

# Grade 6

## OVERVIEW

In Grade 6 social studies, students will explore the experiences and perspectives of diverse communities in historical and contemporary Canada and examine how they have contributed to the development of Canadian identities. In addition to developing their understanding of different communities in Canada, students will explore the global community and Canada's role in it. They will investigate current social, political, economic, and environmental issues, and develop their understanding of the importance of international action and cooperation. In conducting their investigations, students will enhance their graphing and mapping skills and develop their ability to extract, interpret, and analyse information from a variety of sources, and using various technologies.

The Grade 6 social studies expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *beliefs and values, collaboration, cooperation, culture, equity, freedom, identity, relationships, and respect*.

The following chart presents an overview of the Grade 6 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).

PREPUBLICATION

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to be introduced/ Developed
<b>Strand A. Heritage and Identity: Communities in Canada, Past and Present</b>				
<b>A1.</b> assess contributions to Canadian identities made by various groups, including First Nations, Métis, and Inuit, and by various features of Canadian communities and regions	Cause and Consequence; Patterns and Trends	Many different communities have made significant contributions to Canada's development.	How have different communities contributed to the evolution of Canadian identities?  What experiences have shaped the stories of different communities in Canada? What experiences have shaped the story of your own community?	<b>Graphs</b> Constructing line graphs, using computer programs, to show change over time (see, e.g., A2.4)  <b>Maps* and Globes</b> Analysing flow and thematic maps (see, e.g., A2.3)  Constructing thematic maps on paper and digitally (see, e.g., A2.3)
<b>A2.</b> use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experience in a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada	Perspective	Different groups may experience the same development or event in different ways.	How do we determine the importance of certain developments or events?	
<b>A3.</b> demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities, including First Nations, Métis, and Inuit communities, in Canada	Significance; Continuity and Change	Significant events in different communities have contributed to the development of the identities of that community and of Canada.	Why might an event or development be important to one group but not to others?  In what ways is your story part of the story of Canada?	

<TYPESETTER: Second part of table (on Strand B) is unchanged>

## A. Heritage and Identity: Communities in Canada, Past and Present

### Overall Expectations

By the end of Grade 6, students will:

**A1. Application:** assess contributions to Canadian identities made by various groups and communities, including First Nations, Métis, and Inuit communities, and by various features of Canadian communities and regions (FOCUS ON: *Cause and Consequence; Patterns and Trends*)

**A2. Inquiry:** use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experience in a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada (FOCUS ON: *Perspective*)

**A3. Understanding Context:** demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities, including First Nations, Métis, and Inuit communities, in Canada (FOCUS ON: *Significance; Continuity and Change*)

### Specific Expectations

#### A1. Application: Diversity, Inclusiveness, and Canadian Identities

FOCUS ON: *Cause and Consequence; Patterns and Trends*

By the end of Grade 6, students will:

**A1.1** explain how various features, including built, physical, and social features of communities, can contribute to identities in and images of a territory and/or country (*e.g., built features such as memorials, different types of buildings, parks, canals, dams, railroads; physical features such as climate, landscape, vegetation, wildlife; social aspects such as cultural traditions, religious celebrations, economic bases; geographic, political, and/or socio-economic boundaries between communities*), and assess the contribution of some of these features to Canada's images and identities (*e.g., with reference to resource-based communities such as mining or logging towns or fishing outports; the Canadian winter; landscapes such as mountains, prairies, sea coasts, tundra; wildlife such as moose, elk, beaver, bison, cod; the variety of populations with heritages from around the world in neighbourhoods in some of Canada's largest cities*)

**Sample questions:** "In what ways do war memorials, including the National Aboriginal Veterans Monument, contribute to an understanding of identities in Canada?" "Why are the old grain elevators on the prairies a key image of Canada?" "In what ways does the Canadian climate contribute to the identities in and stereotypes of the country? To its global image?" "Why are the maple leaf and the beaver symbols of Canada? What do these symbols imply about this

country? How are these symbols connected to First Nations and Métis communities?” “Why are certain features/symbols more significant to some groups than others?” “What are some ways in which physical geography influenced the location of First Nations, Métis, and Inuit communities and traditional territories? How did geographic features affect the ways of life of some of these communities? What impact have the ways of life of some of these communities had on the images of or identities in Canada?”

