

GRADE 5

OVERVIEW

In Grade 5 social studies, students will learn about key characteristics of various Indigenous nations and European settler communities prior to 1713, in what would eventually become Canada. Using primary sources, such as treaties, historical images, and diaries, as well as secondary sources, they will investigate, from a variety of perspectives, relationships within and interactions between these communities as well as the impact of colonialism. They will develop their understanding of how historical events during this time have had an impact on present-day Canada. Students will also explore the responsibilities of Canadian citizens and levels of government. They will continue to develop their ability to examine current issues from various perspectives by investigating a Canadian social and/or environmental issue from the point of view of a variety of stakeholders, and they will develop plans of action to address significant social and environmental issues. Students will also begin to understand the impact of colonialism on contemporary Canada. They will continue to develop their mapping, globe, and graphing skills to help them extract, interpret, and analyse information, and they will enhance their understanding of multiple perspectives on both historical and contemporary issues.

The Grade 5 social studies expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *collaboration and cooperation, decision making, respect, rights and responsibilities, and stewardship*.

The following chart presents an overview of the Grade 5 social studies curriculum, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of social studies thinking and a big idea (see pages 14 and 12 for an explanation of big ideas and the concepts of disciplinary thinking and page 58 for definitions of the concepts of social studies thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 24 for a description of spatial skills).

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to be introduced/ Developed
Strand A. Heritage and Identity: Interactions of Indigenous Peoples and Europeans prior to 1713, in What Would Eventually Become Canada				
<p>A1. analyse some key short- and long-term consequences of interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada</p>	<p>Cause and Consequence; Continuity and Change</p>	<p>Interactions between people have consequences that can be positive for some people and negative for others.</p>	<p>What are some ways in which colonialism has shaped Canada?</p> <p>Why might the same event have a different impact on different people?</p> <p>Why is it important to understand that people have different perspectives?</p>	<p>Maps* and Globes</p> <p>Analysing historical maps to determine settlement patterns (see, e.g., A2.3)</p> <p>Analysing and constructing thematic maps to show connections between types of land and settlement (see, e.g., A2.3)</p>
<p>A2. use the social studies inquiry process to investigate aspects of the interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada, from the perspectives of the various groups involved</p>	<p>Interrelationships; Perspective</p>	<p>When studying interrelationships between groups of people, it is important to be aware that each group has its own perspective on those interrelationships.</p>	<p>How do we form our own perspective? How do other people form theirs?</p> <p>What causes conflict? Do all conflicts have a resolution?</p> <p>Why is it important to cooperate with others?</p>	
<p>A3. describe significant features of and interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada</p>	<p>Significance; Interrelationships</p>	<p>Cooperation and conflict are inherent aspects of human interactions/ relationships</p>		

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to be introduced/ Developed
Strand B. People and Environments: The Role of Government and Responsible Citizenship				
B1. assess responses of governments in Canada, including First Nations, Métis, and Inuit governments, to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues	Interrelationships; Cause and Consequence	Citizens and governments need to work together in order to be able to address issues effectively and fairly.	When and how should members of the community come together to make change? Why is it important to consider the perspectives of all stakeholders when trying to formulate solutions to problems?	Graphs Analysing and constructing line, bar, and double bar graphs (see, e.g., B2.4) Maps[?] and Globes Analysing and extracting information from demographic and thematic maps, including digital representations (see, e.g., B2.3)
B2. use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including those of Indigenous peoples as well as of the level (or levels) of government responsible for addressing the issues	Perspective	When examining an issue, it is important to understand who the different stakeholders are and to consider their perspectives.	Why do we need government? Why are there different levels of government? What services should governments be responsible for? How does colonialism still affect Canada today?	Constructing demographic and thematic maps, including digital representations (see, e.g., B2.3)
B3. demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada, including First Nations, Métis, and Inuit governments	Significance	To be active and effective citizens, Canadians need to understand their rights and responsibilities as well as how governments work.		

[?] The term *map* refers to print, digital, and interactive maps. Students may analyse and create maps on paper or using mapping programs.

A. Heritage and Identity: Interactions of Indigenous Peoples and Europeans prior to 1713, in What Would Eventually Become Canada

Overall Expectations

By the end of Grade 5, students will:

A1. Application: analyse some key short- and long-term consequences of interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada (FOCUS ON: *Cause and Consequence; Continuity and Change*)

A2. Inquiry: use the social studies inquiry process to investigate aspects of the interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada, from the perspectives of the various groups involved (FOCUS ON: *Interrelationships; Perspective*)

A3. Understanding Context: describe significant features of and interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada (FOCUS ON: *Significance; Interrelationships*)

Specific Expectations

A1. Application: The Impact of Interactions

FOCUS ON: *Cause and Consequence; Continuity and Change*

By the end of Grade 5, students will:

A1.1 describe some of the positive and negative consequences of contact between Indigenous peoples and European explorers and settlers in what would eventually become Canada (*e.g., with reference to the impact of European diseases on First Nations; the impact of Europeans' belief that they had the right to claim First Nations territory for themselves; intermarriage between First Nations women and European men and the ethnogenesis of the Métis; competition between different First Nations peoples, the Métis, and settlers for land and*

resources; alliances among First Nations and between First Nations and settlers; the introduction of alcohol and European weapons; the contribution of First Nation ideas about democratic community governance systems), and analyse their significance

Sample questions: “What were some of the major short- and long-term consequences for the Haudenosaunee and Anishinaabe people of contact with European explorers and settlers?” “If you look at the consequences of interactions between First Nations and European settlers and explorers, which were of greatest significance to the settlers? To explorers? To First Nations? Which are most significant to Indigenous and non-Indigenous Canadians in the twenty-first century? Why does the assessment of the significance of an event or development depend on the perspective of the group you are considering?” “What impact did European missionaries have on First Nations’ traditional beliefs, spiritual ceremonies, world views, ways of life, and/or attitudes about the importance of the land? What reactions did First Nations people have to the beliefs, teachings, and/or practices of the Jesuits?” “What were some of the short- and long-term consequences of the fur trade for both First Nations and Europeans?” “Why did Leif Erikson, Martin Frobisher, and/or John Cabot come to the northeastern coast of what became Canada? What was the impact of their arrival on Inuit?”

A1.2 analyse aspects of contact between Indigenous peoples and European explorers and settlers in what would eventually become Canada to determine ways in which different parties benefited from each other (*e.g., early settlers, slave owners, coureurs de bois, and European fur trade company employees benefited from First Nations and Métis ways of knowing, including their knowledge of land-based subsistence with respect to hunting, medicines, foods, geography, modes of transportation appropriate for local conditions, and established trade routes; the imperial government in France benefited economically from the fur trade and from alliances with First Nations, who aided them in their conflict with the British; First Nations benefited from some of the new materials and technologies introduced by Europeans; First Nations and European peoples benefited from the cultural knowledge, social ties, and language skills of the Métis*)

Sample questions: “What are some First Nations items, beliefs, traditions, customs, and/or world views that were adopted by European explorers and settlers? What are some European settlers’ and explorers’ items, beliefs, and/or world views that were adopted by First Nations and/or Métis peoples?” “How were New France and Britain connected to the fur trade during this period? What was the significance for the Métis of European involvement in the fur trade?”

A1.3 explain some of the ways in which interactions among Indigenous peoples, among European explorers and settlers, and between Indigenous and European people in what would eventually become Canada are connected to issues in present-day Canada (e.g., with reference to land claims; treaty rights and responsibilities; treaty-making processes and people excluded from these processes; environmental stewardship and relationships with the land; resource ownership, extraction, and use)

Sample questions: “How do First Nations today view early treaties entered into with the French? How does the government of Canada view those treaties? How would you account for differences in these points of view?” “Why did early settlers rely on the Indigenous ecological knowledge (IEK) of First Nations people? In what ways might the IEK of today’s First Nations, Métis, and/or Inuit be relevant to an environmental issue such as climate change?” “What were the differences between First Nations and European settlers in what would become Canada with respect to views on land use and ownership? How have some of these differences led to conflict in present-day Canada over Indigenous land rights?” “What role did friendship, respect, and peaceful co-existence play in relations between First Nations, Métis, and Europeans prior to 1713? What lessons can we learn from the spirit and intent of these early relations?” “What impact did contact between First Nations and Europeans at this time have on the traditional roles of First Nations women? What connection might there be between changes in these roles and present-day violence against Indigenous girls and women?”

A2. Inquiry: Perspectives on Interactions

FOCUS ON: *Perspective; Interrelationships*

By the end of Grade 5, students will:

A2.1 formulate questions to guide investigations into aspects of the interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada, from the perspectives of various groups involved (e.g., questions about interactions from the perspectives of groups such as European settlers; First Nations, Métis, and/or Inuit men and women; different First Nations, Métis, and/or Inuit communities; *coureurs de bois*; missionaries; *Filles du Roi*; warriors; Shamans; slaves and slave owners)

Sample questions: “In what ways might the relationships between First Nations, Métis, and voyageurs or coureurs de bois have been different from the relationship between First Nations, Métis, and European settlers? What factors might account for some of the differences?” “How did various Indigenous peoples view the European newcomers? What factors might account for differences in their views?” “How did various Europeans, First Nations, and Métis tend to view each others’ spiritual beliefs and ceremonies? Would the view of a coureur de bois ‘up country’ likely have been the same as that of a nun or priest in Montreal? Why or why not?” “Why did First Nations and Métis peoples help European settlers and explorers? What were some of the teachings, values, and/or beliefs in First Nations and Métis cultures that explain their attitudes towards settlers?” “What were some of the values and beliefs held by various European settlers and explorer about First Nations and Métis peoples? In what ways did these values and beliefs affect the relationships between European settlers, explorers, First Nations, and Métis peoples?” “How did the development of the fur trade industry affect relationships between First Nations, Métis, and European peoples?” “What natural resources did various First Nations use to make their shelters, clothing, sacred items, hunting equipment, and/or agricultural tools? In what ways, if any, did access to and use of these resources change with the arrival of European settlers?”

