

Ontario Gr. 5 Social Studies

Digital Bundle

Strands
A & B

Think about the things you consider to be important to society. These things can be put in different groups, according to the topic it belongs to. Here are the different groups:

- Social: things that people enjoy doing as they develop relationships and spend their free time
- Political: things concerning government and political parties
- Economic: things that concern making, spending, and saving money
- Religious: things concerning how people worship

New France was developing as a new society. Read each item off the slide. Drag it to the group you think it belongs to on the chart. If you feel something belongs to more than 1 group, copy and paste it.

Social	Political	Economic	Religious
<div>hospitals</div> <div>schools</div>	<div>King of France</div> <div>governor</div>	<div>seigneurial system</div> <div>hobitant</div> <div>seigneurs</div> <div>fur trade</div>	<div>priest</div> <div>nuns</div> <div>Roman Catholic Church</div>




For Use with Google Classroom

Strand A: Heritage & Identity

Indigenous Peoples & Europeans Bundle

DIGITAL

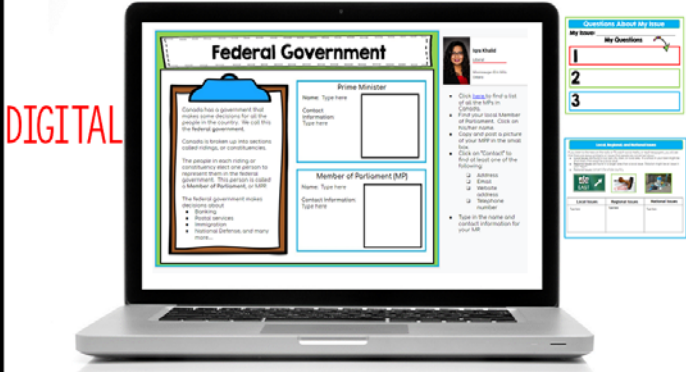


For Use with Google Classroom™

Canadian Government & Citizenship

Grade 5 Social Studies

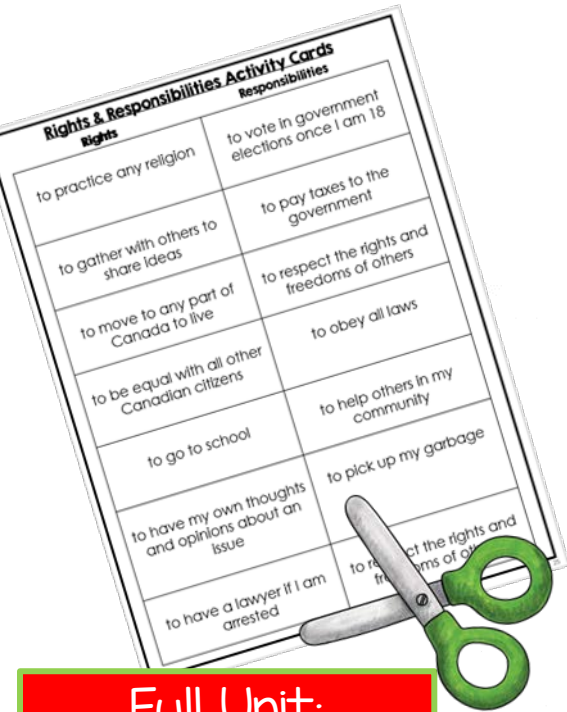
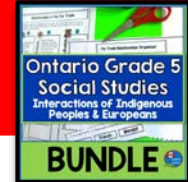
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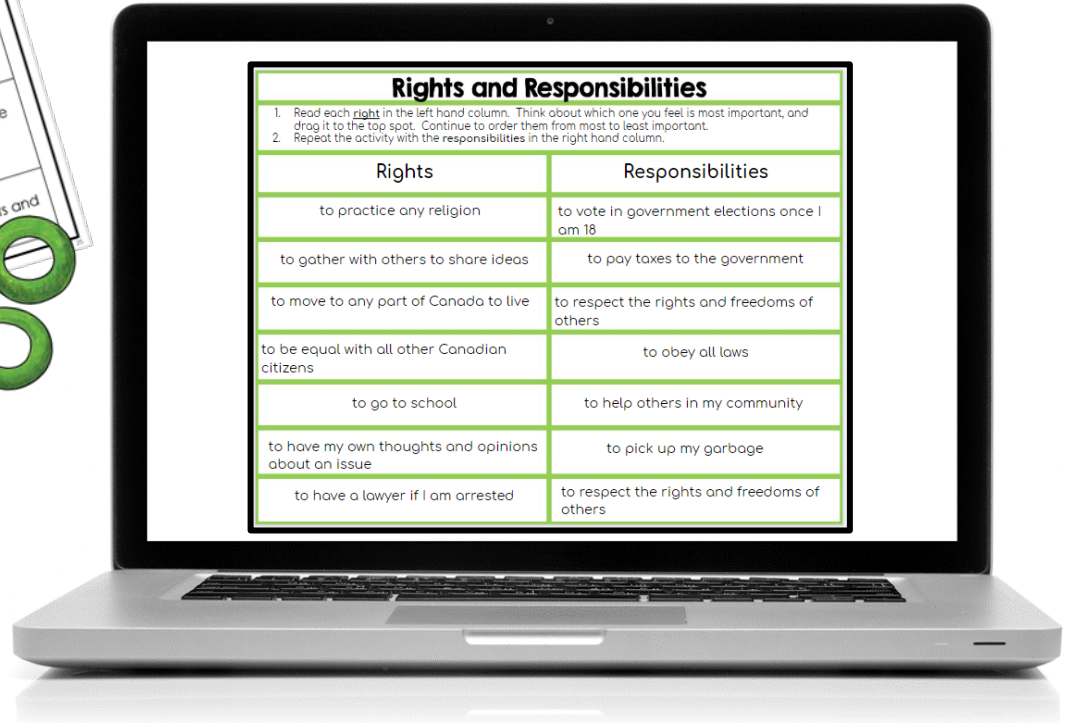
Strand B: People & Environments

