

GRADE 6 SOCIAL STUDIES BUNDLE

PDF & DIGITAL FORMATS

Bundle

- ✓ 32 Detailed Lessons
- ✓ MP3 Audio Files
- ✓ Student Choice
- ✓ Answer Keys
- ✓ Print & Digital



642 PAGES


2 Peas and a Dog

Middle School Teaching Resources

RESOURCE INCLUDES

- ✓ 2023 Ontario Curriculum Aligned
- ✓ 32 Engaging Lessons / 642 Pages
- ✓ MP3 Audio Files
- ✓ Daily Lesson Plans
- ✓ Student Choice
- ✓ Inquiry Learning
- ✓ Graphic Organizers
- ✓ Summative Assessments
- ✓ Rubrics & Answer Keys
- ✓ Group & Independent Work
- ✓ PDF & Google Slides™ Formats

STRAND A UNIT ORGANIZATION

GRADE 6 SOCIAL STUDIES STRAND A CURRICULUM ALIGNMENT

HERITAGE AND IDENTITY: COMMUNITIES IN CANADA, PAST AND PRESENT

Lesson Title and Number	Curriculum Expectation(s)
1. Introduction: Building Vocabulary & Map Creation	A2.6
2. What Shapes Our Canadian Identity?	A1.1
3. Canadian Identity: Fundamentals	A3.8
4. Canadian Identity: Indigenous Peoples	A1.2
5. Canadian Identity: Settler Communities	A1.3
6. Canadian Identity: Inclusiveness	A1.4
7. Historical Perspectives: Communities Inquiry	A2.1 – A2.6
8. Traditional Territories	A3.1
9. Migration Reasons	A3.2
10. Settler Life in Canada	A3.3
11. Economic Development	A3.4
12. Creation of Nunavut, Nunavik, and Nunatsiavut	A3.5
13A. Community Developments	A3.6
13B. Community Developments & Antisemitism	A3.7
14. Interactions Between Settler Communities	A3.6, A3.7
15. Differences Between Communities	A3.8

CURRICULUM
ALIGNMENT

LESSON OVERVIEW

Lesson	Activity Type	Name	Suggested Length of Time
#1	Scavenger Hunt & Map Assignment	Building Vocabulary & Map Creation	2 Classes
#2	Videos, Whole Class and Stations	What Shapes Our Canadian Identity?	2 – 3 Classes
#3	Whole Class Reading + Rating Activity	Canadian Identity: Fundamentals	1 Class
#4	Group Jigsaw	Canadian Identity: Indigenous Peoples	2 Classes
#5	Whole Class Reading	Canadian Identity: Settler Communities	1 Class
#6	Gallery Walk	Canadian Identity: Inclusiveness	1 – 2 Classes
#7	Group Inquiry	Historical Perspectives: Communities Inquiry	Several Weeks
#8	Independent Work & Class Discussion	Traditional Territories	1 Class

DETAILED
UNIT PLAN

LESSON #1

Building Vocabulary & Map of Canada

Lesson Overview:
Students will become familiar with the key words used during this unit and the Map of Canada.
(**Note:** Do not assume your students remember the Map of Canada from Grade 4. Our schools are very diverse and have students who might not have been in Ontario in Grade 4.)

- Materials Needed:**
- ☐ Reliable technology computer, projector, internet
 - ☐ Several QR Code Scanners (iPad, smartphone, iPod)
 - ☐ 2 sets of the QR Code Vocabulary Sheets or Non-QR Code Vocabulary Sheets
 - ☐ Class set of "Vocabulary Builder" sheet
 - ☐ Class set of "Vocabulary Definitions" sheet
 - ☐ Class set of "Map of Canada Assignment"
 - ☐ Class set of "Map of Canada" map page
 - ☐ Website: [Map of Canada Game](#)
 - ☐ Website: [CBC Canada Quiz](#)
 - ☐ Class set of clipboards, scissors, and glue if possible

Save Paper Tips: If 1:1 technology is available, share each reading on Google Classroom or by creating a [digital table of contents](#) for your students. You can also use the provided PDFs and project them onto your whiteboard for students to see during whole class reading time.

LESSON
PLANS

STRAND A TEACHER FEEDBACK



“As always, these products are so easy to use. They are straight forward, engaging for students, and allow opportunities for them to further their knowledge. I really enjoy your products!!” – Cara J.



“My students found the activities engaging. It was a great help because it’s my first time teaching this grade and it was a great help.” – Susanne G.



“I love everything by this seller. Everything is laid out so well and thoroughly explained, and so helpful that everything comes both digitally and in paper format.” – Amarya H.

STRAND B UNIT ORGANIZATION

GRADE 6 SOCIAL STUDIES STRAND B CURRICULUM ALIGNMENT

CANADA'S INTERACTIONS WITH THE GLOBAL COMMUNITY	
Lesson Title and Number	Curriculum Expectation(s)
1. Introduction: Key Vocabulary	B2.6
2. Canadian Government and Global Interactions	B3.1
3. International Accords and Organizations	B1.1
4. Canada's Role in International Programs	B3.2
5. Canada's Role in International Non-Government Organizations	B3.3
6. Canada's Crisis Response: H1N1 and Ebola	B1.2, B3.4
7A. Canada's Role in International Peace	B3.6
7B. Canada's Role in International Peace	B3.5
8. Canada's Global Relationships	B3.8
9. Canada's Trading Partners	B3.7, B3.8, B3.9
10. Canada's Economy	B3.8, B3.9
11. Environmental Issues: Overfishing	B1.3
12. Environmental Issues: Canada's Impact	B3.10

CURRICULUM
ALIGNMENT

LESSON OVERVIEW

Lesson	Activity Type	Name	Suggested Time
#1	Cut and Match	Introduction: Key Vocabulary	0.5 Class
#2	Whole Class Reading	Canadian Government and Global Interactions	0.5 - 1 Classes
#3	Stations	International Accords and Organizations	1 - 2 Classes
#4	Group Work & Presentations	Canada's Role in International Programs	2 Classes
#5	Whole Class Videos & Jigsaw	Canada's Role in International Non-Government Organizations	2 Classes
#6	Whole Class Readings	Canada's Crisis Response: H1N1 and Ebola	1 - 2 Classes
#7A	Whole Class Reading & Jigsaw	Canada's Role in International Peace	1 - 2 Classes
#7B	Gallery Walk	Canada's Role in International Peace	1 - 2 Classes
#8	Independent Reading & Map Assignment	Canada's Global Relationships	2 Classes
#9	Sorting Objects, Whole Class & Independent Reading	Canada's Trading Partners	2 - 3 Classes
#10	Video Clips, Whole Class Reading & Group Brainstorming	Canada's Economy	1 - 2 Classes
#11	Video Clips & Whole	Environmental Issues:	1 - 2 Classes