A2.2 gather and organize information on interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada, using a variety of primary and secondary sources that present various perspectives (*e.g., treaties; pictographs; petroglyphs; paintings; maps of trade routes; artefacts and their replicas; oral histories; traditional First Nations and European stories relating to similar themes/events; census records; journals written by Jesuits, early explorers, and/or Hudson Bay Company employees; accurate and authentic voices from Internet resources and/or books on Canadian history; interviews with Métis Senators, Elders, and/or Knowledge Keepers*)

Sample questions: “Where would you locate information about the alliance between Champlain and the Wendat? Whose perspective or perspectives does this information present?” “When using this painting as a historical source, why is it important to consider when and by whom it was created?” “Why are most documents from this period written from a Eurocentric perspective? Given the source of these documents, what types of biases do you think they might contain?” “What biases existed at the time, and continue to exist, against the preservation and reliability of oral histories? Why might knowledge passed through oral history be valued?”

Why might it not be valued?” “When using information from the Internet, why is it important to consider who created it and for what purpose?” “How can you tell if a resource has an authentic voice and presents accurate information?”

A2.3 analyse and construct maps as part of their investigations into interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada (e.g., thematic maps that show how physical features influenced settlement patterns, seasonal migration, trade routes and Indigenous social networks, agricultural practices, or the habitat of animals that sustained the fur trade; historical maps that show First Nations territory prior to and after contact; historical maps that show the emergence of Métis communities)

Sample questions: “What type of map could you construct to show alliances between different First Nations and Britain and France?” “What types of maps would help you identify the First Nations or Inuit communities that were most affected by early fur trade routes?” “What information would you need to include on a map showing traditional Indigenous hunting and agricultural grounds before and after contact with European settlers?” “What type of map could you construct to show traditional seasonal territorial routes of some Indigenous peoples and how those changed with the arrival of European settlers?” “What does this series of maps tell you about the impact of ongoing exploration in search of the Northwest Passage to Asia on European claims to territories that would become part of Canada?”

A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools (e.g., assess evidence to ensure that its voice is authentic and the information it provides is accurate; use a graphic organizer to help them compare the views of First Nations, Métis, and European settlers on nature and resource use; examine the content of journals or diaries to determine how European settlers and explorers reacted when meeting and working with First Nations peoples; use oral histories to develop their understanding of how one or more First Nations reacted to meeting and guiding settlers; use a comparison chart to help them analyse different perspectives on the fur trade or the establishment of Christian missions)

Sample questions: “What does this written account suggest about how settlers and/or missionaries viewed First Nations people? What does this oral history suggest about how First Nations viewed European settlers and/or missionaries?” “How could you use a comparison chart to help you identify differences in the ways various First Nations interacted with Jesuit missionaries?” “How could you use a fishbone organizer to help you analyse information on

economic, military, and cultural interactions between the British and the Haudenosaunee?”

“What does this document tell you about how Indigenous ecological knowledge (IEK) helped European settlers survive? What type of organizer or matrix could you use as a tool to help you compare information on how IEK helped European settlers survive in different parts of what would eventually become Canada?”

A2.5 evaluate evidence and draw conclusions about aspects of the interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada during this period, highlighting the perspectives of the different groups involved

Sample questions: “From your evaluation of this evidence, what can you conclude about the relationship between European settlers, Métis, the Anishinaabe, and the Haudenosaunee? How did each of these groups view this relationship?” “From your research, what can you conclude about the goals of Jesuit missionaries? How did these missionaries view First Nations’ cultural practices, spiritual ceremonies, beliefs, and/or world views? How might a Shaman have viewed the Jesuits? Why?”

