

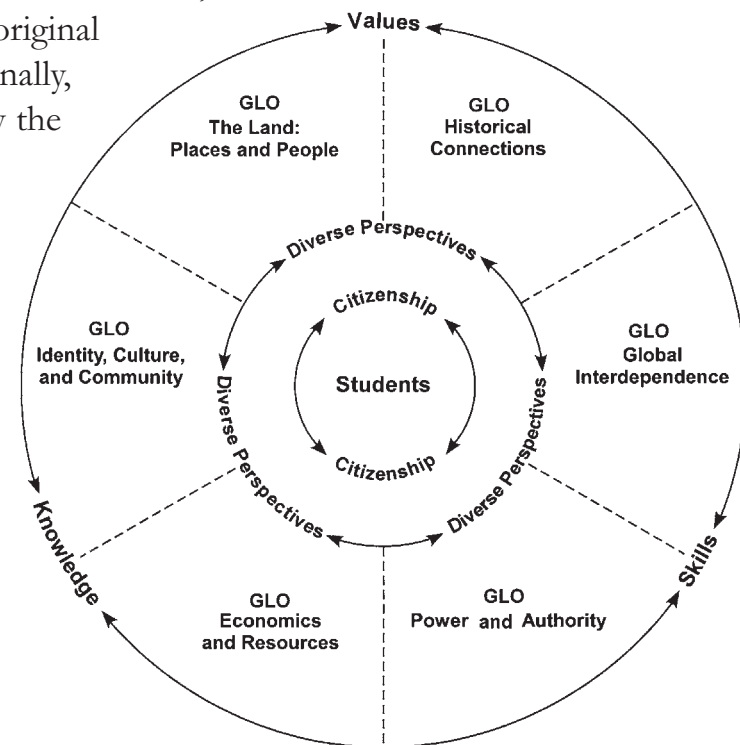
***PEOPLES AND STORIES OF CANADA
TO 1867***

**GRADE
5**

Peoples and Stories of Canada to 1867

Grade Overview

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 people and events that shaped early Canada, they learn how the history and geography of this land influenced Canadians.



Peoples and Stories of Canada to 1867

GRADE
5

Cluster Overview

Cluster 1: First Peoples

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

Cluster 2: Early European Colonization (1600 to 1763)

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

Cluster 3: Fur Trade

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

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

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



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.

Social Studies Skills

Active Democratic Citizenship

Students will...

5-S-100

Collaborate with others to establish and carry out group goals and responsibilities.

5-S-101

Use a variety of strategies to resolve conflicts peacefully and fairly.
Examples: clarification, negotiation, compromise...

5-S-102

Make decisions that reflect fairness and equality in their interactions with others.

5-S-103

Make decisions that reflect care, concern, and responsibility for the environment.

5-S-104

Negotiate constructively with others to build consensus and solve problems.

5-S-105

Recognize bias and discrimination and propose solutions.

5-S-106

Treat places and objects of historical significance with respect.
Examples: burial grounds, memorials, artifacts...

Managing Information and Ideas

5-S-200

Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...

5-S-201

Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...

5-S-202

Distinguish between primary and secondary information sources for research.

5-S-203

Select and use appropriate tools and technologies to accomplish tasks.

5-S-204

Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.

5-S-205

Construct maps that include a title, legend, compass rose, grid, and scale.

5-S-206

Interpret maps that include a title, legend, compass rose, grid, and scale.

5-S-207

Use latitude and longitude to locate and describe places on maps and globes.

5-S-207A

Use traditional knowledge to read the land.

5-S-208

Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.



