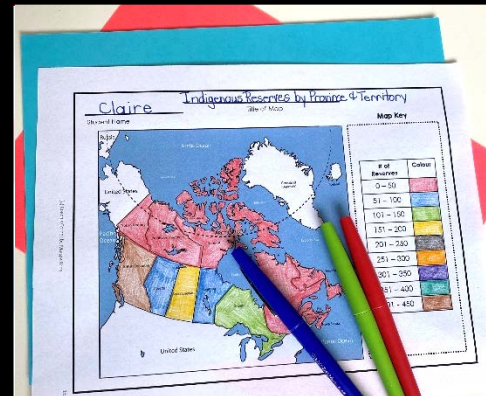
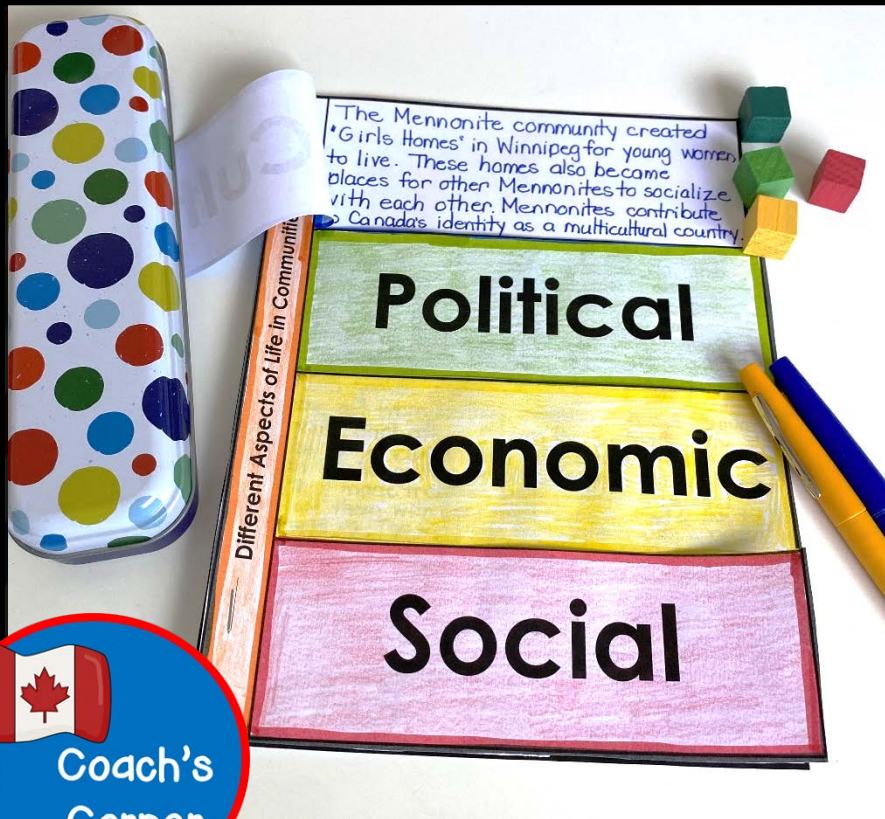


# Grade 6 Ontario Social Studies

# COMMUNITIES IN CANADA

## Part 4: Life in a Settler Community



## Part 4 Overview

**Title:** Life in a Community: Economic, Political, Social & Cultural Factors

**Key Question:** How have different communities contributed to the evolution of Canadian identity?

### Learning Goals/Expectations

- Explain how various groups & communities...have contributed to the goal of inclusiveness in Canada... (A1.4)
- Gather & organize information from a variety of primary & secondary sources...that present different perspectives on the historical and/or contemporary experience of a few communities (A2.2)
- Analyse & construct print & digital maps as part of their investigations.... (A2.3)
- Identify various types of communities in Canada....(A3.4)

### Concepts of Disciplinary Thinking

Cause & Consequence; Patterns & Trends, Significance, Continuity & Change

### Inquiry Focus

- Analyse & Construct Maps (A2.3)

### Close-Up Communities

- L'Arche
- Ottawa

### Citizenship Focus

Research the various ethnic celebrations in our own community & create an informative poster about it.

### Investigations

Investigate how each of the 4 communities in this unit contribute to the Canadian identity, and show this information in a Different Aspects of Life in Canadian Communities Flipbook.

