

GRADE 6 SOCIAL STUDIES PDF & DIGITAL FORMATS




2 Peas and a Dog

Middle School Teaching Resources

RESOURCE INCLUDES



- ✓ 17 Detailed Lesson Plans
- ✓ Modified Lesson Content
- ✓ MP3 Audio Files of Articles
- ✓ Answer Keys
- ✓ Video Links
- ✓ Lesson Variety: Cut & Match, Fill in the Blanks, Guided Inquiry, Assignments, Graphic Organizers
- ✓ PDF & Google Slides™ Formats

WHAT'S INSIDE?



Lesson Overview

1. Reading + Map Creation – Building Vocabulary & Map Creation
2. Reading + Cut & Match Activity – What Shapes Our Canadian Identity?
3. Reading + Cut & Match Activity – Canadian Identity: Fundamentals
4. Reading + Fill in the Blanks Activity – Canadian Identity: Indigenous Peoples
5. Reading + Cut & Match Activity – Canadian Identity: Settler Communities
6. Reading + Cut & Match Activity – Canadian Identity: Inclusiveness
7. Guided Inquiry Activities – Historical Perspectives: Communities Inquiry
8. Graphic Organizer – Traditional Territories
9. Reading + Cut & Match and Fill in the Blanks Activities – Migration Reasons
10. Reading + Interactive Notes – Settler Life in Canada
11. Reading + Fill in the Blanks Activities and Cut & Match – Economic Development
12. Reading + Fill in the Blank – Creation of Nunavut, Nunavik, and Nunatsiavut
- 13A. Reading + Primary Source Analysis – Community Developments
- 13B. Reading + Timeline Activity – Community Developments
14. Reading + Graphic Organizer – Interactions Between Settler Communities
15. Reading + True/False Questions – Differences Between Communities
16. Slideshow Creation – How Did We Get Here Assignment?

WHAT'S INSIDE?



LESSON #5



Canadian Identity: Settler Communities

Lesson Overview:

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

Materials Needed:

- Reliable technology: computer, projector, internet
- S
- S
- V

LESSON PLANS

Teacher Instructions:

1. Photocopy the article and graphic organizer for students.
2. Read the article "Settler Communities" out loud as a class.
3. Then, show each video to the class.
4. Have students cut out the statements about Settler Communities and match them to the correct location on their graphic organizers. You may want to instruct them not to glue the statements until you have taken up the answers as a class.
5. Have a class discussion about the importance of immigrants to Canada.

WORD 1



Scan Me

WORD 2



Scan Me

VOCABULARY INTERACTIVE NOTES

Cut out the tabs below. Then, fold and glue each tab into your notebook.

Fold here and glue

Ethnic Group

Fold here and glue

Immigrant

Fold here and glue

Labourer

Fold here and glue

Settler

WHAT'S INSIDE?



ANSWER KEY

Province/Territory	Location	Environment	Economy & Natural Resources
Canada	Located in North America and the capital city is Ottawa.	ANSWER KEY	
The Prairies	They are located in the middle of the country and have three provinces: Alberta, Manitoba, and Saskatchewan.	Canada is the second largest country in the world.	True/False
		The Trans-Canada highway	True/False
The Atlantic Provinces	The Atlantic provinces are on the eastern coast of Canada and have lots of islands.	year round.	True/False
		Canada's highest mountain, Mount Logan, is in the Yukon Territory.	True/False
Northern Canada	Canada's north has three territories: Nunavut, Yukon, and the Northwest Territories.	© http://www.2peasandadog.com	True/False
		The Northern region of Canada has a large population of people.	True/False

ANSWER KEYS

BRITISH HOME CHILDREN

Directions: Use the word bank and the article about Home Children to help you fill in the blanks.

Word Bank	
Canada	United Kingdom

- In the late 1800s, there were _____ conditions and living in poverty and _____ wanted to join the British Child Emigration Movement. _____ Children immigration campaign helped _____ for their new families' care.
- Many _____ lived in _____ Canada.
- Once _____ help _____ for their new families' care.
- From 1869 to 1948, approximately _____ children were part of this adoption program. _____ up serving in World War I and _____

SETTLER COMMUNITIES



The Rideau Canal in Ottawa
Irish immigrants helped build canal

At first, the new immigrants faced challenges because of language and cultural differences between Canada and their homeland.

Farming in this area was hard, but the Ukrainian farmers knew a special wheat that grew well in their home country. They brought the seeds to Canada and planted them in western Canada, which worked great.

