hands-on
social studies

An Inquiry Approach

Grade 6

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Introduction to Hands-On Social Studies

Program Introduction
The Hands-On Social Studies program focuses on developing students’ knowledge, skills, and attitudes through active inquiry, problem solving, and decision making. Throughout all activities, students are encouraged to explore, investigate, and ask questions to heighten their own curiosity about, and understanding of, the world around them.

What Is Social Studies?
Social studies is an interdisciplinary study that draws from such traditional disciplines as history, geography, political studies, economics, and law. It involves the examination of communities, both locally and globally. In essence, social studies allows students opportunities to learn about the world around them, helping them become active citizens. Social studies also involves the development of disciplinary thinking, as well as inquiry, communication, and spatial skills. Students apply these skills to develop an understanding of their world by investigating and analyzing different perspectives, which enables them to make decisions and solve problems in everyday life.

The foundational background for social studies includes citizenship, disciplinary thinking, inquiry process, big ideas, framing questions, and spatial skills.

The Goals of Social Studies
The Hands-On Social Studies program has been designed to focus on the goals of the Ontario Social Studies Curriculum as identified by the Ontario Ministry of Education (2013). These goals are:

- to develop the ability to use the concepts of disciplinary thinking to investigate issues, events, and developments
- to develop the ability to determine and apply appropriate criteria to evaluate information and evidence and to make judgments
- to develop skills and personal attributes that are needed for discipline-specific inquiry and that can be transferred to other areas in life
- to build collaborative and cooperative working relationships
- to use appropriate technology to help students gather and analyze information, solve problems, and communicate
- to develop the skills, strategies, and habits of mind required for effective inquiry and communication

The Inquiry Approach to Social Studies
As students explore the concepts of social studies thinking, they should be encouraged to ask questions to guide their own learning. The inquiry model is based on five components:

1. formulating questions
2. gathering and organizing information, evidence, or data
3. interpreting and analyzing information, evidence, or data
4. evaluating information, evidence, or data, and drawing conclusions
5. communicating findings

Using this model, the teacher becomes the facilitator of the learning process, and students initiate questions, gather information, evaluate findings, and communicate their learning. As such, the process focuses on students’ self-reflections as they ask questions, discover answers, and communicate their understanding.
**Hands-On Social Studies Concepts and Expectations**

The Ontario Social Studies curriculum for all grade levels is organized into two strands: “Heritage and Identity” and “People and Environments.” The overall expectations, related concepts of social studies thinking, and big ideas for each grade and strand can be found in a chart in the introduction to each unit of the Hands-On Social Studies program. This chart identifies the following components:

### Overall Expectations

The overall expectations describe the general knowledge and skills that students are expected to demonstrate at the end of the strand. These are presented in chart form in the introduction to each unit.

### Concepts of Social Studies Thinking

The six underlying concepts of all social studies learning are:

1. **Understanding historical and spatial significance:** Students examine and identify the importance of something, whether it is an event, process, person, object, or location. The determination of significance is usually related to the impact on people or places.

2. **Cause and consequence:** Students evaluate how events and interactions affect society and/or the environment.

3. **Continuity and change:** Students compare and evaluate past and present events to determine how some things stay the same, while other things evolve or change over time.

4. **Patterns and trends:** Students examine characteristics and traits of environments to identify patterns and, over time, to identify trends.

5. **Interrelationships:** Students explore connections between natural and human systems.

6. **Perspective (both historical and geographic):** Students analyze and evaluate sources to identify whose perspectives are being represented, and to determine the importance of considering different perspectives when gathering information, data, and research.

**NOTE:** The Ontario Elementary Social Studies Teachers Association (OESSTA) has developed success criteria for the concepts of social studies thinking, for all strands and units in grades 1 to 6. This document is a useful resource in supporting teachers as they infuse the concepts of social studies thinking into their classroom programs. The OESSTA success criteria are included as a chart at the beginning of each unit.

### Big Ideas

Big ideas are the enduring understandings that students carry with them into the future. Big ideas are often transferable to other subjects and real-life experiences.

### Specific Expectations

Specific expectations for each strand are presented in chart format in the introduction to each unit. Alongside each specific expectation, corresponding lessons are identified.

### Hands-On Social Studies Program Principles

- Effective social studies programs involve hands-on inquiry, field studies, problem solving, and decision making.
- The development of students’ understanding of the concepts of social studies thinking, skills, and attitudes form the foundation of the social studies program.
Children have a natural curiosity about the world around them. This curiosity must be maintained, fostered, and enhanced through inquiry and active learning.

Social studies activities must be meaningful, worthwhile, and connect to real-life experiences.

Teachers should encourage students to ask questions and should themselves model inquiry by formulating and asking their own questions. The teacher's major roles in the social studies program are to facilitate activities and to encourage thinking and reflection.

Social studies should be taught in correlation with other school subjects. Themes and topics of study should integrate ideas and skills from several core areas whenever possible.

The social studies program should encompass a wide range of educational resources, including nonfiction research material, primary source documents and photos, audio-visual resources, technology, as well as people and places in the local community (such as the local neighbourhood, historic sites, museums, Elders, witnesses to historic events).

Assessment of student learning in social studies should be designed to focus on performance and understanding, and should be conducted through meaningful assessment techniques carried on throughout the units of study.

Program Implementation

Program Resources

The Hands-On Social Studies program is arranged in a format that makes it easy for teachers to plan and implement. Units are the selected topics of study for the grade level.