Activities Adapted from Original PDF Units



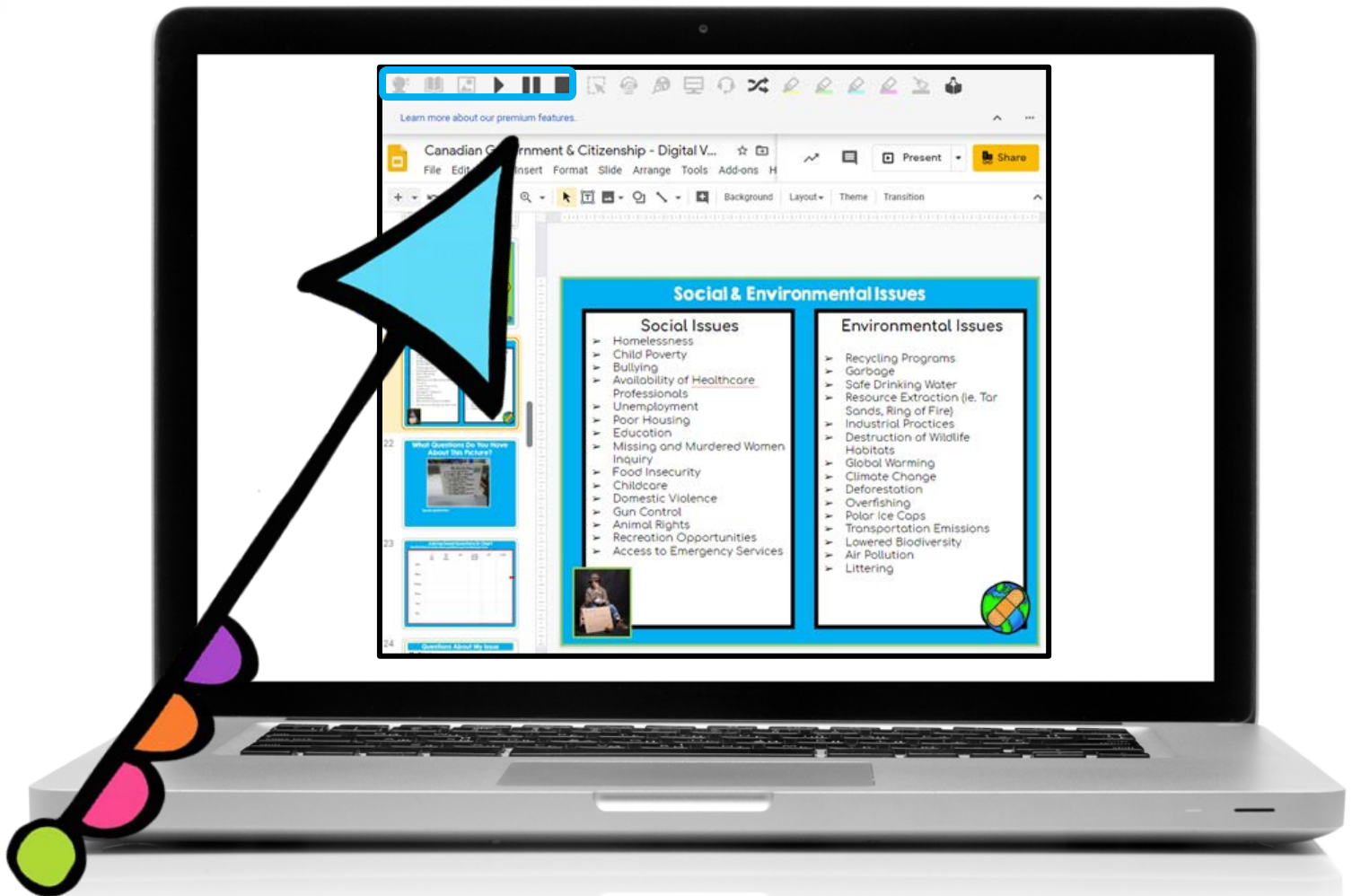
Digital Unit: Students drag the cards to put them in order!