MODIFIED LESSON CONTENT

Irish roots today. The Rideau Canal follows a traditional trade route for the First Nations living in Eastern Ontario.

Ukrainian Immigrants
In the late 1800s, the Canadian government wanted more people to settle in western Canada and become farmers. Many Ukrainians moved to Canada.

For several _____ when you keep trying and do not give up, even when things are difficult.

Contributed – Giving or adding something to a group or situation to improve it or help.

Canal – A man-made river that connects two bodies of water making it easier to travel by boat.

Immigrants – People who move from one country to another to live.

SAMPLE LESSON OVERVIEW

LESSON #9

Migration Reasons

Lesson Overview:
Students will become familiar with key reasons why people migrate from one country to another.

- Materials Needed:**
- Reliable technology: computer, projector, internet
 - Video 1: [Heritage Minutes: Orphans](#)
 - Video 2: [Why Move To Canada?](#)
 - Migration Reasons Article
 - Migration Reasons Cut & Match Activity (2 pages)
 - British Home Children article
 - Glue and

- Teacher Instructions:**
1. Ask students to research migration from another country.
 2. Watch the video [Heritage Minutes: Orphans](#).
 3. Read the article [Why Move To Canada?](#) and complete the cut-and-match activity.
 4. Have students watch the video [Heritage Minutes: Orphans](#).
 5. Then read the British Home Children article and complete the fill-in-the-blanks activity.
 6. Take up the answers to ensure students have understood the content from this lesson.

LESSON PLAN

MIGRATION REASONS



Migration is when people move from one place to another. There are two main reasons why people decide to migrate: push factors and pull factors.

Push Factors	Pull Factors
These are the factors that make people leave their current location because of something happening, such as disasters. These factors may not be good opportunities for a better life. Some people migrate because of a lack of jobs or disasters.	

So, when people leave their old homes for a better opportunity in Canada is a common reason. The many good jobs which mean people can live peacefully. Canada has a high standard of living, technology, a doctor and a free for all. The world wants to live in a world where...

MIGRATION REASONS

MIGRATION REASONS



Directions: Read each factor and decide whether it is a push or a pull factor. Put the factor in the correct column. After a teacher checks your work, you can glue the factors onto the page.

Directions: Read each factor and decide whether it is a push or a pull factor. Put the factor in the correct column of your graphic organizer. Do not glue it onto the page until it has been checked by your teacher.

Pull Factors

War: People may leave their homes when there is a war happening, to find safety in another place.	
Better Jobs: People might go to a big city where there are more chances to find a job.	
Safe: People might be attracted to a quiet, peaceful area where they can feel safe and happy.	hurracane, people may need to move away to protect themselves.

READING & ACTIVITY

ANSWER KEY







Push Factors	Pull Factors
War: People may leave their homes when there is a war happening, to find safety in another place.	Good Schools: Families might move to a new town because it has excellent schools for their children to learn.
Lack of Jobs: If there are no jobs available, people might have to go to a big city where there are more chances to find a job.	Better Jobs: People might go to a big city where there are more chances to find a job.
Natural Disasters: A big flood, earthquake, or hurricane, people may need to move away to protect themselves.	Safe: People might be attracted to a quiet, peaceful area where they can feel safe and happy.

ANSWER KEY

LESSON 1 & 2



VOCABULARY BUILDER

Ethnic Group 	A group of people who share a similar cultural background (e.g., religion, food, ethnicity)
Immigrant 	Someone who has moved from one country to another to live there.
Labour 	Work done by people, especially in a factory or office.
Settlement 	A place where people have moved to live.
Colonialization 	The process of settling in a new area, often by people from another country.
Community 	A group of people who live in the same area and share common interests.

MAP OF CANADA ASSIGNMENT



Instructions:

BUILDING VOCABULARY & MAP CREATION

- Quebec
- Newfoundland and Labrador
- Territories
- Yukon
- Northwest Territories
- Nunavut

B. Fill in the blanks on the map for the following:

- Bodies of Water**
- Pacific Ocean
 - Atlantic Ocean
 - Arctic Ocean
 - Hudson Bay

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ALL ABOUT CANADA

Canada is a huge country, the second largest in the world. Even with over 38 million people, much of its land is empty. It has 3 territories and 10

provinces. Together with Newfoundland and Labrador, they are known as the Atlantic provinces. These provinces are on Canada's eastern coast and have many islands.

