

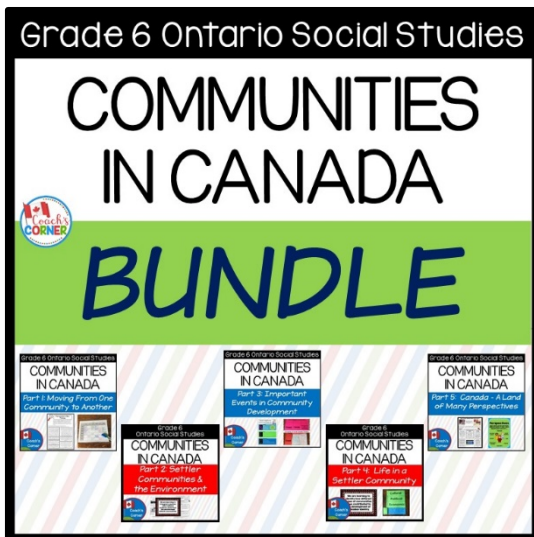
Ontario

Gr. 6 Social Studies

Strand A

Printable + Digital

Bundle



Unit Structure

1

This unit leads students on an exploration of many different Canadian communities, both historical and current. I have chosen the communities of Winnipeg and Attawapiskat to be the “pillar” communities, as they are very different from each other, but students will also explore:

Early Black Communities

Québec City

L'Arche

Europeans in New France

Fort McMurray

Africville, NS

Indigenous Peoples in Canada

Japanese-Canadians

Ottawa

Elliot Lake

Three-Part Lesson Format

2

Getting Started

Lessons focus on a curriculum expectation or “Concept of Disciplinary Thinking”, with an engaging activity.

3

Working On It

Students explore a community (ie. Japanese-Canadians during WWII) while applying a skill (ie. mapping) or concept (ie. Cause & consequence).

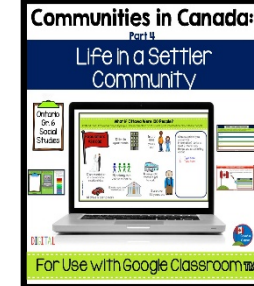
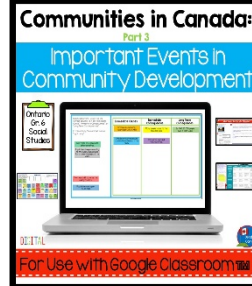
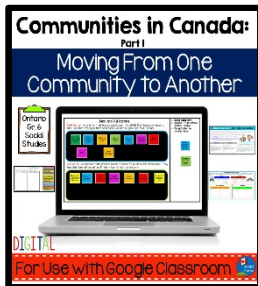
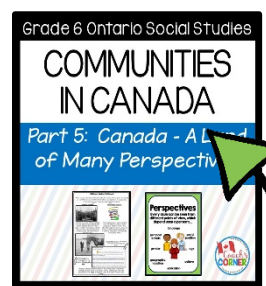
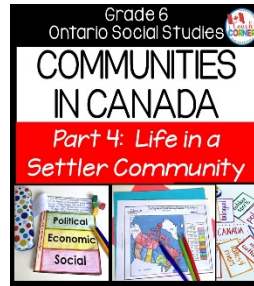
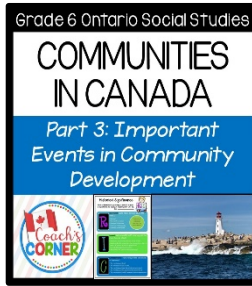
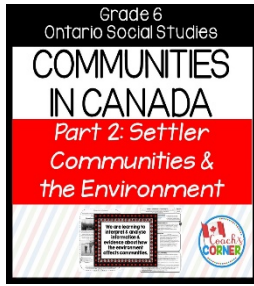
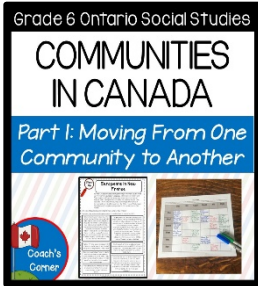
4

Reflecting & Connecting

The class gathers to share information about their learning and to reflect upon how that lessons' focus contributes to their collective understanding the many types of Canadian communities, the role that individual citizens can play in improving these communities, and the “Canadian identity”.