DETAILED
UNIT PLAN

LESSON #1

Introduction: Key Vocabulary

- Lesson Overview:**
Students will become familiar with the key words used during this unit through a partner matching activity.
- Materials Needed:**
- ☐ Class set of "Words and Definitions" sheet
 - ☐ Class set of "Vocabulary Match Up" sheet
 - ☐ Class set of scissors and glue, if possible
 - ☐ Class set of "Vocabulary sheets" (QR Code or Non-QR Code option)
 - ☐ Class set of "Vocabulary" graphic organizer
- Teacher Instructions:**
- Hang the vocabulary words up around the classroom using the QR code or non-QR code format. Then, divide the students into 6 equal groups.
 - Have the groups walk around the classroom and find the vocabulary sheets. Students need to scan the QR code with technology to uncover the mystery word. Once they have uncovered the mystery word, have them write it on the vocabulary graphic organizer. If your class does not have access to technology, hang up the non-QR code sheets.
 - Once students have scanned each word, have them return to their desks and work with a seat partner to brainstorm a possible definition for their vocabulary word.
 - Then hand out the sort and match activity.
 - Each partner cuts out their own words and definitions, but students work together to match the vocabulary word with its definition.
 - Hide the glue until you have taken up the answers as a class.
 - Take up the answers as a class.
 - Then give students time to glue their vocabulary words and definitions on the page.

LESSON
PLANS

STRAND B TEACHER FEEDBACK



“This is a great unit! My students really enjoyed the different activities and videos. They learned a lot and I look forward to using this with my future 6’s!” – Emma A.



“Fantastic, thorough resource. I will use this for years to come.”
– Creative Duck Classroom



“I have a split class, and this lets the grade 6’s work through their material with some independence so I can also work with my grade 5’s.” – Jennifer Brockman

STRAND A WHAT'S INSIDE?

WORD 1




INTERACTIVE
LESSONS




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CANADA AT A GLANCE



In the chart below, fill in key information. You can also read the provided information sheet.

Province/ Territory	Local Population Capital
British Columbia	
Alberta	
Saskatchewan	
Manitoba	
Ontario	

BRITISH COLUMBIA

British Columbia, also known as the west coast of Canada. The Pacific Ocean borders this beautiful province.

The population is approximately 4.6 million. It is the most populated province. The capital is Victoria.

Did you know? In 2010, the World's Fair was held in Vancouver, British Columbia.

Environment

British Columbia is known for its diverse landscapes, including mountains, sandy beaches and islands along the coast.

The two largest islands are Vancouver Island and the Gulf Islands. Victoria, the capital city of British Columbia, is located on the southern tip of Vancouver Island.

Economy & Natural Resources

British Columbia is known for its tourism and farming industries. Grapes, blueberries, apricots and apples grow because of the desert-like climate.

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SAMPLE ANSWERS

STATIONS
ACTIVITIES

Territory	Location Population Capital City	Environment	Economy & Natural Resources
Nunavut	<ul style="list-style-type: none">Northern Canada38,000Iqaluit	<ul style="list-style-type: none">IcyRocksVery Cold and Dry	<ul style="list-style-type: none">MiningTraditional ArtsOil & GasTourism
Yukon	<ul style="list-style-type: none">Northern Canada34,000Whitehorse	<ul style="list-style-type: none">Cold and dry winter climate, with sunny summersTemperatures range from 25C to -40C	<ul style="list-style-type: none">Mining metals and diamondsTourism

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STRAND B WHAT'S INSIDE?

VOCABULARY WORD #1

Using a phone or a tablet, scan the QR code below to find the hidden word.



INTERACTIVE LESSONS



APEC

ASIA-PACIFIC

Asia-Pacific Economic Cooperation (APEC) is an economic group of countries around the Pacific Ocean. They work together on trade, investment, and other economic development and business opportunities. This includes helping goods clear their customs more easily. They try to find common policies.

The 21 members in APEC are Australia, Brunei, Canada, Hong Kong, Indonesia, Japan, Malaysia, Mexico, New Zealand, Papua New Guinea, Peru, the Philippines, Russia, Singapore, South Korea, Taiwan, Thailand, the United States, and Vietnam.

APEC facilitates and promotes economic growth and development. APEC includes 21 member economies: The United States, Canada, Mexico, Central America, Caribbean, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Jamaica, Japan, Korea, Malaysia, Mexico, New Zealand, Norway, Peru, Philippines, Singapore, South Korea, Taiwan, Thailand, the United States, and Vietnam.

Participation in APEC opens up the international community and growing economies. Since 1989, more than 100 members of APEC have met in various locations around the world.

INTERNATIONAL ACCORDS AND ORGANIZATIONS

Name of Accord or Organization

APEC

WHO

UN Declaration on the Rights of Indigenous Peoples

UN Convention on the Rights of the Child

APEC

WHO

UN Declaration on the Rights of Indigenous Peoples

UN Convention on the Rights of the Child

SAMPLE ANSWERS

The Asia-Pacific Economic Cooperation (APEC) is an economic group of countries around the Pacific Ocean. They work together on trade, investment, and other economic development and business opportunities.

The World Health Organization is an international public health group. The WHO works through the United Nations, and supports health efforts in United Nations member countries. They respond to health emergencies and crises. They provide education and for better health outcomes and quality of

The North Atlantic Treaty Organization is a military alliance of member states from North America and Europe. The Canadian Armed Forces. NATO is based on the North Atlantic Treaty, which includes Article 5 of the North Atlantic Treaty, which states that an attack against one NATO member is considered as an attack against all NATO members.

The United Nations is the largest international diplomatic organization. A major treaty agreement is the Declaration on the Rights of Indigenous Peoples. This document describes rights and responsibilities between Indigenous peoples and the countries they live in.

The UN Convention on the Rights of the Child is a document that provides a framework for international law related to the rights of children. The idea of the convention is that children are entitled to additional special provisions and protections beyond simply the human rights that all people have.

STRAND A WHAT'S INSIDE?

ANSWER KEY

Vocabulary Word	Definition
-----------------	------------

10. Colonialism

Province	Local Population Capital	Settler Community	Contribution to Canada
British Columbia	<ul style="list-style-type: none">West4.8 MVictoria		They arrived for construction jobs to build the Canadian Pacific Railway – 17,000 Chinese men landed in British Columbia for this opportunity. Their salary was \$1 per day. They were
12. Classism			
13. Xenophobia			
14. Displacement	Saskatchewan		
15. Relocation	Manitoba	<ul style="list-style-type: none">13 MWinnipeg	
16. Settler			
17. Newcomer	Ontario	<ul style="list-style-type: none">Central Canada14.2 MToronto	
18. Communities			

ANSWER KEYS

MAP OF CANADA ASSESSMENT

Name: _____

MAP REQUIREMENTS

- ☐ Pacific Ocean
- ☐ Arctic Ocean
- ☐ Atlantic Ocean
- ☐ Hudson Bay
- ☐ James Bay
- ☐ Lake Ontario
- ☐ Lake Erie
- ☐ Lake Superior
- ☐ Lake Michigan
- ☐ Lake Huron
- ☐ British Columbia
- ☐ Alberta
- ☐ Saskatchewan
- ☐ Manitoba
- ☐ Ontario
- ☐ Quebec
- ☐ Newfoundland

MAPPING SKILLS

- Map has a pro
- Neat printing
- Use of ruler
- Proper spelling
- Accurate place
- Includes a co
- Consistent
- Proper crea

LEVEL 1	Map
LEVEL 2	Map
LEVEL 3	Map
LEVEL 4	Map of

INDIGENOUS PEOPLES IN CANADA QUIZ

Name: _____ Class: _____

Who were the Indigenous Group of Seven? What was their main goal? (2 marks)

COMMUNITIES INQUIRY ASSIGNMENT



Task: Your group has been given or selected a topic from Canadian history to learn more about. Follow the steps for this assignment to gain more information about your topic. You will be sharing your research with the class.