Social Studies Skills

Critical and Creative Thinking

	Students will...		
5-S-300	Plan topics and goals for historical inquiry and research.	5-S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
5-S-301	Evaluate the advantages and disadvantages of solutions to a problem.	5-S-307	Compare differing accounts of historical events.
5-S-302	Draw conclusions based on research and evidence.	5-S-308	Compare diverse perspectives in a variety of information sources.
5-S-303	Evaluate personal assumptions based on new information and ideas.	5-S-309	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>
5-S-304	Distinguish fact from opinion and interpretation.	5-S-310	Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.
5-S-305	Observe and analyze material or visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>		

Communication

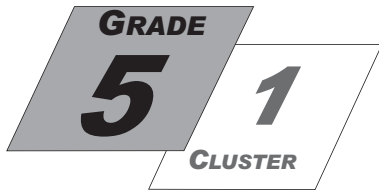
5-S-400	Listen to others to understand their perspectives.	5-S-405	Articulate their beliefs and perspectives on issues.
5-S-401	Use language that is respectful of human diversity.		
5-S-402	Support their ideas and opinions with information or observations.		
5-S-403	Present information and ideas orally, visually, concretely, or electronically.		
5-S-404	Elicit and clarify questions and ideas in discussions.		

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 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.

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.



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Cluster 1: First Peoples

Knowledge

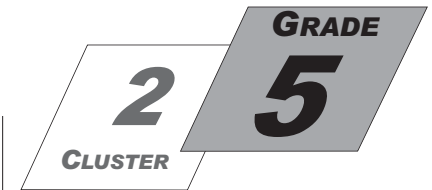
Students will...

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| 5-KI-004 | Describe First Peoples' stories of their origins, as well as current theories of migration to the North American continent. | 5-KL-017 | Describe practices and beliefs that reflected First Peoples' connections with the land and the natural environment. |
| 5-KI-005 | Describe characteristics of diverse First Peoples cultures before contact with Europeans. | 5-KH-024 | Relate First Peoples' stories of their pre-contact and early contact with Europeans. |
| 5-KI-006 | Compare daily life in diverse First Peoples communities.
<i>Examples: food, clothing, shelter; roles of men, women, children, Elders...</i> | 5-KP-046 | Compare types of leadership in diverse First Peoples communities.
<i>Examples: hereditary right, matriarchy, democracy...</i> |
| 5-KL-014 | Describe the impact of the ice age on the land. | 5-KE-050 | Describe various ways in which First Peoples communities interacted with each other.
<i>Examples: trade, cooperation, conflicts...</i> |
| 5-KL-015 | Locate on a map of Canada the major physical regions, vegetation zones, and bodies of water. | | |
| 5-KL-016 | Locate on a map of North America the traditional territories of First Peoples. | | |

Values

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| 5-VH-008 | Value oral tradition as an important source of knowledge about First Peoples. |
| 5-VP-014 | Value diverse approaches to leadership. |

Cluster 2: Early European Colonization (1600 to 1763)



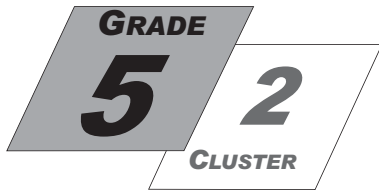
Knowledge

Students will...

5-KI-007	Describe daily life in early French and British settlements in Atlantic Canada.	5-KH-028	Describe the reasons for and the impact of the Acadian deportation.
5-KI-008	Describe the organization and daily life of Nouvelle-France. <i>Examples: seigneurial system, agriculture, religion, les Filles du Roi...</i>	5-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>
5-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>	5-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>
5-KL-019	Identify factors that influenced the movement and settlement of Europeans in early Canada. <i>Include: natural environment, fur trade, military posts.</i>	5-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>
5-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>	5-KP-047	Identify reasons why Europeans expanded their territories to include North America. <i>Examples: international competition, resources, religion, trade ...</i>
5-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>	5-KP-048	Describe the organization of the royal government in Nouvelle-France.
5-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>	5-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>

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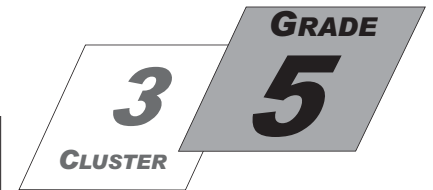
Cluster 2: Early European Colonization (1600 to 1763) (continued)

Values

Students will...