The lessons within each unit relate directly to the expectations identified at the start of each unit (see pages 31 and 175), which complement those established in the Ontario Social Studies Curriculum document (2013). Units are organized as follows:

Curriculum Correlations

Four charts are included in this section:

1. Unit Overview. This includes overall expectations, the concepts of social studies thinking, and Big Ideas.

2. Curricular Expectations. This provides correlations between lessons and expectations.

3. Concepts of Social Studies Thinking: Success Criteria. This chart reflects the curriculum focus on concepts of social studies thinking and the application of success criteria for student learning.

4. Cross-Curricular Connections. This presents a synopsis of correlations between lessons in the unit and other subject areas, including Language Arts, Mathematics, Science, the Arts, and Physical Education/Health.

Teachers are encouraged to review these charts prior to beginning the unit, and to refer back to them throughout the teaching and learning process.

Books for Students and Websites

The curriculum charts are followed by a list of student books and several annotated websites that relate to the unit topic.

Introduction to the Unit

Each unit begins with an introduction to the topic of study. This introduction provides a general outline for the unit, brief background information for teachers, planning tips for teachers, and vocabulary related to the unit. It also suggests a culminating task for the end of the unit that the class will work toward.
Lessons
The unit activities are organized into topics based on the specific expectations. Each lesson includes:

Lesson Description
This section describes the lesson and its purpose, including Guided Inquiry Questions, Learning Goals, and the Concepts of Social Studies Thinking upon which the lesson focuses. The Learning Goals are an integral part of the assessment process. From these, students and teachers co-construct success criteria for the lessons, which students will use to monitor their learning.

Information for Teachers
Some lessons provide teachers with content knowledge that focuses specifically on the topic of study. Such information is presented in a clear, concise format.

Materials
A complete list of materials and resources required to conduct the activities is provided. The quantity of materials required will depend on how teachers conduct the activities. If students are working individually, teachers will need enough materials for each student. If students are working in groups, the materials required will be significantly reduced. Many of the identified items are for the teacher to use for display purposes or to make charts for recording students’ ideas. In some cases, visual materials have been provided with the activity in the form of photographs, illustrations, maps, sample charts, and diagrams to assist the teacher in presenting ideas and questions and to encourage discussion. A black-and-white thumbnail reference is included in the appendix, and colour images of the thumbnails can be found in the picture file on the CD at the back of this book.

NOTE: Images on the CD may be projected or printed for use in the lessons. Some activities require that students work with hard copy prints. Other images are intended for use in a slide show or displayed/projected for the whole class. Teachers can choose to use various options based on the availability of projectors, as well as on the needs of their students.

Activating Prior Knowledge
This includes strategies to connect with prior knowledge and experiences related to the learning goals for the lesson, to establish a positive learning environment, and to set the context for learning. The strategies often involve questions that are a starting point, to be augmented by students’ own questions and observations.

Activity
Instructions are given step by step. This procedure includes higher-level questioning techniques and suggestions for encouraging discussion, inquiry, decision making, and problem solving. It also introduces new learning and provides opportunities to practise and apply learning.

Most lessons include activity sheets for students to use to communicate their learning. At the discretion of the teacher, the activity sheets may be completed by individual students, pairs of students, or small working groups. As an option, activity sheets can be projected and completed together as a class.

In some lessons, inquiry guides are provided. These are to be used to model the presentation of content for students, and to ensure the generation of inquiry questions on specific topics. As with activity sheets, inquiry guides can be completed by individual students, pairs of students, small working groups, or projected and completed together as a class.
Consolidate and Debrief
Students are provided with ways to demonstrate what they have learned through consolidation and reflection. This process allows for synthesis and application of inquiry and new ideas.

Extending the Learning
This section includes optional activities intended to extend, enrich, and reinforce the expectations.

Assessment Suggestions
Throughout each lesson, assessment suggestions are provided. These assessment strategies focus specifically on the learning goals of the lesson. In the next section, on page 12, assessment is dealt with in detail. Keep in mind that the suggestions made in the lessons are merely ideas to consider – you may also refer to the other assessment strategies presented in the next section, or use your own techniques.

Accommodating Diverse Learners
It is important to consider the unique learning styles and needs of each student in the social studies classroom. In order to ensure that all students meet with success, including students with special needs and English-language learners, accommodations should be made during activities and assessment. Please see the Ontario Curriculum for Social Studies, pages 37–43, for accommodation guidelines.

Classroom Environment
The classroom environment is inclusive of the diverse backgrounds and learning needs of all students. The strengths students bring to school are identified, nurtured, and used to promote student achievement. Students are encouraged to ask questions, and different perspectives are appreciated.

The classroom environment must also foster the conditions that are required for inquiry and discussion. To promote inquiry in the classroom, consider doing the following:

- Foster an atmosphere that is non-threatening, so that all students are comfortable asking questions.
- Provide lots of opportunities for students to reflect on the questions and discuss their ideas with one another and the teacher.
- Model for students how to gather the information they need so they have an adequate foundation for discussion.
- Ensure questions are clear and vocabulary is appropriate to learners.
- Avoid dominating discussion.
- Provide equal opportunities for all learners to participate.
- Model good questions and questioning strategies.
- Guide students in discovering answers to questions.

