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Ontario

hands-on social studies

An Inquiry Approach

Grade 6

Series Editor
Jennifer E. Lawson

Writers
Jody Alexander
Monique Pregent

Holocaust Education Consultant
Belle Jarniewski

Indigenous Consultant
Jennifer Manitowabi



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Hands-On Social Studies for Ontario
Hands-On Social Studies for Ontario, Grade 6
An Inquiry Approach

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Contributor:
Kellie Ierullo

Project Consultant for the Previous Edition:
Byron Stevenson

Reviewer for the Previous Edition:
Jennifer Kolesar

Writers for Previous Editions:
Ramandeep Sarai
Kim Stenhouse

Book and Cover Design:
Relish Ideas

Cover Photo:
Getty Images

Case Studies:
Alison Stenhouse
Joel Ferguson

Illustrations:
Jess Dixon
Art Plus

Maps:
Douglas Fast
Jess Dixon

Research, Additional Writing:
Joseph Gerbasi

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Introduction to *Hands-On Social Studies, Grade 6*

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Introduction to *Hands-On Social Studies*

About *Hands-On Social Studies*

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 both local and global communities. In essence, social studies gives 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, the inquiry process, big ideas, framing questions, and spatial skills.

The Goals of Social Studies

The ***Hands-On Social Studies*** program supports the vision articulated in the Ontario Social Studies Curriculum (2023):

> The social studies, history, geography, and Canadian and world studies programs will enable students to become responsible, active citizens within the diverse communities to which they belong. As well as becoming critically thoughtful and informed citizens who value an inclusive society, students will have the skills they need to solve problems and communicate ideas and decisions about significant developments, events, and issues. (https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-sshg/context/vision-and-goals)

The ***Hands-On Social Studies*** program is designed to guide students in meeting the goals of the Ontario Social Studies Curriculum as identified by the Ontario Ministry of Education (2023), which are as follows:

- develop the ability to use the "concepts of disciplinary thinking" to investigate issues, events, and developments;
- develop the ability to determine and apply appropriate criteria to evaluate information and evidence and to make judgements;
- develop skills and personal attributes that are needed for discipline-specific inquiry and that can be transferred to other areas in life;
- build collaborative and cooperative working relationships; and
- use appropriate technology as a tool to help them gather and analyze information, solve problems, and communicate. (https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-sshg/context/vision-and-goals)

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 approach 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

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Using this model, the teacher facilitates the learning process, and students initiate questions, gather information, evaluate findings, and communicate their learning. Accordingly, the process focuses on students' self-reflections as they ask questions, discover answers, and communicate their understanding.

Hands-On Social Studies Curriculum Expectations

The Ontario Social Studies Curriculum for all grade levels is organized into two strands: "Heritage and Identity" and "People and Environments." Although the curriculum does not require each strand to be taught as a discrete unit, ***Hands-On Social Studies*** organizes the strands into two units based on the grade-specific topics. The overall expectations, related concepts of social studies thinking, and big ideas for the strand and topic on which each unit is based can be found in a chart in the introduction to each unit of the ***Hands-On Social Studies*** program. The Unit Overview 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 unit.

Concepts of Social Studies Thinking

As laid out in the 2023 curriculum document, six foundational concepts of social studies thinking, which "can be used in any investigation in social studies" when students "are engaged in the inquiry process," are as follows:

1. **Significance**: Students examine and identify the importance of something, whether it is an event, process, person, object, or location. Significance is usually determined by its 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. Relationships are a central focus in the Ontario Social Studies Curriculum. For example, students investigate ways of life and interrelationships between the environment and life in various communities/societies.
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 topics in grades 1–6. These criteria are useful for teachers infusing 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 in *Hands-On Social Studies*.

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.

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Specific Expectations

Curriculum expectations for the relevant strand and topic are presented in the Curricular Correlation chart in the introduction to each unit.

Hands-On Social Studies 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 forms 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 and worthwhile, and must connect to real-life experiences.
- Teachers should encourage students to ask questions and should 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 connection 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, and technology, as well as people and places in the local community (such as the local neighbourhood, historic sites, museums, Elders, Knowledge Keepers, 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.

Cultural Connections

To acknowledge and celebrate the cultural diversity represented in classrooms throughout Canada, it is important to infuse cultural connections into classroom learning experiences. Be aware of students' cultural backgrounds and celebrate these diverse cultures by making connections to curricular outcomes. It is also important to explore other cultures represented in the community and beyond, to encourage intercultural understanding and harmony. For example, make connections to the local cultural communities to highlight their contributions to the province. Throughout ***Hands-On Social Studies***, suggestions are made for connecting topics to cultural explorations and activities.

Indigenous Knowledges, Experiences, and Perspectives

First Nations, Métis, and Inuit Peoples and their experiences are distinct and diverse. ***Hands-On Social Studies*** is designed to help educators incorporate authentic and appropriate First Nations, Métis, and Inuit content into social studies classrooms and to provide students with exposure to various identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing. When teaching about Indigenous Peoples and Knowledges, experiences, and perspectives, use the following principles:

- Discuss the rich, brilliant, and diverse lives of Indigenous Peoples, families, and communities before colonization.

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- Celebrate Indigenous contributions in the past and present.
- Understand that Indigenous Knowledges are specific to individual Indigenous communities and their understandings of their local environment. They are not homogeneous.
- Ensure that resources are authentic and appropriate. Check with your school board's Indigenous Lead or those responsible for Indigenous education for vetted resources.
- Engage in cultural appreciation. Respect what Indigenous Peoples have shared about their culture and cultural practices through texts and videos, but refrain from asking students to research Indigenous ceremonies and cultural practices as it may be difficult to determine which sources are authentic.
- Balance stories of trauma with stories of reclamation, brilliance, and joy. Learn about the complexities of Indigenous realities while appreciating the strength and resilience of First Nations, Inuit, and Métis peoples in Canada.
- Share with parents and caregivers the curriculum you are engaging with in your classroom so Indigenous students have the opportunity to opt out of learning about the traumatic experiences of their families and communities.
- Honour the lived experiences, identities, and cultural practices of Indigenous Peoples. Do not ask students to role-play Indigenous Peoples or mimic Indigenous cultural practices (e.g., copy Indigenous art forms, call classroom guidelines "treaties," design wampum belts).
- Consider reviewing the First Nations, Métis & Inuit Education Association of Ontario's Indigenous Knowledge Guidelines <https://fnmieao.com/wp-content/uploads/2021/05/ik_guidelines.pdf> and the Elementary Teachers' Federation of Ontario's *Cultural Appropriation vs. Appreciation* <https://etfofnmi.ca/wp-content/uploads/2023/12/ETFO-Cultural-Appropriation-Revised-2022.pdf>.