Reminder: Ensure that your research does not just focus on one point

ASSESSMENT OPTIONS

- ☐ Read through the information on your topic, and take notes about the key people, groups and events. Think about their impact on Canada.
- ☐ Organize your notes on this topic, and try to answer your questions created from the Q-Chart.

After Research:

- 1) Create a five to seven minute presentation for the class about your research findings.
- 2) Compare your presentation with the class. Have your criteria has been met.
- 3) Provide your teacher with feedback.

RUBRICS INCLUDED

STRAND B WHAT'S INSIDE?

ANSWER KEY

CARD NUMBER	VOCABULARY WORD
1	Accord

SAMPLE ANSWERS

Students only need 5 of the 12 provided examples.

SAMPLE ANSWERS

1	Conservation of Ar	1. Why do Canadians buy goods and services from other countries around the world?
2	Freshwater reserve	Every year Canada trades goods and services with different countries around the world. This is because Canada is not able to produce all the goods and services that its citizens want and need.
3	Increased protectio	
4	Protected Canada's	
5	Sustainable wildlife	
6	Earth Hour global pr	2. Why might Canadian companies source goods and services from other countries?
7	Climate Change	
8	Accord	
9	Aid	
10	Intergovernmental Organization	
11	International Convention	
12	Non-Government Organization	
13	Relief Efforts	

ANSWER KEYS

2. The other major category would be countries with large manufacturing bases, which require various raw materials that are gathered from Canada and then sold overseas.

4. Who are Canada's 5 top export partners? Why do you think these countries are good export markets?
The United States, China, The United Kingdom, Japan and Mexico. The USA and Mexico are geographically close to Canada, making trade very easy as well as with USMCA rules. Canada has historic connections to the UK and is still part of the Commonwealth, China has a huge population making it a great place to sell products to, and Japan is a small country that would need to import items they cannot produce.

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INTERNATIONAL ORGANIZATIONS AND ACCORDS QUIZ

Name: _____ Class: _____

Select two of the organizations/accords below and

- APEC
- WHO
- NATO
- UN Declaration on the Rights of Indigenous Peoples
- UN Convention on the Rights of the Child



REFLECTION



Explain with specific details 2 – 3 new things you learned from this lesson.

GLOBAL ISSUES INQUIRY ASSIGNMENT



Task: Your group has been given, or selected, a global issue to learn more about. Follow the steps for this assignment to gain more information about your topic. You will be sharing your research with the class.

Reminder: Ensure that your research does not just focus on one point

ASSESSMENT OPTIONS

- ☐ Read through the information on your topic, and take notes about the key people, groups and events.
- ☐ Organize your notes on this topic, and try to answer your questions created from the Q-Chart.

After Research:

- 1) Create a five to seven minute presentation to share with the class about your research findings.
- 2) Compare your presentation with the class and see if the criteria has been met.
- 3) Provide your teacher with feedback on the assignment.

RUBRICS INCLUDED

GRADE 6

SOCIAL STUDIES

PDF & DIGITAL FORMATS



LESSON 1 & 2



VOCABULARY BUILDER

Vocabulary Word	Definition
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

WORD 1



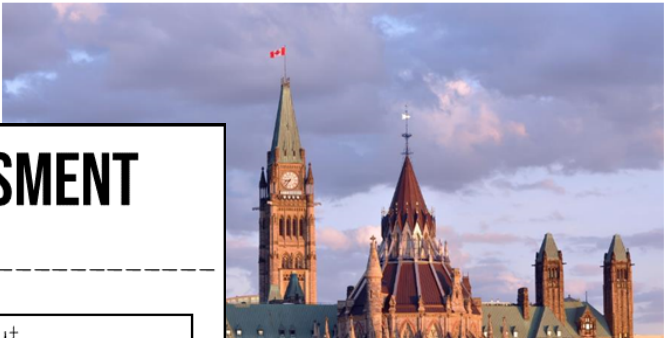
Scan Me

WORD 2



ACTIVATING
PRIOR
KNOWLEDGE

ALL ABOUT CANADA: AN OVERVIEW



MAP OF CANADA ASSESSMENT

Name: _____

MAP REQUIREMENTS

- | | | |
|---|---|--|
| <input type="checkbox"/> Pacific Ocean | <input type="checkbox"/> British Columbia | <input type="checkbox"/> Nunavut |
| <input type="checkbox"/> Arctic Ocean | <input type="checkbox"/> Alberta | <input type="checkbox"/> Yukon |
| <input type="checkbox"/> Atlantic Ocean | <input type="checkbox"/> Saskatchewan | <input type="checkbox"/> Northwest Territories |
| <input type="checkbox"/> Hudson Bay | <input type="checkbox"/> Manitoba | |
| <input type="checkbox"/> James Bay | <input type="checkbox"/> Ontario | |
| <input type="checkbox"/> Lake Ontario | <input type="checkbox"/> Quebec | |
| <input type="checkbox"/> Lake Erie | <input type="checkbox"/> New Brunswick | |
| <input type="checkbox"/> Lake Superior | | |
| <input type="checkbox"/> Lake Michigan | | |
| <input type="checkbox"/> Lake Huron | | |

MAPPING SKILLS

- Map has a pro
- Neat printing
- Use of ruler
- Proper spelling
- Accurate placement of provinces, territories, and bodies of water
- Includes a compass rose
- Consistent outlining and/or shading on map
- Proper creation of a legend to explain colour choice

LEVEL 1	Map of Canada does not meet requirements.
LEVEL 2	Map of Canada is approaching requirements.
LEVEL 3	Map of Canada meets requirements.
LEVEL 4	Map of Canada exceeds requirements.

CANADA AT A GLANCE

In the chart below, fill in key information about each province and territory after you read the provided information sheets.

Province/ Territory	Location Population	Environment	Economy & Natural Resources
Saskatchewan			
Manitoba			
Ontario			

LESSON 3 & 4



FUNDAMENTALS OF A CANADIAN IDENTITY



What does it mean to be a Canadian? How would people around the world describe Canada? How would they describe a Canadian person?

Canadians do not all look or act the same. We have a rich and diverse history – here is a list of some aspects of Canada's identity and what it means to be Canadian.