Long ago, European explorers discovered and settled in these provinces with the help of Canada's Indigenous Peoples. The Atlantic provinces have beautiful forests and rocky coasts because they are

These Atlantic provinces have beautiful forests and rocky coasts because they are. These Atlantic provinces have beautiful forests and rocky coasts because they are. These Atlantic provinces have beautiful forests and rocky coasts because they are.

and the environment is icy and rocky, covered in snow and ice, but Yukon has more forests. Canada's highest mountain, Mount Logan, is in the Yukon Territory. The north is home to polar bears, seals, narwhals, and the Northern Lights, and many people visit here for tourism.

because it's very cold and difficult to settle. The environment is icy and rocky, covered in snow and ice, but Yukon has more forests. Canada's highest mountain, Mount Logan, is in the Yukon Territory. The north is home to polar bears, seals, narwhals, and the Northern Lights, and many people visit here for tourism.

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CANADA AT A GLANCE



Directions: In the chart below, find the key information about each province and territory after you read the provided information sheets. Glue the correct statement onto the graphic organizer.

Province/Territory	Location	Environment	Economy & Natural
Canada			
The Prairies			
The Atlantic Provinces			
Northern Canada			

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WHAT SHAPES OUR CANADIAN IDENTITY?

LESSON 3 & 4



FUNDAMENTALS OF CANADIAN IDENTITY

People around the world might describe Canadians as inclusive, respectful, and proud of their multicultural heritage. Being Canadian means valuing fairness, diversity, and the well-being of everyone. Canadians have shared core values that define who they are.

Respect For Human Rights	All the
Inclusiveness	Canada is a diverse and inclusive country.
Multiculturalism	Canada is a multicultural country with many different cultures and languages.
Original Inhabitants	Canada was first inhabited by Indigenous peoples.
Through	
Parliamentary Democracy	Canada is a parliamentary democracy.
Universal Health Care	All Canadians have access to universal health care.
Bilingualism	Canada is a bilingual country with English and French as official languages.

CANADIAN VALUES QUIZ

Instructions: Circle the best answer for the questions.

- What does it mean to be Canadian?
 - Having shared core values that define who we are.
 - Knowing many different languages.
 - Living in the United Kingdom.
- What is one important part of being Canadian?
 - Ignoring other people's beliefs.
 - Celebrating diversity.
- Canada is a multicultural country.
 - Canada has many different provinces.
 - Indigenous Peoples like First Nations, Métis, and Inuit.
- What are Canada's two official languages?
 - French and Spanish.
 - English and Mandarin.
 - French and English.
- What do all Canadians have access to for free?
 - Universal health care.
 - Free sports programs.
 - Free bus services.

INDIGENOUS GROUP OF SEVEN



HAUDENOSAUNEE IN NORTH AMERICA

Read the words in the word bank, fill in the blanks using the words. Some words are used more than once.

Word Bank

Haudenosaunee Confederacy longhouse
 families St. Lawrence River

- The _____ are an important First Nations group in the history of Ontario and North America. They lived near the _____ and the Great Lakes.
- The Haudenosaunee are a _____, which means they are a group of communities working together. Member communities include Mohawk, Seneca, and Tuscarora.
- In the Haudenosaunee _____, the _____ was the Mother and head of the _____ family. _____ females lived together in _____, and their husbands and children lived there too.
- The _____ was their family home, made of wood and covered in bark, about 10 metres wide, 10 metres high, and 25 metres long. It represented togetherness and cooperation for their _____, Clans, and the Confederacy.

INDIGENOUS PEOPLES

FUNDAMENTALS

LESSON 5 & 6



SETTLER COMMUNITIES

Canada is a diverse country with many different ethnic and cultural groups. Before European explorers came, Canada was already home to Indigenous People.



When the explorers saw the valuable resources in Canada, the King of France encouraged people from France to move to Québec. Later, the British also arrived and created English settlements.

As Canada grew, the government needed more people to help build railroads, canals, and farming. Three important ethnic groups, the Chinese, Irish, and Ukrainians, moved to Canada to help with this work.

Chinese Immigrants

Chinese immigrants were an important part of building the railway. Many Chinese immigrants came to Canada to work on the railroads.

Around 1880, Chinese immigrants came to British Columbia for this job. They earned only \$1 per day and bought their own supplies.

Building the railways was tough and dangerous work, especially in the mountains.

