social activist to help women gain the right to vote in Manitoba and Alberta. She was elected to the Alberta legislature in 1921, Nellie continued to fight for equal rights for women and, by October 18, 1929, women had become equal to men in the eyes of the law. She retired in 1933, joined Canada's delegation to the League of Nations in 1938, and continued to write. She died in 1951 at the age of 77.
**Note:** The video is 45 minutes long and should be watched in segments.

**The Origin of the RCMP: The Great March West.** (1999). [videocassette]. [Winnipeg]: Manitoba Hydro and Royal Canadian Mounted Police. Media Booking #1828

The video introduces students to the history of the Royal Canadian Mounted Police with an emphasis on their participation in the Great March West, which began in July 8, 1874.

**Our National Parliament: The Inside Story.** (1991). [videocassette]. Series: Government in Canada: Citizenship in Action. Montreal: National Film Board of Canada. Media Booking #9036

The video is designed to introduce students to the Canadian system of government. It presents the daily routines of the Crown, the House of Commons, and the Senate, and describes their roles in our parliamentary system. The video considers such topics as the role of the prime minister, cabinet, opposition parties, question period, the opening of Parliament, and the stages through which a bill moves to becoming law. The video also presents a look at the daily work of Ethel Blondin, M.P. for the Western Arctic and Liberal critic for Aboriginal Affairs.
**Note:** The video was produced in 1991 but it gives a good overall explanation of Canadian government. Politicians are not current, but changes could be discussed.

**Passport to Canada. Volume 3: Making it Work.** (2002). [videocassette]. Series: Passport to Canada. Montreal: National Film Board of Canada. Media Booking # 6572

The video discusses valuable information about Canada's government. There is a great deal of information to show all at once, but the video is presented in three distinct sections that could be viewed at separate times.
**Note:** The map that shows the number of seats per area for a federal election shows that the Northwest Territories and Nunavut have only one seat between the two jurisdictions. In actual fact, each territory has one seat each.

**Remembrance Day.** (1988). [videocassette]. Ottawa: Supply and Services Canada. Media Booking #7515

The song written by Bryan Adams and Jim Vallance is performed by Bryan Adams. The song honours the Canadian recipients of the Victoria Cross, and the many Canadians who fought and died so that others might live in peace and freedom. The video uses live footage from battles fought, with scenes of Remembrance Day celebrations.

**A Scattering of Seeds: The Creation of Canada Series**

Each individual video in this series is 24 minutes in length. Each video has considerable detail, and need not be watched in its entirety. The recommended videos in this series include:

- **Acadian Spirit: The Legacy of Philippe d'Entremont**. (1997). [videocassette]. Series: A Scattering of Seeds: The Creation of Canada. [Canada]: White Pine Pictures, History Channel, Vision TV and Saskatchewan Communications Network. Media Booking #8653

  The video presents the story of Philippe d'Entremont, one of the early founders of the Acadian community of Pubnico, Nova Scotia. The video traces Acadian history through 300 years from the first settlements, to the Expulsion of 1755, and to today's festivals and enduring way of life.

- **Breaking the Ice: The Mary Ann Shadd Story.** (1997). [videocassette]. Series: A Scattering of Seeds: The Creation of Canada. [Canada]: White Pine Pictures, History Channel, Vision TV and Saskatchewan Communications Network. Media Booking #8647

  This video profiles Mary Ann Shadd, Abolitionist, integrationist, and teacher who lived in Windsor, Ontario, and became the first female publisher and first female lawyer in North America.

- **First Lady of the Yukon: Martha Black.** (1998). [videocassette]. Series: A Scattering of Seeds: The Creation of Canada. [Canada]: White Pine Pictures, History Channel, Vision TV and Saskatchewan Communications Network. Media Booking #8669

  Through documentary and archival footage, excerpts from her writings, and interviews with publisher and journalist Florence Whyard, this video examines the life and times of Martha Black. Black left a life of privilege in Chicago to begin again in the Yukon during the Klondike gold rush of 1898. She crossed the Chilkoot Trail to manage a saw mill in Dawson City. She eventually married lawyer and politician, George Black, who became Territorial Commissioner and entered federal politics in 1921. Martha herself was elected to Parliament in 1935, when her husband became too ill to seek re-election. She died in 1957, having become a legend in the Yukon and one of Canada's most celebrated pioneers.

- **The First Seeding: The Legacy and Tenacity of Louis Hebert**. (1997). [videocassette]. Series: A Scattering of Seeds: The Creation of Canada. [Canada]: White Pine Pictures, History Channel, Vision TV and Saskatchewan Communications Network. Media Booking #8667

  This video examines the role of Louis Hebert, apothecary and first farmer of New France. It shows how social, cultural and demographic trends have influenced Quebec agriculture from the 17th century to modern times.