Unit Components

5 Printable PDFs



Part 5 has not been digitized as it contains a large debate component, that doesn't lend itself well to this format.

4 Digital Google Slides

- Teacher-led lessons
- Students explore a wide variety of current and historical Canadian communities

5 Mini-Units

30 Activities

Part 1: Moving From One Community to Another

1. Winnipeg
2. Attawapiskat
3. Close-Up Communities
 - Europeans in New France
 - Early Black Communities
4. Citizenship Focus: Making Our School Welcoming
5. Inquiry Task: Pros & Cons of a New Community

Part 2: Settler Communities and the Environment

1. Features of a Community (1)
2. Features of a Community (2)
Close-Up Communities:
 - Fort McMurray, Alberta
 - Winter in Québec City
3. Citizenship Focus: Protecting Our Environment
4. Different Kinds of Evidence
5. Inquiry Task: Environmental Features of a Community

Part 3: Important Events in Community Development

1. Important Events in Winnipeg's History
2. Important Events in Attawapiskat's History
3. Cause & Consequence in Community Development
4. Important Events in a Cultural Community
5. Citizenship Focus: Making Our Community Stronger
6. Inquiry Task: Menu Board: Important Events in a Community

Part 4: Life in a Settler Community

1. The Canadian Identity
2. Patterns and Trends in Community Life
3. Culture in One Community
4. Ottawa: Home of Canadian Politics
5. The Economy of the Fur Trade in New France
6. Inquiry Task: Celebrating Our Diversity

Part 5: Canada - A Land of Many Perspectives

1. Perspective
2. Let's Debate (1)
3. Let's Debate (2)
4. Let's Debate (3)
5. Unsung Community Heroes
6. Inquiry Task: A Telephone Script



3-Part Lessons in PRINTABLE VERSION

Lesson 2: Features of a Community (2)

Key Question: How do the features of a community contribute to its identity?
Grade 6 Ontario Social Studies Curriculum Expectations:
A1.1, A2.2, A2.3, A2.4, A3.6

Materials Required

- [Rick Mercer in Fort McMurray Youtube video](#)
- [Winter Carnival in Quebec City video](#)
- Blank Paper to create question webs (1 per group)
- [Fort McMurray, Alberta](#) and [Winter in Quebec City, Quebec](#) student texts
- Large index cards for postcard activity

Getting Started/Minds On

- Review with students what they have learned about Canadian communities. Explain that they will now be learning about two new communities. Before them what these communities are (Fort McMurray and Quebec City), ask them to work in small groups to create questions that they might have about ANY community. Students should record their questions using a web designed by themselves.
- Divide students in half, with each group researching **one** of the 2 communities.

Working On It

Day One

- Show students each of the videos listed above, and then ask them if any of the questions they prepared in the "Getting Started" activity were answered. Allow them time to include this information in their webs.
- Distribute the student texts for each community to the appropriate groups. Give them time to read the text.
- Ask students to add any new information to their webs.

Day Two

- Discuss with students which of yesterday's sources of information they felt were "unbiased": the videos or the student texts? This is an opportunity for you to discuss primary versus secondary sources, as well as "perspective": whose voice is best represented in the videos? Whose voice might not be represented? For example, how might a driver in Quebec City feel about the Quebec Winter Carnival?
- Put students in pairs, with each partner sharing information about Fort McMurray and the other partner shares information about Quebec City.

Reflecting & Connecting

(Perhaps a "Day Three" activity?)

To have students reflect on their learning about community features and identify each student create a postcard from one of the communities studied so far. On the front of the postcard should contain an illustration showing an important feature (building, celebratory event, landscape...) of the community, and the other side containing a note to a friend about something about how this feature is important to the community.