SETTLER COMMUNITIES

Settler Community	Contribution to Canadian Identity
Chinese	
Ukrainians	

SETTLER COMMUNITIES

CANADIAN IDENTITY

GOVERNMENT INCLUSION POLICIES

Directions: Cut out each statement. Then read it and decide which government inclusion policy it relates to. Place it next to the policy name on the graphic organizer. Do not glue it onto the page until it has been checked by your teacher.



GOVERNMENT INCLUSION POLICIES

Government Inclusion Policy	Explain The Purpose Of The Policy
Multiculturalism	and celebrating the traditions and beliefs of all people in Canada, like celebrating the holidays.
The Canadian Charter of Rights and Freedoms	that people in all parts of Canada are treated equally under the law. It protects everyone from having too much power.
Ontario Human Rights Code	to help people deal with discrimination and bullying.
	to help fix obstacles that exist in different parts of society.
	that all people have the right to speak their languages, practice their religions, and make their own decisions for their families. Their decisions should be respected.

INCLUSIVENESS

LESSON 7 & 8



CHINESE HEAD TAX INQUIRY

Inquiry Questions

1. What was the Chinese Head Tax?
2. Why was it created?
3. How did the Chinese react to the tax?
4. How did the government respond to the tax?

Watch



Watch the video and Chinese Head Tax and answer the following questions:

1. [Heritage Minute: Chinese Head Tax](#)
2. [What is the Chinese Head Tax?](#)
3. [Formal](#)



CANADA NEWS



Cut and Post a Picture Here

HISTORICAL PERSPECTIVE: COMMUNITIES INQUIRY

Assign

LESSON #8



Traditional Territories

TRADITIONAL TERRITORIES

Location	Traditional Territory of this Indigenous Community
Toronto, Ontario	TRADITIONAL TERRITORIES
Ottawa, Ontario	
Your Location	

Select one of the Indigenous communities from above and locate some present-day information about them. Record the information below.

the key traditional territories of

or, internet
pr

that can use

[Ontario Traditional Territories Map](#).

territory—for example, a place Peoples lived.

avigate the map.

milton, Ontario, to look up on the traditional territory Hamilton is located by of the Six Nations of the Grand edit First Nation.

nd show students how to navigate

ganizer.

Territories" graphic organizer and

munity they chose to learn about.

LESSON 9 & 10



BRITISH HOME CHILDREN



In the late 1800s, there was a lot of poverty in Britain. Many children were living in poor conditions. Leaders in Britain and Canada decided to help these children by sending them to Canada as the Home Children immigration program.

They thought moving these children to Canada would give them a better life. Many of the first Home Children were sent to Canada from Britain.

The Canadian government helped with the cost of the trip and the children were placed on farms. Some adoptions went well, but others had a tough time. Some kids like workers or even hurt themselves.

From 1869 to 1948, around 10,000 children were sent to Canada as part of this adoption program. The program ended after World War II. Their families are still remembered in Canada today.

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MIGRATION REASONS



Directions: Read each factor and decide whether it is a push or a pull factor. Put the factor in the correct column. After a teacher checks your work, you can glue the factors onto the page.

Push Factors	Pull Factors

MIGRATION REASONS

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SETTLER LIFE IN CANADA

French Settlers and Land

In New France, the way people owned and used land was influenced by France. They used a system called the Seigneurial System. The king of France gave large portions of land to rich people called Seigneurs. These Seigneurs then got

the land. The settlers were called habitants. They worked the land and paid rent to the Seigneurs. Some of their harvests to the Seigneurs.

A type of music that people have in Canada is called Fiddle. It is a type of music that people have in communities. In Atlantic Canada, the fiddle is a type of music that people have in communities. In Atlantic Canada, the fiddle is a type of music that people have in communities. In Atlantic Canada, the fiddle is a type of music that people have in communities.

Canada's history. The fiddle is one of the most popular instruments made from wood and sometimes metal. It is used to make a paste, and it is a traditional instrument in Indigenous music.

A type of music that comes from the folk music. The fiddle is the most popular instrument in Métis music. Since fiddles were made from wood and sometimes metal, they were used by the Métis. Métis music is a mix of French and Indigenous music. It includes instruments like hand drums, harmonicas, and fiddles. The most famous Métis dance is the Square Dance.

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SETTLER LIFE QUIZ

Name: _____

Instructions: Circle the best answer for the question.