- **For the Love of God: The Mennonites and Benjamin Eby.** (1997). [videocassette]. Series: A Scattering of Seeds: The Creation of Canada. [Canada]: White Pine Pictures, History Channel, Vision TV and Saskatchewan Communications Network. Media Booking #8528

  This video relates the history of the Mennonite people and describes Benjamin Eby's arrival in Ontario in 1807 where he found the community of St. Jacobs. It shows how modern day society has challenged the philosophies of life, values, and beliefs of modern day Mennonites.

- **The Force of Hope.** (1997). [videocassette]. Series: A Scattering of Seeds: The Creation of Canada. [Canada]: White Pine Pictures, History Channel, Vision TV and Saskatchewan Communications Network. Media Booking #8526

  This video profiles the efforts of Father McGauran. He comforted the sick and dying Irish immigrants who arrived at the Québec quarantine station of Grosse Isle during the Summer of Sorrow in the Irish Potato Famine of 1847.

- **The Fullness of Time: Ukrainian Stories from Alberta.** (1997). [videocassette]. Series: A Scattering of Seeds: The Creation of Canada. [Canada]: White Pine Pictures, History Channel, Vision TV and Saskatchewan Communications Network. Media Booking #8665

  The video describes how Harvey Spak's grandfather and other Ukrainian immigrants came to eastern Alberta to settle around the turn of the century.
  **Note:** The drowning of twin brothers in 1948 and the death of his grandfather is related in this story.

- **The Impossible Home: Robert Kroetsch and his German Roots.** (1997). [videocassette]. Series: A Scattering of Seeds: The Creation of Canada. [Canada]: White Pine Pictures, History Channel, Vision TV and Saskatchewan Communications Network. Media Booking #8661

  Robert Kroetsch sets out to explore his German roots. He describes the link between his search and his writing, the reasons for his great-great-grandfather's emigration to Ontario, the movement of the Kroetsch family further west, and the importance of oral tradition to his family's background.

- **A Land as Green as the Sea.** (1997). [videocassette]. Series: A Scattering of Seeds: The Creation of Canada. [Canada]: White Pine Pictures, History Channel, Vision TV and Saskatchewan Communications Network. Media Booking #8668

  Tom Radford traces his Scottish roots in Canada, the United States, and Scotland. As he discovers his ancestral background, he comes to understand the reasons for the Scottish migration, its role in our country's development, and the importance of music, memory, history, and tradition in the lives of the Scots.

- **Passage from India.** (1997). [videocassette]. Series: A Scattering of Seeds: The Creation of Canada. [Canada]: White Pine Pictures, History Channel, Vision TV and Saskatchewan Communications Network. Media Booking #8663

  This video profiles Begga Singh and other East Indian immigrants who came to Canada around the turn of the 20th century.

- **The Road Chosen: The Story of Lem Wong.** (1997). [videocassette]. Series: A Scattering of Seeds: The Creation of Canada. [Canada]: White Pine Pictures, History Channel, Vision TV and Saskatchewan Communications Network. Media Booking #8527

  This video profiles the life and times of Lem Wong. Only 16 years old on his arrival in Vancouver in 1897, Lem Wong worked his way across Canada as a laundry man and fruit and vegetable seller, finally settling in London, Ontario where he opened Wong's Café in 1914. Interspersed with his story are glimpses of the conditions encountered by Chinese immigrants at the turn of the 20th century.

- **Something from Nothing: The Shumiatcher Saga.** (1997). [videocassette]. Series: A Scattering of Seeds: The Creation of Canada. [Canada]: White Pine Pictures, History Channel, Vision TV and Saskatchewan Communications Network. Media Booking #8524

  Judah and Chasia Schumiatcher came to Canada to escape the Russian pogroms. Their son, Morris, started the Smithbilt Hat Company, which would become known for the white cowboy hats worn at the Calgary Stampede and at the 1988 Winter Olympics. The video focuses on the influences of earlier generations and of Judaic traditions in their lives.

- **Sons and Daughters: The Italians of Schrieber.** (1997). [videocassette]. Series: A Scattering of Seeds: The Creation of Canada. [Canada]: White Pine Pictures, History Channel, Vision TV and Saskatchewan Communications Network. Media Booking #8655

  This video examines the modern ties of an Italian family and community in Schreiber, Ontario. It describes the origins of the Italian population in Schreiber and the close-knit relationships that have developed through the generations.

- **Watari Dori: A Bird of Passage.** (1997). [videocassette]. Series: A Scattering of Seeds: The Creation of Canada. [Canada]: White Pine Pictures, History Channel, Vision TV and Saskatchewan Communications Network. Media Booking #8656

  This video profiles Irene Tsuyuki, who was incarcerated at the Japanese internment camp of Tashme in British Columbia during World War II. After repatriating to Japan with her parents, she returned to Canada in 1949 when the restrictions against Japanese Canadians were lifted. She married in 1950 and raised her family of five children and eight grandchildren. She returns to Tashme with a Canadian woman who taught Tsuyuki at the camp to share memories and come to terms with the past.

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