Learning about First Nations, Inuit, and Métis peoples is essential to understanding the historical and contemporary context of what is now commonly referred to as Canada. It is important to infuse the distinct and diverse knowledges of First Nations, Inuit, and Métis peoples into the learning experiences of all students. The intentional integration of Indigenous knowledge in ***Hands-On Social Studies*** helps to address the Calls to Action of the Truth and Reconciliation Commission of Canada (2015), particularly the calls to "integrate Indigenous knowledge and teaching methods into classrooms" (Action 62) and to "build student capacity for intercultural understanding, empathy and mutual respect" (Action 63).

First Nations, Inuit, and Métis peoples have had a deep connection with the land since time immemorial. The environment shapes their ways of life. The local geography, vegetation, land and waters, and climate are intrinsically connected to a specific community's stories, languages, and traditions, as well as the knowledges they used, and continue to use, to survive. It is important to remember that Indigenous Peoples are not a people of the past and to remind students of their contemporary lives, challenges, and contributions.

When discussing Indigenous histories, keep in mind that First Nations, Métis, and Inuit students will likely be part of the class. To ensure inclusion, refrain from framing discussions as "us" and "them" and avoid using the term "they." Indigenous communities are extremely varied, rich, and dynamic, and have changed and adapted over time. Where possible, refer to specific First Nations, Inuit, or Métis

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communities when discussing different historic or modern societies (for example, Anishinaabeg communities in what is now referred to as Ontario).

The Traditional Territories of First Nations communities cover the entirety of what is now commonly referred to as Ontario. Presently, there is great diversity in the First Nations, Inuit, and Métis peoples who live throughout the province. It is important to include the contributions and contemporary lives of the Indigenous communities in your area, as well as their varied histories, as part of social studies education. Contact personnel in your school district—Indigenous leads and/or those responsible for Indigenous education—to find out what resources and supports (e.g., people, books, videos) are available. Many such resources are also featured in ***Hands-On Social Studies***.

When implementing land-based learning, opportunities abound to consider Indigenous perspectives and knowledges. Land-based learning provides an excellent opportunity to identify the importance of place and develop an appreciation for the environment. For example, students can use maps to identify the location of any land-based learning in relation to the school. This will help students develop a stronger image of their community and surrounding area, as well as an appreciation for the need to protect the environment where they live.

It is also important to identify on whose Traditional and/or Treaty Territory the school is located. Refer to your school board's land acknowledgment for this purpose. Land acknowledgments often refer to both Traditional Territories and the treaty partners for specific areas, as these may be different depending on your local area and its history.

Consider incorporating your school board's land acknowledgment into your classroom when students have learned on whose territory the school is located and who their local treaty partners are.

The following resources can help identify Traditional Territories and Treaties:

- Ontario First Nations Maps: https://www.ontario.ca/page/ontario-first-nations-maps
- Maps of Indigenous Communities in Ontario: https://www.sac-isc.gc.ca/eng/1635957754306/1635957787562
- First Nation Profiles Interactive Map: https://geo.aadnc-aandc.gc.ca/cippn-fnpim/index-eng.html
- The First Nations and Treaties Map of Ontario as an Instructional Resource: An Educator's Guide: http://www.edu.gov.on.ca/eng/indigenous/the-first-nations-and-treaties-map-of-ontario.pdf

NOTE: Land acknowledgments vary from region to region. Visit your school board's website to learn the proper acknowledgments for your area.

When incorporating Indigenous perspectives, it is important to value Traditional Ecological Knowledge (TEK):

> Traditional Ecological Knowledge, or TEK, is the most popular term to denote the vast local knowledge First Peoples have about the natural world found in their traditional environment … TEK is, above all, local knowledge based in people's relationship to place. It is also holistic, not subject to the segmentation of Western science. Knowledge about a specific plant may include understanding its life cycle, its spiritual connections, its relationship to the seasons and with other plants and animals in its ecosystem, as well as its uses and its stories. (*Science First Peoples Teacher Resource Guide*, 2016, p. 13)

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First Nations, Inuit, and Métis peoples developed technologies and survived on this land for millennia because of their knowledge of the land. They used observation and experimentation to refine technologies, such as building canoes and longhouses and discovering food-preservation techniques. As a result, TEK serves as an invaluable resource for students and teachers of social studies.

Throughout ***Hands-On Social Studies***, there are many opportunities to incorporate culturally appropriate teaching methodologies from Indigenous perspectives. First Peoples Pedagogy indicates that making connections to the local community is central to learning (*Science First Peoples Teacher Resource Guide*, 2016). As one example, Elders, Métis Senators, and Knowledge Keepers offer a wealth of knowledge that can be shared with students. Consider inviting a local Elder or Knowledge Keeper as a guest into the classroom in connection with specific topics being studied (as identified within the given lessons throughout the unit). Elders and Knowledge Keepers have specific knowledges and/or gifts. They may guide a nature walk, share stories and experiences, or teach about traditional technologies used in hunting and trapping to help students understand Indigenous Peoples' perspectives in these particular areas. Elders and Knowledge Keepers can help provide guidance for learners and opportunities to build bridges between the school and the community. Contact personnel in your school district—Indigenous leads and/or those responsible for Indigenous education—to find out what supports are available.

