

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

**GRADE  
6**

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**Clusters:**

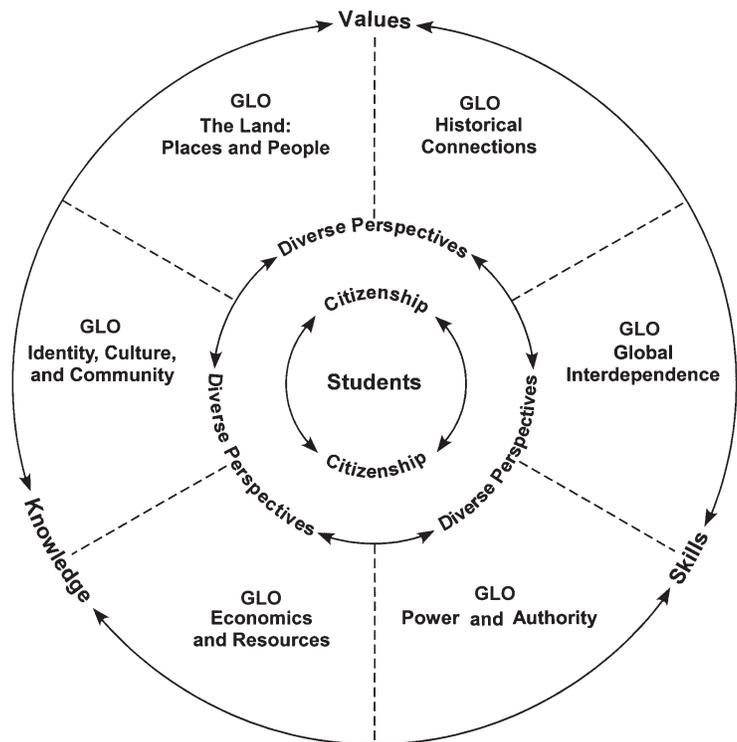
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**GRADE 6** students focus on people and events in Canada from Confederation to the present. They explore the changing character of this country as they examine territorial expansion, the role of immigration, and the evolving relationships between 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 Descriptions

### **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 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 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 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.

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## Active Democratic Citizenship

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

## 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><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.<br><i>Examples: maps, charts, outlines, concept maps...</i>  | S-205  | Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.                                      |
| S-202 | Distinguish between primary and secondary information sources for research.   | S-206  | Select and interpret various types of maps for specific purposes.  |
| 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 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-306 | Assess the validity of information sources.<br><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.<br><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 and visual evidence for research.<br><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 | 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><i>Examples: federal system of government, constitutional monarchy, British-style parliament...</i>     | KC-004 | Identify the ideals of democracy and describe the influence of democracy on quality of life for Canadians.                     |
| KC-002 | Compare responsibilities and rights of citizens of Canada at the time of Confederation to those of today.<br><i>Include: Aboriginal peoples, francophones, women.</i> | KC-005 | Identify rights and freedoms described in the 1982 Canadian Charter of Rights and Freedoms and explain why they are important. |
| KC-003 | Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts.  | KC-006 | Identify current issues related to citizenship in Canada.  |

### General and Specific Learning Outcomes

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

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### The Land: Places and People

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

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

## General and Specific Learning Outcomes

## 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.<br><i>Include: Louis Riel, Red River Resistance, Métis Bill of Rights, provisional government.</i>                      | 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-027F | Identify the roles of Father Noël-Joseph Ritchot and Archbishop Alexandre-Antonin Taché in Manitoba's entry into Confederation.   | KH-034 | Identify the prime ministers of Canada from 1867 to 1914 and give examples of their achievements.   |
| KH-028  | Identify causes, events, individuals, and consequences of the 1885 Resistance.  | KH-035 | Describe the causes, main events, and results of the 1919 Winnipeg General Strike.  |
| KH-029  | Describe the role of the North West Mounted Police.   | KH-036 | Identify the prime ministers of Canada from 1914 to 1945 and give examples of their achievements.   |
| KH-030  | Relate stories about the gold rushes and describe the impact of the gold rushes on individuals and communities.<br><i>Examples: Fraser River, Cariboo, Klondike...</i>                                      | KH-037 | Describe changing roles for women in Canada from 1914 to 1945.  |
| KH-031  | Identify events and issues related to the construction of the Canadian Pacific Railway.<br><i>Examples: workers and working conditions, Chinese labourers, construction difficulties, mapping Canada...</i> | KH-038 | Identify the prime ministers of Canada from 1945 to the present and give examples of their achievements.  |
| KH-032  | Identify contributions of Aboriginal leaders from 1867 to 1914.<br><i>Examples: Gabriel Dumont, Mistahimaskwa (Big Bear), Pitikwahanapiwiwin (Poundmaker), Isapomuxika (Crowfoot)...</i>                    |        |   |

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

**General and Specific Learning Outcomes**

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

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