- In New France, what was the system used for owning and using land?**
 - The Seigneurial System
 - The French System
 - The Habitants System
- Who were the noble and wealthy land owners in New France?**
 - King's Men
 - Seigneurs
 - Fiddlers
- What is an important instrument in Métis music?**
 - Trombone
 - Fiddle
 - Guitar
- What type of bread is Bannock?**
 - Round and flat
 - Square and thick
 - Triangle and crunchy
- What is the most famous Métis dance?**
 - The Limbo
 - Red River Jig
 - Ballet

SETTLER LIFE IN CANADA

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LESSON 11 & 12



INDIGENOUS PROPERTY VIEWS

What were some of the differences in understanding property rights between Indigenous Peoples and European Settlers?

How Did Indigenous Peoples View Land Ownership?

How Did European Settlers

INDIGENOUS PROPERTY VIEWS QUIZ

Directions: Read each statement. Then, circle whether the statement is true or false.

Indigenous Peoples and settlers had different ideas about property rights in the past.

True/False

ECONOMIC DEVELOPMENT

What Were Some of the Cons

knowledge about the land, which helped the settlers survive in Canada.

True/False

The settlers clearly explained their ideas about private property, and there were no misunderstandings with Indigenous Peoples.

True/False

The Numbered Treaties caused disagreements because First Nations and the government saw them differently.

True/False

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CREATION OF NUNAVUT, NUNAVIK, AND NUNATSIAVUT

Nunavut became a new territory on April 1, 1999. Before that, Inuit people in the Arctic talked

CREATION OF NUNAVUT, NUNAVIK, AND NUNATSIAVUT

Directions: Use the word bank and the article about the Creation of Nunavut, Nunavik, and Nunatsiavut to help you. Fill in the blanks.

CREATION OF NUNAVUT, NUNAVIK, AND NUNATSIAVUT

1. Nunavut is a special Inuit region in the northern part of Canada.
2. Almost all of the people who live in Nunavut are Inuit.
3. In Nunavut, the Inuit have their own government and laws.
4. The Makivik Corporation represents the people in Nunavut.
5. The Labrador Inuit Council helps the people of Nunatsiavut with their rules.
6. "Nunavut" means "our beautiful land" in Inuktitut.

together and having more control over their land. This led to the creation of Nunavut, a big area in the eastern Arctic, from Hudson Bay to the North Pole. Most of the people who live there are Inuit. There are 25 communities and about 40,000 people in total.

Nunavut is a northern territory in Canada. It is made up of different parts of the Arctic region. In Nunavut, the Inuit live in small communities and have their own laws. The Makivik Corporation was created to give more power to the Inuit. It helps them make decisions about their land and society.

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LESSON 13A & 13B



THE UNDERGROUND RAILROAD



Canada played an important role in the United States. The Underground network that helped enslaved people escape to Canada and the United States. People called abolitionists, helped enslaved people escape.

- Fleeting enslaved peoples
- Safe houses were called
- Managers of safe houses
- Towns with safe houses
- Canada, where it was important for a person to be sent back to the United States called Heaven or Promise

Even though slavery was illegal in the United States, the Slave Act of 1850 required runaway slaves to be returned to their enslavers if caught. This meant that enslaved people could not truly be free unless they escaped to a country with no bounty hunters. Therefore, Canada was the ultimate destination for enslaved peoples. The Underground Railroad was a secret network of safe houses and people who helped enslaved people on this journey. An estimated 300,000 people immigrated to freedom in Canada through the Underground Railroad.

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PRIMARY SOURCE SONG ANALYSIS

Instructions:

1. Listen to the song and read the lyrics.
2. On the right side, write what you think the lyric means.
3. Answer the questions in point form sentences.



Follow the
drinkin' gourd

Well the river
bank makes a
mighty good
road

For the old
man is waiting
to carry you to
freedom

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JEWISH HISTORY IN CANADA

In Canada's history, some people held unfair and cruel beliefs about Jewish people. These beliefs were called **antisemitism**.

During a baseball game in Toronto, a group flew a flag with a swastika, a symbol of hate, showing their mean feelings towards Jewish people.

Fighting between people led to a riot.

Another example of discrimination happened in 1939 when the MS St. Louis came to Canada carrying 907 Jewish refugees fleeing danger in Europe. They were not allowed to enter the country. This was a sad and unjust moment in Canadian history.

In 1953, the Jewish Community Centre in Toronto was built to show how the Jewish community was determined to create welcoming spaces for everyone. Despite facing challenges, the Jewish community in Canada continued to work hard to make the country a more inclusive and accepting place for everyone.