Here are a few suggestions for working with Knowledge Keepers such as First Nations, Inuit, and Métis Elders:

- Elders and Knowledge Keepers have a deep spirituality that influences every aspect of their lives and teachings. They are recognized because they have earned the respect of their community through wisdom, harmony, and balance in their actions and teachings (see <https://www.thecanadianencyclopedia.ca/en/article/indigenous-elders-in-canada>).
- Some Indigenous keepers of knowledge are more comfortable being called "Knowledge Keepers" or "Knowledge Holders" than "Elders." Be sensitive to their preference.
- Elders may wish to speak about what seems appropriate to them, instead of being directed to talk about something specific. Respect this choice and do not dictate what the guest will talk about during their visit.
- It is important to properly acknowledge any visiting Elders and their knowledge, as they have traditionally been and are recognized within Indigenous communities as highly esteemed individuals. There are certain protocols that should be followed when inviting these guests to support student learning in the classroom or on the land. Connect with the Indigenous lead in your board about specific protocols to follow when working with Elders and Knowledge Keepers in your local area.

It is especially important to connect with Indigenous community members, Elders, and Knowledge Keepers in your local area, and to study local issues related to Indigenous Peoples in Ontario.

It is important for educators to understand the significant contribution that Knowledge Keepers, Elders, and other members of First Nations, Métis, and Inuit communities make when they share their knowledge. In their culture of reciprocity, this understanding should extend past giving a gift or honorarium to the guest for sharing knowledge. Accordingly, educators should think deeply about reciprocity and what they can do beyond inviting Indigenous guests

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to their classrooms. Educators can expand their own learning and become connected to First Nations, Inuit, and Métis peoples by, for example, engaging in community events, supporting projects of the local First Nations, Inuit, or Métis communities, or exploring ways to continue developing the relationship between the local Nations and educators in the district.

NOTE: At the beginning of each unit, a list of resources is provided. Resources marked with an asterisk are considered authentic resources. This means they were written by a First Nations, Métis, or Inuit author. Resources that are based on traditional stories reference the Indigenous community they came from, state the individual who shared the story and gave permission for the story to be used publicly, and the person sharing the story is First Nations, Métis, or Inuit. For more information, connect with your school board's Indigenous Education Lead for other approved resources.

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How to Use *Hands-On Social Studies* in Your Classroom

Unit Overview

The ***Hands-On Social Studies*** program is arranged in a format that makes it easy for teachers to plan and implement. Each volume contains two units of study that are based on the curricular expectations of the two grade-specific topics (i.e., strands) identified in the Ontario social studies curriculum.

The lessons within each unit relate directly to the expectations identified at the start of each unit (see pages 35 and 130), which complement those established in the Ontario social studies curriculum (2023). Units are organized as follows:

About This 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, information about Indigenous Peoples, Knowledges, and perspectives, and vocabulary related to the unit. It also suggests a culminating task for the end of the unit that the class will work toward.

Curriculum Correlations

Four charts are included in this section:

1. **Unit Overview:** includes overall expectations, the social studies thinking concepts, and Big Ideas.
2. **Curricular Expectations:** provides correlations between lessons and expectations.
3. **Social Studies Thinking Concepts: Success Criteria**: reflects the curriculum focus on social studies thinking concepts and the application of success criteria for student learning.
4. **Cross-Curricular Connections**: presents a synopsis of correlations between lessons in the unit and other subject areas, including Language, Mathematics, Science and Technology, the Arts, and Physical Education/Health.

Review these charts before beginning the unit and refer back to them throughout the teaching and learning process.

Resources for Students

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

Lessons

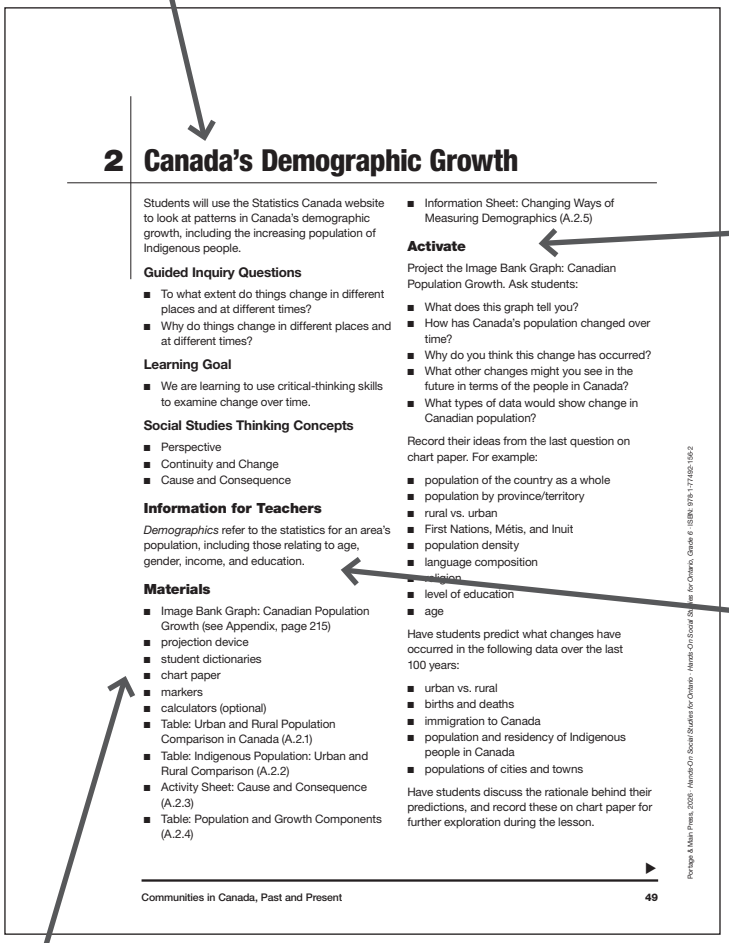
The unit activities are organized into topics based on the specific expectations. See the following pages for lesson details.

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Lesson Description
- Describes the lesson and its purpose.
- Includes Guided Inquiry Questions, Learning Goals, and the Social Studies Thinking Concepts that are the focus of the lesson.

NOTE: 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.



