

Social Studies

Grade 6 at a Glance

Canada: A Country of Change (1867 to Present)

Social Studies Skills



Students will...

Active Democratic Citizenship

- 6-S-100 Collaborate with others to establish and carry out group goals and responsibilities.
- 6-S-101 Use a variety of strategies to resolve conflicts peacefully and fairly.
Examples: clarification, negotiation, compromise...
- 6-S-102 Make decisions that reflect fairness and equality in their interactions with others.
- 6-S-103 Make decisions that reflect care, concern, and responsibility for the environment.
- 6-S-104 Negotiate constructively with others to build consensus and solve problems.
- 6-S-105 Recognize bias and discrimination and propose solutions.
- 6-S-106 Treat places and objects of historical significance with respect.
Examples: burial grounds, memorials, artifacts...

Managing Information and Ideas

- 6-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...
- 6-S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...
- 6-S-202 Distinguish between primary and secondary information sources for research.
- 6-S-203 Select and use appropriate tools and technologies to accomplish tasks.
- 6-S-204 Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.
- 6-S-205 Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.
- 6-S-206 Select and interpret various types of maps for specific purposes.
- 6-S-207 Use latitude and longitude to locate and describe places on maps and globes.
- 6-S-207A Use traditional knowledge to read the land.
- 6-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.

Critical and Creative Thinking

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

Communication

- 6-S-400 Listen to others to understand their perspectives.
- 6-S-401 Use language that is respectful of human diversity.
- 6-S-402 Persuasively express differing viewpoints regarding an issue.
- 6-S-403 Present information and ideas orally, visually, concretely, or electronically.
- 6-S-404 Elicit and clarify questions and ideas in discussions.
- 6-S-405 Articulate their beliefs and perspectives on issues.

Cluster 1 Building a Nation (1867 to 1914)



Students will...

6.1.1 A New Nation

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

6.1.2 Manitoba Enters Confederation

- 6-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.
- 6-KH-027F Identify the roles of Father Noël-Joseph Ritchot and Archbishop Alexandre-Antoine Taché in Manitoba's entry into Confederation.
- 6-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.
- 6-VH-012 Value the diverse stories and perspectives that comprise the history of Canada.

6.1.3 A mari usque ad mare [Sea to Sea]

- 6-KH-029 Describe the role of the North West Mounted Police.
- 6-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...
- 6-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...
- 6-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.
- 6-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

- 6-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...
- 6-KH-028 Identify causes, events, individuals, and consequences of the 1885 Resistance.
- 6-KH-032 Identify contributions of Aboriginal leaders from 1867 to 1914.
Examples: Gabriel Dumont, Mistahimaskwa (Big Bear), Pitikwahanapiwiyin (Poundmaker), Isapomaxica (Crowfoot)...

6.1.5 Immigration

- 6-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...
- 6-KI-009 Describe ways in which immigration was encouraged by and important to the Canadian government from 1867 to 1914.
- 6-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...
- 6-KH-034 Identify the prime ministers of Canada from 1867 to 1914 and give examples of their achievements.
- 6-VI-005 Appreciate the importance of immigration in the development of Canada.

6.1.6 Farming the Land

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

Cluster 2 An Emerging Nation (1914 to 1945)



Students will...

6.2.1 World War I

- 6-KC-003 Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts.
- 6-KH-036 Identify the prime ministers of Canada from 1914 to 1945 and give examples of their achievements.
- 6-KG-039 Identify major causes and events of the First World War.
- 6-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

- 6-KH-035 Describe the causes, main events, and results of the 1919 Winnipeg General Strike.
- 6-KH-037 Describe changing roles for women in Canada from 1914 to 1945.
- 6-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 Parlyby).
- 6-KE-057 Give examples of the impact of technological development on life in Canada from 1914 to 1945.
Examples: electricity, telecommunication, transportation, medicine, industrialization...
- 6-VI-006 Value the contributions of various groups to the development of Canada.
Examples: suffragettes, trade unions...
- 6-VH-013 Appreciate the struggles of past generations in achieving the rights that people in Canada enjoy today.