The classroom setting is an important component of the learning process. An active environment – one that gently hums with the purposeful conversations and activities of students – indicates that meaningful learning is taking place. When studying a specific topic, the room should display related objects and materials: student work; pictures and posters, maps, graphs, and charts made during activities; and anchor charts of important concepts, procedures, skills, or strategies that are co-constructed with students. Visuals serve as a source of information and reinforce concepts and skills that have been stressed during social studies activities, and also serve to support those students who are visual learners. Charts outlining success criteria are also displayed in the classroom.
Planning Units (Time Lines)
No two groups of students will cover topics and material at the same rate. Planning the duration of units is the responsibility of the teacher. In some cases, the activities described herein will not be completed during one block of time and will have to be carried over. In other cases, teachers may observe that the students are especially interested in one topic, and they may choose to expand upon it. The individual needs of students should be considered; there are no strict time lines involved in the Hands-On Social Studies program. It is important, however, to spend time on every unit in the program so that students focus on all of the curriculum expectations established for their grade level.

Classroom Management
Inquiry is emphasized throughout this program; the manner in which these experiences are handled is up to the teacher. In some cases, teachers may have all students working with materials and resources individually; in other cases, teachers may choose to use small-group settings. Small groups encourage the development of learning skills and social skills, enable all students to be active in the learning process, and mean less cost in terms of materials and equipment. Again, classroom management is left up to the teacher – it is the teacher who, ultimately, determines how the students in his or her care function best in the learning environment.

Social Studies Skills: Guidelines for Teachers
While involved in the Hands-On Social Studies program, students will use a variety of skills while asking questions, conducting inquiry, solving problems, and making decisions. The following provide some guidelines for teachers when encouraging students’ skill development in social studies.

Communication
In social studies, one communicates by means of visuals, maps, diagrams, graphs, charts, models, symbols, as well as with written and spoken language. Communicating spatial and statistical information through visuals includes:

- examining and discussing visuals, and making inferences
- drawing pictures and labelled diagrams
- reading, interpreting, and annotating a variety of maps and globes
- making and labelling maps
- examining and discussing artifacts, and making inferences
- reading and interpreting data from tables and charts
- making tables and charts
- reading and interpreting data from graphs
- making graphs
- making models
- using oral and written language

Visuals
Students should be given many opportunities to examine and discuss visuals related to topics of study. Visuals include illustrations, artwork, photographs, satellite images, aerial maps, and diagrams; in history, it will include primary documents and photographs (originals created during the time period being studied). Observation skills are developed by examining and analyzing such visuals. In turn, students should be encouraged to create their own visuals (e.g., drawings and diagrams) to communicate their understanding of concepts and ideas.
Spatial Skills
Spatial skills involve the use of maps, globes, graphs, and related language.

Maps
When presenting maps or when students make their own maps as part of a specific activity, there are guidelines that should be followed. Maps should have an appropriate title that indicates specifically the information being presented. Maps may also have:

- a compass rose, which is used to identify directions
- a legend, which describes the symbols used on the map
- a scale, which communicates relative area and distance

As students progress through the grade levels, they should become proficient in reading maps and in producing maps that include the above-mentioned components, as in the following example:

Maps convey various types of information – geographical locations, physical land features, population, natural resources, vegetation, and so on. Students should be provided with opportunities to use, read, and construct a variety of maps in order to develop these skills of communication on social studies.

Mapping skills are best integrated within student inquiries, rather than as discrete topics. Students should be encouraged to ask simple geographic questions, such as the following:

- Why is that town there?
- How are landforms and waterways used?

Mapping activities should also include the use of geotechnologies. There are many digital websites that teachers and students can use to map and analyze communities and their characteristics (see Websites and Videos, page 37 and Websites, page 180).

Spatial Journals
A spatial journal, which is used in geography, is a type of annotated map. It is useful as a teaching and learning strategy for connecting text to maps. It is a visual representation, or map, that includes information relevant to specific locations. In its simplest form, the development of a classroom spatial journal might involve attaching sticky notes – with inquiry questions and answers (or interesting anecdotes related to the topic of study) – to a wall map. Map locations are numbered and correspond to numbers on the notes. The notes and locations are also connected with lines (which could be made of string or wool), as in the example on page 9.
Technology such as Google Earth or ArcGIS Explorer can also be used to create spatial journals.

**NOTE:** Spatial journals are especially useful when addressing concepts related to the People and Environments strand of the Ontario Social Studies curriculum. However, annotated maps are also useful when exploring the units in the Heritage and Identity strand.

**Charts**

Charts require appropriate titles, and both columns and rows need specific headings. All of these titles and headings should be capitalized. A chart can be in the form of a checklist or can include room for additional written information and data. For example:

<table>
<thead>
<tr>
<th>Data Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area of Provinces and Territories</strong></td>
</tr>
<tr>
<td>Province/Territory</td>
</tr>
<tr>
<td>Yukon</td>
</tr>
<tr>
<td>Manitoba</td>
</tr>
<tr>
<td>Ontario</td>
</tr>
</tbody>
</table>

**Checklist Chart**

<table>
<thead>
<tr>
<th>Location of Countries of the World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
</tr>
<tr>
<td>Canada</td>
</tr>
<tr>
<td>Australia</td>
</tr>
<tr>
<td>New Zealand</td>
</tr>
</tbody>
</table>

**Graphs**

There are guidelines that should be followed when presenting graphs or when students are constructing graphs.

