

Canada & Beyond

Communities in Canada 1780-1850

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This resource is written by experienced elementary teachers. Canada & Beyond meets the overall and specific expectations as outlined in the revised Ontario Social Studies Curriculum, Grades 1-6. Assessment and evaluation tools and strategies reflect the philosophy of the *Growing Success* document.

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Program Overview

Canada & Beyond provides students with the opportunity to learn in a variety of ways. Engaging lessons are accompanied by relevant, sequential, and age-appropriate activities that encourage each student to utilize his/her strengths to reach his/her full potential.

The Goal

The goal of Canada & Beyond is to provide a comprehensive, teacher-friendly program that develops students' "understanding of who they are, where they come from, where they belong, and how they contribute to the society in which they live" (Ontario Social Studies Curriculum, 2013). The program is designed to allow students to acquire the factual and explicit knowledge necessary to have success during inquiry investigations.

The Inquiry Process

By presenting students with relevant and age-appropriate learning opportunities, they will have the ability to pose their own powerful inquiry questions. Canada & Beyond is designed to follow the five components of the inquiry process:

- formulating questions
- gathering and organizing information, evidence, and/or data
- interpreting and analysing information, evidence, and/or data
- evaluating information, evidence, and/or data and drawing conclusions
- communicating findings

Students will develop and acquire skills to empower them to think critically, solve problems, draw informed conclusions, and effectively communicate their ideas.

Differentiation

Canada & Beyond recognizes the individual and diverse needs of today's classroom. Suggestions for differentiation are included in each lesson.

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Lesson 1: Looking Back in Time

In this lesson, students will be introduced to the concept of a timeline. They will plot a number of historical events on a visual timeline to help them gain a better perspective of the passage of time. This lesson will also introduce the time period (1780 -1850), the focus for this unit of study.



Materials

- string/yarn
- Time interval labels (p.)
- Historical event labels (p.)
- Historical date labels (p.)
- masking tape or clothespins
- five envelopes
- scissors
- chart paper
- markers
- Cooperative Group Work Checklist (p.)
- Blank Cooperative Group Work Checklist (p.)
- *I Want to Know About...* template (p.), one copy per student
- Historical Events Answers (p.)

Engaging Lesson

Part 1 – Creating a Timeline

- ✓ *Teacher Note: Make five copies of the historical event labels. Cut the labels and place one set of twelve events into each of the five envelopes. Cut a large piece of string/yarn and tape it along a whiteboard/blackboard/wall. This will become the visual timeline. Divide the line into equal time intervals. Place the time period labels in their appropriate positions.*

Begin by telling the students that today they are going to be creating a timeline of historical events. Divide the students into small groups (approximately 4 students per group). Hand each group an envelope. Explain to the students that inside the envelope there are twelve historical events. As a group, they are to:

1. Read over each of the events.
2. Work cooperatively to arrange the events in order from most recent to furthest in the past.
3. Once the events are in order, read them over one last time to make sure, as a group, you agree on the order in which they have been placed.
4. Have a seat and give the *thumbs up* symbol when you have completed the task.

Send the students off in their groups to work on the task. Encourage them to work together and compromise when needed.

Once every group has given the thumbs up signal for completion, ask each group to stand up beside their labels. Now, tell them that you are going to give them approximately three minutes to wander through the classroom to observe how the other groups arranged their events. When they are observing the work of other groups, they are not to touch or rearrange the sequence of events, they are merely observing their work and taking a mental note as to how the arrangement compares with the sequence of events completed by their group.

After the students have had a chance to look at each group's sequence of events, have them return to their original groups. Begin by asking:

- What event did you feel was most recent (closest to our current year)?
- Are all groups in agreement?

If all groups are not in agreement, have each group share which event they feel

should be placed first and why?

Reveal the first event → Introduction of the iPhone

Ask the students:

- In which year do you think the iPhone was introduced? (2007)
- Take a close look at the intervals on the large timeline that have been created. Where do you think we should place this event on the timeline?