Respect for Human Rights

- All humans have a basic equality
- Humans have certain inherent rights
- Governments exist to defend human rights
- Honouring the Truth and Reconciliation Commission's findings

Inclusiveness

- Including individuals with different traits, and abilities
- Opportunities for everybody
- Opposing discrimination

Multiculturalism

- Peaceful existence between diverse cultures
- Respect for diverse cultures
- Education about diverse cultures
- Celebration of diversity

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INDIGENOUS GROUP OF SEVEN

This name was given to a group of seven Indigenous artists who formed the Professional National Indian Artists Incorporation in 1973.

The Seven Artists

The Indigenous Group of Seven is made up of seven artists: Joseph Sanchez, Carl Ray, Norval Morrisseau, Eddy Cobiness, Jackson Beardy, Alex Janvier, and Daphne Odjig.

Since the 1970s, Joseph Sanchez has been a leader in Indigenous art. He was a leader in Chicano Art. Carl Ray was a Cree artist who focused on illustrating and editing and teaching art. Norval Morrisseau inspired several artists to use their Indigenous background as inspiration for paintings.

Eddy Cobiness was an Ojibwa artist. Jackson Beardy was an Ojibwa-Cree artist. Alex Janvier was a pair of Cree artists. He is also known as the first Indigenous modernist artist in Canada. Daphne Odjig was a visual artist whose career was six decades long.

Formation of the Group

The Indigenous Group of Seven was a self-managed group that was formed because there were very little exhibition opportunities for Indigenous Art.

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The formation of the group was an important step in the recognition of Indigenous Art.

Indigenous Art. They needed to gain attention for their art because, at this time, Indigenous Art was not allowed to be shown in museums or galleries because it was classified as "handicraft." The group also devoted its time to creating educational institutions for people to learn about Indigenous culture and art.

INDIGENOUS GROUP OF SEVEN

What was the Indigenous Group of Seven?

What were the

What were the goals of the group?

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INDIGENOUS PEOPLES IN CANADA QUIZ

Explain how the Indigenous Peoples assisted the European settlers in each of the listed categories. (4 marks)

Navigation

CANADIAN IDENTITY LESSONS

LESSON 5 & 6



LESSON #5



Canadian Identity: Settler Communities

Lesson Overview:

Students will become familiar with some of the contributions settler communities have made to Canadian identity.

Materials Needed:

- ☐ Class set of each reading:
 - Settler Communities
 - Chinese Immigration
 - Irish Immigration
 - Ukrainian Immigration
 - Settler Communities Quiz (optional)
- ☐ Reliable internet technology, data projector
- ☐ Videos:
 - "Nitro" from Historica Canada
 - "Did You Know? History of the Rideau Canal" from Historica Canada
 - "Soddie" from Historica Canada

Save Paper Tips: If 1:1 technology is available, use a digital table of contents. If not, students can also use the provided PDFs and project them to see during whole class reading time.

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SETTLER COMMUNITIES



Canada is a diverse country with many different groups now calling it their home. The most multicultural cities in Canada are where many languages are spoken there.

It is important to remember that Canada was not "found" by the Europeans. It had been there long before they arrived.

Once the explorers realized the land was good for farming, the King of France sent people to move to what is now called New France.

After the French came to Canada, the British arrived soon after and developed their own English settlements.

As Canada (then called British North America) started to develop more, the government realized they needed more people in the country to help build the railroads, canals and farm the land in Western Canada. Three important ethnic groups, the Chinese, Irish and Ukrainians moved to Canada to help with this labour shortage.

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GOVERNMENT INCLUSION POLICIES

Policy Name	Explain The Purpose Of The Policy
The Policy of	

THE POLICY OF MULTICULTURALISM

CANADIAN IDENTITY LESSONS

THE POLICY OF MULTICULTURALISM

LESSON 7 & 8



INQUIRY TOPICS

1. The Development of the First Nations Reserve System (Perspectives: First Nations, European settlers, Federal government)
2. The Forced Relocation of Japanese Canadians during World War II (Perspectives: Japanese Canadians, Federal government)
3. The Negotiation and Interpretation of the Treaty of 1867 (Perspectives: Indigenous Peoples, Federal government)
4. The Chinese Head Tax
5. The Exclusion of Chinese from Canada
6. The Exclusion of Japanese from Canada
7. The Exclusion of Koreans from Canada
8. The Exclusion of Filipinos from Canada
9. The Expulsion of the Acadians

GROUP INQUIRY

INQUIRY ASSESSMENT ORAL PRESENTATION SUCCESS CRITERIA

Level 4

- ☐ Level 3 criteria fulfilled
- ☐ Clear understanding of the topic
- ☐ Props/Presentation
- ☐ Memorization of content (infrequently glancing at notes)
- ☐ Audience interest and attention

Level 3

- ☐ Audience interest

Level 2

- ☐ Audience interest

Level 1

- ☐ Audience interest

Level 0

- ☐ Audience interest

Level -1

- ☐ Audience interest

Level -2

- ☐ Audience interest

Level -3

- ☐ Audience interest

Level -4

- ☐ Audience interest

Level -5

- ☐ Audience interest

Level -6

- ☐ Audience interest

Level -7

- ☐ Audience interest

Level -8

- ☐ Audience interest

Level -9

- ☐ Audience interest

Level -10

- ☐ Audience interest

Level -11

- ☐ Audience interest

Level -12

- ☐ Audience interest

TRADITIONAL TERRITORIES

Location	Traditional Territory of this Indigenous Community
Toronto, Ontario	

LESSON #8



Traditional Territories

Lesson Overview:

Students will become familiar with three key traditional territories of Ontario's Indigenous people.

Materials Needed:

- ☐ Access to re...
- ☐ Class set of ...
 - Tradition...

Websites Ne...

1. [First Nation...](#)
2. [Ontario Tra...](#)
3. [www.native...](#)

Teacher Inst...

1. Ensure stu...
2. As a class,
3. Then, model for the class how to navigate the map.
4. Give them the example city of Hamilton, Ontario, to look up on the map. Have them tell you whose traditional territory Hamilton is located on. Hamilton is the traditional territory of the Six Nations of the Grand River and the Mississaugas of the Credit First Nation. <http://www.2peasandadog.com>
5. Provide students with the map links.
6. Provide students with the graphic organizer.
7. Have students complete the Traditional Territories graphic organizer and take it up as a class.
8. Have the students share which community they chose to learn about.

TRADITIONAL TERRITORIES LESSON

LESSON 9 & 10



MIGRATION REASONS



People move to different countries for a _____. These reasons are called _____ and _____ factors. Push factors are reasons that make people want to _____ their home country, while pull factors are reasons that make a new country _____.

Push Factors

WHY DO PEOPLE MOVE TO CANADA?



Image of Québec City, Canada

Canada continues today as a very desirable and popular destination. Economic freedom is another major area where Canada is a world leader.

MIGRATION REASONS

The Government apply to live in Canada.

- _____ family members.
- _____ want to live in Canada.
- _____ violence, war, or persecution (e.g., people from the 1970s).
- _____ - people who are leaving their home country due to hardship or suffering (e.g., Irish Catholics of the early 1900s).

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perspectives and people with no religious affiliation live peacefully together without punishment by the government or violence by their neighbours.