Antisemitism is a form of prejudice, like, discriminate against, or hate Jewish people. This belief is wrong, and we should not act this way. We should treat everyone fairly and fully. People are not treated unfairly or differently because of things like race, gender, religion, or other areas of life, like at work, or in school.

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IMPORTANT EVENTS ACTIVITY

Instructions: Use the article to write the year that each event happened in the space below.

Year	Important Event
	The Emancipation Act gave Jewish people in Lower Canada the same rights as everyone else, including the right to work in government jobs.
	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 of people flew a swastika flag during a baseball game.
	Board the MS St. Louis were denied entry to Canada.
	The Jewish Community Centre in Toronto was built so the Jewish community was able to have their own inclusive spaces.

Instructions: Paste the cards in the correct date order to complete the timeline.

Important Events Timeline:

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COMMUNITY DEVELOPMENTS

LESSON 14 & 15



RACISM IN CANADA

Directions: Cut out each sentence. Read each sentence. Place each sentence in the area of the Racism In Canada graphic organizer that it belongs to. Once the answers have been checked by your teacher, glue the pieces to the graphic organizer.

RACISM IN CANADA	
Segregation In Education	
Racism Towards Chinese In British Columbia	

INTERACTIONS BETWEEN SETTLER COMMUNITIES

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DIFFERENCES BETWEEN URBAN AND RURAL

There can be many differences between people who live in urban and rural communities. People moved to cities hoping to find work and an farming provided. Read the differences between urban and rural lifestyles and how they developed into a nation.

DIFFERENCES BETWEEN URBAN AND RURAL

Directions: Read each statement. Then, circle whether the statement is true or false.

Urban communities are large cities with many buildings and people.	True/False
Rural communities are smaller towns and villages with open spaces.	True/False
Urban areas have more transportation options, like streetcars, than rural areas.	True/False
Rural areas have more transportation options, like streetcars, than urban areas.	True/False

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Rural

DIFFERENCES BETWEEN COMMUNITIES

Few people nearby - neighbours far away
 Entertainment options nearby
 More ways to interact with different cultures besides your own

Many houses
 More options of living
 More options of living options
 More floors, usually

LESSON 16



LESSON #16



Summative Unit

Lesson Overview:

Students will demonstrate knowledge of Canada's diverse cultures through a slideshow assignment.

Materials Needed:

- Reliable technology: computer, projector, internet
- How Did We Get Here Assignment
- Final Task Assessment

Important Information:

1. The purpose of this Summative Task is to assess student knowledge.
2. Have students gather their previous research.
3. This assignment may take students a few days to finish.
4. Students will work on creating a slideshow about the knowledge they have gathered.

HOW DID WE GET HERE?

Directions: For this assignment, you will create a slideshow that demonstrates what you have learned. Follow the format provided below using information from previous lessons to help you.

FINAL TASK ASSESSMENT

Social Studies Success Criteria

- Research notes are complete and detailed.
- Information is relevant to the topic of study (answers the questions on each slide).
- Information is as complete as possible.
- Student has followed the assignment instructions.

Level 1	Level 2	Level 3	Level 4
---------	---------	---------	---------

HOW DID WE GET HERE?

- Interest and enthusiasm
- Eye contact - Look at your audience
- Formal body language (no slouching or fidgeting)
- Be prepared
- Knowledge of content

Level 1	Level 2	Level 3	Level 4
Presentation requires more teacher support to achieve success.	Presentation is approaching expectations.	Presentation meets success criteria.	Presentation exceeds success criteria.

your slide
ugh Canadian
and
background or
s Canada.

Slide 2:

- Title: The Chinese Head Tax
- Explain what the Chinese Head Tax was.
- Include an image on this slide that shows The Chinese Head Tax.

Urban
al
e
re
es?
senting
gs, such as
tryside

Slide 4:

- Title: Inuit Regions – Nunavut, Nunavik, and Nunatsiavut
- What are the names of the three Inuit regions in Canada? Explain where they are located.
- Include images of these regions and their unique landscapes.

What was
was it
Africville.

Slide 6:

- Title: Conclusion
- What did you find most interesting about Canadian history and immigration? Share your thoughts on this slide.

LESSON FORMATS



PDF

✓ Individual & Whole Unit



DIGITAL

✓ Google Slides

RESOURCE CAN BE USED IN-PERSON OR ONLINE