* A bar graph is a common form of communication used in the early grades. Bar graphs should always be titled so that the information communicated is easily understood. The title should be capitalized in the same manner as one would title a story. Both axes of the graph should also be titled and capitalized in the same way. In most cases, graduated markings are noted on one axis, and the objects or events being compared are noted on the other. On a bar graph, the bars must be separate, as each bar represents a distinct piece of data.

* A double bar graph is commonly used when comparing similar attributes in two different sets, events, or objects.

* A broken line graph is used to communicate data when measuring an object or event over a period of time. For example, a broken line graph may be used to present local daily temperatures over a period of one week.
For example:

**Bar Graph**

*Where We Live*

<table>
<thead>
<tr>
<th>Type of Home</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>House</td>
<td>10</td>
</tr>
<tr>
<td>Apartment</td>
<td>5</td>
</tr>
<tr>
<td>Duplex</td>
<td>8</td>
</tr>
</tbody>
</table>

**Double Bar Graph**

*Population Growth*

<table>
<thead>
<tr>
<th>Year</th>
<th>Population (in millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>5</td>
</tr>
<tr>
<td>2011</td>
<td>6</td>
</tr>
<tr>
<td>2012</td>
<td>5.5</td>
</tr>
<tr>
<td>2013</td>
<td>6.5</td>
</tr>
</tbody>
</table>

**Broken Line Graph**

*Daily High Temperatures*

- Temperature °C
  - 0
  - 5
  - 10
  - 15
  - 20
  - 25
  - 30
  - 35

- Date
  - Sun May 8
  - Mon May 9
  - Tues May 10
  - Wed May 11
  - Thurs May 12
  - Fri May 13
  - Sat May 14

**Models**

When students are given the opportunity to construct models, they present their learning in a concrete manner. Modelling also serves as an excellent precursor to more abstract tasks. For example, when students build a concrete model of a community and look at the model from above, they better understand how maps are created to communicate physical locations.

**Vocabulary**

Communicating involves using the language and terminology of social studies. This can be complex, because it often includes technical terms and words from many languages. Students should be encouraged to use the appropriate vocabulary related to the topics of study (e.g., community, province, country, culture, tradition, origin, urban, and rural). As well, teachers should use, and encourage students to use, vocabulary related to the inquiry model and spatial skills.
Vocabulary related to spatial skills includes the language of location. Descriptions of relative location use terms such as near, far, close, beside, above; as well as cardinal directions (north, east, south, west); and intermediate directions (northeast, northwest, southeast, southwest). Absolute location uses terminology that is not related to another location; for example, latitude, longitude, address, and postal code are examples of absolute location.

Students should use the vocabulary and terminology both orally and in written form, as appropriate to their developmental stages. Consider developing word walls and whole-class or individual glossaries whereby students can record the terms learned and define them in their own words. Glossaries can also include sketches, labelled diagrams, and examples.

Geographic Definition
In defining geography, Charles Gritzner (2002, 38–40) notes that all geographic inquiry should begin with the question, “Where?” He suggests that geographers, and learners of geography, also investigate why they are where they are, or why events happen where they happen. And, because these events, features, and conditions have impact on humans, it is worthwhile to consider why they are important to us. Gritzner has condensed these ideas into a short but meaningful phrase: “What is where, why there, and why care?”

For teachers, the use of the geographic definition is valuable when exploring geographical issues, and can be considered when posing questions to students. For example:

- When investigating provincial parks, discuss where they are located, why they are located in those places, and how humans impact the natural environment in those parks.

These kinds of inquiries generate thoughtful discussion related to geographical issues while fostering connections to students’ real-life experiences.

NOTE: The geographic definition is directly connected to concepts in the People and Environments strand of the Ontario Social Studies Curriculum. As such, in the introduction to these units, specific details are provided to assist teachers and students in exploring the geographic definition as it relates to the unit of study.

Research
Research is to be done within an inquiry approach. Research involves the following:

- asking questions
- locating information from a variety of reliable sources
- organizing the information
- interpreting and analyzing information
- presenting findings

To enhance the learning experience, teachers should always provide a structure for the research that highlights student-generated questions, as well as a format to be followed. It is also essential that teachers review research resources (both print and online) to ensure that they are appropriate for student use. Suggestions for research guidelines are presented regularly throughout the Hands-On Social Studies program.
Hands-On Social Studies

Assessment Plan

The Hands-On Social Studies Assessment Plan

The Hands-On Social Studies program provides a variety of assessment tools that enable teachers to build a comprehensive and authentic daily assessment plan for students. Based on current research about the value of quality classroom assessment (Davies 2011), suggestions are provided for authentic assessment, which includes assessment for learning, assessment as learning, and assessment of learning.

Ontario’s policy on assessment is outlined in the document Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (see <www.edu.gov.on.ca/eng/policyfunding/success.html>). The document outlines a fundamental shift in the roles of teachers and students in the learning process:

In a traditional assessment paradigm, the teacher is perceived as the active agent in the process, determining goals and criteria for successful achievement, delivering instruction, and evaluating student achievement at the end of a period of learning. The use of assessment for the purpose of improving learning and helping students become independent learners requires a culture in which student and teacher learn together in a collaborative relationship, each playing an active role in setting learning goals, developing success criteria, giving and receiving feedback, monitoring progress, and adjusting learning strategies. The teacher acts as a “lead learner,” providing support while gradually releasing more and more responsibility to the student, as the student develops the knowledge and skills needed to become an independent learner.

