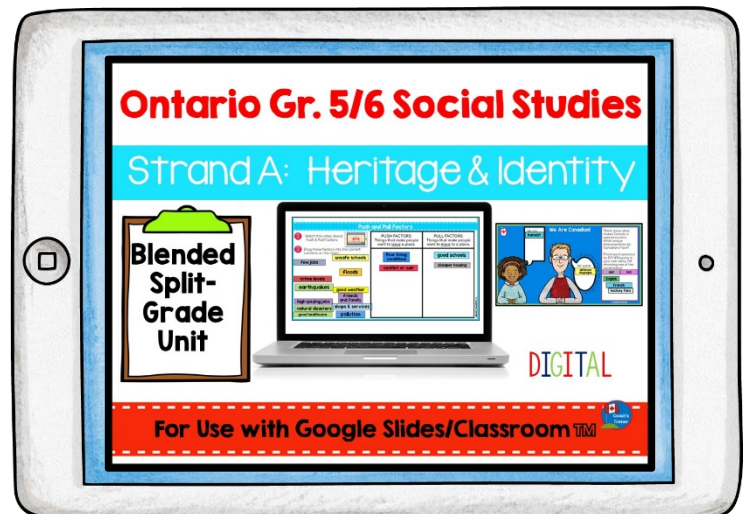
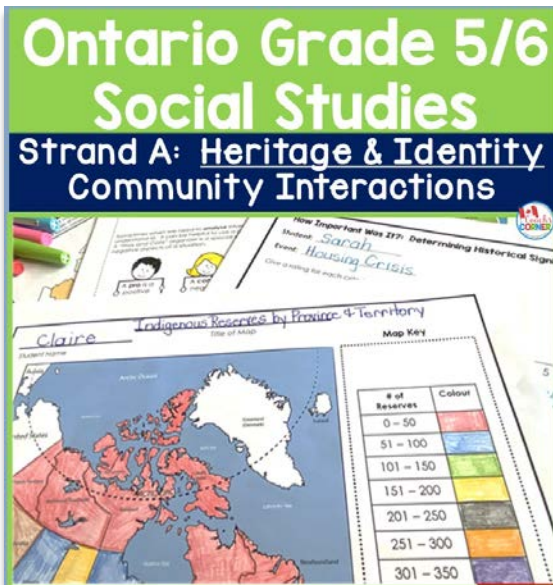