A2.6 communicate the results of their inquiries, using appropriate vocabulary (*e.g., Elder, Faith Keeper, Knowledge Keeper, Métis Senator, Shaman, oral history, wampum belt, pictograph, petroglyph, missionary, colonization, colonialism, settler, xenophobia, racism, prejudice, charter, treaty, coureur de bois, seigneur, Filles du Roi*) and formats (*e.g., a poem, song, or story that describes the founding of Quebec from two distinct perspectives; an annotated map that shows different perspectives on the growth of the fur trade and resulting settlements; a collection of images they have created themselves, downloaded from websites, and/or taken from printed sources, showing different perspectives on the work of missionaries*)

A3. Understanding Context: Significant Characteristics and Interactions

FOCUS ON: *Significance; Interrelationships*

By the end of Grade 5, students will:

A3.1 identify major Indigenous nations that came into contact with European settlers and/or explorers prior to 1713 in what would become Canada (e.g., Great Lakes–St. Lawrence region: *some of the many nations were Abenaki, Algonkin, Haudenosaunee, Ojibwe, Ottawa, Potawatomie, Wendat, Weskarini*; northern Ontario: *some of the nations were Cree, Ojibwe*; Atlantic Canada: *some of the many nations were Beothuk, Innu, Mi'kmaq, Passamaquoddy, Wolastoqiyik*; Arctic: *some of the nations were Inuit, Dene*), and describe key characteristics of selected nations (e.g., with respect to language; religious/spiritual beliefs and ceremonies; governance structures; food and clothing; roles of men, women, and children; the role and significance of arts and crafts)

Sample questions: “What was the Haudenosaunee form of government? What role did women play in decision making?” “What types of crops were grown by the Wendat?” “What were some foods originally grown by First Nations that were introduced into European diets?” “What materials did the Mi'kmaq use to make their garments and moccasins?” “What were some of the spiritual practices of Algonquin people?” “What natural resources did Inuit rely on?” “How did the Potawatomie educate their children?” “What was the Anishinaabe Clan system of governance and how did it support voice and identity?” “What is the Tree of Peace? What does it tell you about the values in Haudenosaunee society?”

A3.2 describe some significant interactions among First Nations and between First Nations and Inuit before contact with Europeans (e.g., *trade, alliances and treaties, and other instances of cooperation; competition between First Nations for control of waterways*)

Sample questions: “What types of items did First Nations trade among themselves? What types of items did Inuit trade only among themselves? What types of items did First Nations and Inuit trade with each other? How would you describe these trading processes?” “What was the Haudenosaunee Confederacy? Why was it formed?” “What was the Three Fires Confederacy? Why was it formed?” “What type of interactions existed between the Haudenosaunee and Anishinaabe of the Great Lakes–St. Lawrence region or between the Mi'kmaq and Wolastoqiyik in Atlantic Canada?”

A3.3 describe the main motives for Europeans' exploration of Indigenous lands that were eventually claimed by Canada and for the establishment of permanent settlements (e.g., with reference to Norse in Newfoundland and Labrador; the voyages of Cabot, Cartier, and/or Hudson; settlements by De Mons and/or Champlain in Quebec; exploration by Étienne Brûlé; motives such as colonization, the desire to gain control over Indigenous lands by imposing sovereignty and land ownership, missionary work to spread Christianity, the desire of European settlers to escape from oppressive European government structures, and/or the exploitation of natural resources, including the establishment and expansion of the fur trade and the fishing industry)

Sample questions: "What was the goal of Henry Hudson's voyages?" "For whom did Champlain work? What were the reasons for his establishing a settlement in Quebec?" "Which European countries were interested in the territory that would become Canada? Why?" "What were some beliefs and attitudes of European settlers towards land ownership and Indigenous people? What was the significance of these beliefs/attitudes for colonization and European settlement?" "What is the Doctrine of Discovery? How was it supported by the 1493 Papal Bull? How did the attitudes reflected in this doctrine provide a motive for European exploration and settlement of Indigenous lands?" "What is racism? What is xenophobia? How did these attitudes affect the ways Europeans approached exploration and settlement of Indigenous territories?"

A3.4 identify significant offices and institutions in New France (e.g., the seigneurial system; the Roman Catholic Church; the king, governor, bishop, and intendant; nuns, priests, missionaries), and describe their importance to settlers in New France

Sample questions: "What services did the Roman Catholic Church provide to settlers in New France?" "What was the role of the seigneur?" "What effect did the seigneurial system have on the way land was divided and developed?" "Who were the Filles du Roi? Who sent them to New France? Why?"

A3.5 describe significant aspects of the interactions between Indigenous peoples and European explorers and settlers in what would eventually become Canada (e.g., with reference to trade; sharing of beliefs, knowledge, skills, technology; disruption of Indigenous gender norms and roles; intermarriage; military alliances and conflict; the theft of Indigenous lands; spread of diseases; introduction of alcohol; the roles of First Nations, Métis, and Europeans in the fur trade; the impact of the fur trade on Indigenous peoples; loss of First Nations' access to lands for sustenance and to support ways of life)

Sample questions: “What were some of the ways in which European settlers and explorers depended on First Nations and Métis people for survival?” “What role did First Nations women play in the fur trade?” “What relationship did French missionaries have with the Wendat? What impact did the missionaries have on the Wendat?” “What is the Two-Row Wampum? What was its significance with respect to the relationship between the Haudenosaunee and European settlers?” “How did First Nations establish alliances in response to the encroachment of the European settlers?” “What were some treaties that were negotiated between First Nations and Europeans during this period? Why might First Nations and Europeans have had different interpretations of these treaties? How did such differences affect the relationship between these groups?”