2 Canada's Demographic Growth

Students will use the Statistics Canada website to look at patterns in Canada's demographic growth, including the increasing population of Indigenous people.

Guided Inquiry Questions
- To what extent do things change in different places and at different times?
- Why do things change in different places and at different times?

Learning Goal
- We are learning to use critical-thinking skills to examine change over time.

Social Studies Thinking Concepts
- Perspective
- Continuity and Change
- Cause and Consequence

Information for Teachers

Demographics refer to the statistics for an area's population, including those relating to age, gender, income, and education.

Materials
- Image Bank Graph: Canadian Population Growth (see Appendix, page 215)
- projection device
- student dictionaries
- chart paper
- markers
- calculators (optional)
- Table: Urban and Rural Population Comparison in Canada (A.2.1)
- Table: Indigenous Population: Urban and Rural Comparison (A.2.2)
- Activity Sheet: Cause and Consequence (A.2.3)
- Table: Population and Growth Components (A.2.4)
- Information Sheet: Changing Ways of Measuring Demographics (A.2.5)

Activate

Project the Image Bank Graph: Canadian Population Growth. Ask students:
- What does this graph tell you?
- How has Canada's population changed over time?
- Why do you think this change has occurred?
- What other changes might you see in the future in terms of the people in Canada?
- What types of data would show change in Canadian population?

Record their ideas from the last question on chart paper. For example:
- population of the country as a whole
- population by province/territory
- rural vs. urban
- First Nations, Métis, and Inuit
- population density
- language composition
- religion
- level of education
- age

Have students predict what changes have occurred in the following data over the last 100 years:
- urban vs. rural
- births and deaths
- immigration to Canada
- population and residency of Indigenous people in Canada
- populations of cities and towns

Have students discuss the rationale behind their predictions, and record these on chart paper for further exploration during the lesson.

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Activate
- Offers 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.
- Includes questions that are a starting point, to be augmented by students' own questions and observations.
- Introduces the guided inquiry question(s) for the lesson. Consider recording these inquiry questions on sentence strips to display during activities, and to revisit when debriefing.

Information for Teachers
- Provides background information needed for the lesson's activities.

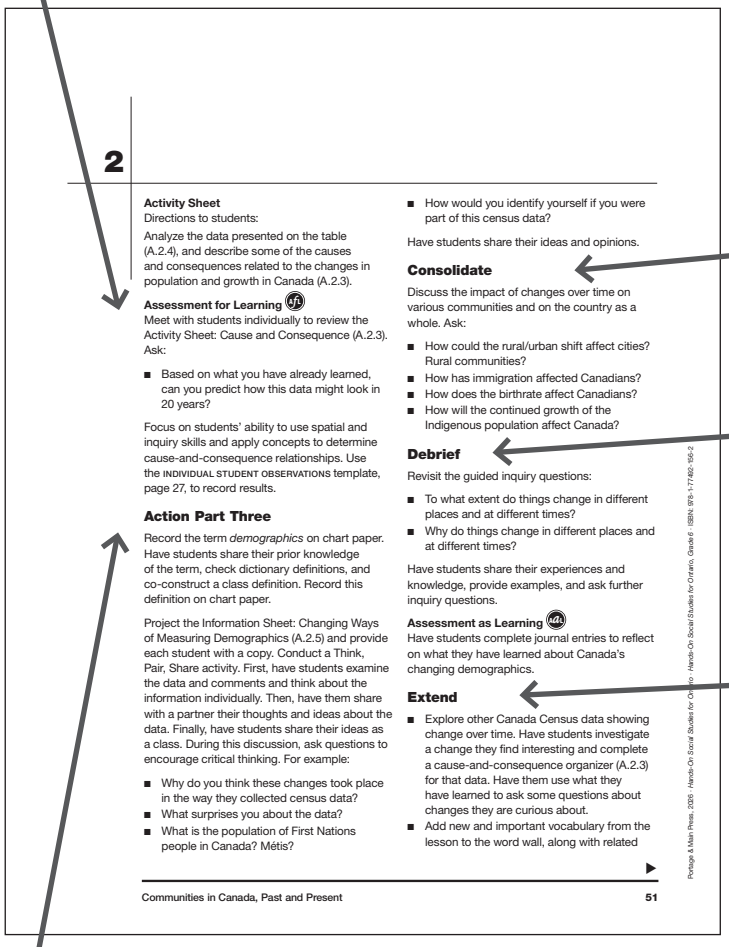
Materials
- Lists all materials required to conduct the main activities.
- Includes items intended for display purposes or for recording students' ideas.
- Suggests visual materials (e.g., photographs, illustrations, maps, sample charts, diagrams) to assist in presenting ideas and questions and to encourage discussion.
- Connects to Image Bank visuals, which may be printed or projected for specific activities (see Appendix on page 217 for thumbnails and free access).

NOTE: Image banks may be projected or printed for use in the lessons. Some activities require that students work with hard copies of the images. Some images are intended to be used in a slide show or displayed/projected for the whole class. Choose among various options based on the availability of projectors, as well as on the needs of students.

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Assessment *for, as,* and *of* Learning
- Provides suggestions for assessment for learning, assessment as learning, and assessment of learning.
- Focuses on the specific expectations related to the lesson (see the ***Hands-On Social Studies*** Assessment Plan on page 20 for assessment strategies).



2

Activity Sheet
Directions to students:

Analyze the data presented on the table (A.2.4), and describe some of the causes and consequences related to the changes in population and growth in Canada (A.2.3).

Assessment for Learning
Meet with students individually to review the Activity Sheet: Cause and Consequence (A.2.3). Ask:

- Based on what you have already learned, can you predict how this data might look in 20 years?

Focus on students' ability to use spatial and inquiry skills and apply concepts to determine cause-and-consequence relationships. Use the INDIVIDUAL STUDENT OBSERVATIONS template, page 27, to record results.

Action Part Three

Record the term *demographics* on chart paper. Have students share their prior knowledge of the term, check dictionary definitions, and co-construct a class definition. Record this definition on chart paper.

