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, Métis, and European settlers for land and resources; alliances among First Nations and between First Nations and European 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 European 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, 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 (IK) of First Nations people? In what ways might the IK 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: Interrelationships; Perspective

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 other’s 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 explorers 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?” “How did the development of the fur trade industry affect...
relationships between First Nations, Métis, and European people?"  "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’s 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 an 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, 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 lands 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 analyze different perspectives on the fur trade or the establishment of Christian missions)

Sample questions: “What does this written account suggest about how European 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 analyze information on economic, military, and cultural interactions between the British and the Haudenosaunee?”  “What does this document tell you about how Indigenous ecological knowledge 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 First Nations, Métis, and Inuit individuals and communities, among Europeans, and between Europeans and First Nations, Métis, and Inuit 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, courer 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).

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 Potawatomi educate their children?” “What was the Anishinaabe dan 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., with reference to 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 European 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, 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 about 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?"

A3.6 describe key factors that led to the ethnogenesis of the Métis people 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 impact did the early fur trade have on the roles of Métis women?" "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 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 of 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 viewed 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?”
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 the issue of 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 First Nations, Métis, and/or Inuit individuals 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? How would you decide which community groups are best suited to provide these services?”

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?”

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?”
B2.2 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 change, 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 First Nations, Métis, or Inuit perspectives 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?”

B2.4 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 analyze information on this issue, what differences and similarities do you find in coverage in the mainstream and Indigenous media?” “What type of graphic organizer could you use to help you analyze 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, 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?”

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, Inuit Tapiriit Kanatami, 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 system of First Nations governance under the Indian Act 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 in some First Nations governance models?” “How are decisions made in some 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 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?”

B3.6 demonstrate a basic understanding of what is meant by the federal and provincial governments’ having a duty to consult and accommodate First Nations, Métis, and Inuit 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 government’s 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 the 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?” “How might specific cultural values and 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 Inuk 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?”
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 experiences of 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 images of and identities in Canada (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 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 to 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?”

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/fail provided by First Nations, Métis, and Inuit people to European 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., with reference to 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 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?”

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 Inuksuits] as a navigational tool and the significance of its [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)

A3.3 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 questions: “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?”
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 setters; 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 identities

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 was 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 identities

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 settlers/newcomers 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?”
B. PEOPLE AND ENVIRONMENTS: CANADA'S INTERACTIONS WITH THE GLOBAL COMMUNITY

OVERALL EXPECTATIONS
By the end of Grade 6, students will:

B1. Application: explain the importance of international cooperation in addressing global issues, and evaluate the effectiveness of selected actions by Canada and Canadian citizens in the international arena (FOCUS ON: Interrelationships; Perspective)

B2. Inquiry: use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues (FOCUS ON: Cause and Consequence)

B3. Understanding Context: describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement (FOCUS ON: Significance; Patterns and Trends)

SPECIFIC EXPECTATIONS

B1. Application: Canada and International Cooperation

FOCUS ON: Interrelationships; Perspective

By the end of Grade 6, students will:

B1.1 explain why Canada participates in specific international accords and organizations (e.g., the North American Free Trade Agreement [NAFTA]; Asia-Pacific Economic Cooperation [APEC]; the World Health Organization [WHO]; the North Atlantic Treaty Organization [NATO]; the United Nations [UN], including the Declaration on the Rights of Indigenous People and/or the Convention on the Rights of the Child), and assess the influence of some significant accords and/or organizations in which Canada participates

Sample questions: "What action has the UN or NATO taken in response to international conflicts? What was Canada's involvement? How effective do you think these actions were?" "Is the UN Convention on the Rights of the Child reflected in Canada's Charter of Rights and Freedoms?" "What is the role of the WHO? What are some of the issues that the WHO has been involved in that have affected Canada?"

B1.2 analyse responses of Canadian governments, non-governmental organizations (NGOs), and individual citizens to an economic, environmental, political, and/or social issue of international significance (e.g., how the federal government, different NGOs, business people, and individual consumers have responded to economic globalization; how different levels of government, health care workers, and individual citizens responded to the spread of H1N1 or SARS; how governments, development and human rights NGOs, and individuals, including students in their school, have responded to an issue such as a natural disaster in another region, child labour, child soldiers, climate change, or civil war and refugees"

Sample questions: "How have different groups and individuals in Canada responded to the plight of refugees?" "What has been the response of Canadian governments, NGOs, and individual citizens to recent large-scale natural disasters?" "What are some of the ways in which NGOs and school groups have worked together to improve the life of children living in poverty?"
B1.3 explain why some environmental issues are of international importance and require the participation of other regions of the world, along with that of Canada, if they are to be effectively addressed (e.g., issues such as global warming, carbon dioxide and sulphur dioxide emissions, ownership and availability of fresh water, deforestation, overfishing, invasive species, habitat protection of migratory species, or disposal of electronic waste)

Sample questions: “Why does the issue of invasive species require action at the international level?” “How have disagreements over ocean fishing affected fish stocks in Canadian waters?” “Why can the disposal of your old computer be an environmental issue of international importance?” “What are the main sources of smog in southern Ontario?”