# Ontario Social Studies

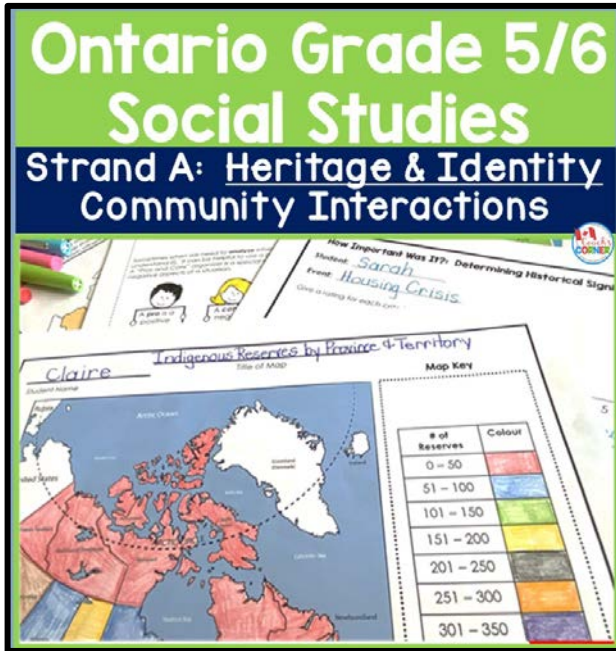


## Grade 5/6 Strand A Printable + Digital BUNDLE



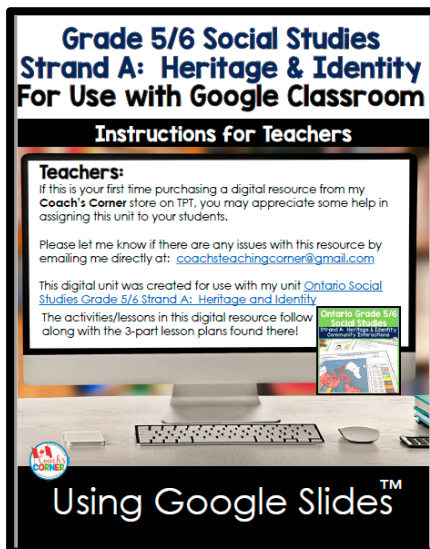
# Unit Components

A

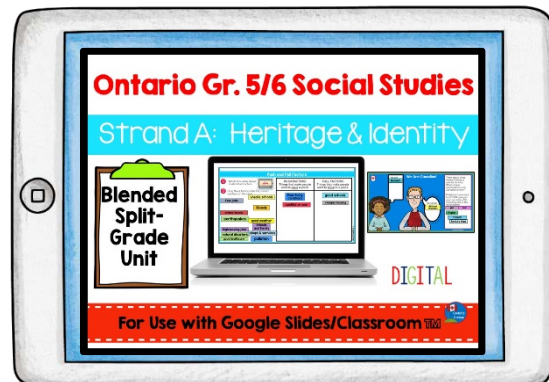


**Original (Printable)  
PDF with Complete  
Lesson Plans**

B



**Instruction Booklet with Link  
to Google Slides Version**



# Unit Structure

**This unit has been created to assist teachers who have a split Grade 5/6 classroom in Ontario and meets the expectations of the 2023 Social Studies Curriculum.**

**Lesson plans enable the teacher to lead ONE lesson for both grades, and then the major task for the lesson is the same, but with each grade looking at different student texts (grade-level, illustrated texts are included).**

**For example:**

## **Lesson 4: Primary & Secondary Sources**

Getting Started: Explanation of different types of evidence; students work in pairs to sort a set of sources into Primary/Secondary chart.

Working on It: Students examine primary/secondary sources and annotate using highlighters:

- ✓ Grade 5: **Explorers to New France**
- ✓ Grade 6: **The Growth of Winnipeg**

Reflecting & Connecting: Discussion of student findings, and of when each type of evidence is most appropriate. Possible Activity: Students explore their classroom for items that would be primary or secondary evidence for someone 100 years in the future who wants to know what education was like a century before!

**Most lessons focus on one of the “Concepts of Social Studies Thinking” from the curriculum, allowing students to develop critical literacy as historians and geographers during this unit.**

# Blended Lessons

Same concept, but different foci for each grade.

## Grade 5 Text

### Europeans in New France

For many thousands of years, the only people living in North America were people we now refer to as Indigenous (original people to this land). Most of these people were **First Nations** people, but in the far north there were **Inuit** people. There were many different Indigenous groups, and each group had their own language, homes, clothing, methods of obtaining and preparing food, and family structure. Life for many of these groups changed with the arrival of European explorers and settlers beginning in the 1400's. However, the Europeans themselves experienced change as well in what became known as "New France".

**Who were These People, and Why Did They Come to New France?**

There were many reasons why Europeans wanted to travel westward as early as the 1400's:

- Many Europeans were trying to find a new route to the Orient (China, Japan, and India) and find the silk, tea, spices and jewels that people in Europe wanted to buy. When explorers first found North America, they mistakenly thought they had found India, and called the inhabitants "Indians". Eventually the explorers realized their error, but were pleased to discover they had found a new continent that had lots of animals whose fur could be used to make fur coats and hats for Europeans.
- The governments of European countries such as England, France and Spain each decided that they wanted to create a **colony** in North America. A colony is a group of people who create a settlement in a distant land but remain under the governmental control of their home country. The governments felt that they would become more powerful as their colonies grew. The King of France led sent explorers such as Jacques Cartier and Samuel de Champlain to set up settlements in North America, and by 1535 the colony of Quebec had been established.
- Countries such as France were becoming very expensive, and many people couldn't afford to buy a house or land. They were willing to move to New France with the hope that their lives would be better there.
- Many of the men who had settled in New France found few women there. In the late 1600's many poor, orphaned women were each given a trunk full of clothes and other important items to return for their agreement to move to New France to marry these men. These women were known as "**les filles du roi**" or "**the King's Daughters**".
- The Catholic Church in France sent many priests and nuns to New France to help spread this religion to the First Nations groups.

### Lesson 3: Why do People Live in Certain Communities?

Grade 5 Expectations: A3.3,  
Grade 6 Expectations: A3.2 A3.4 A3.5

Timeline:  
2 periods

**Materials:**

- Earlier charts from unit
- Chart paper, markers
- Any supplementary material you may have for these communities
- Optional: Push and Pull Factors in My Family form
- Student Texts
  - Winnipeg: Hearth of the Continent
  - Attawapiskat: People of the Porting of the Rocks
  - Europeans in New France
  - Early Black Communities

**Getting Started**

- Review the charts created up to this point in the unit, and begin a fresh one entitled: **Push and Pull Factors**. Explain that sometimes people come to a new community because there are features of that community that they find appealing, such as availability of jobs, and these are called **pull factors**. Sometimes, however, they move into a new community more because the situation in their original community was no longer desirable. For example, a local factory may have closed, putting the parents out of work. These are called **push factors**. Have students think about what they have learned about Winnipeg and Attawapiskat, determine the push and pull factors for these 2 communities, and put them on the new chart. (Note: two of the student texts for the **Working On It** portion of the lesson are about these 2 communities, so students will likely be offering more ideas as the lesson progresses.)