Political freedom is another key advantage that Canada enjoys. People can vote in elections and also run for political office if they want. There are limits as to what the government can do, and the government is required to respect the rights of the people.

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Canada has a public health care system that is accessible to all. You do not have to pay to see a doctor in Canada (with some exceptions). Education in Canada is also free if you attend public schools.

Finally, Canadian society has various other parts that contribute to its quality of life. Canadians enjoy a stellar reputation for politeness and consideration for others. Crime is low compared to other areas around the world. Each year thousands of people apply to live in Canada.

SETTLER LIFE IN CANADA

Traditional Folk Music in Atlantic Canada

Traditional folk music is a style of music that has been commonly enjoyed in communities for a long time.

In Atlantic Canada, much of this



Food Influences

Bannock bread is a very important food in the history of Canada. It was one of the main food staples for the early European fur traders and settlers.

Due to the simple ingredients needed for this food and the ease of transport across long distances, this

SETTLER LIFE IN CANADA

SETTLER LIFE IN CANADA 5,2,1 CHART

Write Down
5 New Things
You Learned
In This
Lesson

Write Down
2 Things You
Want To
Learn More
About

Write Down
1 Question
You Still Have
About This
Lesson

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It was a very important food, and it was one of the main food staples for the early European fur traders and settlers.

Similar to this. The word Bannock means "morsel," from a Gaelic word.

The European version of Bannock bread was made with wheat, but the Bannock bread of North America was primarily made with corn instead.

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LESSON 11 & 12



ECONOMIC HISTORY OF CANADA

Canada has a large, diverse, modern, and developed national economy. Canadians enjoy many options about what careers and jobs to pursue. Canada is one of the most productive, wealthiest, and most educated countries in the world.

When what is now known as Canada was being settled by Europeans, it started off with explorers and fur traders. beavers and other animals themselves or p Peoples.

Then, more settlers arrived from Europe. T farming, fishing, logging, and finding other na themselves, or to trade with others, includin Europe.

During the 1800s and 1900s, more economi natural resources were developed for practi inventions, machines, and consumer goods w production and assembly lines. Before these produced one at a time, by hand.

Technolo

-
-
-
-
-

Today, Ca activities communication services, and environmental s Canada still relies on its natural resources, b other areas as well.

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ECONOMIC DEVELOPMENT

Economic History of Canada

1. What are some examples of the economic activities that the early settlers were involved in?

Economic History of Canada

economy today?

Labour Unions

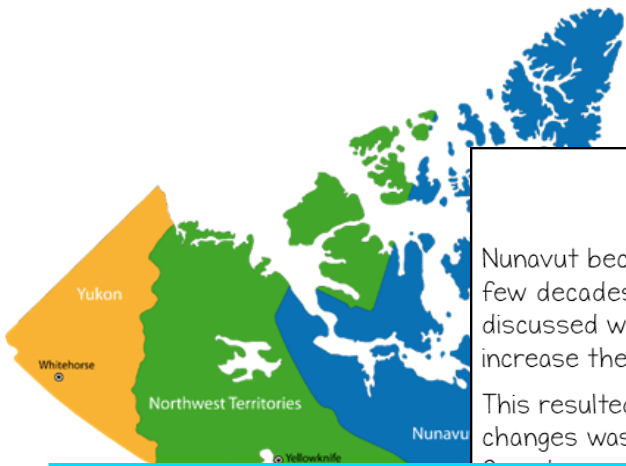
4. Explain why unions developed.

Labour Unions

5. What is the purpose of a labour union?

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NUNAVUT



NUNAVUT



Nunavut became its own territory on _____ 1999. For a few decades prior to this date, _____ across the Arctic discussed ways to organize together, improve their lives, and increase their local self-_____.

This resulted in a number of changes. One of the most noteworthy changes was the official establishment of _____.

CREATION OF NUNAVUT, NUNAVIK & NUNATSIQ

Nunavut b decades p to organiz self-gove

This resu changes v the Nunav

Nunavut i from Hud first reorga Nunatsiaq,

In 1999, Nunatsiaq was fully separate means "our land" in Inuktitut, as it is 85% of Nunavut residents are Inuit, s communities and an approximate pop

agreements elsewhere have followed.

Nunatsiavut has a defined legal framework with the Labrador Inuit _____, which was ratified on December 1, 2005.

Nunatsiavut's elected government oversees areas such as culture, economic growth, education, policing, and justice. Nunatsiavut means "_____ " in Inuktitut.

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LESSON 13A & 13B



ENEMY ALIENS

Canada passed the War Measures Act in August, 1914, shortly after the Great War (World War I) started. This law empowered the government to suspend and revoke people's freedoms in the interest of national security concerns.

One of the main groups affected by this was people designated as "enemy aliens." Enemy aliens were citizens of other countries (who were living in Canada) that were against Canada's side in the war. A list was created of

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any illegal act or crime. They were assumed guilty because of their cultural heritage. During this time xenophobia (the dislike of people from other countries) was common in Canada. People were upset with the large number of immigrants moving to Western Canada and claiming the readily available free or cheap land.

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It is thought that 80,000 people were forced to identify themselves as "enemy aliens" and regularly report their whereabouts and actions to the police. Restrictions were placed on where they could travel and where they could work. Many also lost their homes and businesses.

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COMMUNITY DEVELOPMENTS

COMMUNITY DEVELOPMENTS

Why was it important to get to Canada?

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1759



- In 1759, business partners Samuel Jacobs and Aaron Hart were officially recognized as the first Jewish settlers in New France.

- After the British c

CANADIAN HISTORICAL EVENTS

Date	Historical Event
	In 1759, business partners Samuel Jacobs and Aaron Hart were officially recognized as the first Jewish settlers in New France.

COMMUNITY DEVELOPMENTS & ANTISEMITISM

	widespread discrimination in employment, education, and social settings.
	Mount Sinai Hospital was built in Toronto as a response to discrimination against Jewish doctors in other hospitals.
	The Christie Pits Riot in Toronto happened when a group promoting antisemitism flew a swastika flag during a baseball game.

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LESSON 14 & 15



LESSON #14



Interactions Between Settler Communities

Lesson Overview:

Students will become familiar with the interactions between communities in Canada.

Materials Needed:

- Class set of the three articles
- Class set of the graphic organizer
- Class set of the sorting activity
- Video: [Reflecting on the legacy of Africville](#)
- Video: [Vancouver makes official apology to discrimination](#)
- Access to reliable technology: computer, d

Teacher Instructions:

Start the lesson by explaining to the class that which values multiculturalism, was not always always w publicly r

1. Watch [Your Morning](#)
 2. Read o
 3. Watch [Chinese C](#)
 4. Read o
 5. Have s
- organizer
answers
their gra

RACISM IN CANADA SORTING ACTIVITY

1. Cut out each sentence.
2. Read each sentence.
3. Place each sentence in the area of the Racism In Canada graphic organizer that it references.
4. Once the answers have been shared by your teacher, glue the pieces to the graphic organizer.