(c) Coach's Corner

Timeline:
2-3 Class
Periods

Lesson 4: Important Events in a Cultural Community

Key Question: How Do Some Events Change a Community?
Ontario Social Studies Expectations: A2.4, A2.5, A3.1, A3.4, A3.5

Timeline:
1-2 Class
Periods

Materials Required

- [Indigenous Peoples in Canada](#) student text
- [Value Cards](#) – copy enough so that each student gets 3 cards
- [Important Events in Indigenous Peoples' History](#) student chart



Getting Started/Minds On

- Discuss the meaning of "value" as it relates to personal standards (something that a particular person, group, or community considers to be important).
- Distribute individual value cards so that students each have 3 different cards (ie. power, beauty, and ecology).
- Tell students that they may keep all 3 cards, or trade 1 or more of them for another value card that a classmate has. Each student should be looking for cards that state the values that are most important to him/herself.
- Allow students approximately 10 minutes to mingle and trade value cards until most students are satisfied with the cards that they now hold.
- Have a class discussion for students to explain why the values they now hold are ones that they feel are most important to them. Ask what they would do if one or more values were taken away from them. How would that change their lives?

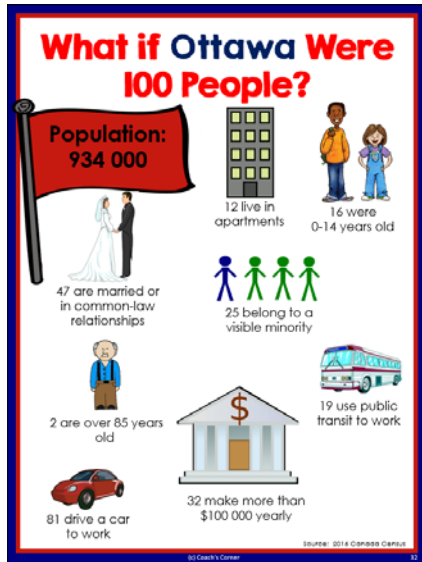
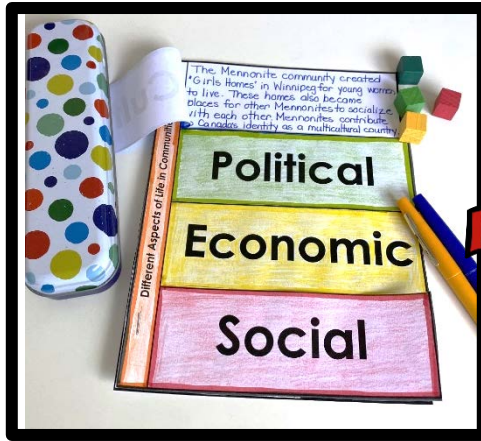
Working On It

- Ask students what they already know about the lives of Indigenous Peoples before the arrival of the early explorers and Europeans in New France & early Canada. What do they feel may have been most important to the Indigenous Peoples? To the Europeans?
- Distribute the [Indigenous Peoples in Canada](#) student text. Discuss how the information there is organized in chart form.
- Have students read the texts in groups, pairs, or independently, depending upon student ability.
- Refer to the "RIC" criteria for historical significance, and the [Cause & Consequence](#) posters from earlier lessons. Ask students to work in groups of 4 to discuss which 3 events from the student text they feel would have the most impact on Indigenous communities, and what the consequences of these events would be. What values do they think the Indigenous communities might have had before the arrival of the Europeans, and how have these values been affected by the Europeans?
- Explain that students are to choose ONE of the events in Indigenous Peoples history, and complete the [Important Events in Indigenous Peoples' History](#) chart

Reflecting & Connecting

Ask students to reflect upon the Value Cards activity from "Getting Started". After having read about events in Indigenous history, can they discuss which values the various parties involved in treaty-making would have brought to negotiations? Can they identify whose voices and values may not have been made during the treaty-making process?

Printable & Digital Versions Cover Same Content



Perfect for distance learning,
AND for IEP accommodations!

Student-Friendly Text



Elliot Lake, Ontario

Elliot Lake is a small community just north of Lake Huron that has seen several changes during its existence. Like other communities in Canada, it had to adapt to events that **transformed** (changed) the way the community worked!

In the early 1950's, uranium (a radioactive metallic element used in nuclear fuels and weapons) was discovered in the Canadian Shield near Elliot

Lake. The Ontario government wanted to make sure that they would have enough people to work the mines in the area. As a result, the city of Elliot Lake was born!