Full Unit:
Students
Cut Apart
Cards
& Reorder
Them



Perfect for Students with IEPs OR Distance Learning

Students Can Use Google Read & Write




Students can listen to text

Perfect for Distance Learning

Alike and Different Organizer

Use this T-chart to show how Indigenous groups were alike and different. Use the information in Indigenous Peoples at a Glance as well as your own research.

	Alike	Different
Food	•	•
Religious Beliefs	•	•
Use of Technology	•	•
Trading	•	•
Myths and Legends	•	•
Government	•	•



Students can type in answers.

Helpful Teacher Tips

Teachers:

- The main unit has students looking through a variety of newspapers and magazines to locate different types of issues.
- If you have particular websites that you feel would work best for your students, you can link them under the "Students" section on the other side of this slide.

Local, Regional, and National Issues

If you listen to the news on the radio or TV, watch social media, or read newspapers, you will see that there are always problems or issues that people are concerned about.

- **Local Issues** are found in our own city, town, or rural area. If a school in your town might be shut down, that would be a local issue.
- **Regional Issues** are found in a larger area than a local issue. Pollution might be an issue in your region.
- **National Issues** concern the whole country.



Local Issues	Regional Issues	National Issues
Type here	Type here	Type here

Students:

- Drag each word under the issue it belongs to.

Local

Regional

National

- In each box, type the name of at least 3 issues.
- Check this [video](#) to see some issues that are now being talked about!

Links & Instructions for Students

95% of text is editable!



A right is something that people can say, do, or have. The Canadian Charter of Rights and Freedoms gives Canadians the right to choose their own friends, live and work anywhere in the country, shape their own opinions on issues, and many other things. The Charter says people can't be treated unfairly because of their gender, race, age, religion, background, or because they have a mental or physical disability.

A responsibility is something that you are expected to do as a citizen of your country. We are expected to follow the rules that are in the Constitution of Canada. We have the right to vote, but that right comes with a responsibility to actually cast a ballot and make a good decision during an election!



Action Plan Ideas

While you are learning about a social or environmental issue, you are also responsible for creating a plan that says how YOU think the issue should be handled. By the end of this unit, you will have something to share with your class that tells them what the next steps in solving the problem should be. Here are some ideas. Let your teacher know what you have decided upon for your activity. Your teacher will tell you when you must be finished this activity!

Ideas

- Poster campaign
- Public Service Announcements
- Drama Presentation to other classes or at a local government meeting
- Game board highlighting issue
- Clothing Drive for a Local Shelter
- Food Drive for Local Food Bank
- Photo-essay to show the impact of an issue
- Song, Rap or Poem Promoting Most Convincing Positions
- Map to Show How Community Can be Improved
- News Report addressing all sides of issue
- PowerPoint or Smartboard Presentation to Classrooms or Local Government
- Letter to Government Official
- Create a comic strip that explains how you think the issue should be handled



Life for an Algonquian Family

Cheyenne's Story

300 years ago, groups of Indigenous Peoples traveled in the areas north of Lake Superior and Lake Huron. These Algonquian people enjoyed land that was a mix of lakes, rivers, streams, swamps, rocks, forests, and rolling hills.