**Working On It**

- Have students briefly discuss the early origins of Canada. What other groups moved here from other areas?
- Explain that two such groups were the Europeans during the 17<sup>th</sup> & 18<sup>th</sup> centuries, and black settlers from the United States in the 19<sup>th</sup> century.
- Break students apart into 4 groups. Have the Grade 5s explore **Attawapiskat** and **Europeans in New France**, while Grade 6s explore **Winnipeg** and **Early Black Communities**. Make available to them the student texts sheets from this unit as well as any other supplementary material from your school. Students are to examine these groups in terms of the **push and pull factors** that affected these movements to these communities.

**Reflecting & Connecting**

Bring your students together in a **Knowledge Building Circle**. Allow students to share their findings, and have the group come to a consensus when deciding whether a particular reason for movement is a "push" or a "pull" factor. Add any new push or pull factors to the chart.

You may want to consider asking students to talk to family members for an informal home assignment to find out how their families ended up in their present community. They could complete the form **Push and Pull Factors in My Family** to show the reasons that brought their families to this community, and share with the class.

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Here each grade level has different communities to explore, but they come together to share their knowledge during Reflecting and Connecting

## Grade 6 Text

### Early Black Communities

When people are considering whether or not to move to a new country, there can be both **push** and **pull** factors.

**Push Factors:** features of a location that may drive people to move away from their homes

**Pull Factors:** features of a new area that draw people away from their previous location

In the early days of our country, as many as 80,000 new black settlers arrived in search of a new life. Most of these settlers were slaves from the United States. They made the decision to escape to Canada knowing that they could be tortured or killed if they were caught along the journey. For many black people, the combination of push and pull factors helped them see Canada as "the promised land".

Several laws had been made in **Upper Canada** (what's now Ontario) that helped make this area attractive to black people looking for freedom:

- 1793 Abolition Act: Freed slaves over the age of 25, and made it illegal to bring slaves in to Upper Canada
- 1834 Emancipation Act: Freed blacks from slavery, but said that they were now **apprentices** who would have to serve a six year unpaid period with their masters. Children under the age of 6 were immediately free.

Do these laws really eliminate slavery?

Push Factors	Pull Factors
<ul style="list-style-type: none"> <li>No freedom</li> <li>Beaten regularly</li> <li>Even if slaves escaped to northern United States, they could still legally be caught by southern slave-catchers and returned to their owners</li> </ul>	<ul style="list-style-type: none"> <li>Promise of freedom</li> <li>Promise of education</li> <li>Promise of land</li> <li>Hoped to find friends &amp; relatives who had already escaped to Canada</li> </ul>

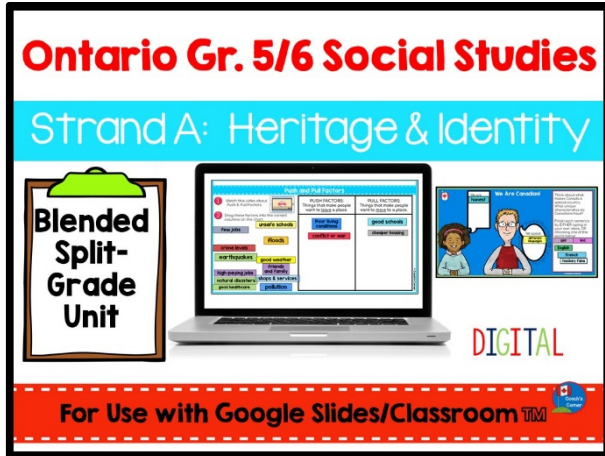
Many of the people who survived the dangerous journey on the "**underground railway**" to Canada found their way to several black communities, particularly in southern Ontario. Some, however, were not comfortable being so close to the United States, and preferred to move further inland to better avoid American slave catchers.

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# 14 Lessons



1. What is the "Canadian Identity?"
2. How Do the Features of a Community Contribute to Its Identity?
3. Why Do People Live in Certain Communities?
4. Where Have Canada's Indigenous Peoples Lived?
5. What Are Treaty Territories?
6. What Are Primary and Secondary Sources?
7. How Do Maps Show Patterns and Trends?
8. What Are Interrelationships?
9. How Have Canadians Solved Problems?
10. What Makes an Event Significant?
11. What are "Causes and Consequences"?
12. Why Do People Have Different Perspectives?
13. Whose Perspectives Are Loudest?
14. Métis and Inuit Peoples  
Culminating Event: Let's Debate  
Assessment and Evaluation

# Using Big Ideas

## Big Ideas



So...what do we want our students to get out of our social studies classes? Why is it important that our students learn about history and geography anyway? Ultimately.... **what's the big idea?**

Big Ideas are the major concepts that our students need to understand in order to make sense of how historical events have affected present-day issues, and to understand the many ways in which communities evolve and grow strong through active citizenship..

In the Ontario curriculum, the "big Ideas" are directly related to the overall expectations, as well as to the "Concepts of Disciplinary Thinking" (see p. 14-15 of the document).