Project the Information Sheet: Changing Ways of Measuring Demographics (A.2.5) and provide each student with a copy. Conduct a Think, Pair, Share activity. First, have students examine the data and comments and think about the information individually. Then, have them share with a partner their thoughts and ideas about the data. Finally, have students share their ideas as a class. During this discussion, ask questions to encourage critical thinking. For example:

- Why do you think these changes took place in the way they collected census data?
- What surprises you about the data?
- What is the population of First Nations people in Canada? Métis?
- How would you identify yourself if you were part of this census data?

Have students share their ideas and opinions.

Consolidate

Discuss the impact of changes over time on various communities and on the country as a whole. Ask:

- How could the rural/urban shift affect cities? Rural communities?
- How has immigration affected Canadians?
- How does the birthrate affect Canadians?
- How will the continued growth of the Indigenous population affect Canada?

Debrief

Revisit the guided inquiry questions:

- To what extent do things change in different places and at different times?
- Why do things change in different places and at different times?

Have students share their experiences and knowledge, provide examples, and ask further inquiry questions.

Assessment as Learning
Have students complete journal entries to reflect on what they have learned about Canada's changing demographics.

Extend

- Explore other Canada Census data showing change over time. Have students investigate a change they find interesting and complete a cause-and-consequence organizer (A.2.3) for that data. Have them use what they have learned to ask some questions about changes they are curious about.
- Add new and important vocabulary from the lesson to the word wall, along with related

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Communities in Canada, Past and Present 51

Consolidate
- Provides opportunities for students to demonstrate what they have learned through consolidation and demonstration of new knowledge/skills. This process allows for synthesis and application of new ideas.

Debrief
- Revisits the guided inquiry question(s) for the lesson.
- Encourages students to share their experiences and knowledge, provide examples, and ask further inquiry questions.

Extend
- Includes optional activities intended to extend, enrich, and reinforce the expectations.

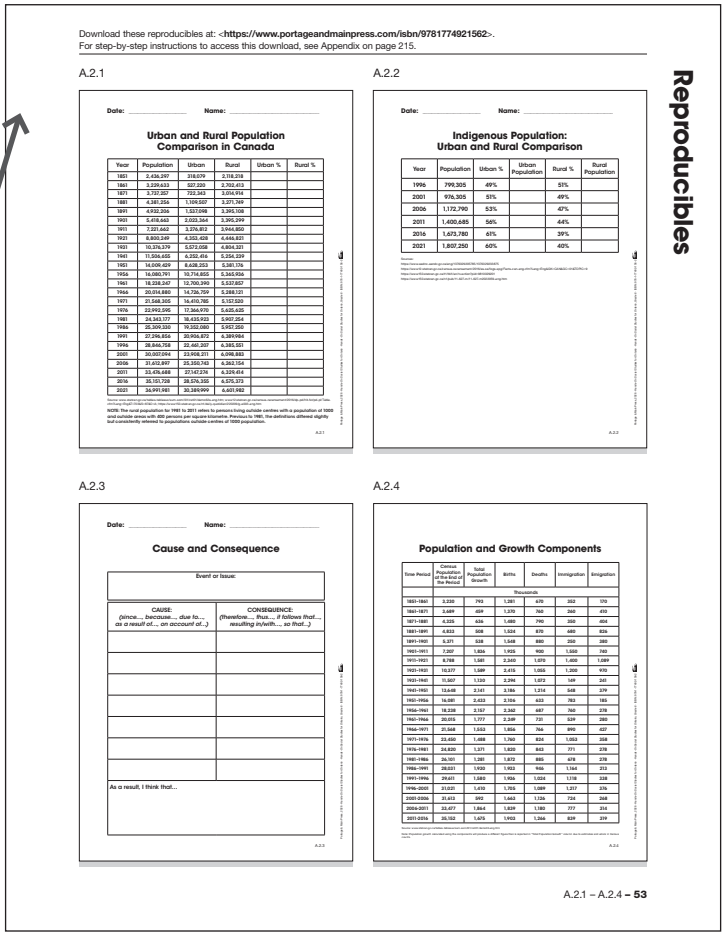
Action
- Introduces new learning and provides opportunities to practise and apply learning.
- Details a step-by-step procedure, including higher-level questioning techniques and suggestions for encouraging discussion, inquiry, decision making, and problem solving.

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Reproducibles

- Activity sheets for students to use to communicate their learning.
- Included as thumbnails following the lesson.
- May be completed by individual students, pairs of students, or small working groups, or projected and completed together as a class.
- In some lessons, inquiry guides are provided. Use these to model the presentation of content for students, and to ensure the generation of inquiry questions on specific topics.



Download these reproducibles at: <**https://www.portageandmainpress.com/isbn/9781774921562**>.
For step-by-step instructions to access this download, see Appendix on page 215.

Reproducibles

A.2.1

Date: _____ Name: _____

Urban and Rural Population Comparison in Canada

Year	Population	Urban	Rural	Urban %	Rural %
1851	2,436,297	318,079	2,118,218		
1861	3,229,633	527,220	2,702,413		
1871	3,737,357	722,343	3,014,914		
1881	4,581,256	1,109,507	3,371,749		
1891	4,932,255	1,537,098	3,395,108		
1901	5,418,663	2,023,364	3,395,299		
1911	7,221,662	3,276,812	3,944,850		
1921	8,900,249	4,353,428	4,446,821		
1931	10,376,379	5,572,058	4,804,321		
1941	11,506,655	6,252,416	5,254,239		
1951	14,009,429	8,628,253	5,381,176		
1956	16,080,791	10,716,855	5,365,936		
1961	18,238,247	12,700,390	5,537,857		
1966	20,014,880	14,726,759	5,288,121		
1971	21,568,305	16,410,785	5,157,520		
1976	22,992,595	17,366,970	5,625,625		
1981	24,343,177	18,413,913	5,957,264		
1986	25,309,331	19,353,080	5,957,250		
1991	27,296,856	20,906,872	6,389,984		
1996	28,846,758	22,461,307	6,385,451		
2001	30,007,094	23,908,371	6,098,883		
2006	31,612,897	25,350,743	6,262,154		
2011	33,476,688	27,147,274	6,329,414		
2016	35,151,728	28,574,355	6,575,373		
2021	36,991,981	30,389,999	6,601,982		

Source: www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/demo10a.htm; www150.statcan.gc.ca/n1/pub/11-402-x/2010000/chap/geo/tbl/tbl1-eng.htm; https://www150.statcan.gc.ca/n1/en/daily-quotidien/220209/dq220209b-eng.htm

NOTE: The rural population for 1981 to 2011 refers to persons living outside centres with a population of 1000 and outside areas with 400 persons per square kilometre. Previous to 1981, the definitions differed slightly but consistently referred to populations outside centres of 1000 population.