- 5-VH-009** Appreciate the contributions of First Peoples to the development of Canada.
- 5-VH-011** Appreciate the Aboriginal, French, and British heritage of Canada.
- 5-VH-012** Demonstrate empathy for the struggles of the peoples of early Canada.
- 5-VE-015** Be willing to consider diverse approaches to resource and land use.

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.

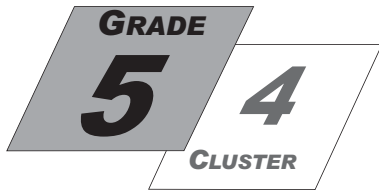
Knowledge

Students will...

<p>5-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></p>	<p>5-KH-034 Describe the historical significance of Canadian place names.</p>
<p>5-KL-020 Locate on a map of Canada places and regions of historical significance to the fur trade and the Métis Nation.</p>	<p>5-KH-035 Describe events related to the origins and rise of the Métis Nation.</p>
<p>5-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></p>	<p>5-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></p>
<p>5-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></p>	<p>5-KG-044 Identify global factors that influenced the fur trade in Canada. <i>Examples: European fashion, wars in Europe...</i></p>
<p>5-KH-031 Describe factors that led to the development and expansion of the fur trade into the west and north of Canada.</p>	<p>5-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></p>
<p>5-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></p>	<p>5-KE-052 Describe how the fur trade was dependent on the men and women of the First Nations and Métis Nation.</p>
	<p>5-KE-053 Compare and contrast the operations of the Hudson’s Bay and the North West Companies and describe the competition between them.</p>

Values

<p>5-VI-003 Appreciate the contributions of various groups involved in the fur trade to the historical development of Canada.</p>	<p>5-VL-007 Appreciate the significance of the land and natural resources in the development of Canada.</p>
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Cluster 4: From British Colony to Confederation (1763 to 1867)

Knowledge	
Students will...	
5-KC-001	Give examples of the responsibilities and rights of citizens of Canada in 1867.
5-KC-002	Identify differences in citizenship rights for various groups in 1867. <i>Include: First Nations, French, British, women.</i>
5-KC-003	Compare what it meant to be a citizen of Canada in 1867 to what it means today.
5-KI-010	Describe the cultural diversity of pre-Confederation Canada. <i>Examples: English, First Nations, French, German, Inuit, Irish, Métis, Scottish...</i>
5-KI-011	Describe ways in which migration to another country or contact with other cultures may affect identities.
5-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>
5-KI-013	Compare daily life in Canada East and Canada West. <i>Include: language, religion, government, laws.</i>
5-KL-022	Locate on a map of Canada the four provinces of Confederation in 1867.
5-KL-023	Locate on a map of western Canada traditional Métis lands and communities.
5-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>
5-KH-038	Identify the causes, major events, and results of the War of 1812.
5-KH-039	Describe the reasons for, main events of, and impact of the Selkirk Settlement of the Red River.
5-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>
5-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>
5-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>
5-KG-045	Identify global factors that influenced immigration to Canada. <i>Examples: political and social issues, European famine, increasing European populations...</i>

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

Values

Students will...

- 5-VC-001** Respect the rights, opinions, and perspectives of others.
- 5-VC-002** Be willing to contribute to their groups and communities.
- 5-VI-004** Appreciate Canadian history and geography as important contributors to personal identity.
- 5-VI-005** Value the contributions of First Nations, Inuit, Métis, French, British, and diverse cultural communities to the development of Canada.
- 5-VI-006** Appreciate the historical roots of the multicultural nature of Canada.
- 5-VH-010** Value history as a way of understanding contemporary Canada.
- 5-VG-013** Appreciate the connections Canadians have with various places in the world.



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Notes