Overall Expectations (what the students are expected to demonstrate)	Concept(s) of Disciplinary Thinking (what students should be thinking about as they investigate)	Big Ideas (what students should walk away from the unit with)
---	---	--

### B1: Application

**Gr. 5:** analyse some key short- or long-term consequences of interactions among Indigenous peoples, among Europeans, & between Indigenous and European people prior to 1713  
**Gr. 6:** assess contributions to Canadian identities made by various groups, communities, including First Nations, Inuit communities, and by various Canadian communities & regions

### B2: Inquiry

**Gr. 5:** use the social studies inquiry process to investigate aspects of the interactions among Indigenous peoples, among Europeans, & between Indigenous and European people prior to 1713 from perspectives of the various groups  
**Gr. 6:** use the social studies inquiry process to investigate different perspectives, historical and/or contemporary, of a few distinct communities, including First Nations, Métis, & Inuit communities in Canada

### B3: Understanding

**Gr. 5:** describe significant features of interactions among Indigenous peoples, among Europeans, & between Indigenous and European people prior to 1713  
**Gr. 6:** demonstrate an understanding of significant experiences of, and changes & aspects of life in, various historical and contemporary communities, including First Nations, Métis, & Inuit communities in Canada

## Big Ideas

Looking at the "big ideas" of Strand A for both Grade 5 and 6 makes it easy to see the commonalities between the two grades, and also makes it possible to combine them to create more comprehensive, yet easily understood, big ideas:

Grade 5	Grade 6	Combined Big Idea
Interactions can be positive for some and negative for others.	Different groups may experience the same development or event in different ways.	Members of different communities may experience an event in different ways.
We must be aware that each group has its own perspective or interrelationships.	Many communities made contributions to Canada.	
Cooperation and conflict are inherent aspects of human interactions and relationships.	Significant differences have developed that contribute to the diversity of Canada.	



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**We are learning how to identify how members of different communities may experience an event in different ways.**

# Learning Goals

# Full Lesson Plans

<b>Lesson 1: What is the "Canadian Identity"?</b> <b>Grade 5 Expectations:</b> A2.1 <b>Grade 6 Expectations:</b> A2.1	<b>Timeline:</b> 1 period								
<b>Materials:</b> <ul style="list-style-type: none"> <li>• <b>Internet Video:</b> <a href="#">I Am Canadian</a> (Molson Canadian)</li> <li>• <b>Lyrics to I Am Canadian</b> (due to copyright, I can't provide the entire script here)</li> <li>• <b>We Are Canadian</b> poetry - 1 per student OR just one enlarged version</li> </ul>									
<b>Getting Started</b> <ul style="list-style-type: none"> <li>• Ask students to work with a partner to make a list of all the things that define "Canada". What makes our country unique?</li> </ul>									
<b>Working On It</b> <ul style="list-style-type: none"> <li>• If at all possible, show students the online video <a href="#">I Am Canadian</a>, which was produced back in 2000 as an attempt to build pride amongst Canadian youth.</li> <li>• Have students return to the lists they made in <b>Getting Started</b> and add to them during the <a href="#">I Am Canadian</a> discussion.</li> <li>• If possible, using an interactive projector (or copying the template and conducting a Shared Writing lesson by working with students to create a poem. (I have provided a landscape version of this template in the folder of this full unit.) Discuss what sets Canada apart from other countries.</li> </ul> <table border="0"> <tr> <td><input type="checkbox"/> Spelling</td> <td><input type="checkbox"/> Values</td> </tr> <tr> <td><input type="checkbox"/> Pronunciation</td> <td><input type="checkbox"/> Landmarks</td> </tr> <tr> <td><input type="checkbox"/> Homes</td> <td><input type="checkbox"/> Clothing</td> </tr> <tr> <td><input type="checkbox"/> Official Languages</td> <td><input type="checkbox"/> Colloquialisms</td> </tr> </table> <ul style="list-style-type: none"> <li>• NOTE: Students will be coming back to this "poetry rant" later in the unit to independently create an "I Am..." poem, taking on the viewpoint of a smaller Canadian community (i.e. A "voyageur" or a participant in the 1917-18 Winnipeg General Strike). You will want to save the group work created in this lesson point for students at that time.</li> </ul>		<input type="checkbox"/> Spelling	<input type="checkbox"/> Values	<input type="checkbox"/> Pronunciation	<input type="checkbox"/> Landmarks	<input type="checkbox"/> Homes	<input type="checkbox"/> Clothing	<input type="checkbox"/> Official Languages	<input type="checkbox"/> Colloquialisms
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<input type="checkbox"/> Homes	<input type="checkbox"/> Clothing								
<input type="checkbox"/> Official Languages	<input type="checkbox"/> Colloquialisms								
<b>Reflecting &amp; Connecting</b> <p>Discuss with students the idea of Canada being a <b>mosaic</b> of people. These will likely be new terms for students. Explain that most Canadian identity becomes stronger as immigrants move to our country, bring their own culture to embrace and learn from. These newcomers help where everyone's contribution is evident and acknowledged. In Canada, we believe that no matter where immigrants have come from, once they are in the States, they are "Americans" and are expected to follow the customs of the new country. This is known as a <b>melting pot</b>. Ask students where their own family came from.</p>									

