

# Ontario



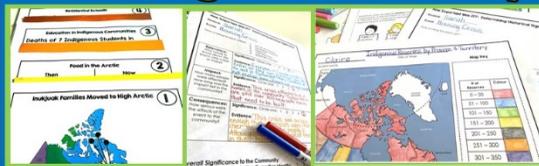
# Social Studies

## Grade 5/6

## Full Year Bundle

Teach ONE Lesson to BOTH Grades!

**Ontario**  
**Social Studies**  
**Grade 5/6**  
**Strand A**  
**Heritage & Identity**



**Ontario**  
**Gr. 5/6 Social Studies**  
**Canada's Actions**  
**at Home & in the**  
**Global Community**



Teach ONE Lesson to BOTH Grades!



# Resource Highlights



Teach 1 Lesson to Both Grades



Full 3-Part Lesson Plans



Student Texts for Each Grade



Concepts of  
Social Studies Thinking



Learning Goals



Culminating Tasks



Assessment Tools

# Strand A

## Community Features: Iroquois of the Eastern Woodlands (5)

- 1 Watch video: [Iroquois – Native People of the Woodlands](#)
- 2 In the Video column, explain how each feature was important to the Iroquois.
- 3 Read the text.
- 4 In the Text column, add any



Feature	Video: Iroquois – Native People of the Woodlands
Trees	
Wildlife	
Fertile Land	

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Later on, when settlers had finally come to the area known as **New France**, a **census** was done to find out how many people lived there, and what types of jobs they had. What interesting information does this information give us?

Close-Up

## Japanese-Canadians

Canada is home to many citizens of Japanese descent, but life has not always been kind to them.

Japanese immigrants began arriving in Canada in the late 1870's, settling in Vancouver, Victoria, and other west coast communities in British Columbia. Men took jobs as fishermen, mining, saw & pulp mills, and farming in the Fraser Valley.

While Canada was already becoming home to immigrants from many countries, Asians such as Japanese and Chinese people were **visible minorities**. This meant that their physical features such as skin colour made them particularly noticeable to the Caucasians who comprised most of British Columbia at that time.

Japanese couples began having children who were born in Canada (known as **Nisei**). These children became Canadian citizens. As the Japanese community in Canada became larger, it became the target of anger and resentment from other Canadians who felt that the Japanese people were taking away jobs that should have been theirs. In 1907, sections of the area where Asians lived were torn up by Caucasians, and the mob demanded that the government stop any further Asian immigration into Canada.



**Window Broken During the 1907 Asiatic Exclusion League Riots**



**War Flag of the Japanese Imperial Army**

The government of British Columbia responded to the pleas of the majority. It made rules about how Japanese Canadians lived. They could no longer be in certain professions such as teaching or the civil service, and they were not allowed to vote. Even in the jobs that Japanese Canadians were allowed to have, they were usually paid much less than other Canadians. The Japanese community turned inward, building their own schools, stores, hospitals and churches. They asked for the right to vote in 1936, but were turned down, even though most of them were already Canadian citizens. They were often turned away from stores, restaurants, public pools and other public areas.

Soon events far from Canada began affecting the Japanese Canadian community. In 1931 the Japanese Empire had moved into parts of China, and people began worrying about the possibility of another world war. On December 7, 1941, Japan attacked a United States Navy base in Pearl Harbor, Hawaii. People in both the United States and Canada started turning on the Japanese community in their countries, worried that they were "spies" for the Japanese government.

On December 8<sup>th</sup>, the day after the attack on Pearl Harbor, the Royal Canadian Navy in British Columbia took the fishing boats of more than 1200 Japanese men. The Canadian prime minister, Mr. King, said that he trusted Japanese Canadians, yet by December 16<sup>th</sup> a law was passed that said that every person of Japanese descent had to register themselves with the government as "enemy aliens", no matter where



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## New France Census – 1666

**Total Population: 3215**

Colonists under age 16 1250  
Colonists over age 81 4

### Professions:

Seigneurs 63  
Carpenters 36  
Stone Masons 32  
Shoe Makers 20  
Tailors 30  
Teachers 3  
Storekeepers 18  
Coopers 8  
Armourers 4  
Gunsmiths 7  
Hatters 7  
Joiners 27  
Millers 9  
Ropemakers 6  
Servants 401  
Ship Captains 22  
Slavers 1  
Weavers 16

" numbers do not include members of nobility, farmers, or the clergy.