NEW A3.6 on Métis ethnogenesis

A3.6 describe key factors that led to the ethnogenesis of the Métis peoples in what would eventually become Canada, with specific attention to the Great Lakes and Mattawa regions (*e.g., contact between First Nations and European fur traders and explorers; the need among European traders/explorers in unfamiliar territories for help and guidance from First Nations; intermarriage between traders and First Nations women; gender imbalances in new settlements*)

Sample questions: “Why did some European fur trade employees marry First Nations women? What was the impact of such intermarriage?” “What roles did Métis women play as a result of the early fur trade?” “How did the relationship between European settlers and First Nations and Métis change over time? Why?” “What effect did the fur trade have on the development of the Métis way of life and the characteristics, skills, practices, and/or attitudes of the Métis people?”

A3.7 describe some significant differences among Indigenous peoples and between selected Indigenous and Europeans communities in what would eventually become Canada (*e.g., with reference to governance and economic organization; spiritual and/or cultural practices; land use/ownership; attitudes towards the environment; the roles of men, women, and children*), and identify some of the reasons for these differences (*e.g., climate; availability of resources and arable land; the culture, customs, and economic and political system in the mother country; individualistic versus communal world views; familiarity with the land and its resources*)

Sample questions: “What were the differences between Haudenosaunee and Ojibwe housing?” “How did the social organization on a seigneurie differ from that in the town of

Montreal?” “What were some of the differences between the life of a child in a Wendat family and one in a settler family in New France?” “How did climate and the availability of resources affect the way the Innu lived?” “What were some key differences in the beliefs and attitudes of Indigenous peoples and Europeans towards the environment and the land? What were some practices that arose from these beliefs/attitudes? What impact did these practices have on the environment?” “How did differences in the ways in which First Nations viewed their relationship with the land and European settlers views concerning land ownership lead to conflict?” “What were some differences in the governance structures of the Anishinaabe Three Fires Confederacy, the Haudenosaunee Confederacy, and the government in New France?”

A3.8 describe some significant effects of European conflicts on Indigenous peoples and on what would eventually become Canada (*e.g., conflict between First Nations who were allied to different imperial powers; changes in control of Acadia between the French and British; fur trade rivalries*)

Sample questions: “In what ways was the Haudenosaunee Confederacy affected by the rival colonial interests of France and Britain?” “What areas of what eventually became Canada were claimed by rival European powers? What are some ways in which their rivalries shaped present-day Canada?”

PRE PUBLICATION

B. People and Environments: The Role of Government and Responsible Citizenship

Overall Expectations

By the end of Grade 5, students will:

B1. Application: assess responses of governments in Canada, including First Nations, Métis, and Inuit governments, to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues (FOCUS ON: *Interrelationships; Cause and Consequence*)

B2. Inquiry: use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including those of Indigenous peoples as well as of the level (or levels) of government responsible for addressing the issues (FOCUS ON: *Perspective*)

B3. Understanding Context: demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada, including First Nations, Métis, and Inuit governments (FOCUS ON: *Significance*)

Specific Expectations

B1. Application: Governments and Citizens Working Together

FOCUS ON: *Interrelationships; Cause and Consequence*

By the end of Grade 5, students will:

B1.1 assess the effectiveness of actions taken by one or more levels of government, including Indigenous governments, to address an issue of national, provincial/territorial, and/or local significance (e.g., with reference to the *Far North Act* in addressing concerns of Inuit and First Nations about development in northern Ontario; municipal, provincial, and/or federal programs/policies aimed at reducing child poverty; policies related to the management of the Great Lakes; actions to support nation-to-nation relationships between federal/provincial governments and First Nations, Métis, and Inuit governments; youth advisory councils within the federal and provincial governments; policies/actions intended to address issues related to

drinking water in First Nations communities; policies/actions on housing in Inuit communities; the actions taken as a result of the Métis Nation of Ontario Secretariat Act [2015] from the perspective of the Métis and the federal and provincial governments)

Sample questions: “What criteria could you use to judge the effectiveness of government actions?” “How would you rate the effectiveness of different governments’ involvement in the protection of the Rouge Valley?” “Which levels of government are involved in managing the Alberta oil sands? Are their actions effective? Why or why not?” “What are some of the actions that are being taken to reduce child poverty in Canada? In Ontario? In Indigenous communities? In local municipalities? Which level or levels of government are responsible for policy on this issue? Are their actions effective? Why or why not?” “What are some of the actions that local, provincial, federal, and/or Indigenous governments have taken to address missing and murdered Indigenous women and girls? What criteria could you use to judge the effectiveness of these approaches?” “How would you assess the effectiveness of the Métis Nation of Ontario’s green energy plan?”