Cheyenne, a young Algonquian girl, lived with her brothers and sisters, parents, grandparents and a few aunts, uncles, and cousins in a dome-shaped wigwam. The wigwam had been made by bending and then tying the tops of small trees together. Cheyenne's family covered the frame with bark and woven mats. They left a hole in the top so that smoke from the fire inside could escape. Cheyenne's mother and aunts covered the ground inside the wigwam with branches to keep the space warm in the colder months. They hung a deerskin for a door.



Like all Algonquian people, Cheyenne's family was nomadic. They did not stay in one place all the time. Instead, they moved from one place to another as the seasons changed. In the summer they might live in small villages that might have only a couple of families, or in large villages of up to several hundred people. They did much fishing, using tools such as bone hooks, spears, nets, and wicker traps. They hunted bear, moose, deer, beaver, turkey, duck and rabbit. They gathered local nuts and berries.



Algonquian people got most of their food from the animals they hunted or fished. When autumn came, each family would need to pack up their wigwams and other belongings to follow the wild animals they depended upon for food. Once the lakes and ground froze, they couldn't find berries. Cheyenne's father, uncles, and older brothers spent much time hunting and trapping to get their food. Meat would need to be dried to make pemmican, which could be kept and eaten at any time of the year.







Cheyenne's family belonged to the Wolf Clan. There were other families in this clan, but they did not all live together. The clans were linked together by a male ancestor, and each had an animal name. When important decisions had to be made, many clans got together and their elders (respected, usually older members of the community) discussed the issues. The elders were usually trusted to make good decisions. Sometimes these groups had a chief, called a sachem, who inherited this position from his father.



Seasonal Calendar for a Habitant Family

Habitants were busy all year long. Every season they had different things to do!

Spring	Summer
<ul style="list-style-type: none"> • Clear new land by chopping down trees • Saw logs for building and firewood • Pick rocks & stones out of land to build chimneys & fences • Plant vegetable seeds 	<ul style="list-style-type: none"> • Cut and dry hay for animals and bring into barn • Weed and hoe garden • Sharpen axes and scythes • Grease wheels • Repair tools
Winter	Fall
<ul style="list-style-type: none"> • Thresh wheat • Take grain to grist mill to be ground into flour • Hunt • Ice fish • Make new furniture 	<ul style="list-style-type: none"> • Collect fruit from orchard • Make jam from berries • Pickle vegetables • Dry herbs • Cut and harvest wheat • Butcher animals • Cut firewood and put in house • Make candles

Teacher Instruction Booklet to Help You Assign Tasks to Students


Ontario Grade 5 Social Studies
Digital Bundle
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

These digital resources support the full 3-part lessons found in the following PDF resources in my "Coach's Corner" TPT store:



Using Google Slides™

**Helpful
generic
guide to
assigning
specific
lessons to
students.**

Strand A: Heritage & Identity

Part 1: Before the Explorers

1. Learning About The Past
2. Before the Explorers
3. Indigenous Peoples at a Glance
4. Indigenous Peoples of the Great Lakes-St. Lawrence Region
5. Alliances and Conflicts
6. Performance Task Menu Board

Part 2: Explorers & First Contact

1. Cause & Consequence
2. Explorers in the Age of Discovery
3. Early Explorers: Motivation, Obstacles & Achievements
4. Cartier & Champlain: First Contact
5. First Contact: Trade
6. First Contact: Religion and Culture
7. Early Contact Through an Artist's Eyes.

Part 3: New France

1. Trouble in New France
2. Census of 1666
3. Daily Life for Habitants
4. Components of a Strong Society
5. New France Chat Stations

Part 4: The Fur Trade

1. Making Decisions in the New World
2. Positive & Negative Consequences of the Fur Trade
3. Relationships in the Fur Trade
4. Struggle for the Fur Trade
5. Chat Stations: Baymen vs Voyageurs
6. The Great Peace of Montreal

Bonus Sections:

- Residential Schools
- Modern Day Issues

Interactions of Indigenous Peoples & Europeans Prior to 1713

Strand B: People & Environments

Lessons

1. Introduction
2. Rights & Responsibilities
3. Local, Regional, & National Issues
4. Level of Governments
5. First Nations, Métis, & Inuit Governance Structures
6. Asking Good Questions About My Topic
7. Perspectives
8. How Citizens Affect Change
9. Timelines
10. Government Representatives
11. Government Actions
12. Creating Success Criteria to Assess Government Actions
13. Government Action Report Card
14. Action Plan Presentations