Many people moved to Elliot Lake to get good-paying jobs in the area mines. By 1960 the town had a population of 25 000! The **infrastructure** of the town was built to serve the needs of the mining community. Elliot Lake needed roads in and out of the mines, stores for the people who moved there to buy supplies, and schools and hospitals for the workers.

Elliot Lake became a "single industry town". This means that the citizens depended upon one major industry for survival, the mining of uranium. This was fine when the demand for uranium was high and it could be easily sold for a good price. However, by the early 1960's the United States government announced it would no longer buy uranium from Canada. People began leaving the area as the mines no longer needed so many employees. By 1964 employment in the mines had fallen from 8500 to 1060, and by 1966 only 6700 people lived in Elliot Lake.

In the 1970's and '80's, things improved when the mining companies signed long term contracts with Japan and Britain, as well as with Ontario to supply uranium for nuclear power plants. The population rose again, this time to 20 000. Sadly in the 1990's there were fewer buyers as there were fewer nuclear power plants being built as people were worried about the safety of these plants. Also, Saskatchewan had now started producing uranium, so Elliot Lake was no longer the only Canadian source of this product.

Boom and Bust??

Elliot Lake has experienced a "boom and bust" economy:

Boom: demand & price for a product is high, so many people are hired and the community grows quickly

Bust: demand & price of product is low, production is reduced, so workers are laid off and move away

With so many people moving away from Elliot Lake, the town was in danger of disappearing off the map! The citizens realized that since uranium could no longer draw young families to the area, they would have to find something new to make the area attractive to newcomers. Instead of young people, they now advertise the town as a place for retirees to come and live. Advertisements are placed in magazines showing older people enjoying the beautiful scenery and low-cost homes in the area, and it is now a very successful community. The median age of the citizens in Elliot Lake is 57.1, while the median range of citizens in the province is 40.4!



Click to watch



Winter in Quebec City



Québec City, the capital of the province of Québec, is home to one of the most well known Canadian symbols, Bonhomme Carnaval. Bonhomme Carnaval is the ambassador of the Québec Winter Carnival, when the city comes alive with colourful night time parades, ice canoe races, and maple candy sold in booths throughout the area. Many Canadian communities embrace winter, and Québec City is a great example.

People around the world often think of Canada as a very cold and snowy country, and the images and videos the giant slide in front of the famous hotel Château Frontenac, dancing in the snowy streets, and sleeping in the Ice Hotel.

Language is an important feature of Québec City, especially as it is represented by the winter carnival. While Canada is a bilingual country, in Québec City most people are French, and signs for streets, restaurants, stores and other places are written in French (by provincial law). As of 2020, only 2% of the population of this city were English speakers! When tourists from other countries come to Québec City, what might they tell their friends about Canada based on this fact?



Château Frontenac

The part of the city known as Old Québec is unique. It is enclosed by the fortified walls that were built hundreds of years ago to protect the young settlement from outsiders. Old Québec is made up of two parts: Upper Town, which sits on top of huge cliffs, and Lower Town, which is at the bottom of the cliffs. People wanting to walk between the two "towns" need to be in good shape, as they may have to climb up to 200 steps!