B1.2 create a plan of action to address a social issue of local, provincial/territorial, and/or national significance (*e.g., homelessness, child poverty, bullying in schools, availability of physicians in remote communities, lack of employment opportunities within some regions, overcrowded and poorly constructed housing and/or lack of mental health and social services in First Nations and/or Inuit communities, funding for education in First Nations communities, preservation of Indigenous languages, missing and murdered Indigenous women and girls*), specifying the actions to be taken by the appropriate government or governments, including Indigenous governments, as well as by citizens

Sample questions: “What types of services are needed to help homeless people? Who could best provide those services? Who should be consulted around the provision of such services?” “What are the most important issues facing people with disabilities? What levels of government need to be involved in addressing these issues? What does each level of government need to do?” “What can private citizens do to help children living in poverty? How could these actions supplement government programs in this area?” “What type of services do elderly people need? Which services should be provided by government and which by community groups or family members? What particular barriers do elderly people in First Nations, Métis, and/or Inuit communities experience in accessing services? How could those barriers be addressed?” “What services are needed to support the physical and mental health of Indigenous youth? Who

needs to be consulted when developing a strategy to address this issue? What criteria would you use to decide which community groups are best suited to provide these services?”

B1.3 create a plan of action to address an environmental issue of local, provincial/ territorial, and/or national significance (*e.g., managing waste disposal, regulating industrial practices that damage the environment, ensuring safe drinking water, expanding availability of energy from renewable sources, reducing vehicle emissions, addressing land and water contamination on First Nations territory*), specifying the actions to be taken by the appropriate government or governments, including Indigenous governments, as well as by citizens

Sample questions: “Which level or levels of government should address the issue of the sale and export of spring water from Ontario? What action do you think citizens of the province should take on this issue? How can you ensure that your plan takes into account the perspectives of local Indigenous communities?” “What types of policy and action are needed to address the problems facing communities affected by erosion and the melting permafrost in Nunavut? How can you ensure that your plan of action on this issue takes Inuit perspectives into account?” “When addressing an environmental issue, why is it important to investigate strategies developed by various Indigenous peoples and governments?”

B2. Inquiry: Differing Perspectives on Social and Environmental Issues

FOCUS ON: *Perspective*

By the end of Grade 5, students will:

B2.1 formulate questions to guide investigations into social and/or environmental issues in Canada from various perspectives, including the perspective of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues (*e.g., the perspectives of different levels of government, non-governmental organizations [NGOs], professionals in the field, and people directly affected by an issue such as child poverty on and off reserves, preservation of traditional languages, homelessness, bullying in schools, access to health care, climate change in the Arctic, waste disposal, or deforestation*)

Sample questions: “What costs and benefits should be considered when discussing the development of a new mine or energy project? Whose knowledge and understanding of the land

needs to be included throughout the consultation process? Why might different groups have different opinions on such development? Why might there be a variety of Indigenous viewpoints on resource extraction on traditional territory? Why does the federal and/or provincial government tend to support resource extraction industries?” “What costs and benefits should be considered when deciding whether to develop a public transit system? Why might different groups have different views on the costs and benefits? What level or levels of government would have a say on this issue?” “Whose voices should be heard in discussions about the building of a new housing subdivision?” “What groups should be consulted when policy to address climate change is being developed?” “What are various governments and community groups doing to preserve Indigenous languages in Canada?” “What are some questions that need to be considered around the issue of funding for First Nations schools? Who should be consulted in such discussions?”

B2.2 gather and organize a variety of information and data that present various perspectives about Canadian social and/or environmental issues, including the perspectives of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues (*e.g., with respect to the issue of climate change, gather data on sources of carbon dioxide emissions affecting Canada, photographic evidence of melting polar ice and its impact on Inuit and on Arctic wildlife, information on the positions and/or actions of various NGOs working on climate change, projections from corporations on the costs of addressing greenhouse gas emissions, information on the impact of climate change on the natural world from oral history and interviews with Elders, Knowledge Keepers, and Métis Senators, editorials and articles from Indigenous media outlets on the impact of climate, and/or information on the positions of the federal, provincial, and/or territorial governments*)

Sample questions: “Where might you look for information about child poverty in a large Canadian city? Who might have different perspectives on this issue? How would you ensure that the information you gather reflects more than one perspective?” “What key words might you use to search a government website for information on the issue of climate change? How would you find material that reflects the perspectives of NGOs working in this area? How would you find material that reflects the perspectives of First Nations, Métis, or Inuit peoples on this issue?” “Where might you look for information about the cost of food in Northern Canada?” “Why would it be important to consult Indigenous media sources when gathering information about the impact of resource development on Indigenous territories?” “Where might you look for

information on the Mother Earth Water Walkers and the actions they are taking in response to Great Lakes water contamination?”