A.2.1

A.2.2

Date: _____ Name: _____

Indigenous Population: Urban and Rural Comparison

Year	Population	Urban %	Urban Population	Rural %	Rural Population
1996	799,305	49%		51%	
2001	976,305	51%		49%	
2006	1,172,790	53%		47%	
2011	1,400,685	56%		44%	
2016	1,673,780	61%		39%	
2021	1,807,250	60%		40%	

Sources:
https://www.statcan.gc.ca/en/subjects-start/aboriginal_peoples/publications
https://www150.statcan.gc.ca/n1/en/catalogue/89-645-X2016001
https://www150.statcan.gc.ca/n1/pub/89-659-x/89-659-x2018001-eng.htm
https://www150.statcan.gc.ca/n1/pub/11-627-x/11-627-x2022006-eng.htm

A.2.2

A.2.3

Date: _____ Name: _____

Cause and Consequence

Event or Issue:	
CAUSE: *(since..., because..., due to..., as a result of..., on account of...)*	CONSEQUENCE: *(therefore..., thus..., it follows that..., resulting in/with..., so that...)*

As a result, I think that...

A.2.3

A.2.4

Population and Growth Components

Time Period	Census Population at the End of the Period	Total Population Growth	Births	Deaths	Immigration	Emigration
			Thousands			
1851–1861	3,230	793	1,261	479	262	170
1861–1871	3,689	459	1,370	760	340	450
1871–1881	4,325	636	1,480	795	350	404
1881–1891	4,833	508	1,524	970	680	826
1891–1901	5,371	538	1,548	880	250	380
1901–1911	7,207	1,836	1,935	900	1,588	740
1911–1921	8,768	1,561	2,340	1,970	1,400	1,089
1921–1931	10,277	1,509	2,415	1,956	1,359	970
1931–1941	11,507	1,230	2,296	1,972	149	245
1941–1951	13,648	2,141	3,186	1,214	548	279
1951–1956	16,081	2,433	2,706	633	793	186
1956–1961	18,238	2,157	2,362	687	740	278
1961–1966	20,015	1,777	2,349	731	529	280
1966–1971	21,568	1,553	1,956	766	890	427
1971–1976	23,430	1,488	1,760	834	1,053	359
1976–1981	24,830	1,371	1,520	843	771	278
1981–1986	26,101	1,381	1,672	885	678	279
1986–1991	28,031	1,930	1,923	936	1,164	213
1991–1996	29,611	1,580	1,956	1,024	1,118	328
1996–2001	31,021	1,410	1,755	1,089	1,217	376
2001–2006	31,612	592	1,663	1,126	724	266
2006–2011	33,477	1,864	1,839	1,180	777	314
2011–2016	35,152	1,675	1,903	1,266	839	319

Source: www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/demo10a.htm

Note: Annual population growth rates based on the components and balance or Mean figure from a regression. Total Population Growth = Natural increase + net migration

A.2.4

A.2.1 – A.2.4 **– 53**

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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 all students meet with success, including students with special needs and English-language learners, make accommodations during activities and assessment. Please see the Ontario social studies curriculum for accommodation guidelines.

Hands-On Social Studies includes culturally responsive and relevant pedagogy (CRRP):

> CRRP is not a program that can be delivered to schools in a box and distributed at a staff meeting or even on a single professional development day. Instead, it is a dynamic framework that provides a set of tools and lenses that, if taken seriously, can lead to thoughtful unpacking, personal reflection and honest dialogue among staff, students and communities. CRRP examines issues of power and privilege, calls participants to challenge the beliefs and assumptions about the students in their class and explores on a very deep level what is necessary to enable all students to be successful in school. It intentionally centres the cultural assets that students bring with them to the classroom and uses those assets as a way to get to know the students and their way of knowing the world, and as a way of engaging all students. But it also forces educators to consider how those assets are put to work to allow students to see themselves reflected in the curriculum and in the life of the school. (Hurley, 2019)

CRRP challenges educators to see themselves and their students through a cultural lens, in order to better understand that success for all students means embracing the cultural assets they carry with them every day. This approach is used throughout ***Hands-On Social Studies*** through intentional activities that identify, acknowledge, and celebrate cultural diversity.

Classroom Environment

The ideal 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 required for inquiry and discussion. To promote inquiry in the classroom, aim to do the following:

- Foster an atmosphere that is non-threatening, so all students are comfortable asking questions.
- Provide many opportunities for students to reflect on 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 that 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 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,

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procedures, skills, or strategies 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 support those students who are visual learners. Charts outlining success criteria are also displayed in the classroom. For further discussion of this important topic, see "Human Rights, Equity, and Inclusive Education" in *The Ontario Curriculum: Social Studies*, 2023.

Planning Units (Timelines)

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 students are especially interested in one topic, and choose to expand upon it. The individual needs of students should be considered; there are no strict timelines involved in the ***Hands-On Social Studies*** program. It is important, however, to spend time on every lesson in the program so students focus on all 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 teachers. In some cases, students may work individually with materials and resources; in other cases, a small-group setting may be appropriate. 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 teachers—it is the teacher who best understands how their students function successfully 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, communication occurs through the use of visuals, maps, diagrams, graphs, charts, models, and symbols, as well as written and spoken language. Communicating spatial and statistical information 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

Give students 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, include primary documents and photographs (originals created during the time period being studied). Students develop observation skills by examining and analyzing such visuals, which can include identifying

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biases within them. Also, encourage students 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 communication skills.