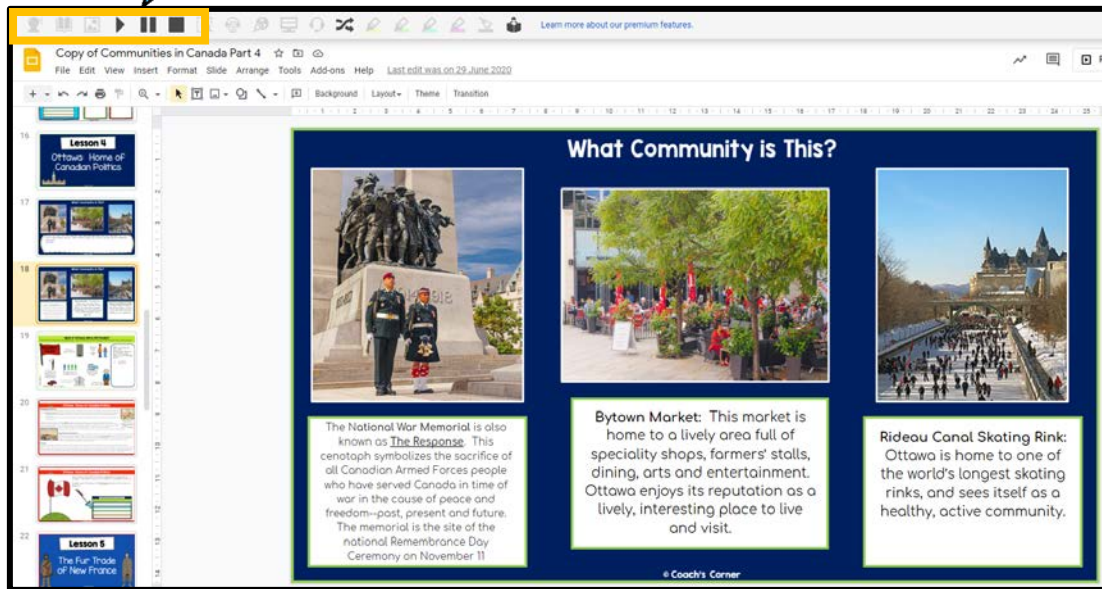


How does the Canadian climate contribute to its magic in the world?

Draggable Items

Students simply type in their answers, or use Google Read & Write's dictation tool!

Digital Version Can be Used with Google Read & Write



Mapping

Printable

Name: Jack

More people over 55 years than under 55

Balance population

More people than 25 than over 55

What does this map tell us about Canadian identity?

A large part of Canada has a younger population.
 Ontario has a large senior population.
 Areas near the U.S. border have diverse populations.
 Canada can be seen as a 'young' country as it is still growing, as seen by its younger population.

Name: Claire

Map Key

# of Reserves	Colour
0 - 50	Red
51 - 100	Green
101 - 150	Blue
151 - 200	Yellow
201 - 250	Orange
251 - 300	Purple
301 - 350	Light Blue
351 - 400	Light Green
401 - 450	Light Yellow

Digital

Teacher-Only Slide!!!

Use the brush menu to create a map key. Give a different colour for each range of numbers. HINT: You will actually only need FIVE colours! Colour in the province and territories using the colours from your map key.

Province or Territory	# of Reserves
Newfoundland & Labrador	3
Prince Edward Island	4
Nova Scotia	25
New Brunswick	18
Quebec	27
Ontario	139
Manitoba	75
Saskatchewan	168
Alberta	81
British Columbia	419
Yukon Territory	0
Northwest Territories	2
Nunavut	6

# of Reserves	Colour
0 - 50	
51 - 100	
101 - 150	
151 - 200	
201 - 250	
251 - 300	
301 - 350	
351 - 400	
401 - 450	

Number of First Nations Reserves by Province and Territory



You will find the Google Jamboard file of this interactive map in the Google Drive folder for this Part 4 resource!

© Coach's Corner

Jamboard Mapping

In the regular (PDF) version of this mapping activity, students would simply be given a paper copy of these activity sheets. They would create a map key using coloured pencils, and then use that key to colour in the map.



In a distance learning situation, however, it becomes more complex. I have created a Google Jamboard version of this activity for students to use that platform's markers to create the key and colour in the provinces and territories. The image to the left shows what this slide looks like! *You will find this Jamboard activity in the Google Drive folder for this unit, and can assign it to students from there.*

Clear Student Instructions

Digital Version

Community Features		
Feature	Winnipeg	Attawapiskat
	•	•
	•	•
	•	•

Instructions

- Choose 3 features below. Drag each one to a box in the first column.

climate

economy

hazards

recreation

religion or spiritual beliefs

population

natural resources

language

wildlife

special buildings

- Watch [this video](#) about Winnipeg.
- Watch [this video](#) about Attawapiskat.
- Fill in the chart to show the features of each community.
- Read the texts about each community and add anything new that you learned.

