

# Social Studies

## Grade 5 at a Glance

# Peoples and Stories of Canada to 1867

## Social Studies Skills



Students will...

### Active Democratic Citizenship

- 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.

### Critical and Creative Thinking

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

### Communication

- 5-S-400 Listen to others to understand their perspectives.
- 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.
- 5-S-405 Articulate their beliefs and perspectives on issues.

## Cluster 1 First Peoples



Students will...

### 5.1.1 Origins of First Peoples of North America

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

### 5.1.2 Connections to the Land

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

### 5.1.3 Pre-Contact Cultures

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

### 5.1.4 First Peoples Governance

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

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



Students will...

### 5.2.1 Early European Exploration and Colonization

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

### 5.2.2 Nouvelle-France

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

### 5.2.3 Cultural Interaction in Early Canada

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

### 5.2.4 French–British Colonial Rivalry

- 5-KI-007 Describe daily life in early French and British settlements in Atlantic Canada.
- 5-KH-027 Describe the impact of European wars on First Peoples and French and British colonies in early Canada.  
*Include: First Peoples alliances.*
- 5-KH-028 Describe the reasons for and the impact of the Acadian deportation.
- 5-KH-029 Describe the major events and impact of the British conquest of Nouvelle-France.  
*Include: Battle of the Plains of Abraham (1759), Treaty of Paris (1763), impact on First Peoples.*
- 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.

## Cluster 3 Fur Trade



Students will...

### 5.3.1 European Expansion North and West

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

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

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

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

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

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

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

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



Students will...

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

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

### 5.4.2 Sharing the Land

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

### 5.4.3 Conflict and Reform

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

### 5.4.4 Negotiating Confederation

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

### 5.4.5 Citizenship Then and Now

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