Select a student to place the first event in the appropriate place on the timeline using masking tape or a clothespin. If the student does not locate the correct position on the timeline, ask another student to assist him/her.

Continue with this line of questioning until all the events have been placed in the correct order on the timeline.

Part 2 - What Was Life Like?

Select one student to stand in front of 1780 on the visual timeline. Then, select a second student to stand in front of 1850. Ask the students:

- Do we have any events listed on our timeline between 1780 and 1850?

Explain to the students that this time period is going to be the focus for our next unit. Ask the students to take a moment to imagine what life would have been like back then. During this period of time there were no computers, iPhones, televisions, cars, airplanes, etc.

Have the students return to their small groups from Part 1. Give each group a piece of chart paper and a marker. Tell the students that you would like them to work together as a group to come up with as many questions as they can about life

between 1780 -1850. You may wish to provide some sample questions to prompt thinking. For example:

- Who lived in Canada between 1780 -1850?
- Where did they get their food?
- What were their houses like?
- What was it like to be a child during this time?

Give the students ample time to develop a series of questions. Afterwards, have the students return to the large group. Invite each group to come up to the front to share the questions they have about life between 1780 -1850. Post all the group questions on the board. Ask the students:

- What do you notice about the questions you have recorded?
- Do you think we could make a master list of the questions we have about life during this time period?
- How could we go about doing that?

Write the title, *Questions We Have About Life Between 1780 -1850* on the top of a piece of chart paper. Create a master list of questions by eliminating duplicate questions and combining like questions.

Finally, review the master list of questions created. Explain to the students that these questions will guide our investigation of life between 1780-1850. Post the chart paper in a visible location for future reference.

Extensions

Provide a variety of print or online materials for students to look at to encourage their curiosity about the time period they are about to study. Include maps, photographs, diary entries, etc.

Showcase Your Learning

Distribute one copy of the *I Want to Know About... template* to each students. Ask the students to record at least five questions that they would like to answer during the course of this unit. They may refer to the chart created by their individual group, or the master list of questions created by the class.

Differentiation

Copy and cut out the list years that correspond with each significant event. Challenge the students to arrange the historical events in order from most recent to furthest away, as well as match the corresponding year with the correct event.

Have the students think of one question they have about life between 1780 -1850. Have them record this question on a sticky note. Once the students have completed their question, ask them to come to the front and place their sticky note on the chart paper. Read each question out loud to the class. Work together to place similar/duplicate questions together. Make a master list of questions using the sticky note questions as your guide.

Have the students sit in a circle. Ask the students to take a moment to think about what life was like between 1780 -1850. Have each student orally share their question to the class. Record the questions on chart paper. Group like items and eliminate duplicate questions to create a master list.

Assessment

Share the criteria for cooperative group work with the students or co-create criteria to be recorded on the Cooperative Group Work checklist provided. Circulate while students work in their cooperative groups. Use the checklist to record your observations.

Cooperative Group Work Checklist

Scale: 1 = Hardly ever
2 = Some of the time
3 = Most of the time
4 = All the time

[illegible]

Cooperative Group Work Checklist

Name				

Name: _____

I Want to Know About....

Life from 1780 - 1850 was very different from life as I know it today. Here are five questions I hope to have answered during this unit.

1. _____

2. _____

3. _____

4. _____

5. _____

Time Interval Labels

2025

Current Year

2000

1975

1950

1925

1900

1875

1850

1825

Historical Event Labels

Introduction of the
iPhone

Introduction of the World
Wide Web (www)

Introduction of the
personal computer by IBM

The CN Tower is built

The first person walks on
the moon

The first colour television
broadcast

Introduction of the car
seat belt

LEGO is invented

The invention of the
television

Ford manufactures its first
car

Invention of the
telephone

Canada becomes a
country

Historical Date Labels

2007	1952
1991	1949
1981	1926
1976	1903
1969	1876
1954	1867