The primary purpose of assessment is to improve student learning. Assessment for learning provides students with descriptive feedback and coaching for improvement. Assessment as learning helps students self-assess by developing their capacity to set their own goals, monitor their own progress, determine their next steps in learning, and reflect on their learning. Assessment of learning is summative in nature and is intended to identify student progress in relation to learning expectations. The challenge for educators is to integrate assessment seamlessly with other learning goals. The Ontario assessment model uses the following process:

- **Establish learning goals from curriculum expectations**: Lessons include learning goals in student-friendly language that have been developed from curriculum expectations. These learning goals are to be shared with students and used to guide instruction.

- **Develop success criteria**: These descriptors are written in student-friendly language to help students understand what successful learning looks like. Criteria can be established by the teacher, using assessment task exemplars of student work, or by using the Achievement Chart from the Ontario Curriculum for Social Studies, grades 1 to 6 (page 16). Success criteria can also be determined in collaboration with students.

- **Provide descriptive feedback**: In conversation with students, identify what criteria they have and have not met, and provide any needed instruction. At this stage, teachers work with students to identify next steps to determine how students may improve. This may include differentiating instruction.
Assessment Plan

- **Use information for peer and self-assessment**: Students assess their own work and the work of others to determine what still needs to be done.

- **Establish individual goals**: Students determine what they need to learn next and how to get there.

The *Hands-On Social Studies* program provides assessment suggestions, rubrics, and templates for use during the teaching/learning process. These suggestions include tasks related to assessment for learning, assessment as learning, and assessment of learning.

**Assessment for Learning**

It is important for teachers to assess students’ understanding before, during, and after a social studies lesson. The information gathered helps teachers determine students’ needs and then plan the next steps in instruction. Students may come into class with misconceptions about the concepts of social studies thinking. By identifying what they already know, teachers can help students make connections and address any challenging issues.

To assess students as they work, use the assessment-for-learning suggestions provided with many of the activities.

When assessment for learning is suggested in a lesson, the following icon is used:

![aFl]

While observing and conversing with students, teachers may use the *Anecdotal Record* sheet and/or the *Individual Student Observations* sheet to record assessment-for-learning data.

- **Anecdotal Record**: To gain an authentic view of a student’s progress, it is critical to record observations during social studies activities. The *Anecdotal Record* sheet, presented on page 18, provides the teacher with a format for recording individual or group observations.

- **Individual Student Observations**: When teachers wish to focus more on individual students for a longer period of time, consider using the *Individual Student Observations* template, found on page 19. This template provides more space for comments and is especially useful during conferences, interviews, or individual student performance tasks.

Students should have a method to monitor this feedback from the teacher. Students may use the *Social Studies Journal* (a template for the journal is included with lesson 1 in each unit), add notes to their portfolios, or keep online social studies blogs or journals to record successes, challenges, and next steps related to the learning goals.

**Assessment as Learning**

It is important for students to reflect on their own learning in relation to social studies. For this purpose, teachers will find a *Student Self-Assessment* sheet on page 23, as well as a *Student Reflections* sheet on page 24. In addition, the *Social Studies Journal* will encourage students to reflect on their own learning.

When assessment as learning is suggested in a lesson, the following icon is used:

![aAl]

Student reflections can also be done in many ways other than using these templates. For example, students can:

- interview one another to share their reflections on social studies
- write an outline or brief script and make a video reflection
- create an electronic slide show with an audio-recording of their reflections

Assessment of Learning

Assessment of learning provides a summary of student progress related to the accomplishment of the learning goals at a particular point in time. It is important to gather a variety of assessment data to draw conclusions about what a student knows and can do. As such, consider collecting student products, observing processes, and having conversations with students. Teachers should also consider which student work is formative and which is summative in their deliberations. Only the most recent and consistent evidence should be used.

When assessment of learning is suggested in a lesson, the following icon is used:

Assessment of learning suggestions are provided with the culminating lesson of each unit of the Hands-On Social Studies program. Teachers may use the Anecdotal Record sheet, found on page 18, the Individual Student Observations sheet, found on page 19, and the Rubric, found on page 21, to record student results.

Performance Assessment

Both assessment for learning and assessment of learning include performance assessment. Performance assessment is planned, systematic observation and assessment that is based on students actually doing a specific social studies activity. Teacher- or teacher/student-created rubrics can be used to assess student performance.

A sample rubric and template for teacher use are included on pages 20 and 21. For any specific activity, before the work begins, the teacher and students should together discuss success criteria for completing the task. This will ensure that the success criteria relate to the lesson’s learning goals. The teacher can then record these criteria on the rubric.

When conducting assessment for learning, the rubric can be reviewed with students to determine strengths, challenges, and next steps related to learning goals.

When conducting assessment of learning, the rubric can be used to determine summative data. For example, teachers can use the rubric criteria to assess student performance, and students can receive a check mark point for each criterion accomplished to determine a rubric score from a total of four marks. These rubric scores can then be transferred to the Rubric Class Record, found on page 22.

When using the rubric for assessment of learning, consider using four levels of achievement to correlate with the Ontario Social Studies Achievement Chart (see page 16). For example:

1. Achievement that falls much below the provincial standard
2. Achievement that approaches the provincial standard
3. Achievement that meets the provincial standard
4. Achievement that surpasses the provincial standard

The Hands-On Social Studies program provides numerous opportunities for students to apply their skills. By considering the same levels of achievement throughout the year, teachers should be able to track student learning and
determine when students have a thorough understanding and in-depth application of concepts and skills.