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Gr. 5 looks at Canada's earliest communities, while Gr. 6 explores a mix of historical and modern communities.

# Lessons: Strand A

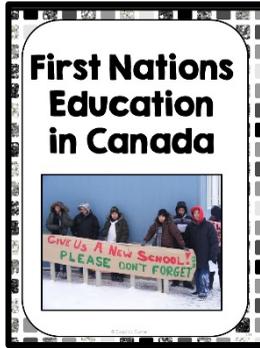


## Unit Provocation

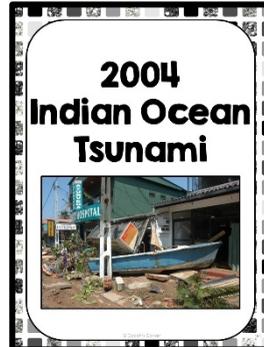
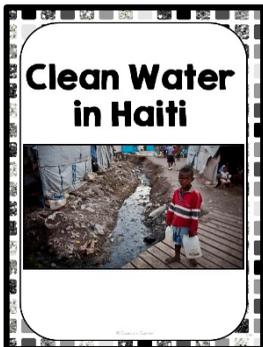
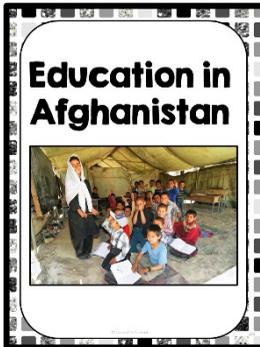
1. What is the "Canadian Identity"?
  2. How Do the Features of a Community Contribute to Its Identity?
  3. Why Do People Live in Certain Communities?
  4. Where Have Canada's Indigenous Peoples Lived?
  5. What Are Treaty Territories?
  6. What Are Primary and Secondary Sources?
  7. How Do Maps Show 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 People
- Culminating Event: Debates

# Strand B

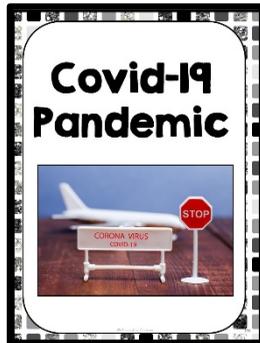
Grade 5



Grade 6



Either Grade



Students work in Expert Groups to learn how Canada deals with a variety of national and global issues

# Lessons: Strand B



1. What is a Right?
2. Introducing the Issues
3. Defining National and Global Issues
4. Levels of Government, NGOs, etc
5. Creating Our Expert Inquiry Groups
6. Asking Good Questions
7. Gathering and Organizing Information
8. Maps
9. Significance of an Issue
10. Significant Issues in the Syrian Refugee Crisis
11. What is Significance?
12. Causes and Consequences, Part 1
13. Causes and Consequences, Part w
14. Patterns and Trends (Canada's Refugee History)
15. Interrelationships (Levels of Government, NGOs, Private Groups & Citizens)
16. Perspectives Part 1
17. Perspectives Part 2
18. Exploring Perspectives on Our Inquiry Issues, Part 1
19. Exploring Perspectives on Our Inquiry Issues, Part 2

# Teach ONE Lesson to Both Grades



### Materials

- Coloured Pencils
- Scissors & staplers
- Charts from Lesson 2

### Important Issues Flipbook

You can either assemble these ahead of time (my preference) **or** distribute each page as it is needed in the unit.

### Getting Started

- Ask students to talk with a partner about what they think the phrase "issue" means. Encourage them to think of examples of such issues.
- Either develop a class definition of the term **OR** use this simple definition:  
**Issue: an important problem or topic that can affect many people**
- Explain that some issues can be **national** (within our own country) or **global** (happening elsewhere in the world).

### Working On It

#### Day 1

- Explain that during the upcoming weeks students will be working to develop rich questions about a variety of issues, and that each issue will be looked at closely by one group of students who will become the "experts" on that issue. Each expert group will share their knowledge with the whole class at regular intervals during "knowledge building circles". Grade 5s will study national issues, and Grade 6s will study global issues.
- Tell students that they will develop an **Important Issues Flipbook** to document their inquiry journeys, and that they will start with the to rank grade-level issues they were introduced to in the previous lesson **in order** from the issue they feel is **most significant to the least significant** to the national community (Grade 5) or global community (Grade 6). (NOTE: I have included Covid for both grades, as Grade 5s can explore how governments within Canada addressed Covid within the country, while Grade 6s can look at how Canada interacted with the World Health Organization and other countries to address this international challenge.)
- Students choose 3 of the **issues** for their grade level to rank in importance.

