

*PEOPLES AND STORIES OF  
CANADA TO 1867*

GRADE  
**5**

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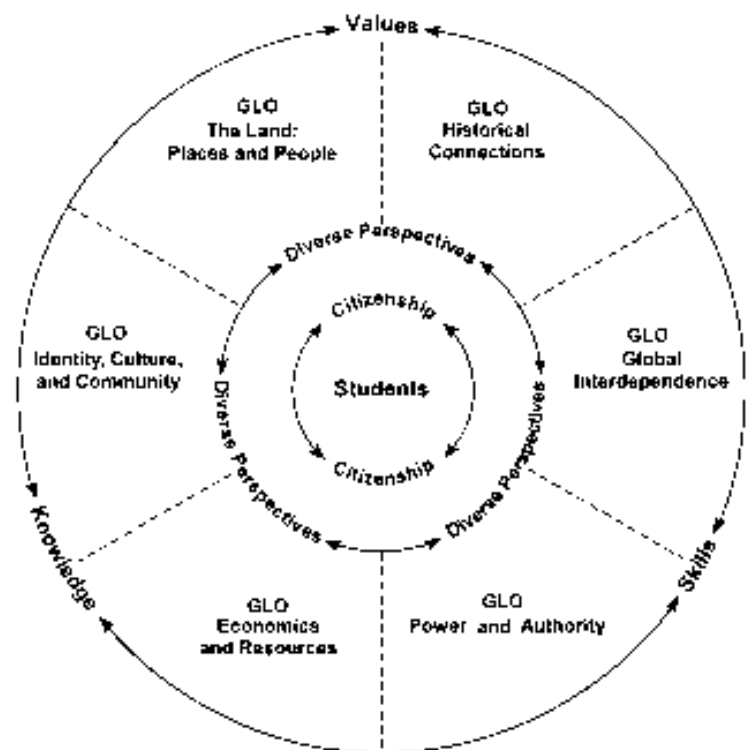
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**GRADE 5** students focus on the stories of the peoples of early Canada and how they came to share this land. They explore ways of life of First Peoples before and after European contact and consider how Aboriginal cultures have influenced this country.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



Cluster Descriptions

Cluster 1: First Peoples

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

Cluster 3: Fur Trade

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

Cluster 2: Early European Colonization (1600 to 1763)

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

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

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

**Active Democratic Citizenship**

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

Students will...

- S-100 Collaborate with others to establish and carry out group goals and responsibilities.
- S-101 Use a variety of strategies to resolve conflicts peacefully and fairly.  
*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...*

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**Managing Information and Ideas**

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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. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>	S-204	Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>	S-205	Construct maps that include a title, legend, compass rose, grid, and scale.
S-202	Distinguish between primary and secondary information sources for research.	S-206	Interpret maps that include a title, legend, compass rose, grid, and scale.
S-203	Select and use appropriate tools and technologies to accomplish tasks.	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.

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## Critical and Creative Thinking

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

Students will...

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

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**Communication**

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

Students will...

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

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**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.*

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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	<u>Give examples of the responsibilities and rights of citizens of Canada in 1867.</u>	VC-001	<u>Respect the rights, opinions, and perspectives of others.</u>
KC-002	<u>Identify differences in citizenship rights for various groups in 1867. <i>Include: First Nations, French, British, women.</i></u>	VC-002	<u>Be willing to contribute to their groups and communities.</u>
KC-003	<u>Compare what it meant to be a citizen of Canada in 1867 to what it means today.</u>		



## Identity, Culture, and Community

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

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

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

Students will...

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

## The Land: Places and People

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

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

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

Students will...

KL-014	Describe the impact of the ice age on the land.	VL-007	Appreciate the significance of the land and natural resources in the development of Canada.
KL-015	Locate on a map of Canada the major physical regions, vegetation zones, and bodies of water.		
KL-016	Locate on a map of North America the traditional territories of First Peoples.		
KL-017	Describe practices and beliefs that reflected First Peoples' connections with the land and the natural environment.		
KL-018	Locate on a map of Canada places of historical significance during early European colonization. <i>Include: L'Anse aux Meadows, L'Acadie, La Nouvelle-France.</i>		
KL-019	Identify factors that influenced the movement and settlement of Europeans in early Canada. <i>Include: natural environment, fur trade, military posts</i>		
KL-020	Locate on a map of Canada places and regions of historical significance to the fur trade and the Métis Nation.		
KL-021	Give examples of ways in which the fur trade operations were influenced by the land. <i>Examples: location of posts, transportation, food, clothing...</i>		
KL-022	Locate on a map of Canada the four provinces of Confederation in 1867.		
KL-023	Locate on a map of western Canada traditional Métis lands and communities.		

### Historical Connections

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

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

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

Students will...

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

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## Global Interdependence

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

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

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

Students will...

KG-043	Identify European countries that established colonial empires and locate on a world map their areas of colonization. <i>Include: Portugal, Spain, France, England, Holland.</i>	VG-013	Appreciate the connections Canadians have with various places in the world.
KG-044	Identify global factors that influenced the fur trade in Canada. <i>Examples: European fashion, wars in Europe...</i>		
KG-045	Identify global factors that influenced immigration to Canada. <i>Examples: political and social issues, European famine, increasing European populations...</i>		

**Power and Authority**

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

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

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

Students will...

KP-046	Compare types of leadership in diverse First Peoples communities. <i>Examples: hereditary right, matriarchy, democracy...</i>	VP-014	Value diverse approaches to leadership.
KP-047	Identify reasons why Europeans expanded their territories to include North America. <i>Examples: international competition, resources, religion, trade ...</i>		
KP-048	Describe the organization of the royal government in Nouvelle-France.		
KP-049	Give examples of conflicting priorities between the demands of the fur trade and agricultural settlement. <i>Include: Selkirk and Métis settlements of the Red River.</i>		

## Economic and Resources

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

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

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

Students will...

KE-050	Describe various ways in which First Peoples communities interacted with each other. <i>Examples: trade, cooperation, conflicts...</i>	VE-015	Be willing to consider diverse approaches to resource and land use.
KE-051	Compare First Peoples' and European approaches to natural resource use in early Canada. <i>Examples: hunting and fishing, agriculture, trade, landholding and ownership...</i>		
KE-052	Describe how the fur trade was dependent on the men and women of the First Nations and Métis Nation.		
KE-053	Compare and contrast the operations of the Hudson's Bay and the North West Companies and describe the competition between them.		