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Links to Appropriate Websites

<b>Lesson 3: Why do People Live in Certain Communities?</b> <b>Grade 5 Expectations:</b> A3.3, A3.4 <b>Grade 6 Expectations:</b> A3.2 A3.4 A3.5	<b>Timeline:</b> 2 periods
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Earlier charts from unit</li> <li>• Chart paper, markers</li> <li>• Any supplementary material you may have for these communities</li> <li>• Optional: <a href="#">Push and Pull Factors in My Family</a> form</li> </ul>	
<b>Getting Started</b> <ul style="list-style-type: none"> <li>• Review the charts created up to this point in the unit, and begin a fresh one entitled: <b>Push and Pull Factors</b>. Explain that sometimes people come to a new community because there are features of that community that they find appealing, such as availability of jobs, and these are called <b>pull factors</b>. Sometimes, however, they move into a new community more because the situation in their original community was no longer desirable. For example, a local factory may have closed, putting the parents out of work. These are called <b>push factors</b>. Have students think about what they have learned about Winnipeg and Attawapiskat, determine the push and pull factors for these 2 communities, and put them on the new chart. (Note: two of the student texts for the <b>Working On It</b> portion of the lesson are about these 2 communities, so students will likely be offering more ideas as the lesson progresses.)</li> </ul>	
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<b>Reflecting &amp; Connecting</b> <p>Bring your students together in a <b>Knowledge Building Circle</b>. Allow students to share their findings, and have the group come to a consensus when deciding whether a particular reason for movement is a "push" or a "pull" factor. Add any new push or pull factors to the chart.</p> <p>You may want to consider asking students to talk to family members for an informal home assignment to find out how their families ended up in their present community. They could complete the form <a href="#">Push and Pull Factors in My Family</a> to show the reasons that brought their families to this community, and share with the class.</p>	

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2023 Revised Ontario  
Social Studies Curriculum Expectations



# Student-Friendly Texts

## Winnipeg: Gateway to the West

Every community has features that make it special or unique when compared with other communities. Let's take a look at Winnipeg's features!



Image by AJ Batae (Flickr)

### Climate

Winnipeg is often known as the "Windy City" or "Winterpeg" due to its long, cold winters and short, warm summers. It's very windy because of its location on the flat prairies, where there are few barriers to stop the wind as it travels south from the Arctic.

Out of the 365 days of the year, Winnipeg has snow greater than 1 cm for 132 of those days, while Vancouver only has this snow cover 10 days, Toronto has it 65 days, and Ottawa has it 120 days!

The steady snow and winds cause weather forecasters for the city to issue warnings for people to stay inside in such conditions.

Month	Average High (Celsius)	Average Low (Celsius)
January	-10.1	-18.1
February	-7.9	-16.8
March	0.0	-9.2
April	10.0	0.4
May	17.1	6.4
June	23.0	13.0
July	26.7	16.5
August	25.4	15.0
September	20.2	9.8
October	10.8	2.6
November	1.5	-5.7
December	-8.1	-15.5

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## Education in Indigenous Communities

3

### Deaths of 7 Indigenous Students in Thunder Bay the Responsibility of All Canadians.

Look at the map. Watch the video. In the box below, write at least one question or one thing that you think is particularly important about the deaths of these seven students.



Type here

The block arrows point to where the high school students lived before they moved to Thunder Bay.



Between 2000 and 2011 seven students from First Nations communities in northern Ontario died while they were living in Thunder Bay. They were going to high school there because there were no high schools in their own communities.

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## Interrelationships

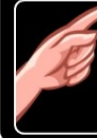
- There are connections between humans, as well as between humans and their environments.
- Relationships can involve both conflict AND cooperation.
- Events in one area can have a significant effect on other areas.
- The environment can help people meet their needs.
- Members that are new to a community can be helped by people already living in the area.

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## Causes & Consequences

Most community events have both causes and consequences.

### Cause



- An event that makes other things happen
- Is clearly related to the event
- The event would not have occurred without the cause
- Is important to the degree of the consequences that followed

### Consequence



- A reaction to a cause
- Can be positive or negative
- Can be minor or very serious
- Can affect only one person or many people
- Can be immediate (last only a very short time) and/or long-lasting (for a very long time).

For example, let's look at the Elementary School Crisis in Attawapiskat.