General Topics	Grade 5 Issues	Grade 6 Issues
Education	First Nations Education	Afghanistan
Clean Water	First Nations Water	Haiti
Disasters	<ul style="list-style-type: none"><li>• Lac Megantic</li><li>• 2018 Ottawa Tornadoes</li></ul>	Tsunami Ukraine Crisis
Health	Covid-19 Pandemic	

- Show students the example of the **Important Issues Flipbook** that you have put together. (See the example provided in this resource!)
- Have students complete Page 2 of the book, showing which three of the 5 issues for their grade level they feel are most important, and explain their thinking.
- Allow students to decorate the **cover** of their flipbook, if time allows.

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Lesson 3: National and Global Issues

Grade 5: B11Grade 6: B35

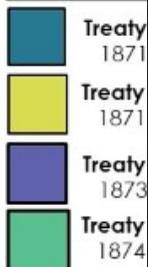
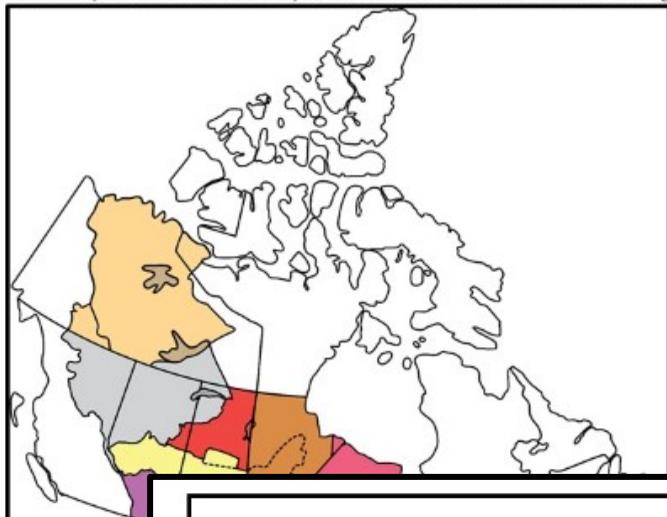
Both grades look at the same topics, but with different foci and follow-up tasks.

# Mapping



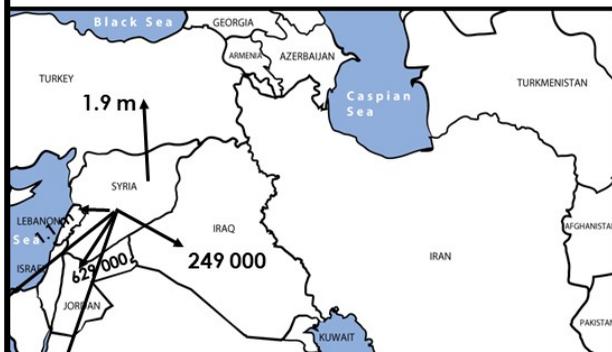
## Land Treaties in Canada

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?



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## Syrian Refugees to Nearby Nations

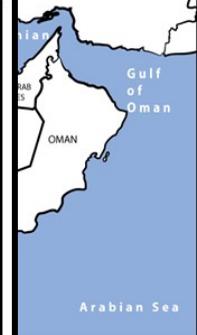


Title of Map \_\_\_\_\_

Student Name \_\_\_\_\_

**Map Key**

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



country?  
Middle Eastern

# Student Tasks

## We Are Canadian!

Hey, We're not \_\_\_\_\_, or \_\_\_\_\_.

We don't live in \_\_\_\_\_, or eat \_\_\_\_\_, or own a \_\_\_\_\_

and we don't know \_\_\_\_\_ or \_\_\_\_\_ from Canada.

although we're certainly \_\_\_\_\_.

