

GRADE 6 SOCIAL STUDIES PDF & DIGITAL FORMATS




2 Peas and a Dog
Middle School Teaching Resources

RESOURCE INCLUDES

- ✓ 2023 Ontario Curriculum Aligned
- ✓ 18 Engaging Lessons / 348 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

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**

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.

WHAT'S INSIDE?



WORD 1



**INTERACTIVE
LESSONS**



Scan Me

CANADA AT A GLANCE

In the chart below, fill in key information. Use the provided information to help you.

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

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BRITISH COLUMBIA

British Columbia, also known as the West Coast of Canada, is the most populated province. The Pacific Ocean borders this beautiful province.

The population is approximately 4.5 million. The capital city is Victoria.

Did you know? In 2010, the World Heritage Site of the Vancouver, British Columbia.

Environment

Mountains, surrounded by evergreen forests, 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.

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

Territory	Location Population Capital City	Environment	Economy & Natural Resources
Nunavut	<ul style="list-style-type: none"> Northern Canada 38,000 Iqaluit 	<ul style="list-style-type: none"> Icy Rocks Very Cold and Dry 	<ul style="list-style-type: none"> Mining Traditional Arts Oil & Gas Tourism
Yukon	<ul style="list-style-type: none"> Northern Canada 34,000 Whitehorse 	<ul style="list-style-type: none"> Cold and dry winter climate, with sunny summers Temperatures range from 25C to -40C 	<ul style="list-style-type: none"> Mining metals and diamonds Tourism

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**STATIONS
ACTIVITIES**

WHAT'S INSIDE?



ANSWER KEY

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

10. Colonialism
 The process of one country taking over another.

Province	Local Population	Capital	Settler Community	Contribution to Canada
British Columbia	• West Coast • 4.8 M • Victoria			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 their own food, camping equipment. In addition to they cleared trees and brush, and mined for coal.
Manitoba	• 13 M • Winnipeg			In the late 1800s, the Canadian government wanted more people to settle in Western Canada and become farmers. Ukrainian immigrants from Europe came and settled the land. It was difficult to grow traditional crops on the land, so they imported a special kind of a wheat seed from the Ukraine. This kind of wheat thrived in the Canada climate and provided food for people across Canada.
Ontario	• Central Canada • 14.2 M • Toronto			

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

INDIGENOUS PEOPLES IN CANADA QUIZ

Name: _____ Class: _____

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

COMMUNITIES

INQUIRY ASSIGNMENT



MAPPING SKILLS

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

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

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

- 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 to share with the class about your research findings.
- 2) Compare your presentation with the class. What criteria has been met?
- 3) Provide your teacher with feedback.

ASSESSMENT OPTIONS

RUBRICS INCLUDED

LESSON 1 & 2



VOCABULARY BUILDER

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

WORD 1



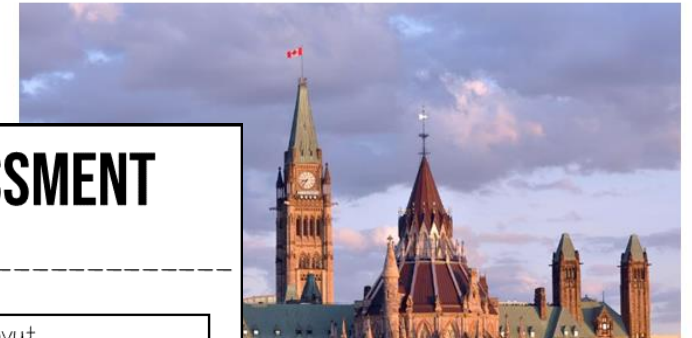
↑
Scan Me

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 | | |

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			

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.

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 shared core values which define the profound and diverse history – here is a list of aspects of Canada's identity and what it means.

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

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 Chicano Art. Carl Ray was a Cree artist who focused on illustration, editing and teaching art. Norval Morrisseau inspired several artists to use their Indigenous backgrounds 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 acceptance 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?

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

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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 in the classroom or by creating a digital table of contents. You can also use the provided PDFs and project them for students to see during whole class reading time.

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SETTLER COMMUNITIES



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

It is important to remember that Canada was not "found" by the Europeans. It had been lived in for thousands of years before the arrival of the Europeans.