**Portfolios**

A portfolio is a collection of work that shows evidence of a student's learning. There are many types of portfolios – the showcase portfolio and the progress portfolio are two popular formats. Showcase portfolios highlight the best of students' work, with students involved in the selection of pieces and justification for choices. Progress portfolios reflect students' progress as their work improves and aim to demonstrate in-depth understanding of the materials over time.

Select, with student input, work to include in a social studies portfolio or in a social studies section of a multi-subject portfolio. Selections should include representative samples of student work in all types of social studies activities. Templates are included to organize the portfolio (*Portfolio Table of Contents* is on page 25, and *Portfolio Entry Record* is on page 26).

**Summative Achievement Levels**

At the end of each unit, the teacher can determine achievement levels for each student. All assessment information gathered throughout the unit can be used to identify these levels, by referring to the Ontario Social Studies Achievement Chart on page 16.

A blackline master, *Summative Achievement Levels*, is included on page 27 for recording this information.

**Important Note to Teachers**

Throughout the *Hands-On Social Studies* program, suggestions are provided for assessment for learning, assessment as learning, and assessment of learning. Keep in mind that these are merely suggestions. Teachers are encouraged to use the assessment strategies presented in a wide variety of ways, and to ensure that they build an effective assessment plan using these assessment ideas, as well as their own valuable experiences as educators.

**References**


Unit 6A

Communities in Canada, Past and Present
## Unit Overview

<table>
<thead>
<tr>
<th>Overall Expectations</th>
<th>Concepts of Social Studies Thinking</th>
<th>Big Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1. Application</strong></td>
<td>Cause and Consequence; Patterns and Trends</td>
<td>Many different communities have made significant contributions to Canada’s development.</td>
</tr>
<tr>
<td>Assess contributions to Canadian identity made by various groups and by various features of Canadian communities and regions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A2. Inquiry</strong></td>
<td>Perspective</td>
<td>Different groups may experience the same development or event in different ways.</td>
</tr>
<tr>
<td>Use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A3. Understanding Context</strong></td>
<td>Significance; Continuity and Change</td>
<td>Significant events in different communities have contributed to the development of the identity of that community and of Canada.</td>
</tr>
<tr>
<td>Demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada.</td>
<td></td>
<td></td>
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</tbody>
</table>
Introduction to the Unit

In this unit, students will explore the experiences and perspectives of diverse communities in historical and contemporary Canada and examine how they have contributed to the development of the Canadian identity.

The culminating activity has students developing Heritage Fair projects that focus on students’ inquiry questions related to topics studied throughout the unit.

Planning Tips for Teachers

Because this unit focuses on Canadian identity and communities, including both historical and current individuals and groups who have made Canada what it is today, teachers will need background material in these areas. Some good sources for these materials include:

- Magazines such as Kayak, a history magazine for children, and Canada’s History (formerly The Beaver)
- Biographies and graphic novels
- Antiques, artifacts, or other objects that relate to the individuals and groups being studied in this unit
- Historical photographs of people and places. The Library and Archives Canada online Image database can be helpful. Visit: <www.collectionscanada.gc.ca/lac-bac/search/images>.
- Historical maps and atlases. The Historical Atlas of Canada provides easy-to-understand maps about immigration, population growth, and changing boundaries.
- Resources within your community to enrich the classroom activities. Field trips to local museums are a great way for students to learn more about Canada’s past. For information about Ontario museums, visit the Ontario Museum Association: <www.museumsontario.com/en>.

Put together a variety of reading materials for students, both fiction and nonfiction, at a range of reading levels. If possible, allow time for students to peruse history websites, including those with a First Nations or Métis focus, as well as those that relate to immigration. Always preview any website you expect students to use. For suggestions, see Books for Students, page 36, and Websites and Videos, page 37.

Vocabulary Related to the Unit

Throughout this unit, teachers should use, and encourage students to use, vocabulary such as: bilingualism, census, community, culture, data, demographics, diversity, emigrate, ethnic group, First Nations, heritage, homeland, human rights, identity, immigrate, inclusiveness, leader, Métis, multiculturalism, perspective, push and pull factors, settler, stereotype, survey, symbol, volunteer.

Also, encourage the use of vocabulary related to the social studies inquiry model, including vocabulary related to:

- asking questions
- gathering and organizing information
- analyzing and interpreting information
- evaluating and drawing conclusions
- communicating learning

The vocabulary of the inquiry process may include terminology such as: access, analyze, ask, assess, brainstorm, collect, communicate, compare, connect, consider, construct, create, describe, develop, draw conclusions, estimate, evaluate, explain, explore, find, follow, gather, graph, identify, improve, interpret, investigate, measure, observe, order, organize, plan, predict, propose, recognize, record, repeat, research, respond, select, survey, tally.
As well, students should be encouraged to use vocabulary related to spatial skills such as: **absolute location**, **atlas**, **bar graph**, **cardinal directions**, **demographic map**, **digital map**, **double bar graph**, **globe**, **latitude**, **legend**, **line graph**, **location**, **longitude**, **map**, **relative direction** (e.g., **right**, **left**, **in front**, **behind**), **scale**, **symbol**, **thematic map**, **title**.