These separate schools happened in places like Chatham, Ontario,

The residents of this community paid taxes to the City of Halifax, services
nt plants
ds.

segregated
Canada's
stayed

allowed to
rsher
ougher
more
their non-
Professional
Finance, and
s them.

businesses were allowed to be located in close proximity to Africville.

The Common Schools Act was used to make segregated schools.

The Federal government contributed to anti-Chinese racism with the Chinese Head Tax and the Chinese Exclusion Act.

INTERACTIONS BETWEEN SETTLER COMMUNITIES

DIFFERENCES BETWEEN SOCIAL CLASSES IN CITIES

The Industrial Revolution (when factories emerged) attracted many people to move to cities for the new jobs that became available. New technologies inventions, and techniques created these learn about how the rich (upper class) c lived in cities. Consider how these situati

DIFFERENCES BETWEEN SOCIAL CLASSES

Answer the question below with details from the text and from the knowledge gained from the previous lessons in this unit.

1. How do the advantages had by the upper class benefit their children?

Upper Class
<ul style="list-style-type: none">• Easily able to cover basic needs• for the• provide• "extra• parties• Owned• Owned• Owned• business• More li• worker• More li• Often owned their housing• Children received educations• Ate good quality food• Less vulnerable to diseases• Access to good medical care• Could enjoy leisure time

DIFFERENCES BETWEEN COMMUNITIES

LESSON 16



HOW DID WE GET HERE?



RESEARCH ORGANIZER

Task:

Canada is a country filled with a rich immigration history. It is important for us to learn about how and why people have moved to Canada. In this assignment, you will be interviewing a family member or a family friend about their immigration history to Canada.

Process:

1. Brainstorm ideas about how people have lived in Canada.
2. Ask your teacher for help with your assignment.
3. Complete your research and gather information.
4. Once you have gathered information, create a 5 minute visual presentation showing your findings for the class.
5. Your research notes and final presentation will be used towards your final mark.

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When moving from your home country to Canada – what other countries were you considering?

**PRIMARY
RESEARCH
PROJECT**

What pull factors made you want to move to Canada?

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FINAL TASK ASSESSMENT

Social Studies Success Criteria

- ☐ Research notes are complete and detailed.
- ☐ Information is relevant to the topic of study (immigration history to Canada).
- ☐ Information is as complete as possible.
- ☐ Student has followed the assignment process.

Level 1

Level 2

Level 3

Level 4

**STUDENTS
INTERVIEW
SOMEONE WHO
HAS IMMIGRATED
TO CANADA**

requires more teacher support to achieve success.

approaching expectations.

meets success criteria.

exceeds success criteria.

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LESSON 17



CANADA-THEMED DIGITAL ESCAPE ROOM

CHALLENGE #1

Watch the linked video and answer the questions below.
Use the answers to create the eight-letter code.

- | | |
|--|---|
| 1. What is referred to as a "carnival staple?" | 3. According to the video, what might you see after dark at Kluane National Park? |
| A. Cotton candy | A. Moose |
| B. Bonhomme | B. Shooting stars |
| C. Pizza | C. Owls |
| D. Popcorn | D. The aurora |
| 2. What is in Newfoundland? | 4. What two places does N stand for in the video? |
| A. St. John's | A. NanOOSE Bay and Nunavut |
| B. St. Matthew's | B. Nunavut and Niagara Falls |
| C. St. Kitts | C. Niagara Falls and North York |
| D. St. Croix | D. Nelson and New Hamburg |
- 

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**SAMPLE
LOCKS**

CHALLENGE #5

You find a note on the floor of a car from a trivia game.
Use the pigpen cipher to decode the answer to this question:
What is the giant object on display in Sudbury, Ontario?

>Π□ UΓΓ
□ΓL□□L



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Canada-Themed Digital Escape Room

Work through each set of challenges to solve the escape room.

[Sign in to Google](#) to save your progress. [Learn more](#)

***Required**

First Name *

Your answer

Last Name *

Your answer

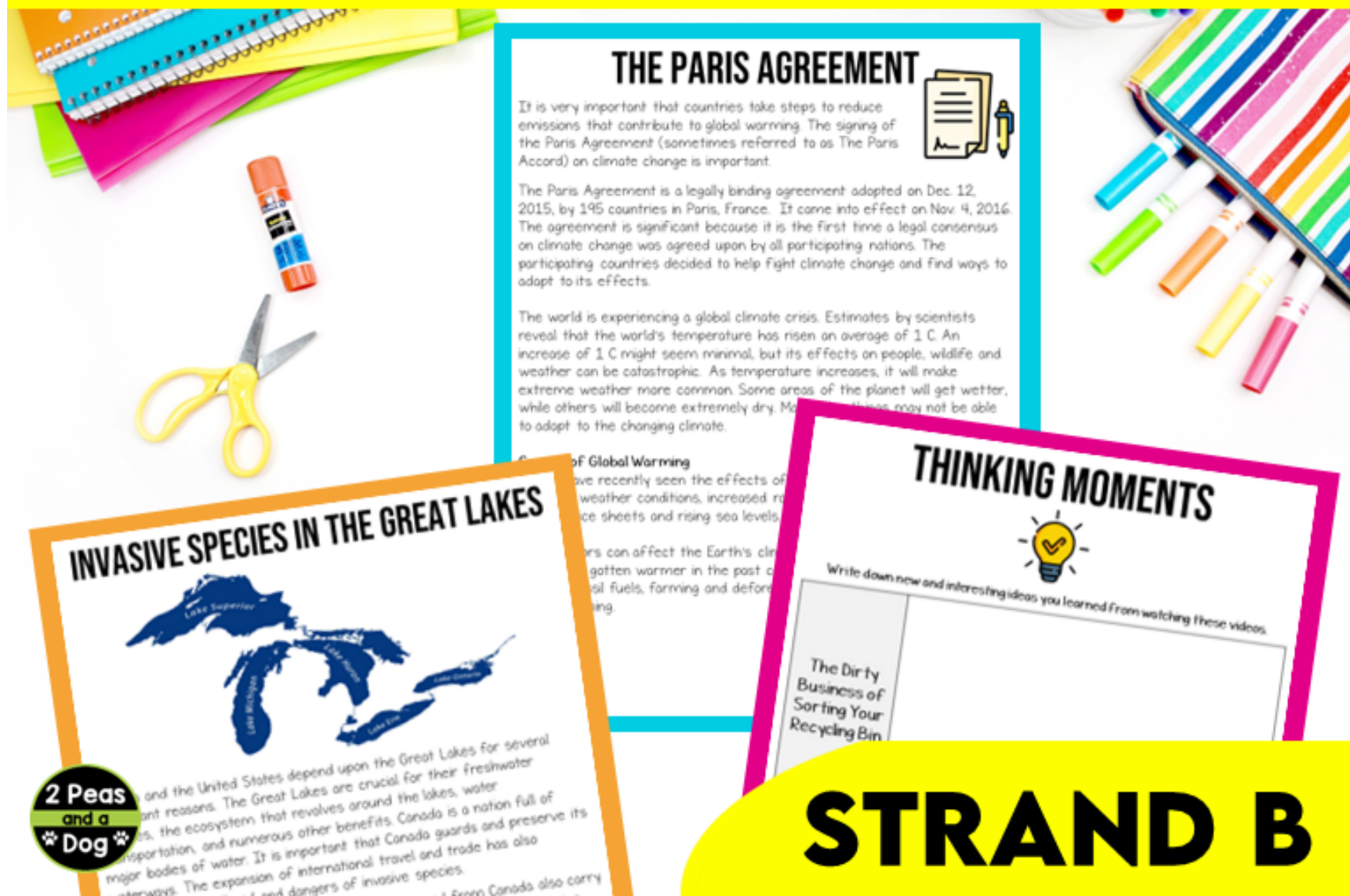
Class Code or Period *

Your answer

GRADE 6

SOCIAL STUDIES

PDF & DIGITAL FORMATS



LESSON 1 & 2



LESSON #2



Canadian Government and Global Interactions

Lesson Overview:

Students will become familiar with how the Canadian government interacts with other countries around the world.

laborations" reading
laborations" questions

GLOBAL COLLABORATION



Canada's current major military alliance is **NATO**. NATO focuses on transatlantic security for its members in North America and Europe. It was created in 1949, just after World War II. Today, NATO members collaborate against other dangers that occur against its members. NATO responded to the September 11, 2001 attacks against the United States with military action in Afghanistan.

NATO members also help to people in other projects to provide

North American defense pact began. The agreement started in 1957. The agreement is the Aerospace Defense

The original reason for NATO was to detect, deter, and defend against the Soviet Union after World War II.

NORAD is headquartered in the United States. The organization is a volunteer to provide security around the world on the night of Christmas Eve.

GLOBAL COLLABORATION

What is a free trade agreement?

Explain with

CANADIAN GOVERNMENT & GLOBAL INTERACTIONS

Vocabulary Word	Possible Definition or Example
#1	
#2	
#3	
#4	
#5	
#6	

VOCABULARY WORD #1

Using a phone or a tablet, scan the QR code below to find the hidden word.



ACTIVATING PRIOR KNOWLEDGE



LESSON 3 & 4



USMCA



The USMCA, or United States–Mexico–Canada Agreement, is a free trade agreement between the United States, Canada and Mexico. It replaced the previous free trade agreement between the three countries. The previous free trade agreement was called the North American Free Trade Agreement (NAFTA) and it had been in place since January 1, 1994.

The USMCA was signed on November 30, 2018, by President Donald Trump, Canadian Prime Minister Justin Trudeau, and Mexican President Enrique Peña Nieto. A revised version of the agreement was signed in September 2019, and the agreement took effect on July 1, 2020.

A free trade agreement is a legal document between two or more countries.

Its goal is to create a better economic environment for all countries involved, such as to reduce trade barriers.

Imports from a country are reduced by lowering tariffs on imported goods.

Exports to another country are increased by lowering tariffs on exported goods.

The USMCA was signed by the United States, Canada, and Mexico in 2017 and 2018.

The talks focused on auto exports, tariff price of specific imported goods) on agricultural products, and poultry and dairy products.

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THE PARIS AGREEMENT



It is very important that countries take steps to reduce emissions that contribute to global warming. The signing of the Paris Agreement (sometimes referred to as The Paris Accord) on climate change is important.

12, 2016.

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get wetter,

not be able

to adapt to the changing climate.

Causes of Global Warming

People have recently seen the effects of a warmer climate, including extreme weather conditions, increased rainfall, melting of the glaciers, shrinking ice sheets and rising sea levels.

Many factors can affect the Earth's climate, but scientists agree that the planet has gotten warmer in the past century due to human activities. Burning fossil fuels, farming and deforestation are major contributors to global warming.

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CANADA'S SUPPORT OF THE BLUE FLAG PROGRAM



the voluntary international environmental program called Blue Flag. Blue Flag provides beaches and marinas. The Foundation for the Blue Flag is an educational and advocacy non-profit organization that oversees the Blue Flag program.

are recognized for their accomplishments in areas such as water quality, environmental protection, maintenance, safety, cleanliness, etc. A Blue Flag beach is a symbol of excellence.

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INTERNATIONAL PROGRAMS PRESENTATION ORGANIZER



Who

What

Where

CANADA'S ROLE IN INTERNATIONAL PROGRAMS

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LESSON 5 & 6



DOCTORS WITHOUT BORDERS

Explain the role Doctors Without Borders has in each area.

Armed Conflict	
Natural Disasters	

ARTICLE #3 WORLD WILDLIFE FUND

The World Wide Fund for Nature is an international foundation that raises money and awareness about environmental issues, especially regarding ecosystems, animal life, and plant life.

The Canadian branch of the organization (World Wildlife Fund Canada) is important because Canada chooses to actively engage in

CANADA'S ROLE IN INTERNATIONAL NON-GOVERNMENT ORGANIZATIONS

CANADA'S RESPONSE TO THE EBOLA CRISIS

1. What is Ebola?
2. What countries have had Ebola outbreaks?
3. How is Ebola spread?
4. How has Canada worked to stop the spread of Ebola?



CANADA'S RESPONSE TO THE EBOLA CRISIS

CANADA'S CRISIS RESPONSE: H1N1 & EBOLA

The Ebola virus is a virus that causes people to lose lots of blood and quickly spread the virus. Experts and authorities have worked together to respond to the crisis. Personnel have worked with the World Health Organization (WHO) and the Centers for Disease Control and Prevention (CDC) to stop the spread of this disease. Most cases of the virus have been in Liberia, Sierra Leone, and Ivory Coast, but it has also spread elsewhere in Africa too, like the Democratic Republic of the Congo in 2018.

Ebola's incubation period ranges from 2 to 28 days, so someone can have the virus and endanger others without showing symptoms for up to three weeks. The mortality rate from Ebola can range from approximately 50% to 90%. Treatments help the symptoms, but not the underlying virus.

LESSON 7A & 7B



PEACEKEEPING AROUND THE WORLD



Canadians are known around the world for their peacekeeping efforts.

A Canadian named Lester B. Pearson (Canada's 14th Prime Minister) invented the peacekeeping missions. Pearson was also Prime Minister of Canada at the time as President of the United Nations. Pearson was also Canada's Secretary of State for Foreign Affairs.

Pearson recommended that the conflicts by ensuring warring countries agree to ceasefires until a solution could be found.

Peacekeeping has become a key part of Canada's foreign policy. It has historically been, and continues to be, one of Canada's major contributions toward UN peacekeeping missions. Pearson was honoured with the Nobel Prize for his contributions to international diplomacy and peacekeeping missions.

UN peacekeeping forces come from UN member nations. UN peacekeepers are deployed with the permission of the parties in conflict. In active conflict, peacekeepers also provide humanitarian assistance. Peacekeeping forces protect civilian humanitarian aid workers and diplomats.

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PEACEKEEPING AROUND THE WORLD

Before Reading

Write down what you know about "peacekeeping." Who is involved? What is their role?