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### Part 1 Inquiry Task

Use a blank map of Canada to create a thematic map showing the food, celebrations, religions or significant features found within the various areas of the country

## Part 4 Teachers' Note

Part 4 of Communities in Canada: Past and Present examines the economic, social, cultural, and political aspects of life in settler and First Nation communities, as well as how these aspects contribute to the elusive "Canadian Identity". The communities that are focused upon in this unit are:

- Mennonite community in Winnipeg
- Indigenous Peoples communities of New France
- Political community of Ottawa
- L'Arche communities throughout the country

You may choose to have the entire class look closely at each of these communities OR put students into 4 groups, with each group focused on a different group and then report back to the class. Students will use a "flipbook" to show their understanding of how each community demonstrates a different aspect of community life.

Students will also explore and create thematic maps.

You may want to contact the school or town librarian to assist you in gathering any supplementary resources you think might be useful to students as they examine the concepts introduced in this unit.

I hope you and your students enjoy the activities!!





**We are learning to  
identify how different  
types of communities  
have contributed to  
the development of  
Canadian identity.**

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**Lesson 1: The Canadian Identity**  
**Key Question:** What is "the Canadian Identity"?  
**Ontario Social Studies Expectations:** A1.1, A1.2, A1.3

**Timeline:**  
 1-2 Class  
 Periods

**Materials Required**

- Sticky notes or index cards
- Internet: [I Am Canadian](#) Molson Canadian commercial



**Lesson 2: Patterns & Trends in Community Life**  
**Key Question:** What patterns can we see by using thematic maps?  
**Ontario Social Studies Expectations:** A2.3, A2.4, A2.5, A3.4

**Timeline:**  
 1-2 Class  
 Periods

**Materials Required**

- Can...
- Char...
- Print...
- Incl...
- wea...
- city...
- on a...
- Mak...

**Lesson 3: Culture in One Community**  
**Key Question:** In what ways has the Mennonite community contributed to Canada and Canadian Identity?  
**Ontario Social Studies Expectations:** A1.2, A1.4, A2.1, A2.4, A2.6, A3.2, A3.3, A3.4, A3.6

**Timeline:**  
 1-2 Class  
 Periods

**Lesson 4: Ottawa - Home of Canadian Politics**  
**Key Question:** What role did politics have in the growth of Ottawa?  
**Ontario Social Studies Expectations:** A1.1, A1.4, A2.2, A2.4, A3.7

**Timeline:**  
 1 Class  
 Period

**Materials Required**

- Different Aspects of Communities flipbooks
- Images of Ottawa: Student (without notes) & Teacher (with notes)
- What if Ottawa Were 100 People? Infographic (2 versions – without/with the word "Ottawa")
- Ottawa: Home of Canadian Politics student text
- Map of Canada



**Getting Started/Minds On**

- Either distribute the Images of Ottawa sheet, as well as the What if Ottawa Were 100 People? Infographic, or project them with a whiteboard projector.
- Ask students to examine the Images carefully for evidence of a) what community it might be, and b) what these images may tell us about how this community views itself. Have students either share their thoughts orally as a large group, or independently on paper, with students then sharing their thoughts with a partner.
- If students haven't guessed, let them know that the community is Ottawa, and show them where the city is located on a map of Canada. Discuss what they know about this city.

**Working On It**

- Ensure that students know that while modern-day Ottawa is made up many different cultural and social groups, it is known throughout the country as Canada's most political community.
  - Distribute the Ottawa: Home of Canadian Politics student text. Ask students to read through it to determine how this city became identified with government and politics.
- OPTIONAL:**
- Ask students to create one or two questions they still have about Ottawa as a political community. For example, students may wonder what the "rebellions" were that had pushed England into wanting to join Upper & Lower Canada, or whatever happened to "Canada West and Canada East".
  - Allow students who have similar questions to work as a group to use any social studies texts, library books or internet sites to find answers to their questions and to learn more about the political history of Ottawa.
  - Allow each group to report back to the class with what they discovered in their research.

**Reflecting & Connecting**

- Distribute the students Different Aspects of Communities flipbooks. Have students use the space behind the "Political" flap to demonstrate their understanding of the role that politics played in the growth of Ottawa.



# Detailed 3-Part Lesson Plans



# Student-Friendly Texts

## Winnipeg: The Mennonite Community



"Old-World" Mennonites don't use cars!

While the city of Winnipeg is a large community, there are many smaller communities within it. One well known cultural group is the Mennonite population. Mennonites are Christian people who have certain beliefs they live by, the two biggest of which are:

1. They believe in pacifism (they oppose war and military service).
2. They believe in service to others.

The Mennonite population of Winnipeg came from Russia, where they had lived in separate communities and governed themselves independent of the Russian government. They had their own schools taught in the traditional German language, and were **exempt** (excused from) military service. When the Russian government decided that the Mennonite community had to start following government rules in 1870, many Mennonites chose to move to Canada where the Canada government offered them:

- Free land.
  - No military service.
  - Religious freedom.
- Many came to Winnipeg (the "Foreign Quarter").