B2. Inquiry: Responses to Global Issues

FOCUS ON: Cause and Consequence

By the end of Grade 6, students will:

B2.1 formulate questions to guide investigations into global issues of political, social, economic, and/or environmental importance (e.g., child labour, dwindling oil supplies, ownership of and access to fresh water, climate change, food shortages, refugees, or natural disasters), their impact on the global community, and responses to the issues

Sample questions: “What was Canada’s role in a recent relief effort in another part of the world? Was this effort sufficient to meet the needs of the distressed population?” “What impact does Canada’s consumption of coffee or chocolate have on the people and environment of the producer countries?” “How have the Canadian government and the Canadian people reacted to the melting of Arctic ice fields?”

B2.2 gather and organize information on global issues of political, social, economic, and/or environmental importance, including their impact and responses to them, using a variety of resources and various technologies (e.g., use spatial technologies, satellite images, and/or online image banks as part of their investigation into the diminishing of ocean reef life; gather accounts by Inuit and northern First Nations witnesses to the effects of climate change; find annual precipitation rates for a region to study the relationship between drought and famine; locate data about products that Canadians import from countries that use child labour or other cheap labour; use interactive websites to find data and information about health issues facing specific countries or regions)

Sample questions: “If you were studying the impact of climate change in the North, why would it be useful to listen to an Elder speak about the changes in the migration patterns of animals?” “How could you use photographs in your inquiry into climate change?” “Where might you look for data on changes in temperature and precipitation?” “Where would you find reliable data on the number of refugees in a region? Why might figures from the UN differ from those provided by the country from which the refugees originate?”

B2.3 analyse and construct different types of maps, both print and digital, as part of their investigations into global issues, their impact, and responses to them (e.g., locate on a digital map or in a print atlas the region affected by a conflict that has given rise to refugee camps; use interactive atlases to track the spread of a disease; use issue-based or demographic maps to examine correlations between quality of life indicators; create a flow map that shows the starting point for some products that enter Canada)

Sample questions: “How might you use thematic maps as part of your study of literacy and poverty rates in countries where Canadian development NGOs are active?” “What types of information would you need to plot on a map to examine whether arid countries that export agricultural products to Canada are being affected by desertification?”

B2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools (e.g., use an online mapping program to help them determine the relationship between Canadian aid and quality of life; analyse climate graphs to help them determine the effects of declining precipitation in a region or country; use a graphic organizer or a graph constructed on the computer to compare the number of Canadians who gave aid to Haiti after the 2010 earthquake with those who gave aid to Japan after the 2011 earthquake and tsunami)

Sample questions: “What does this double bar graph reveal about the relationship between this NGO’s activities and access to clean water in various countries in this region?” “What did you find out about the amount of money that was raised in response to the Haitian and Japanese earthquakes?” “What do your quality-of-life maps suggest about why some countries tend to receive more aid than others?”
B2.5 evaluate evidence and draw conclusions about global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues

Sample questions: “What impact did the 2010 earthquake have on Haiti? What actions have the people in Haiti taken to rebuild their country? What type of aid did the country receive after the disaster? Has the aid resulted in improvements in the lives of the Haitian people? What else do you think could be done?” “What impact has climate change had on desertification in Africa? What other factors might contribute to desertification in this region? In what ways does the aid directed at this region attempt to address this issue? What else do you think needs to be done?”

B2.6 communicate the results of their inquiries, using appropriate vocabulary (e.g., non-governmental organization, intergovernmental organization, accord, international convention, aid, relief efforts) and formats (e.g., a plan of action for a fund-raising project in their school; a report for their school newsletter about why people should buy fair trade products; a song, rap, or poem written from the perspective of a person in a refugee camp or a child labourer; an infographic that shows how much money Canadians contributed in the past year to various global causes; a map that shows the impact of climate change in an agricultural region)

B3.2 describe Canada’s participation in different international accords, organizations, and/or programs (e.g., the UN Declaration on the Rights of Indigenous Peoples, the WHO, NATO, the Blue Flag Program, UNICEF, NAFTA)

Sample questions: “What is the Kyoto Protocol? What is Canada’s current position on it?” “What is the difference between NATO and the UN? Why does Canada belong to both? What does ‘belonging’ to these organizations mean for Canada?”