B2.3 analyse and construct maps in various formats, including digital formats, as part of their investigations into social and/or environmental issues (*e.g., a thematic map showing the extent of the areas affected by climate change or how air pollution generated in one jurisdiction affects another; a demographic map showing levels of poverty or homelessness in different provinces; a thematic map showing the location of potential resource-extractions sites in relation to treaty territories, historic Métis settlements, and sacred sites*)

Sample questions: “What information would you need to include on your map to show how and why the issue of pollution in the Great Lakes involves several different governments?” “What have you learned from reading this map on income in Canada?” “What information could you include on a map on the potential impact of climate change to show that the issue involves all levels of government as well as people in different regions?” “What information would you need in order to create a map that demonstrates the impact of the pulp and paper industry on First Nations communities along a waterway?” “What information would you include on an annotated map that shows regional flooding before and after the construction of the St. Lawrence Seaway and the impact of any changes on the traditional territories of the Haudenosaunee and the Anishinaabe?”

B2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools (*e.g., use an idea web to help them determine connections between the way in which a group is affected by climate change and its perspective on the issue; extract information from a line or bar graph to determine variations in homelessness in several municipalities; use a double bar graph to help them determine the effectiveness of recycling and waste-diversion programs*)

Sample questions: “How are these different groups affected by this issue? How might they be affected by possible solutions?” “What type of chart could you use to help you determine similarities and differences in the position of various groups on this issue?” “When you analyse information on this issue, what differences and similarities do you find between coverage in the mainstream and Indigenous media?” “What type of graphic organizer could you use to help you analyse the perspectives of advocacy groups, industry, and different levels of governments, including Indigenous governments, on the sustainable use of a resource in Canada?”

B2.5 evaluate evidence and draw conclusions about social and/or environmental issues, outlining the strengths and weaknesses of different perspectives on the issues, including the perspectives of Indigenous peoples and of the level (or levels) of government responsible for addressing the issues

Sample questions: “Whose position on this issue do you think is strongest? Why?” “Is there agreement among different levels of government with a stake in this issue? Why or why not?” “What are the most difficult challenges associated with this issue?” “In coming up with a way to address this issue, why is it important to consider the perspectives of all stakeholders?”

B2.6 communicate the results of their inquiries, using appropriate vocabulary (e.g., government, local, municipal, provincial/territorial, federal, chief, band council, municipal council, Parliament, member of Parliament [MP], member of provincial parliament [MPP], non-governmental organization [NGO], stakeholder) and formats (e.g., a report to present to their local MP, MPP, or city/town councillor; a photo essay on the impact of the issue; a brochure or informational poster that presents the strongest points in the position of various stakeholders; a song, rap, or poem promoting the most convincing arguments on the issue; a map to accompany an oral presentation; a role play that other students can participate in to present differing perspectives)

B3. Understanding Context: Roles and Responsibilities of Government and Citizens

FOCUS ON: *Significance*

By the end of Grade 5, students will:

B3.1 describe the major rights and responsibilities associated with citizenship in Canada (e.g., rights: *equal protection under the law, freedom of speech, freedom of religion, the right to vote*; responsibilities: *to respect the rights of others, to participate in the electoral process and political decision making, to improve their communities*)

Sample questions: “What are the major rights of a citizen in Canada? Why might some Canadians have the same rights on paper but not in practice? Why did some people in Canada not have full citizenship rights in the past? What role did race and gender play in this denial of rights?” “What does it mean to be a good citizen?” “What are your responsibilities as a member of our class at our school? As a citizen of Canada?” “What impact have past laws had on the

right of First Nations to participate in the electoral process?” “What are some ways in which laws have limited the rights of Indigenous women?”

B3.2 describe the jurisdiction of different levels of government in Canada, as well as of some other elected bodies (*i.e.*, federal, provincial, territorial, and municipal governments; band councils; school boards), and some of the services provided by each (*e.g.*, health services, education, policing, defence, social assistance, garbage collection, water services, public transit, libraries)

Sample questions: “Which level or levels of government provide funding for public libraries?” “Which level of government has the responsibility for public education? Why?” “What is the jurisdiction of a band council?”