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?

Students should also be exposed to accurate and authentic maps outlining Traditional Territories and, when possible, original place names, as well as local treaties to recognize and affirm First Nations, Inuit, and Métis peoples' historic existence on these lands.

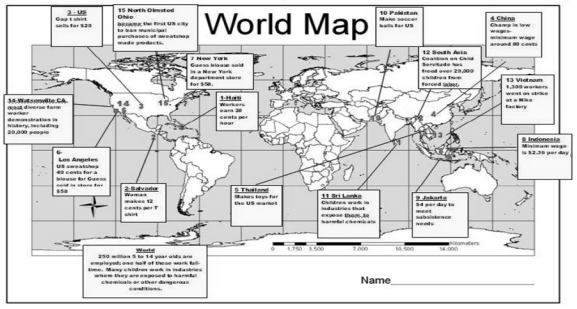
Mapping activities should also include the use of geotechnologies. There are many digital websites that teachers and students can use to map and analyze communities and their characteristics (see Resources for Students, page 39 and page 134).

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 yarn), as in the following example:

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Technology such as Google Earth or ArcGIS Explorer can also be used to create spatial journals.

NOTE: Spatial journals are useful in addressing concepts in both units of *Hand-On Social Studies*, but are particularly well-suited to exploring topics in the People and Environments 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:

Data Chart

Area of Provinces and Territories			
Province/ Territory	**Land (km^2)**	**Freshwater (km^2)**	**Total (km^2)**
Yukon	478,970	4480	483,450
Manitoba	548,360	101,590	649,950
Ontario	891,190	117,390	1,008,580

Checklist Chart

Location of Countries of the World		
Country	**Northern Hemisphere**	**Southern Hemisphere**
Canada	✓	
Australia		✓
New Zealand		✓

Tally charts are commonly used to record data by counting groups of five. In the following example, the tally chart represents the results of a class survey about pets. As in other types of charts and graphs, a title is included, and rows and columns are labelled. The main words in titles are capitalized, and all headings in rows and columns are also capitalized.

Tally Chart

Favourite Pets		
Pets	**Tally**	**Total**
Dogs	𝍸 | | |	8
Birds	𝍸 | |	7
Fish	| | | |	4
Cats	𝍸 | | | |	9
		28

Graphs

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

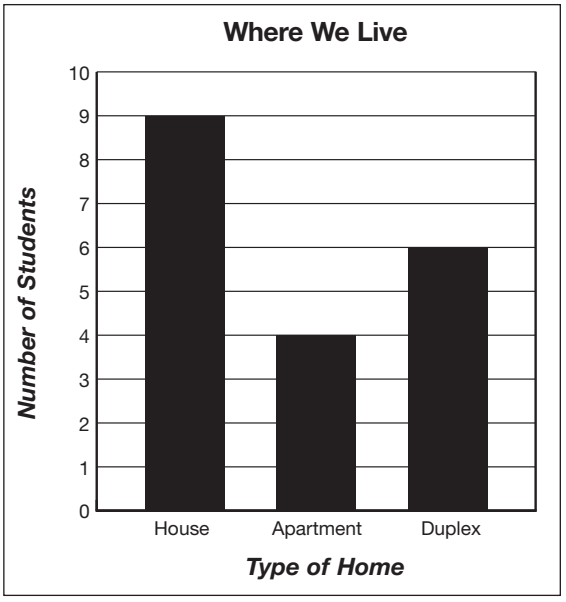
A *bar graph* is a common form of communicating data. Bar graphs should always be titled so that the information communicated is easily understood. The title should be capitalized in the same manner as one would title a story. Both axes of the graph should also be titled and capitalized in the same way. 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.

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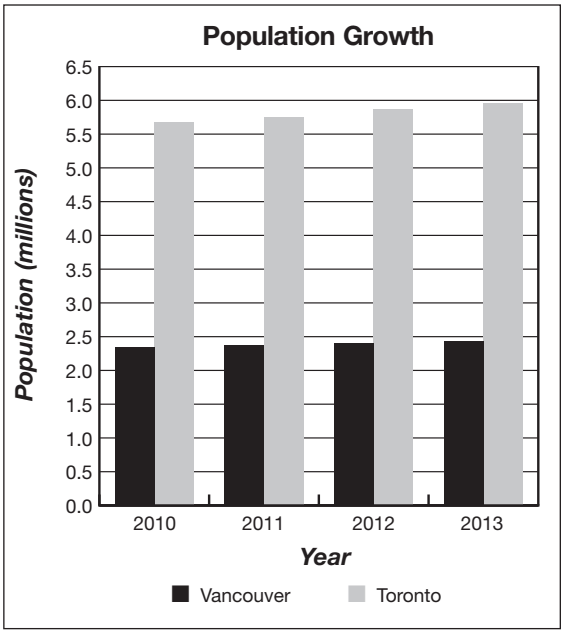
For example:

Bar Graph



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

Double Bar Graph

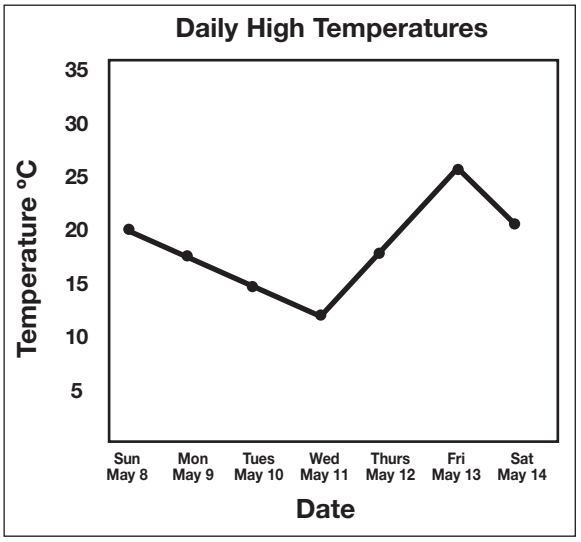


A *stem-and-leaf plot* displays data that is organized by place value. The plot clearly shows the greatest, least, and median values in a set of data. The following stem-and-leaf plot shows books read over the summer by 10 students with these results: 6, 7, 10, 12, 12, 15, 19, 21, 23, 25.