When Mennonites came to Canada, many daughters in the family moved to the newly arrived Mennonites as servants in the Winnipeg citizens as a "home away from home" for women, while at the centres of the Mennonite community.



Today it is common to get jobs. You can:

- Helping refugees
- Sorting food in food banks
- Building homes
- Working as cashiers
- Teaching in local schools

Close-Up



## L'Arche

What makes a community? Who decides which people belong to a community and which ones do not? Think about the communities you belong to, such as your group of friends or your neighbourhood soccer league. Is everyone equally welcome as a member of these communities?

Many years ago a man named **Jean Vanier** was living in France

when he became aware of intellectual disabilities in his days and with almost no part of a community. They came in shifts. They offered and clean, rather than that made them value. Vanier decided to try to help two men who were living in the beginning of L'Arche.

L'Arche is now an international and growing. It is an organization for those with intellectual disabilities. There are now more than 100 L'Arche communities in Canada.



### L'Arche Communities

Each community is made up of people with intellectual disabilities and with the belief that physical or intellectual disabilities are the best of their unique gifts. L'Arche is a place to have friends, feel valued, and to live.

All L'Arche communities are towns and cities. Frequent visitors from outside L'Arche or Ontario group, over 100 people together for "Monday Meetings". Everyone is important in the community.

Close-Up



## Ottawa: Home of Canadian Politics

### Naming of the Capital City

On New Year's Eve back in 1857, Queen Victoria of England chose the community of Ottawa in what was known at the time as **Upper Canada** to be the capital city of the province of Canada. This location was chosen for two main reasons:

- Ottawa was on the border of Upper and Lower Canada, and therefore was a compromise between the two areas.
- Ottawa was thought to be far enough away from the United States that it would be unlikely to be attacked by that country.

Ottawa's original name had been "Bytown", after the English engineer John By, who was given the task of organizing the Rideau Canal Waterway Project. The government wanted to build a canal to connect the Ottawa River and Lake Ontario. John By designed and supervised the canal's construction. While the canal never was used for its intended purpose of moving soldiers and supplies safely in case of an American attack, it is now used as a tourist attraction, and as a very long skating rink during the winter!



### Early "Bytown" (Ottawa)

Ottawa became the chosen location of the new government for both Canadas!

In 1860, after many years of political arguments, construction of the Parliament Buildings of Canada were built in Ottawa at a total cost of \$1.8 million dollars.

### Changes

Once the Parliament Buildings had been built, Ottawa had to undergo many changes to support the new government. Before becoming the capital of the new Canadas, it had been a small town with no garbage pickup, sewage system, or social services. Within 10 years, however, it had grown into a city with new schools, libraries, and other necessary parts of a modern community. Politicians from all over Canada needed somewhere to live while they represented their home communities in Parliament. Railways were built to bring people in and out of the city. The small town had grown into the large home of the Canadian political community!



"Upper Canada" is now known as Ontario, while "Lower Canada" is the province of Quebec. What question might you have about the naming of these areas?



Parliament Buildings



Students will complete one section of the flipbook after each lesson:

Lesson 3:  
Cultural (Mennonites in Winnipeg)

Lesson 4:  
Political (Ottawa)

Lesson 5:  
Economic (Fur Trade)

Lesson 6:  
Social (L'Arche)

Different Aspects of Life in Communities

Cultural

Political

Economic

Social

Encourage students to consider how each type of community contributes to Canada's identity using information from each lesson's student text.

The Mennonite community created "Girls Homes" in Winnipeg for young women to live. These homes also became places for other Mennonites to socialize with each other. Mennonites contribute to Canada's identity as a multicultural country.

Ottawa is one of the most popular places for tourists to visit on a trip to Canada. This is because it is the capital city of our country. Members of Parliament meet in the city's Parliament Buildings to make decisions for Canada. Ottawa was chosen as the capital city because it brought together Upper & Lower Canada to make a more united country.

Indigenous groups used to trade the food they got from hunting, trapping, fishing & farming with each other. During the fur trade they began trading animal furs/pelts with Europeans in exchange for metal tools, guns & other items. They made treaties with governments that left them with only small areas of land to live & hunt on. The fur trade left Canada with a poor reputation for dealing with Indigenous Peoples.

Canada has 31 special L'Arche communities. Each community consists of people with intellectual disabilities and the "assistants" who live with them in houses or apartments. Everyone shares their unique talents with the community. Neighbours join in their activities. These communities are inclusive, like Canada is!

# Graphic Organizers & Texts

Cut out the 2 templates. Cut this first template so there are "flaps". Staple the two templates together!