NEW SE

B3.3 describe some First Nations, Métis, and Inuit governance structures that currently exist in Canada (*e.g.*, with reference to the Métis Nation of Ontario, the Inuit Tapiriit Kanatmi, the Chiefs of Ontario, the Nishnawbe Aski Nation, the Union of Ontario Indians, the Haudenosaunee Confederacy)

Sample questions: “In what ways is the governance model of the Métis Nation of Ontario based on the Provisional Government of Louis Riel?” “How did Inuit efforts to reclaim their lands lead to the development of governments in Nunavut?” “What are some of the political structures of First Nations in Canada that were established because of the Indian Act? Within these structures, how are leaders chosen? How has the Indian Act system of First Nations governance undermined traditional governance systems?” “How strong is the voice of youth on the Provisional Council of the Métis Nation of Ontario? How strong is the voice of youth in the government of Ontario or Canada? Why would having such a voice be important in addressing issues that are important to Métis youth?” “What is the significance of the medicine wheel or Clan system to some First Nations governance models?” “How are decisions made in different Indigenous governance models? How have some past federal and/or provincial laws affected these governance models?”

B3.4 describe the shared responsibility of various levels of government for providing some services and for dealing with selected social and environmental issues (*e.g.*, services/issues related to transportation, health care, the environment, and/or crime and policing)

Sample questions: “What is the relationship between provincial and federal governments in the area of health care?” “Why are there both provincial and federal ministries of the environment or natural resources?” “Why must different levels of government cooperate in addressing Indigenous land claims?” “How does the Nishnawbe Aski Nation [NAN] Education Unit work to provide education for the First Nations communities it represents? How does NAN work on educational issues with the provincial and federal governments?” “How are services provided for First Nations, Métis, and Inuit communities and individuals in different regions across Canada? How have treaties and the Indian Act affected access to services?”

B3.5 describe different processes that governments can use to solicit input from the public (*e.g., elections, town hall meetings, public hearings, band council meetings, Métis general assemblies or community council meetings, commissions of inquiry, supreme court challenges, processes for granting easements, referendums, nation-to-nation discussions with First Nations, Métis, and/or Inuit governments*), and explain why it is important for all levels of government to provide opportunities for public consultation

Sample questions: “How might a city government solicit the opinions of residents?” “What is a royal commission? How does it provide an opportunity for members of the public to provide input on an issue?”

NEW SE

B3.6 demonstrate a basic understanding of what is meant by the federal and provincial governments’ having a duty to consult and accommodate First Nation, Métis, and Inuit peoples and communities, and describe some circumstances in which this constitutional right for Indigenous peoples might apply (*e.g., when considering proposals to run pipelines through traditional territory or mining development projects that would affect First Nations communities; when developing agreements about the extraction of natural resources on treaty land*)

Sample questions: “What is the ‘duty to consult’? Who is bound by this duty?” “How might the duty to consult and accommodate help transform the relationship of the federal and provincial governments with First Nations, Métis, and Inuit communities?” “What does the ‘honour of the Crown’ mean in the context of the federal and provincial governments’ duty to consult with First Nations, Métis, and Inuit individuals and communities?”

B3.7 describe key actions taken by governments, including Indigenous governments, to solve some significant national, provincial/territorial, and/or local issues (*e.g., federal policies relating*

to the effects of climate change in the Arctic or the issue of sovereignty in Canadian waters; provincial policies around child mental health issues; municipal recycling and waste diversion programs; government action to relocate elk from the town of Banff, Alberta; existing laws that affect traditional Indigenous harvesting, hunting, and fishing rights; First Nations, Métis, and Inuit community projects and strategies to preserve Indigenous languages)

Sample questions: “What programs are in place in our community to reduce the amount of garbage going to landfill?” “What are some national and provincial parks and regional conservation authorities in Canada? What is their purpose?” “What actions have First Nations taken to protect salmon spawning grounds or old growth forests?”

B3.8 explain why different groups may have different perspectives on specific social and environmental issues (*e.g., why oil industry representatives, farmers, environmentalists, and the Alberta government might differ on development of the oil sands; why the federal government and First Nations band councils might have different perspectives on housing problems on reserves*)

Sample questions: “Why might farmers, land developers, residents, and environmentalists all have different perspectives about development on the Oak Ridges Moraine or Niagara Escarpment?” “Which groups might have different perspectives on the idea of changing the school year? Why?” “What are some ways in which people’s values can affect their perspectives on an issue?” “What are the Seven Grandfather Teachings? What values do they reflect? How might they influence the perspectives of Indigenous peoples on an issue related to education or health and well-being?” “What are the Seven Generation Teachings? How might these teachings influence the perspectives of Indigenous peoples on an environmental issue?” “Why might a forestry company, a local community, and a First Nations, Métis, or Inuit harvester of animals and plants have different perspectives on a plan to open logging in a specific area?”

B3.9 describe some different ways in which citizens can take action to address social and environmental issues (*e.g., by determining the position of their local candidates on various issues and supporting/voting for the one whose position they agree with; through the court system; by organizing petitions or boycotts; by volunteering with organizations that work on specific issues; by writing to their elected representatives or to the media; by creating or participating in art projects that bring attention to an issue*)

Sample questions: “How can a person determine the position of local candidates or party leaders on issues of importance?” “How could you become more active in your community?”

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