During Reading

Explain Canada's role in global peacekeeping.

After Reading

Write a brief summary about 5Ws + How.

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1978 - 1981



1982



Canadian Charter of Rights and Freedoms

created.

document that

rights and freedoms to

constitution and

deals with hate and

ns.

Charter has made a big

difference in Canada by giving more rights to minorities, changing how crimes are investigated, and ensuring that the government's actions are fair.

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CANADA'S ROLE IN INTERNATIONAL PEACE

LESSON 8 & 9



WORLD MAP OF CANADA'S OVERSEAS PRESENCE



Task: On a world map, locate, label military and tourism significance of

Military Missions – outline these countries

- Pakistan
- Afghanistan
- Egypt
- Ukraine

Tourism Destinations – outline these countries

- USA
- Mexico
- UK
- France
- Cuba
- Dominican Republic
- Japan

Map Questions

1. What are the military and tourism significance of the countries outlined on the map?
2. Briefly describe the military and tourism significance of the countries outlined on the map.
3. Why do you think Canada has a military presence in these countries? Have you ever heard of any of these countries?

WORLD MAP CRITERIA

- ☐ Map has a proper title
- ☐ Neatness
- ☐ Use of ruler
- ☐ Proper spelling
- ☐ Accurate placement of all 11 countries
- ☐ Compass Rose included
- ☐ Appropriate use of colour
- ☐ Consistent outlining on map
- ☐ Proper creation of a legend to explain colour choice

CANADA'S GLOBAL RELATIONSHIPS

- ☐ Accurate placement of all 11 countries
- ☐ Compass Rose included
- ☐ Appropriate use of colour
- ☐ Consistent outlining on map
- ☐ Proper creation of a legend to explain colour choice

Level 1	Level 2	Level 3	Level 4
Criteria has not been met. Map is missing several items.	Map is approaching criteria, but is missing some items.	Map meets criteria.	Map exceeds criteria.

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TRADING PARTNERS



WHERE IS OUR STUFF FROM?

1. Examine the items and locate the "Made In" stickers. Make a tally mark next to each continent that the item is from.

Continent	Tally Mark
North America	
South America	
Africa	
Europe	
Asia	
Oceania (Australia, New Zealand, etc.)	
Antarctica	

2. List the most common countries that you found while looking at the "Made In" stickers (e.g., China, India, etc.).

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CANADA'S TRADING PARTNERS

goods and services with different countries because Canada is not able to produce all the citizens want and need. For example, enable it to grow certain foods, so Canadians other areas of the world. Two foods that and avocados. Both of these do not grow in

to buy from another country for a variety of something is unavailable domestically

is expensive, the needs and

Canadian

economies that interests to goods and

large materials that are

and then sold overseas.

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LESSON 10 & 11



OUTSOURCING

How have people in Canada been affected by the loss of manufacturing jobs to countries with lower labour costs? The process of moving specific kinds of jobs in certain industries to workers outside of Canada is called outsourcing. There are benefits and drawbacks for outsourcing for Canadians.

Outsourcing can lead to a rise in unemployment and a decline in the labour force participation rate as people are currently working or looking for manufacturing, other jobs once performed are outsourced as well. Examples of this can include development, technical support, and food service.

Beyond the economic incentives for outsourcing, Canada's economy is shifting. Fewer jobs are needed because of improvements to Canadian technology. Technological advances have enabled work that required multiple people to achieve the same result to be done by one person.

Further, Canada's economy is becoming more service-oriented. Both manufacturing and service industries require a lot of skilled workers, and there are many Canadian workers who have moved to other countries to work in these industries.

Some examples of outsourcing include software development, education, law, government, finance, and a variety of other services.

Finally, huge advances in communications, technology in recent decades have dramatically changed the way Canadians work in the economy.

LESSON #10



Canada's Economy

Lesson Overview:

Students will become familiar with two issues that affect Canada's economy.

CANADA'S ECONOMY

- Then watch the video [The life cycle of a t-shirt](#) and stop watching at 5:31. Ask students to take note of what countries are producing goods besides Canada and the USA. (e.g., China, India, Bangladesh, etc.).
- After watching the video, ask students what countries are needed for the production of the modern t-shirt.
- Read the "Outsourcing" article as a class. Discuss the examples of outsourcing seen in the videos (cotton manufacturing, fabric creation, t-shirt sewing).
- Have students work in pairs to complete the Future Jobs chart.
- Once the students have completed the chart, have them share their ideas with the class.

WILL THE OCEAN RUN OUT OF FISH?

TASK: Watch the video and then fill in the blanks with information from the video.



SAMPLE ANSWERS

- Canada's Cod population is down 90% since 1950.
- In South Florida, the Goliath Grouper population is down 95% since 1950.
- The Tuna population is down 50% since 1950 with the Southern Atlantic Blue Fin on the verge of extinction.
- Fishing is not one person sitting a boat, it is now a massive industry.
- The Tuna population is down 50% since 1950 with the Southern Atlantic Blue Fin on the verge of extinction.
- Fishing is not one person sitting a boat, it is now a massive industry.
- Consumer demand has also caused overfishing of two fish: _____ and _____.
- _____ of global fish stocks (_____%) are being harvested.
- _____ of global fish stocks (_____%) are being harvested.
- _____ fishing destroys the ocean floor.
- We need to end overfishing to help the environment, create jobs, _____ and coastal communities.

ENVIRONMENTAL ISSUES: OVERFISHING

LESSON 12 & 13



INVASIVE SPECIES IN THE GREAT LAKES



THINKING MOMENTS



Write down new and interesting ideas you learned from watching these videos.

ENVIRONMENTAL ISSUES: CANADA'S IMPACT

China's
Waste Ban is
Causing a
Trash Crisis
in the U.S.

INQUIRY TOPICS

1. Child Labour
2. Dwindling Oil Supplies
3. Freshwater Ownership
water companies using
4. Climate Refugees/Migrants
5. Food
6. 2011 Earthquake and
Japan
7. Fair
8. Microloans & Microenterprises
9. Rohingya Muslim Refugees
10. 2011 Earthquake and
Japan
11. E-Waste Recycling
12. Ethical Fashion
13. Plastics in the Ocean

INQUIRY RESEARCH ORGANIZER

Topic: Child Labour

Q-Chart Questions:

GLOBAL ISSUES INQUIRY

Guiding Questions:

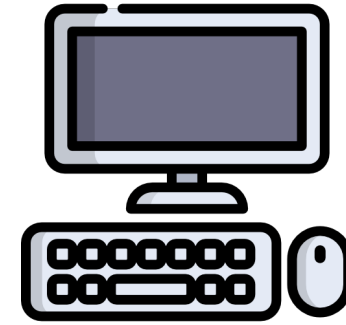
- What is child labour?
- Where is it used?
- Why is it used?
- What types of jobs are children doing?
- What can be done to help this issue?

LESSON FORMATS



PDF

✓ Individual & Whole Unit



DIGITAL

✓ Google Slides

RESOURCE CAN BE USED IN-PERSON OR ONLINE