Cause	Immediate Consequences	Long Term Consequences
<ul style="list-style-type: none"> <li>• Pipes carry heating oil burst near the elementary school in 1979.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and students are affected by the strong smell of spilled oil.</li> </ul>	<ul style="list-style-type: none"> <li>• Students &amp; staff become sick from oil spill.</li> <li>• School is closed in 2000.</li> <li>• Classes moved to portables.</li> <li>• People outside the community learn of the problem from 13 year old Shanen Koostachini.</li> <li>• Federal government plans new school.</li> <li>• In 2014 a new school finally opens.</li> </ul>

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# Digital Version Can be Used with Google Read & Write



# Digital Version: Movable Interactive Pieces

Canadians play

## We Are Canadian!

Think about what makes Canada a special country. What unique characteristics do Canadians have?

Finish each sentence by EITHER typing in your own ideas, OR choosing one of the words below!

kind

caring      baseball

conceited      hockey

lacrosse      serious

loud      funny


We are

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## Push and Pull Factors

1 Watch this video about Push & Pull Factors.

2 Drag these factors into the correct columns on the chart.



PUSH FACTORS: Things that make people want to <u>leave</u> a place.	PULL FACTORS: Things that make people want to <u>move</u> to a place.

few jobs

unsafe schools

cheaper housing

conflict or war

floods

crime levels

Poor living conditions

earthquakes

good weather

good schools

friends and family

high-paying jobs

shops & services

natural disasters

pollution

good healthcare

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# Mapping

## Population of Métis People in Canada's Cities

6

European traders came to North America long ago looking for furs to buy for the people in their home countries. They traded furs for guns and tools with First Nations hunters. The French and English men often married First Nations women, and their children were known as **Métis**, which means "mixed-race". Métis people lived in the



The first Métis people lived across what became Western Canada, Ontario, and the United States. The shaded part of this map shows the area where Métis people could be found. Fur traders began to explore these regions to find some animals that lived in the area.

How might these animals have helped?



Buffalo



Moose

## Land Treaties in Canada

Canadian governments and many different Indigenous peoples made treaties over a long period of time. This map shows the locations of some of the land treaties areas. How is this map different from others you have seen? What information is missing?



Treaty 1 1871	Treaty 2 1871
Treaty 3 1873	Treaty 4 1874

Treaty 1 1871	Treaty 2 1871
Treaty 3 1873	Treaty 4 1874

## Indigenous Reserves by Province & Territory

Student Name: Claire


Title of Map

Map Key






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

# Links to Relevant Videos & Websites



## What Treaty Territory Do I Live On?


 Watch this short video about Treaty 9.
 

 Click on [this link](#).
 

Find this:

Type in the name of your community into the box and hit "Enter". It will tell you the treaty territory that you are on.

You can click on the blue links the website gives you to find out about your treaty territory!

 The name of my community is [type community name](#).
 

My community is located on the following treaty territory: [type name of treaty territory](#).

This territory is covered by the following treaty: [Type name of treaty](#).

The most important thing about this treaty is [type here](#).

It is important that we know about this treaty because [Type here](#).

Clickable Links in Digital Version

## Lesson 2: How Do the Features of a Community Contribute to Its Identity?

Grade 5 Expectations: A3.1, A3.6, A3.7  
Grade 6 Expectations: A1.1, A1.3

Timeline: 2 periods

### Materials

- Youtube video: [Visit Winnipeg, Manitoba, Canada!](#)
- Youtube video: [Iroquois: Native People of the Woodlands](#)
- [Winnipeg and Iroquois of the Eastern Woodland](#) texts

### Getting Started

- Ask students to consider what types of features make a community unique. You may want to have them work in small groups to create a list of these features, and then have the groups share their ideas with the class. For example: climate, population, language, religion, wildlife, economy, special buildings, or symbols.

#### Day One

- Explain that students will be watching videos about **Winnipeg** & the **Iroquois of the Eastern Woodlands**.
- If possible, pair a Grade 5 student up with a Grade 6 student.
- Distribute the Community Features sheets to students (check grade levels on the sheets).
- Show students the Grade 5 video (Iroquois). Have the Grade 5 students use the 2<sup>nd</sup> column in the chart to record how each feature was used by the Iroquois. Their Grade 6 partners can assist.
- Show students the Grade 6 video (Winnipeg). Have the Grade 6 students record their learning in the 2<sup>nd</sup> column of their charts. Their Grade 5 partners can assist.

#### Working On It

- Explain that students will be reading about **Winnipeg** & the **Iroquois of the Eastern Woodland**, and that they will need to look for the different types of features listed on their charts.
- Again, if you wish, have students pair up again.
- Distribute the Winnipeg and Iroquois texts.
- Explain that students will read to find any new information about the listed features. They will record their learning in the 3<sup>rd</sup> column of their charts.