B3.3 describe several groups or organizations through which Canada and Canadians are involved in global issues (e.g., NGOs such as Doctors Without Borders, Free the Children, Ryan’s Well, World Wide Fund for Nature; multinational corporations; intergovernmental organizations such as the UN, la Francophonie, the Commonwealth, APEC)

Sample questions: “What is an NGO? How is it different from an intergovernmental organization?” “What are some NGOs that focus on issues affecting children around the world?” “What does the Canadian International Development Agency (CIDA) do?”

B3.4 describe the responses of the Canadian government and some NGOs to different disasters and emergencies around the world (e.g., the 2010 earthquake in Haiti; the 2004 tsunami in the Indian Ocean; the AIDS pandemic in sub-Saharan Africa or another health crisis; poverty and drought in the Horn of Africa)

Sample questions: “How and why did the Stephen Lewis Foundation develop? What type of work does the foundation do?” “What type of aid are required by a region hit by a natural disaster? How do the Canadian government and Canadian NGOs attempt to address these needs?”

B3.5 identify some significant political, social, and economic interactions between Canada and other regions of the world, and describe some ways in which they affect these regions (e.g., the stabilization of regions resulting from Canada’s peacekeeping efforts; the development of maquiladoras as a result of trade agreements; change in the status of women as a result of education projects in a developing region)

Sample questions: “What are some of the international social issues in which Canada is active? How does Canada work to address these issues?”

B3. Understanding Context: Canada’s Global Interactions

FOCUS ON: Significance; Patterns and Trends

By the end of Grade 6, students will:

B3.1 identify some of the major ways in which the Canadian government interacts with other nations of the world (e.g., through trade agreements, military alliances and action, intergovernmental organizations, environmental accords; by providing disaster relief or funds for social and/or economic development)

Sample questions: “What is a free trade agreement?” “What is an intergovernmental organization?”
B3.6 identify and locate on a map countries and
regions with which Canada has a significant
interrelationship, and use longitude and latitude
to locate cities in these countries/regions
(e.g., Washington, D.C., London, Beijing, Tokyo,
Mogadishu, Nairobi, Tripoli, Mumbai, Kabul,
Port-au-Prince)

*Sample questions:* “Who are Canada’s closest
allies?” “What are some countries in which
Canada has had a military presence?” “When
you locate on a map the countries that are
the most common tourism destinations for
Canadians, do you notice any patterns?”
“What are some of the countries that are
members of the Commonwealth of Nations
and la Francophonie?”

B3.7 identify countries/regions with which Canada
has a significant economic relationship (e.g.,
the relationship with the United States and Mexico
through NAFTA; trade relations with China; sources
of tourists to Canada and/or destinations of Canadians
travelling internationally; Canadian investments
overseas; recipients of Canadian aid) and some of
the reasons why close relationships developed
with these countries/regions and not others
(e.g., geographic proximity, stable governments,
production of products needed by Canada, markets
for Canadian goods and services, types of labour/
environmental regulations)

*Sample questions:* “Who are Canada’s largest
trading partners? Why?” “Which countries
receive the most aid from Canada? What region
or regions do they tend to come from?”

B3.8 describe significant economic effects on
Canada and Canadians of interactions between
Canada and other regions of the world (e.g.,
loss of manufacturing jobs to countries with lower
labour costs; the impact of trade agreements and/or
disputes; the impact of changing immigration policies;
the economic impact of the dominance of American
cultural industries)

*Sample questions:* “How have lower labour
costs in other countries affected manufacturing
companies in Canada?” “In what ways does
American trade policy affect Canada?”

B3.9 describe some ways in which Canada’s
interactions with other regions of the world
have affected the environment (e.g., the impact of
Canada’s participation in the African tree-planting
campaign of the United Nations Environment
Programme; the proliferation of invasive species in
the Great Lakes as a result of international trade/
transportation; over-farming and loss of production
for local markets as a result of Canadians’ desire for
cheap cotton, sugar, cocoa, and tea)

*Sample questions:* “What is an invasive species?
How have Canada’s relations with other regions
around the world led to the expansion of invasive
species in Canada?” “How does over-farming
hurt the environment?”