Once the explorers realized the land was rich in resources to offer, the King of France sent more 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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THE POLICY OF MULTICULTURALISM

CANADIAN IDENTITY LESSONS

THE POLICY OF MULTICULTURALISM

GOVERNMENT INCLUSION POLICIES

Policy Name	Explain The Purpose Of The Policy
The Policy of	

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 Expulsion of the Acadians
6. The
7. W
8. Th
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 and attention

Level 2

- Audience interest and attention

Level 1

- Audience interest and attention

Level 0

- Audience interest and attention

Level 1

- Audience interest and attention

Level 2

- Audience interest and attention

Level 3

- Audience interest and attention

Level 4

- Audience interest and attention

Level 5

- Audience interest and attention

Level 6

- Audience interest and attention

Level 7

- Audience interest and attention

Level 8

- Audience interest and attention

Level 9

- Audience interest and attention

Level 10

- Audience interest and attention

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 a computer
- Class set of maps
- Traditional Territories graphic organizer

Websites Needed:

1. [First Nations](http://www.firstnations.ca)
2. [Ontario Trade](http://www.ontariotrading.com)
3. www.native.ca

Teacher Instructions:

1. Ensure students have access to the internet.
2. As a class, have students research the traditional territories of Ontario's Indigenous people.
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 <http://www.2peasandadog.com> and the Mississaugas of the Credit First Nation.
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

Communities from above and locate some of them. Record the information below.

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

--

The Govern
apply to live

- family v
- want to
- violence, war, or persecution (e.g. p
the 1970s).
- people who are le
hardship or suffering (e.g. Irish Co
of the early 1900s).

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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

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 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

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

it was
ard, and
erson
her,
pen

is
bread

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 pu 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

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

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

economy today?

Labour Unions

4. Explain why unions developed.

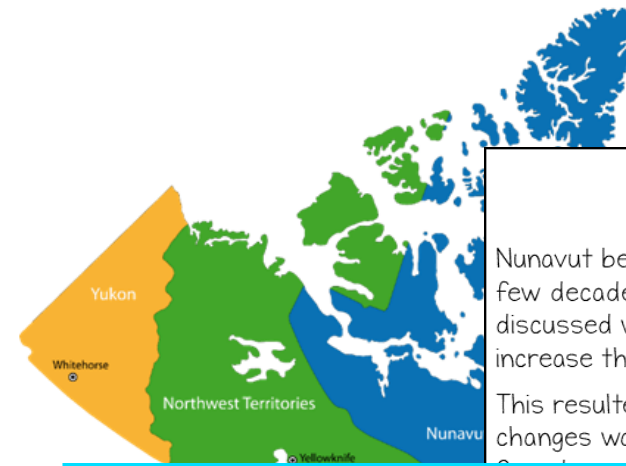
Labour Unions

5. What is the purpose of a labour union?

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ECONOMIC DEVELOPMENT

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 reorgi 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

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 also lost

Ukrainians under the law were classified as "enemy aliens" and handled differently from other groups.

To apply the law, individuals were investigated for 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.

immigrants were investigated for 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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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 conquest of New France in 1763, the Jewish community in New France was able to continue their lives in the region.

CANADIAN HISTORICAL EVENTS

Date	Historical Event
1759	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, etc.

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 settlers i
3. Watch [Chinese C](#)
4. Read o in British
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 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 differences. Learn about how the rich (upper class) lived in cities. Consider how these situations

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 • provided "extra" services 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 come to Canada. In this assignment, you will be interviewing a family member or a family friend about their immigration to Canada.

Process:

1. Brainstorm ideas for your research project. You may have lived in another country or know someone who has.
2. Ask your teacher for help with your assignment. You may want to ask your teacher for help with your story for the presentation.
3. Complete your research and gather information.
4. Once you have completed your research, ask your teacher for help with your presentation.
5. Create a 5 minute visual presentation showing your findings for the class.
6. 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?	
	What pull factors made you want to move to Canada?	

PRIMARY RESEARCH PROJECT

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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?"
A. Cotton candy
B. Bonhomme
C. Pizza
D. Popcorn | 3. According to the video, what might you see after dark at Kluane National Park?
A. Moose
B. Shooting stars
C. Owls
D. The aurora |
| 2. What is in Newfoundland?
A. St. John's
B. St. Matthew's
C. St. Kitts
D. St. Croix | 4. What two places does N stand for in the video?
A. Nanose Bay and Nunavut
B. Nunavut and Niagara Falls
C. Niagara Falls and North York
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□ □ΓΓ
□ΓL□□L



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*Required

First Name *

Your answer

Last Name *

Your answer

Class Code or Period *

Your answer

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