Furthermore, as appropriate, teachers should use, and encourage students to use, language related to the social studies thinking concepts such as: **cause**, **change**, **consequence**, **importance**, **interrelationships**, **pattern**, **perspective**, **result**, **significance**, **trend**.

**NOTE:** A success criteria chart for the concepts of social studies thinking is included on page 33 to guide teachers in their focus on these concepts during this unit of study.

A glossary is referred to throughout the unit, and students are encouraged to record new terminology in it, along with definitions and illustrations. Where possible, students can be encouraged to draw pictorial representations of the word(s) to enrich learning and support literacy. As well, a social studies word wall can be created on a bulletin board or simply on a piece of poster paper. On it, record the vocabulary that is introduced throughout the unit, along with related visuals, examples, and definitions. Ensure that the word wall is placed in a location where all students can see and access the words.
3 Canada’s First Peoples

The purpose of this lesson is to have students examine the significance of peoples of the First Nations as Canada’s original peoples.

Guided Inquiry Questions:
- Who were the original peoples of Canada?
- Where did the First Nations peoples live?
- What was daily life like for First Nations peoples before contact?

Learning Goal:
- We are learning about the First Nations peoples of Canada.

Concepts of Social Studies Thinking:
- Significance
- Continuity and Change

Information for Teachers

Early First Nations Peoples

The First Nations peoples, the first Canadians, depended on the environment to survive. The environment of Canada is extremely diverse, and the geography, vegetation, climate, and natural resources of the land determined the First Nations peoples’ varied lifestyles. Six major groups of First Nations peoples lived in what is now Canada. Within each major group, many different nations lived in the same geographical region. The similar environments shaped their lifestyles in many ways, but the people spoke different languages, and there were differences in their cultures. In the area we now call Canada, more than 50 First Nation languages existed. Relationships existed between the societies. Some, such as trade of goods, were positive; other relationships were not positive. Many groups co-existed peacefully but had little interaction. Between some nations, conflict existed. Some conflicts were small and short lived, while others were serious and went on for generations.

Northwest Coast Peoples

The Northwest Coast peoples lived on coastal land that was mountainous and thickly wooded. With access to the ocean and numerous rivers and streams, they ate a lot of fish, especially salmon. Heavy rains created lush forests and supported wildlife such as deer, moose, bear, and a variety of birds. The Northwest Coast peoples were hunters and fishers. The climate was mild, and the food was abundant. Because of these natural conditions, many First Nations peoples lived in this area, including the Haida, the Tlingit, the Nuxalk, and the Coast Salish. The people of the Northwest Coast were wealthy and lived in large, ornately decorated plank houses; they also had more leisure time than some other First Nations groups, and they created beautiful art. Detailed totem poles were carved, painted, and used as public displays of wealth.

Plateau Peoples

The Plateau peoples settled between the Pacific Coast Mountains and the Rocky Mountains. This land was flat, and it received little rain or snow. The climate was cold in winter and warm in the summer. The Plateau peoples’ lifestyle was similar to that of the Pacific Coast peoples. They were hunters and fishers and lived on wildlife and salmon. Some of the First Nations in this region were the Kutenai, Tsilhqot’in, Secwepemc, and the Interior Salish. Because this geographic area was between the Pacific coast and the plains, the nations in this area varied in their lifestyles. The Kutenai took part in the plains bison hunt, while the Salish relied more heavily on fishing. The Interior Salish travelled in semi-nomadic bands and lived in pit houses, partly dug into the ground. The climate on the plains was harsher than on the coast, so life was more difficult.
Plains Peoples

The land of the Plains peoples was rolling hills and grasslands. In the present day, this area spans the southern parts of Alberta, Saskatchewan, and Manitoba. Great herds of bison roamed the plains, and the Plains peoples’ way of life developed around the bison. Plains peoples’ homes were tipis of raised poles covered with animal hides. They could be taken down and put up quickly. The land was rich and fertile, and gradually many of these people became farmers. Among the Plains peoples were the Siksika, the Cree, the Nakota, and the Anishinaabe.

Eastern Woodlands Peoples

The Eastern Woodlands peoples lived on the land around the Great Lakes, the St. Lawrence River, and the Ohio River. The rolling hills and valleys were covered with birch, elm, and maple forests. There were many lakes, rivers, and streams. The climate was warm in the summer and cold in the winter. Peoples included the Algonquian-speaking nations of the Mi'kmaq, Odawa, and Algonquin, primarily hunters, gatherers, and fishers, as well as the Iroquoian-speaking farmers, who grew corn, beans, and squash and were also hunters. They included the five nations of the Haudenosaunee (Iroquois) — the Mohawk, Oneida, Onondaga, Cayuga, and Seneca—as well as the Wendat, Petun, Neutral, and Erie. The Haudenosaunee lived in longhouses. These structures were often 40 metres or more in length, and housed up to 100 people. All the people in the longhouse were related through their female members.

Arctic Peoples

The Arctic peoples lived on flat, treeless land in the most northern regions of Canada. Much of this area is made up of islands in the Arctic Ocean. In some places, the ground is frozen year round. The people of this area were extremely resourceful. They were hunters who used every available natural resource in order to survive. The people of the Arctic call themselves Inuit, meaning “the people.” Although often thought of as one group, the Inuit comprise many different nations, including the Inuvialuit, Copper Inuit, Caribou Inuit, and Netsilik. All speak variations of the Inuktitut language.