### Reflecting & Connecting

- Because the two communities under discussion are so different, your students will likely have much to discuss after watching the videos and reading the student texts. At this point you will want them to start contemplating how the natural environmental features of each community have contributed to the living situation in each location. How do these features contribute to the identity of each community (ie. The use of their natural environment for food, clothing, and shelter demonstrates the self-sufficiency of the Iroquois).
- On the back of their **Community Features** organizer, have students write about one feature in your OWN community that would be interesting for tourists to learn about.



## 169

- C: Making Connections Between Contexts: makes connections between issue & other situations

### Assessment of Conversation During a Knowledge Building Circle

**Knowledge Building Circle:**

The good news about inquiry-based learning is that you don't have to be the expert in everything...the kids become experts in their own fields, and then share their expertise with others through participating in a "knowledge building circle." You will regularly schedule circles at key points during the unit to allow each group to share their specific expertise and for students to question, challenge, and reflect upon the ideas presented. Curriculum-based learning goals set the agenda for the day's circle, and students discuss any learning they have done that will help the group meet that goal.

Check out this video from LearnTeachLead.ca which shows a Grade 6 class involved in a knowledge building circle:

<http://learnteachlead.ca/videos/kbc.html>

So how can you assess the rich conversation between students in a knowledge building circle? By keeping in mind the learning goal(s) at the heart of the discussion, you can take jot notes of student contributions. Jot notes can be referenced later as you prepare for interviews.


It is helpful to record evidence of both content knowledge and process skills during these discussions. This resource can be used for both types of assessment to be noted. **Please use this resource (and yourself!!!) of the learning goal and success criteria.**

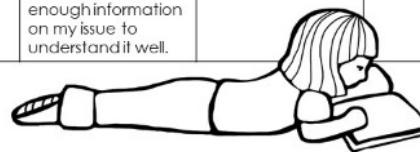
**Deliberate**

Name: \_\_\_\_\_

Learning Goal:	Weighted Goal:

[illegible]

Learning Goal:	We are learning to gather information from reliable primary & secondary sources.	We are learning to interpret & analyse information about a community issue.	We are learning to evaluate evidence about different perspectives on an issue.
Success Criteria	<p>I can:</p> <p>_____ find at least 1 primary source of information about my community issue.</p> <p>_____ find at least 1 secondary source of information about my community issue.</p> <p>_____ I can record where I found my sources of information</p> <p>_____ I know if I have collected enough information on my issue to understand it well.</p>	<p>I can:</p> <p>_____ identify the most important information from my primary and secondary sources</p> <p>_____ determine if a variety of viewpoints are represented in my sources of information</p> <p>_____ organize my information clearly on the <u>Debate Jo</u> <u>Notes organizer</u></p> 	<p>I can:</p> <p>_____ make judgments based on the information I have gathered</p> <p>_____ identify the point of view represented by a source of information</p> <p>_____ take a position about my issue and support it with the evidence I have gathered.</p>



# Focus on Indigenous Peoples

## Métis in Early Canada - I

### Métis Shelter

Métis people often moved from place to place at certain times of the year to where animals, especially bison, could be found. They hunted these animals for the food and clothing they could provide. They also traded these animal pelts to fur trading companies.

As they travelled from place to place to hunt and trade, Métis people would set up tipis like those that First Nations people had been making for years. Sometimes they traded furs for canvas tents that they could set up easily.



Métis people needed to live where there were many animals to hunt, and where there was water to use for drinking, washing, traveling and fishing. Many Métis lived for much of the year along the Red River in Manitoba. They built wood homes on long strips of land near this river so that every family could get to the river.



### Métis Culture and Language

The word **Métis** means "mixed" in French. Métis people had one parent who was from a First Nation, and the other parent was usually French. French and English men who came to buy furs from the First Nations people often married indigenous women. Their children were called "Métis" (mixed race).

The Métis people spoke several different languages:

- French
- English
- Cree
- Ojibwe
- Bungee
- Michif

**Michif** was a mix of French and Cree words. Knowing all of these languages helped the Métis speak to many people from other places.



English: dog  
Michif: sh'yaen

### Michif Words

My mother: Ni mawmaw  
My father: Ni pawpaw  
My son: Moon goarsoon  
My daughter: my fi  
My aunt: Ma taant  
My uncle: Moon nook

## Canada's Indigenous Peoples

# FNMI

First Nations

Métis

Inuit



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## Inuit Culture and Language

Inuit people lived in small communities for most of the year. Each community would have several households. It might be parents, children, and perhaps a grandmother, aunt, or cousin. Everyone in the community worked together to make sure the group would survive in such a difficult climate.

Households worked with each other to make sure that hunting would be successful. If hunting did not go well, everyone might starve. The Inuit needed everyone to have enough to eat so that each person could survive. They believed that food belonged to everyone.

Inuit people spoke a language called Inuktitut. Some words might have been a little bit different from group to group.

Long ago, Inuit people did not have a reading and writing system. Everything they knew came from the stories and information from their parents and grandparents. They had to listen carefully to what they were told, because they would have no books to read for information later.



Which statement is NOT true?