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Teachers: Students may need to use information from [Communities in Canada: Part 1 Moving from One Place to Another](#) to assist them with this task. In addition, they may want to consult other classroom materials and/or online sources for some of these categories. You are able to edit the table and assignment to better meet the needs of your class or specific students.

Additional Teacher Notes

Links to Relevant Resources

Printable: QR Codes

Digital: Clickable Links

Extra Sources of Information - Japanese Canadians During World War II

Teacher Note: You may want to provide students with some direction in terms of electronic resources they may find helpful in researching their debate topics. I have provided several websites which might be helpful, although you will want to supplement with a trip to the school or community library!

For each site, I have provided the name of the article, the full url, AND a QR Code that can be easily accessed by students using a QR code reader on a tablet or phone.

Canada, A People's History: Japanese Internment

<https://www.cbc.ca/history/EPISCONTEN/TSE1EP14CH3PA3LE.html>



National Film Board: Minoru - Memory of Exile

<https://www.nfb.ca/film/minoru-memory-of-exile/>



Prezi: Was the Internment of Japanese Canadians Justified?

https://prezi.com/7axvvhgqm_kp/was-the-internment-of-japanese-canadians-justified/



Google Images: Japanese Canadian Internment

<https://www.google.ca/search?tbm=isch&q=internment+of+japanese+canadians&imgdli=&cad=h>



The people in this video have developmental disabilities, and live together in a L'Arche community in Cape Breton, Nova Scotia. Click the screen below to see who they are, and what they love, hate, and dream.



What did you notice about the answers you gave to the "I Am, I Love, I Hate, I Dream" prompts compared to those of the men and women of L'Arche? Were you surprised by anything?

Type here

Instruction Booklets

Communities in Canada For Use with Google Classroom

Instructions for Teachers

Teachers:

If this is your first time purchasing a digital resource from my **Coach's Corner** store on TPT, you may appreciate some help in assigning this unit to your students.

Please let me know if there are any issues with this resource by emailing me directly at: coachsteachingcorner@gmail.com

This digital unit was created for use with my unit [Communities in Canada Part 1 \(PDF Version\)](#)

The activities/lessons in this digital resource follow along with the 3-part lesson plans found there!



Using Google Slides™



Need extra help? Check out these Google Slides Tutorial Videos

How to Access Tpt Google Uploads

Log in to your Google Drive (<https://drive.google.com>) → Click "My Drive" from the left navigation bar if not already selected → Open the "Tpt Purchases" folder → Each of your Tpt purchases that were uploaded using TPT's Google Upload tool will have its own folder.



"Help! My Tpt Purchases Folder Appears to be Missing."

If you are logged into your Google Drive account and clicked on "My Drive" as directed above but do not see your "Tpt Purchases" folder, check in the top right corner to make sure you are logged into the same Google Drive linked to your Tpt account.



How to Share Slides with Students (if not using Google Classroom)

Option 1: Have Students Make a Copy

Open the Slides from Google Drive → Select the "Share" button near the top right corner → Select "Get Shareable Link" from the top right of the pop-up → Select the link, copy/paste however you usually send information to students → By default, this link will allow anyone to VIEW the Slides. For students to make their own copy of this file to work in, they must go to "it" → "Share a copy"



Option 2: Share a Link that Forces Students to Make a Copy

Open the Slides from Google Drive → Select the "Share" button near the top right corner → Select "Get Shareable Link" from the top right of the pop-up → Select the link, copy/paste however you usually send information to students → At the end of the URL, find the word "edit" and starting there, delete everything from the word "edit" until the end → Type the word "copy" where it used to say "edit"

How to View Student Work (if not using Google Classroom)

Option 1: Have students email you the link to their Slides by copying and pasting the Google Slides URL from the search bar into an email → Select "Done"



Answer Keys

Push and Pull Factors

Push Factor: A condition that makes people want to LEAVE their home community. They feel that staying in that community will not be good for their families.



Pull Factor: A condition that attracts people to move to a particular community. They feel their lives will be better if they move to that community.



➤ Read each item.
➤ Decide if it is a PUSH or PULL Factor.
➤ Drag it into the correct box.