## New SE

**A1.2** analyse some of the contributions that various First Nations, Métis, and Inuit communities and individuals have made to Canada (*e.g., with reference to artists such as wood, bone, and soapstone carvers, painters and printmakers, bead workers, and/or the Indigenous Group of Seven; Inuit understanding of life and travel in the Arctic; the democratic ideas/practices of the Haudenosaunee; guidance/aid provided by First Nations, Métis, and Inuit people to fur traders and explorers; modes of transportation such as canoes and kayaks; Indigenous knowledge of plants and medicines; technologies used for fishing, aquaculture, and agriculture*)

**Sample questions:** “What impact did the Métis List of Rights of 1860 have on the Manitoba Act and on Canada?” “What are some ways in which First Nations and Inuit methods of transportation have contributed to Canada?”

**A1.3** analyse some of the contributions that various settler/newcomer groups have made to Canadian identities (*e.g., the contributions of French and English communities to the development of Canada as a bilingual country, of the British to the Canadian parliamentary system, of Chinese labourers to the construction of the transcontinental railway, of Irish and Italian workers to the development of canal systems on the Great Lakes, of various communities to Canada’s multicultural identity*)

**Sample questions:** “Who are the founding nations of Canada? For whom is the concept of ‘founding nations’ troubling? Why?” “In what ways is the Canadian system of government similar to that of Great Britain? What accounts for the similarities? Do you think Canada’s status as a constitutional monarchy is important to our identity as Canadians? Why or why not?” “What are some ways in which people from Africa, the Caribbean, or South or East Asia have contributed to Canada and to identities in Canada?”

**A1.4** explain how various groups and communities, including First Nations, Métis, and Inuit communities, have contributed to the goal of inclusiveness in Canada (*e.g., the efforts of women’s rights, civil rights, Indigenous, or labour organizations, or of advocacy organizations for immigrants, disabled people, or various religious or ethnic groups; the Métis idea of and belief in respectful blending*), and assess the extent to which Canada has achieved the goal of being an inclusive society (*e.g., with reference to the policy of multiculturalism, the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Ontarians with Disabilities Act, freedom of religion, the recognition of gay marriage, the ratification of the United Nations Declaration on the Rights of Indigenous People*)

**Sample questions:** “What are some of the actions that have been taken by First Nations, Métis, or Inuit individuals or organizations to improve the status of Indigenous people in Canadian society?” “What was the role of women’s groups in ensuring that gender was included in the Charter of Rights?” “What actions have been taken by individuals or by organizations such as L’Arche to improve the status and the quality of life of people with disabilities in Canadian society?” “Do you think that Canadian society allows for your community to make a meaningful contribution to identities in Canada? Why or why not?”

## **A2. Inquiry: The Perspectives of Diverse Communities**

FOCUS ON: *Perspective*

By the end of Grade 6, students will:

**A2.1** formulate questions to guide investigations into different perspectives on the historical and/or contemporary experiences of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada (*e.g., the development of the reserve system from the perspective of First Nations, European settlers, and the federal government; the negotiation and interpretation of Indigenous treaties, from the perspective of Indigenous peoples and the federal government; the forced relocation of Japanese Canadians during World War II from the perspective of Japanese Canadians, the government at the time, and the government that issued an apology to Japanese Canadians; the formation of neighbourhoods of people who have different heritages, from the perspective of the newcomers, their children, the people already in the neighbourhood, the local school, and/or the agencies and governments that provide services to the neighbourhood*)

**Sample questions:** “What were the federal government’s reasons for enacting and enforcing a policy of relocating Inuit to the High Arctic in the 1950s? What impact did this relocation have on Inuit ways of life? What does this policy tell you about the beliefs and values of the people who formulated it?” “What was Métis scrip? How was it used? How did the government and land speculators capitalize on scrip policy? How did it affect Métis people?” “Why was the Chinese head tax created? What was the thinking of the government that imposed it? How did the policy affect Chinese immigrants to Canada and their families in China?” “Why did some people think Louis Riel was a hero while others thought he was a traitor?” “Why do newcomers to Canada tend to settle in neighbourhoods with people from the same country/region or who speak the same language?” “Why was the Indian Act created? What did the act reveal about how the federal government viewed Indigenous people? What are some ways in which the act affected, and continues to affect, First Nations, Métis, and Inuit individuals and communities?”