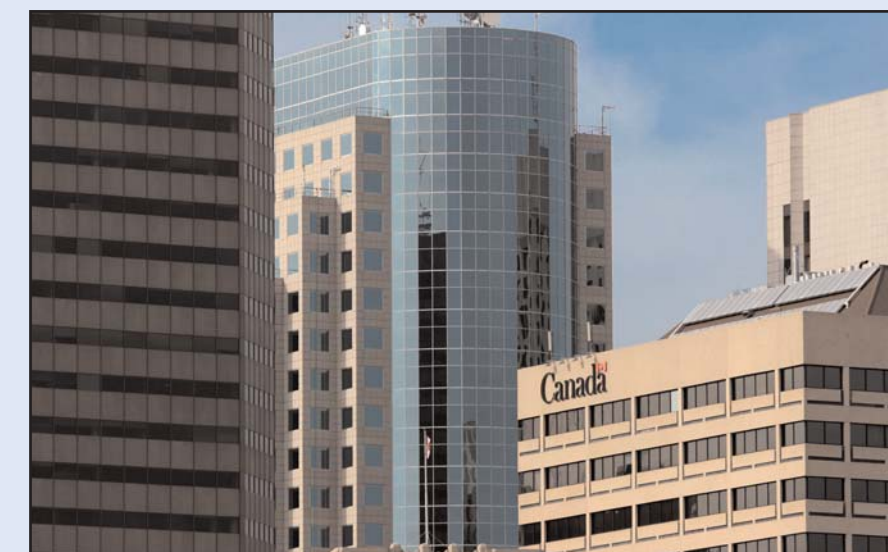
6.2.3 Depression

- 6-KL-024 Give examples of the influence of the natural environment on daily life for various groups during the Depression.
- 6-KH-036 Identify the prime ministers of Canada from 1914 to 1945 and give examples of their achievements.
- 6-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

- 6-KI-012 Identify contributions of First Nations, Inuit, and Métis peoples to Canada's war efforts.
- 6-KH-036 Identify the prime ministers of Canada from 1914 to 1945 and give examples of their achievements.
- 6-KG-041 Identify major causes and events of the Second World War.
- 6-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.
- 6-VG-014 Appreciate the sacrifices that soldiers and other Canadians made during the World Wars.

Cluster 3 Shaping Contemporary Canada (1945 to Present)



Students will...

6.3.1 Overview of Contemporary Canada

- 6-KL-025 Locate on a map of Canada the provinces, territories, and capital cities.
- 6-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

- 6-KI-013 Identify historical reasons for bilingual and multicultural policies in Canada.
- 6-KI-013F Describe the impact of the Affaire Forest on the linguistic rights of Franco-manitobains.
- 6-KI-014 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...
- 6-VI-007 Value the cultural and linguistic diversity of the Canadian community.
- 6-VI-007A Value their First Nation, Inuit, or Métis language, heritage, and culture.
- 6-VI-007F Value the French language and their francophone heritage and culture.
- 6-VI-008 Demonstrate respect for people of all cultures.

6.3.3 A Modern Industrialized Nation

- 6-KE-058 Give examples of ways in which industry and technology have changed life in Canada since 1945.
Examples: urbanization, transportation, communication, education...
- 6-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

- 6-KG-043 Give examples of Canada's involvement in world conflicts since 1945.
Examples: Korean War, Cold War, Gulf War, Bosnia, Afghanistan, international peacekeeping...
- 6-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...
- 6-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...

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



Students will...

6.4.1 Expressions of Canadian Identity

- 6-KI-017 Describe characteristics that define Canada as a country.
Examples: multicultural, bilingual, northern...
- 6-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...
- 6-KI-019 Give examples from the arts and media that are expressions of Canadian culture and/or identity.
- 6-KL-026 Describe the influence of the natural environment on life in Canada.
- 6-KL-026A Describe the influence of the land on their First Nation, Inuit, or Métis identity.
Examples: values, beliefs, traditions, customs, art, clothing...
- 6-VI-009 Appreciate the arts as important expressions of culture and identity.
- 6-VL-011 Value the natural environment.
- 6-VL-011A Respect the spiritual dimension of nature.

6.4.2 Government in Canada

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

6.4.3 A Community of Communities

- 6-KI-016 Describe factors that shape personal and national identities and explain how they may coexist.
Examples: social, cultural, linguistic...
- 6-KI-016F Describe the influence of their social, cultural, and linguistic choices on their francophone identities.
- 6-KI-020 Identify various groups and organizations that may contribute to personal identity.
- 6-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...
- 6-KI-020F Describe the role of francophone organizations and identify ways in which they promote francophone rights.
Examples: Société franco-manitobaine, Pluri-Elles...
- 6-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

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

6.4.5 Canadian Democracy in the World Context

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