We have a \_\_\_\_\_

We speak \_\_\_\_\_

We can proudly \_\_\_\_\_

We believe in \_\_\_\_\_

\_\_\_\_\_

and that \_\_\_\_\_

A \_\_\_\_\_

and it is spelled " \_\_\_\_\_"

Canada is the \_\_\_\_\_

The first \_\_\_\_\_

and the best part \_\_\_\_\_

We are proud to \_\_\_\_\_

And we are \_\_\_\_\_

## Push and Pull Factors in My Family

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

My family moved from \_\_\_\_\_

in the year \_\_\_\_\_

**Push Factors (why my family didn't  
want to live in our old community  
anymore)**

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## Push and Pull Factors

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

My family moved from \_\_\_\_\_

in the year \_\_\_\_\_

**Push Factors (why my family didn't  
want to live in our old community  
anymore)**

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# Important Issues Flipbook

A

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

# Student Texts

## Winnipeg: Gateway to the West

Every community has features that make it special or unique when compared with other communities. Let's see what this city of 817 000 people has to offer!

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

### Climate

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

Out of the 365 days in a year, Winnipeg has snow on the ground for 132 of those days. Vancouver only has 10 days, Toronto has 100 days, and Ottawa has 120 days.

The steady snow and cold weather forecast is a warning for people living in these conditions.

Close-Up

## 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 inhabit a 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) to find the silks, 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 first sent explorers such as Jacques Cartier and Samuel de Champlain to set up settlements in North America, and by 1635 the colony of Quebec had been established.

The King of France gave a **monopoly** (control of trade in a certain area) to any merchant who agreed to bring settlers to New France.

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 men moved to New France in order to eventually own their own land and homes. Others moved to work in the fur trade, either trapping animals themselves, or trading goods from Europe for furs provided by First Nations groups.

Many of the men who had settled in New France found few women there. In the late 1660's many poor, orphaned women were each given a trunk full of clothes and other important items in 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.

### Winnipeg's Rivers



Winnipeg is home to three main rivers: the **Assiniboine**, the **Red**, and the **Souris**. These waterways have always been important features of the area, as they:

- Provided transportation for early Indigenous groups as they traded and amongst each other
- Also provided trade routes for the fur traders and early settlers to the area
- Provided water for the farms that developed in the area
- Have been the source of major floods throughout the city's history
- Set the framework for many of the streets in Winnipeg as long, narrow roads perpendicular to either the Red or Assiniboine Rivers

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# Assessment Tools



## A Note About...Assessment (sigh...)

As students move through the inquiry cycle, usually more than once during the unit, you will be faced with the challenge of assessing and evaluating their progress. I have found that the best method of keeping track of assessments, while saving my sanity, is not through checklists but rather through jot notes on an organizer such as the one below, which is for the **Thinking** category of the 2018 Ontario Social Studies Curriculum. On this particular organizer, I might check off "Critical Thinking" and use either written evidence (ie. "Significance Flipbook") to support that skill.

After entering each student's name in a box, I would then use the notes on that skill. This makes it SO easy when you write report cards or portfolios, as I have a bank of ready-made comments. Often I give students comments on their work, particularly on written tasks, so I just transfer the notes or comments into the box that might look like for a student, Kyle:

- Check off main category
- Use highlighter to indicate exactly what skill you are evaluating

**Kyle**

- Identified 3 vs 4 significant events
- Needs to support each event with more evidence

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**Assessment & Evaluation - Thinking**

\_\_\_ A: Use of Planning Skills  
gathers & organizes data

\_\_\_ B: Use of Processing Skills  
interprets data & maps  
identifies point of view  
formulates conclusions


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## Learning Goal & Success Criteria (Knowledge Building Circle)

Date: \_\_\_\_\_

Content Learning Goal:	Inquiry Skill Learning Goal:
Success Criteria	Success Criteria
Name: _____	Name: _____

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# Teacher Feedback

This resource not only took the guess work out of planning but gave me more than I needed! The kids learned a lot and found everything to be engaging and easy to understand!

This was a lifesaver package. Loved the ideas and activities and lessons. Especially the interactive ones that included barcodes and chat groups.

If you teach grades 5 or 6 in Ontario and have not purchased these products from Coach's Corner...what's wrong with you? Comprehensive material, super organized, students are engaged, teacher is happy!



# PLEASE READ!!

To get a more thorough look at what is included in this Printable Bundle, please take a moment to look at the preview files for EACH of the components before purchasing!