**A2.2** gather and organize information from a variety of primary and secondary sources (*e.g., photographs; letters and diaries; oral stories; maps; songs; paintings; newspaper reports; interviews with Elders, Knowledge Keepers, and /or community members at friendship centres or cultural centres; books written on the experiences of new settlers in a community; books written about a specific community; online databases and archival collections; treaties and wampum belts*) that present different perspectives on the historical and/or contemporary

experience of a few communities, including First Nations, Métis, and/or Inuit communities, in Canada

**Sample questions:** “What type of information can you gather from the petitions and letters of First Nations, Métis, and Inuit people about their experience of and perspectives on being relocated to reserves and/or new settlements? What other types of sources should you consult for information on the perspectives of these people? For other people’s perspectives?” “Why might photographs be a good source if you are investigating the internment of Japanese Canadians? What kinds of information do you think you can get from these photographs?” “What type of information can you gather from a treaty between the Crown and Indigenous nations? Why is it important to find accurate information on the intent of the original treaty as understood by the Indigenous community signing it? Why might there be differing interpretations of a treaty?”

**A2.3** analyse and construct print and digital maps as part of their investigations into different perspectives on the historical and/or contemporary experience of communities, including First Nations, Métis, and/or Inuit communities, in Canada (e.g., analyse a flow map showing the relocation of First Nations, Métis, and/or Inuit communities; plot census data on a map to show the locations of different communities; construct a thematic map to show changes over time in the ethnic origin of the people in a community; construct a map that identifies places of significance within selected Indigenous communities; construct a map that shows the historic Métis communities in Ontario; construct an annotated map that explains the use of an Inuksuk [or several Inuksuit] as a navigational tool and the significance of its [or their] placement within Inuit territories)

**Sample questions:** “What does this flow map tell you about who has lived in this region in the past?” “What does this thematic map tell you about the land granted to Black Loyalists?” “What type of map might you construct to help you understand the perspectives of Métis and Scots in the Red River district?” “What items might you include on a map to illustrate the impact of provincial and national boundaries on the Akwesasne Mohawk Nation?”

**A2.4** interpret and analyse information and evidence relevant to their investigations, using a variety of tools (e.g., use a graphic organizer to help them determine differences in perspectives of participants in the Red River Resistance or North-West Resistance; plot census data on a line graph using a computer-based graphing program in order to help them determine changes over time in a specific community; analyse a collection of photographs for evidence about newcomers’ feelings towards their new community and about the feelings of people already living in that community towards the newcomers; examine the content of diaries to determine how people in the past felt about living in their community)

**Sample questions:** “How could you use a cause-and-effect organizer to help you determine the impact of this event on different communities, including, where applicable, a First Nation, Métis, and/or Inuit community?” “What does this monument tell you about the way the community viewed the person or event it commemorates? Is this person/event viewed the same way today?” “What do the paintings at Grand Pré tell you about the expulsion of the Acadians?”

Whose perspective do you think is conveyed in these paintings? Why?” “What does this timeline tell you about the reasons why this place name has changed over time?”

**A2.5** evaluate evidence and draw conclusions about perspectives on the historical and/or contemporary experience of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada

**Sample questions:** “What did you learn about the experiences of people living in Toronto at the beginning of the twentieth century? Were there conflicts between any ethnic or religious groups? In what ways were the experiences of poor people different from those of wealthier residents? How and why did the perspectives of a factory owner and a factory worker in the city differ? Are similar differences still evident today?” “What have you learned about why Inuit moved or were relocated to more southerly communities in the past? In what ways are these reasons similar to and/or different from why Inuit are relocating today? What impact have such relocations had on the lives of Inuit?” “What have you discovered about the lives of children in remote Cree communities? What challenges do these children face with respect to education, health care, and/or social services?”