- The Inuit believed that food belonged to everyone.
- Inuit spoke a language called Inuktitut.
- The Inuit had a reading and writing system.
- The Inuit lived in small communities for most of the year.



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# Instruction Booklet

## Grade 5/6 Social Studies Strand A: Heritage & Identity 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](mailto:coachsteachingcorner@gmail.com)




This digital unit was created for use with my unit [Ontario Social Studies Grade 5/6 Strand A: Heritage and Identity](#)

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




Using Google Slides™

### Instructions NOTE: THESE ARE GENERIC INSTRUCTIONS!

- To access the Google Slides digital file, please click on the IMAGE below to make a COPY.  

- Go to Google Classroom. Click on Classroom at the top of the page and then on "Create." Then click on assignment.  

- When you add an assignment, you will be asked to choose a file with your students. Find the file in your Google Drive by clicking on "add" and then on "Google Drive." Because you just opened the resource in your Google Drive account, the resource you just purchased will be directly at the top. Double click to add this resource to Classroom.  


### Learning About Important Events in Attawapiskat's History

Click the screen to watch a documentary about the housing crisis in Attawapiskat.



After watching the video about the housing crisis in Attawapiskat, what questions do you have?

- Why are these people in such poor conditions?
- Why aren't there more houses?
- Why don't houses have running water?
- What is the government doing about the situation?
- How can this be happening in Canada?
- Why are people so poor in Attawapiskat?
- What can be done to help?

### How Important Was It? Determining Historical Significance

Take a minute for each criterion. Drag in how important the event is to the history of the nation.

Criterion	How Important Was It?
1. The event is a turning point in the history of the nation.	Very Important
2. The event is a significant event in the history of the nation.	Very Important
3. The event is a significant event in the history of the nation.	Very Important
4. The event is a significant event in the history of the nation.	Very Important
5. The event is a significant event in the history of the nation.	Very Important

### Ontario History 4: The Fall of Huron

Watch this video.

Read each sentence.

Drag each sentence into the correct column.

Causes	Consequences
French missionaries bring Christianity to Huron people.	Huron people are killed by Iroquois.
French missionaries bring European diseases to Huron people.	Huron people are killed by Iroquois.
Huron people are killed by Iroquois.	Huron people are killed by Iroquois.
Huron people are killed by Iroquois.	Huron people are killed by Iroquois.

# Answer Keys

# Printable & Digital Versions are Companion Units:

**Causes & Consequences of the Discovery of Uranium in Elliot Lake**

Name: \_\_\_\_\_

Source of Information	Immediate Causes	Immediate Consequences	Long-Term Consequences
Text: Elliot Lake, Ontario			
Video			
Student			

**How Important Was It?: Determining Historical Significance**

Student: \_\_\_\_\_

Event: \_\_\_\_\_

Give a rating for each criteria:

- Not at all important
- Somewhat important
- Important
- Very important
- Extremely important

<b>Relevance:</b> Who needs to know about this event: only a few, or many?	<b>Significance:</b> Circle one: 1 2 3 4 5
<b>Impact:</b> How many people were affected? How long was the impact felt in the community?	<b>Significance:</b> Circle one: 1 2 3 4 5
<b>Consequences:</b> How serious were the effects of the event to the community?	<b>Significance:</b> Circle one: 1 2 3 4 5

**Overall Significance to the Community:** 1 2 3 4 5  
**Overall Significance to the Canadian Identity:** 1 2 3 4 5  
 Reasons:

Read each event. Drag it to the correct column. Is it an "Immediate Cause", "Immediate Consequence", or "Long Term Consequences".

In this activity, "immediate" means "right away".

Immediate Causes	Immediate Consequences	Long Term Consequences
Population dwindled to 6700 in 1956		
Population changes according to the supply and demand for uranium throughout the world.		
Town was built to serve the mining industry.		
By 1960, 25,000 people lived in Elliot Lake.		
Population rose again to 20,000.		
Contracts are signed with other countries.		
Many people move to the area for jobs.		
United States stops buying uranium from Canada in the 1960s.		
Uranium is discovered near Elliot Lake in 1950.		

**How Important Was It?: Determining Historical Significance**

Decide which event was most significant. Delete the other two events below.

Give a rating for each criteria. Drag a box over your rating for each criteria.

- Not at all important
- Somewhat important
- Important
- Very important
- Extremely important

<b>Relevance</b> Who needs to know about this event: only a few, or many?	1 2 3 4 5 Evidence: Type here
<b>Impact</b> How many people were affected? How long was the impact felt in the community?	1 2 3 4 5 Evidence: Type here
<b>Consequences</b> How serious were the effects of the event to the community?	1 2 3 4 5 Evidence: Type here

**Overall significance to the community:** Type a number from 1 to 5  
**Overall significance to the Canadian identity:** Type a number from 1 to 5

Original  
Printable  
Versions

Digital  
Versions