Different Aspects of Life in Communities

## Cultural

## Political

## Economic

## Social

## What if Ottawa Were 100 People?

Population: 934,000

47 are not in communication with the rest of the community

2 are over 60 years old

81 drive a car to work

### What Community is This?

Look at these images carefully. What do these images tell you about the way that this community views itself?



Image: Norman Maddeux (Flickr)  
Cropped from original photo

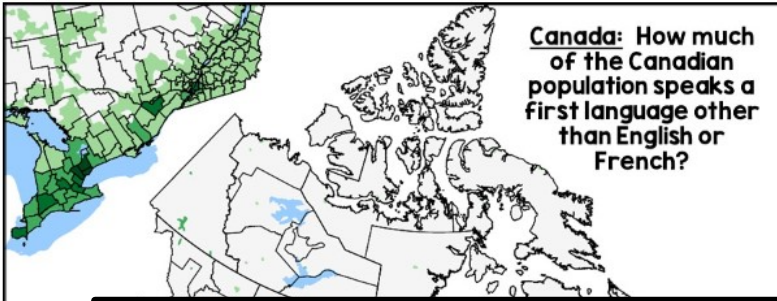


Image: Norman Maddeux (Flickr)  
Cropped from original photo

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## Thematic Map: French & English First Languages



Canada: How much of the Canadian population speaks a first language other than English or French?

## Making a Thematic Map

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

Every few years the federal government asks Canadian citizens to take part in a **census** to help the government learn more about the population of the country. People answer questions about things such as their age, job, ethnic origin, religion, and place of birth. The government then arranges the information by province or territory, and then by cities, towns, and villages. This helps the government know which areas are getting larger and smaller, so they can use tax money as wisely as possible.

In 2011 the following information about where Indigenous Peoples Reserves were located in the country was released:

P/T	NL	PEI	NS	NB	QC	ON	MAN	SK	AL	BC	YT	NW	NT	Total
RES	3	4	25	18	27	139	75	168	81	419	0	2	0	961

You can use this information to create a thematic map of Indigenous Peoples Reserves in Canada.

- On the map below, write the number of reserves for each province and territory.
- You will use colour to show an approximate **range** of reserve data on this map. Assign a colour for each range. For example, provinces/territories that have between 0 and 50 reserves could all be blue, while those between 51 and 100 reserves could be red. You can decide on your own range of data, OR use the chart below!
- Lightly colour the map below according to your key.
- Once you are happy with your map, redo it in good form on the following page, including your own key.
- Choose...

## Mapping: Thematic Maps

### Claire Indigenous Reserves by Province & Territory

Student Name

Title of Map

Map Key



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

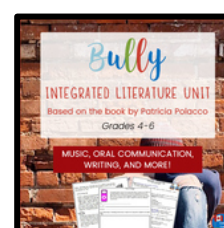
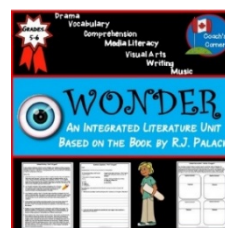
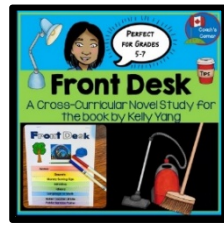
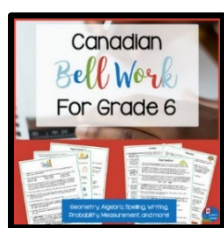
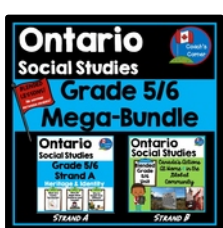
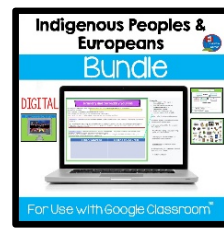
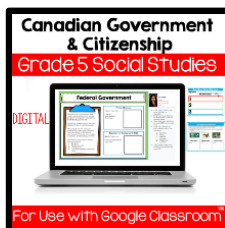
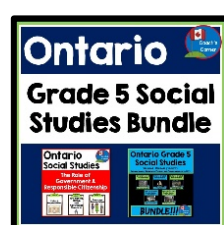
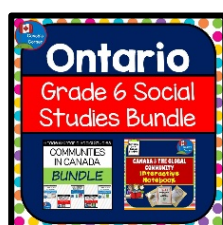
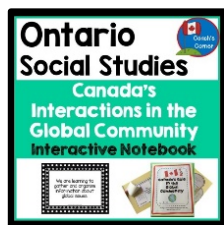
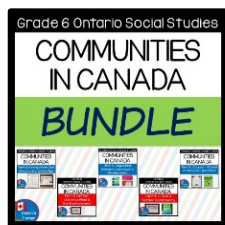




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## Credits