**A2.6** communicate the results of their inquiries, using appropriate vocabulary (*e.g., perspective, ethnic group, emigrant, immigrant, entrepreneur, labourer, class, colonization, decolonization, colonialism, racism, classism, xenophobia, displacement, relocation, settler, newcomer*) and formats (*e.g., a dramatic piece in which different characters voice the perspectives of different groups; a presentation that expresses different perspectives with cultural sensitivity and uses authentic voices; a slideshow that includes photographs and/or paintings that illustrate different perspectives on the same event*)

### **A3. Understanding Context: The Development of Communities in Canada**

FOCUS ON: *Significance; Continuity and Change*

By the end of Grade 6, students will:

#### **New SE**

**A3.1** identify the traditional Indigenous and treaty territory or territories on which their community is located (*e.g., Orillia is located on the traditional territory of the Ojibwe/Chippewa and Anishinaabe and is within the boundaries set by the Williams Treaties; Sault Ste Marie is located on the traditional territory of the Métis, Cree, Ojibwe/Chippewa, and Anishinaabe and is within the boundaries set by the Robinson-Huron Treaty; Red Lake is located on the traditional territory of the Métis and the Ojibwe/Chippewa and is within the boundaries set by Treaty 3*)

**Sample questions:** “Where might you look for information on the traditional territory or the treaty territory on which your community stands? Why might this information not be in an atlas in the classroom? Why is it important to be aware of this information?”

**A3.2** identify the main reasons why different peoples migrated to Canada (*e.g., political or religious freedom; political allegiances; perceptions about the availability of land; economic opportunity; family ties; poverty, famine, colonization of or political unrest in their country of origin; forced migration of slaves and “Home Children”*)

**Sample questions:** “What reasons did various people have for immigrating to New France?” “Why did so many people from Ireland come to Quebec and Ontario in the middle of the nineteenth century?” “Who were the ‘Home Children’? Why did they come to Canada?” “Why do people from many other countries continue to come to Canada?”

**A3.3** describe some key economic, political, cultural, and social aspects of life in settler/newcomer communities in Canada (*e.g., with reference to land ownership; agricultural practices; work; cultural practices; religious and/or spiritual beliefs/practices; dress and diet; family life and the roles of men, women, and children; social and service clubs*), and identify significant ways in which the culture of settlers’ places of origin influenced their ways of life in Canada and, where applicable, had an impact on Indigenous communities

**Sample questions:** “How did the system of land ownership in France influence land-owning practices in New France/Quebec?” “What are the sources of traditional folk music in Atlantic Canada?” “What is the origin of bannock/fry bread?” “What religious beliefs/practices have different newcomers brought with them to Canada? What impact did the religion of some settler groups have on First Nations communities?” “How is Métis music and dance related to French and Scottish fiddle music and dance?”

**A3.4** identify various types of communities in Canada and some ways in which they have contributed to the development of the country (*e.g., First Nations, Inuit, Métis, French, and/or British; later immigrant groups such as Chinese, Germans, Scandinavians, South Asians, or Caribbean people; religious communities; economic communities such as resource towns; workers and labour organizations; rural and urban communities*)

**Sample question:** “What are some of the economic communities in different regions of Canada that have contributed to the development of the country?” “What contributions have labour unions made to the development of Canada?” “How did the ancestral connections of the Métis allow them to bridge divides between federal/provincial governments and First Nations, Métis, and Inuit?” “What values did many Indigenous people have with respect to sharing the land? How were these values evident in the responses of many Indigenous people to newcomers? What impact have those responses had on the way Canada developed? What impact have they had on your life?”

**New SE (original 3.4 has been divided)**

**A3.5** describe significant events or developments in the history of two or more First Nations, Métis, and/or Inuit communities in Canada (*e.g., the arrival of European explorers and settlers;*

*the fur trade; the colonial/federal government's banning of Indigenous ceremonies and gatherings; Indigenous treaties; the reserve system; the Indian Act; Residential Schools; the Gradual Civilization Act; court challenges for recognition of hunting and fishing rights; the creation of Nunavut, Nunavik, and Nunatsiavut; the struggle by Métis and Inuit for recognition in the constitution of their rights and status; loss of language and culture) and how these events affected the communities' development and/or identity*

**Sample questions:** "What are some ways in which the residential school experience affected First Nations, Métis, and Inuit families and communities?" "What are some ways in which the Numbered Treaties affected First Nations communities?" "How does the government of Canada interpret the treaty relationship? Has Ottawa lived up to its treaty agreements?" "Why might Métis or Inuit not see themselves as treaty people?" "How has the construction of railroads, dams, and/or canals affected the location and development of First Nations and Métis communities?" "What does the term 'enfranchisement' mean in the context of the history of the Indian Act? How were some Indigenous women and their families affected by enfranchisement?"