The Role of Government & Responsible Citizenship

Wide Variety of Tasks

Quality of Life

Think about the many reasons Europeans decided to leave their home countries to move to New France hundreds of years ago, and how their lives changed once they arrived in this new land. Were they better or worse off in the years after they moved? Make a list of reasons these Europeans moved to New France, and beside each reason check off "Better" or "Worse" to show how their lives changed in terms of this reason, and a reason for your opinion.

Reason for Moving	Better or Worse?	Explanation
Type here	<input type="checkbox"/> better <input type="checkbox"/> worse	Type here
Type here	<input type="checkbox"/> better <input type="checkbox"/> worse	Type here
Type here	<input type="checkbox"/> better <input type="checkbox"/> worse	Type here

What is your final opinion? Which was better for the new settlers: staying in Europe, or moving to New France? Write a short paragraph explaining which option you think would have been best for someone in France in 1700 considering moving to the new land.

Type here

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- Religious: things concerning how people worship

New France was developing as a new society. Read each item off the slide. Drag it to the group you think it belongs to on the chart. If you feel something belongs to more than 1 group, copy and paste it.

Social	Political	Economic	Religious
	King of France		priest

- Roman Catholic Church
- seigneurs
- fur trade
- governor
- schools
- hospitals
- nuns
- habitant
- seigneurial system

Champlain Trading with the Indians



What do you think is happening in this illustration?

Type here

Whose perspective is most evident in this artwork? Drag the highlight bar over your answer:

- Indigenous People
- European explorers or settlers
- Both perspectives are balanced.

What evidence do you have to support your ideas about the perspectives the artist shows?

Evidence from the Artwork	Background Knowledge

Federal Government

Canada has a government that makes some decisions for all the people in the country. We call this the federal government.

Canada is broken up into sections called ridings, or constituencies.

The people in each riding or constituency elect one person to represent them in the federal government. This person is called a Member of Parliament, or MPP.

The federal government makes decisions about

- Banking
- Postal services
- Immigration
- National Defense, and many more....

Prime Minister

Name: Type here

Contact Information: Type here

Member of Parliament (MP)

Name: Type here

Contact Information: Type here

Iqra Khalid
Liberal
Mississauga - Oak Mills
Ontario

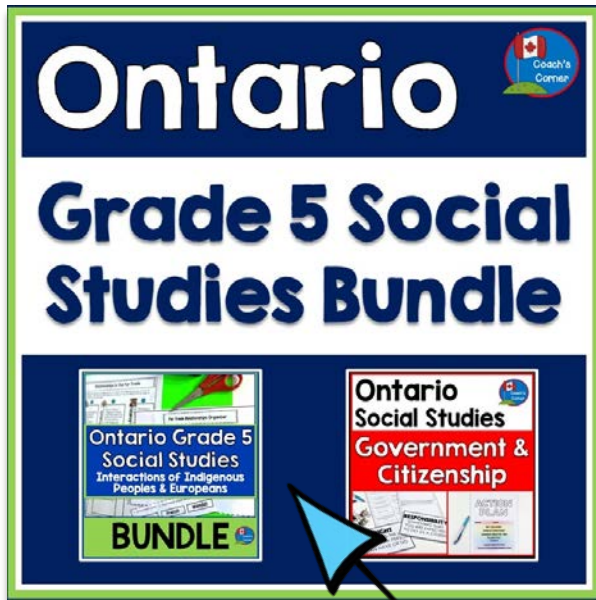
- Click [here](#) to find a list of all the MPs in Canada.
- Find your local Member of Parliament. Click on his/her name.
- Copy and post a picture of your MPP in the small box.
- Click on "Contact" to find at least one of the following:
 - Address
 - Email
 - Website
 - address
 - Telephone number
- Type in the name and contact information for your MP.

Plenty of Activities for Teachers to Choose From!



Aligns with the Original

Coach's Corner Bundle in PDF Format!



- Each lesson reflects the content from the original units.
- Makes a smooth transition between "in-class" and "distance" learning situations.
- Allows students with IEP accommodations to focus on the same content material as the rest of the class.

Don't have this resource yet? Click the image to see it in my TPT store!