Subarctic Peoples

The Subarctic peoples lived in the area stretching from northern British Columbia to the Atlantic coast. The summers were warm and dry, while the winters were long, cold, and snowy. Forests of pine, birch, and maple were home to moose, elk, deer, rabbits, and caribou. These animals moved as the seasons changed. In winter, for example, they moved south to warmer territories. The Subarctic peoples moved with the animals that they hunted. Many different languages were spoken in the Subarctic. Those in the east, such as the Cree, Northern Anishinaabe, and Innu spoke the Algonkian languages. Those in the west, such as the Dene, Tlingit, Tsilhqot’in, Dunne-za, Dakelh/Wet’suwet’en, and Slavey, spoke Athapaskan languages. Shelters would differ depending on where the camp was established. Some, like the Plains peoples, lived in hide-covered tipis; others lived in conical wigwams made of birch bark.

Materials

- chart paper
- markers
- Image File: Canada’s First Peoples (See appendix, page 297, and the CD at the back of this book. Project full-page images.)
- projector
- wall map of Canada
- Map: Early First Nations Peoples in Canada (A.3.1)
- Activity Sheet: Inquiry Research (A.3.2)
access to the Internet
print and online resources about various First Nations
computers with PowerPoint
Extending the Learning Activity Sheet: Compare-Contrast Frame (A.3.3)

Activating Prior Knowledge

Divide the class into working groups, and provide each group with a sheet of chart paper and markers. Have groups brainstorm and record what they know about Canada’s First Nations peoples.

Have the groups present their findings to the class. On chart paper, record inquiry questions generated during presentation and discussion.

Present a slide show of Image File: Canada’s First Peoples (from CD). As each image is projected, discuss the people, activities, and environment depicted. Also, discuss similarities and differences.

Assessment for Learning

Observe students as they participate in the discussion, focusing on their ability to share background knowledge and explore images of First Nations peoples.

Activity: Part One

Display a wall map of Canada. Ask:

- What does this map tell you?
- What year was this map published?
- Compared to an historical map, what does this map tell you about Canada?

Provide each student with a copy of Map: Early First Nations Peoples in Canada (A.3.1). As a class, discuss the map, focusing on the title, legend, and shaded areas. Ask:

- What does the map tell you about the early First Nations peoples in Canada?

Record students’ ideas on chart paper.

Explain that there were many nations of First Nations peoples living in what is now Canada. Six major groups, classified by geographical zone, are shown on this map. Within each of these groups were different nations. Explain to students that First Nations peoples and anthropologists have several different methods of grouping or classifying First Nations peoples. The groupings being used in this unit are not the only commonly accepted groupings.

Tell students that they will work in groups to research one of these First Nations groups. Ask:

- What would you like to find out about these groups?

Generate a list of inquiry questions to guide the research, and record these on chart paper. For example:

- Where did they live?
- What was the environment like in the region?
- What was daily life like?
- What did they eat?
- What was their shelter like?
- What did they use for transportation?
- What kinds of traditions and celebrations did they have?

Divide the class into six working groups, and provide each group with a copy of Activity Sheet: Inquiry Research (A.3.2). Have each group select a different First Nation to research. Have students come up with inquiry questions and use available print and online resources to research their groups.

Activity Sheet

Directions to students:

On the spider web, record your inquiry questions and research about one of the First Nations of Canada (A.3.2).
Activity: Part Two

Once students have gathered sufficient information and recorded it on their activity sheet, have each group create a PowerPoint presentation to display students’ findings. As a class, co-construct success criteria for the presentations. For example:

- Include a map representing where the First Nation lived.
- Include descriptions of the natural environment.
- Include information and images showing daily life.
- Include other interesting facts.

Provide students with time to create their PowerPoint presentations.

Assessment for Learning
List the success criteria created in Activity: Part Two on the Rubric, page 21, and record results.

Assessment as Learning
Have students complete the Student Reflections sheet, page 24, to assess how they met the success criteria for their PowerPoint presentations.

Extending the Learning

- Have students work independently or in pairs to complete Extending the Learning Activity Sheet: Compare-Contrast Frame (A.3.3). Have students focus on the similarities and differences between two Early First Nations.

- Add new and important vocabulary from the lesson to the social studies word wall, along with related visuals and examples.

- Have students record in their personal glossaries (A.1.2) new and important terminology from the lesson along with accompanying illustrations and examples.

- Have students use their social studies journals (A.1.3) to reflect on the lesson’s activities, their conceptual understandings, and their learning goals.

- Continue to develop the annotated map throughout the unit, attaching relevant notes to it to connect to specific locations studied and as students pose inquiry questions, acquire new ideas, and build spatial skills.

Consolidate and Debrief

Have each group present to the class. Compare and contrast the various Early First Nations communities in Canada to identify similarities and differences. This can be done on intersecting Venn diagrams for two or three First Nations. For example:

<table>
<thead>
<tr>
<th>Coast Salish</th>
<th>Haudenosaunee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Innu</th>
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</thead>
</table>
Early First Nations Peoples in Canada
Inquiry Research

First Nation: _____________________________________________________

Inquiry Question

First Nation

Inquiry Question

Inquiry Question

Inquiry Question

Inquiry Question
Compare-Contrast Frame

Ways in which __________ and __________ are alike.

Contrast

Ways in which __________ and __________ are different.