**A3.6** describe significant events or developments in the history of two or more settler/newcomer communities in Canada (*e.g.*, French Canadians: *expulsion of the Acadians, loss of the Battle of the Plains of Abraham*; Japanese: *forced relocation during World War II, the apology for this action from the federal government in 1988*; Black Canadians: *the Act against Slavery, 1793; the Underground Railroad*; Germans: *religious freedom for Mennonite immigrants, the renaming of Berlin, Ontario, to Kitchener during World War I*) and how these events affected the communities' development and/or identity

**Sample questions:** "Why was Canada a main terminus of the Underground Railroad? Where did the former slaves settle?" "What is meant by the term 'enemy alien'? Why did the Canadian government place some Ukrainian Canadians in internment camps during World War I?" "What were some challenges facing Jewish people in Canada in the first half of the twentieth century?" "What was Africville? What impact did its demolition have on its residents?"

**A3.7** describe interactions between communities in Canada, including between newcomers and groups that were already in the country (*e.g.*, *trade among precontact First Nations; cooperation between First Nations and the French and British in the fur trade; Indigenous treaties; conflict between Catholic and Protestants in Ontario or white and Asian residents in British Columbia; racism directed at Black settlers in Nova Scotia and southern Ontario; responses of local businesses, ranging from the refusal to serve certain groups to providing new products and services to help meet the needs of new communities; interactions between newcomers and settlement agencies or advocacy organizations*)

**Sample questions:** "How did white residents of Canada tend to view the arrival of immigrants from Asia in the nineteenth and early twentieth centuries?" "What types of organizations existed in the past, or exist now, to help new immigrants in Canada?" "What do existing treaties tell you about interactions between Indigenous peoples and newcomers/settlers in Canada? What do experts on Indigenous treaties mean when they speak of the spirit and intent of treaties? What

was the spirit/intent among Indigenous peoples with respect to their treaty negotiations with newcomers? How is it possible to have different interpretations of these treaties?”

**A3.8** identify key differences, including social, cultural, and/or economic differences, between a few historical and/or contemporary communities including at least one First Nations, Métis, or Inuit community, in Canada (e.g., *differences in gender roles between First Nations and French settlers in early Canada; social and economic differences between upper-class and working-class people in industrializing cities; differences in lifestyle between people in rural areas and those in established towns and cities; differences in the religious background of residents in different communities or at different times; differences between Indigenous peoples and newcomers/settlers with respect to spiritual/cultural beliefs about the relationship with the land*)

**Sample questions:** “What are the differences between the life of a child living in poverty in nineteenth-century Canada and in the present day?” “When you look at the religious buildings and spiritual sites in our community, which are the oldest? Which are the newest? Is there any pattern with respect to the location of these buildings? If so, what does this pattern tell you?” “In what ways have different communities benefited from economic development in Canada? Have all communities benefited equally? Why or why not?”

**A3.9** describe significant changes within their own community in Canada (e.g., *within their ethnic or religious community, their local community, or their region*)

**Sample questions:** “When did members of your community first come to Canada? Where did they settle? What was their life like? How is your life different from theirs?” “In what ways, if any, has your community experienced discrimination in Canada?”

**A3.10** identify and describe fundamental elements of Canadian identities (e.g., *inclusiveness; respect for human rights; respect for diversity; multiculturalism; parliamentary democracy; constitutional monarchy; bilingualism; the recognition of three founding nations; universal health care; recognition of First Nations, Métis, and Inuit as Indigenous peoples and original inhabitants of what is now Canada; the importance of treaties and treaty rights*)

**Sample questions:** “Why is the relationship between Indigenous peoples and settler/newcomer people important for Canada?” “In what ways are the monarch and the monarchy connected to Canada and identities in Canada?” “What are some of the rights guaranteed by the Charter of Rights?” “When you consider the various elements of Canadian identity, how would you rank them in order of importance to a selected community in Canada? What criteria would you use? Do you think the ranking would be the same for all communities in Canada? Why, or why not?” “What are some instances of the Canadian government not respecting the human rights of a group of people?”