Stem	Leaf
0	6 7
1	0 2 2 5 9
2	1 3 5

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 daily outdoor high temperatures over a period of one week. Specific points are plotted on the graph and then connected by lines.

Broken Line Graph

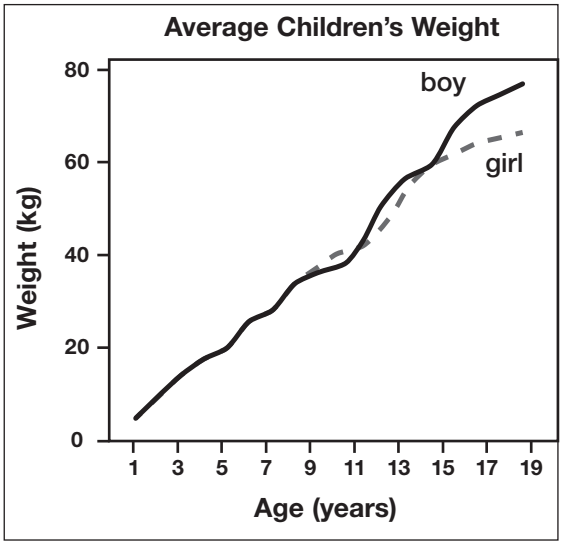


A *continuous line graph* consists of an unbroken line in which both axes represent continuous quantities. It is used to show trends in data over time. The slope of the line tells the reader at a glance the direction of the trends.

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Continuous Line Graph



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.

NOTE: Students should not represent their learning by creating models of First Nations, Inuit, or Métis communities or structures. Models (e.g., craft stick longhouses) do not authentically or accurately reflect the tools, technologies, and knowledges (e.g., how to select and harvest a tree based on its natural properties) held within these structures. Some structures are also commonly used for ceremonies within First Nations, Métis, and Inuit communities today.

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. Encourage students to use the appropriate vocabulary related to the topics of study (e.g., *community, province, country, culture, tradition, origin, urban, rural*). Also 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,* and *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 (e.g., *latitude*, *longitude*, *address*, *postal code)*.

Students should use the vocabulary 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.

NOTE: When referring to Indigenous histories, note that some terms are outdated (e.g., *Aboriginal*), offensive, colonial terminology (e.g., *Iroquois*), or are only used in certain legal or historic contexts (e.g., The *Indian Act* uses the term *Indian*, which is considered a derogatory term by many First Nations people, but is the legal definition in Canada). Be sure to preview resources to ensure the content is appropriate. Not all resources have been updated; therefore, it is necessary to explain respectful terms to students.

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 an impact on humans, it is worthwhile to

▶

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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?"

Using geographic definition is valuable when exploring geographical issues and can be considered when posing questions to students. For example:

- When exploring the local community, have students identify places of significance and discuss why specific places are located where they are (e.g., Why is the grocery store located where it is? How is the location of the store important to us?).
- 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.
- When discussing the pre-contact period (before 1500 CE), have students think about how the land would have been used differently without colonial territorial, provincial, and national boundaries (e.g., How were places defined/named? How might the boundaries of Traditional Territories be similar to or different than modern provincial boundaries? How might people have moved around the land pre-contact?).

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. Accordingly, in the About This Unit section, 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 using 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, always provide a structure for research that highlights student-generated questions, as well as a format to be followed. It is also essential to 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.

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The *Hands-On Social Studies* Assessment Plan

Hands-On Social Studies provides a variety of assessment tools that enable teachers to build a comprehensive and authentic daily assessment plan for students. Suggestions are provided for authentic assessment, which includes assessment *for* learning, assessment *as* learning, and assessment *of* learning (referred to as "evaluation" in the Ontario social studies curriculum, 2023).

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/growsuccess.pdf>). 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 (also known as evaluation) 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**: Teachers include learning goals developed from curriculum expectations and written in student-friendly language in lessons. These learning goals are to be shared with students and used to guide instruction.
- **Develop success criteria**: Teachers write descriptions of success criteria 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 social studies curriculum, grades 1 to 6. 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 they may improve. This may include differentiating instruction.
- **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.

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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 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 social studies thinking concepts. 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.

While observing and conversing with students, use the ANECDOTAL RECORD template and/or the INDIVIDUAL STUDENT OBSERVATIONS template 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 template, page 27, provides a format for recording individual or group observations.
- **Individual Student Observations**: To focus more on individual students for a longer period of time, consider using the INDIVIDUAL STUDENT OBSERVATIONS template, page 27. This template provides more space for comments and is especially useful during conferences, interviews, and individual student performance tasks.

Students should have a method to monitor this teacher feedback. Students may use a social studies journal, 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, find the STUDENT SELF-ASSESSMENT template, as well as a STUDENT REFLECTIONS template on page 28. In addition, keeping a social studies journal will encourage students to reflect on their own learning.

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. Accordingly, consider collecting student products, observing processes, and having conversations with students. Also consider which student work is formative and which is summative. Only the most recent and consistent evidence should be used.

Assessment of learning suggestions are provided with the culminating lesson of each unit of the ***Hands-On Social Studies*** program. Use the ANECDOTAL RECORD template, the INDIVIDUAL STUDENT OBSERVATIONS template, and the RUBRIC, found on page 27, to record student results.

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Performance Assessment

Both assessment for learning and assessment of learning include performance assessment. Performance assessment is planned, systematic observation and 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 RUBRIC for teacher use are included on page 27. For any specific activity, before the work begins, as a class, discuss success criteria for completing the task. This will ensure that the success criteria relate to the lesson's learning goals. Record these criteria on the rubric.

When conducting assessment for learning, review the rubric 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, 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 28.

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 25). 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, it should be possible 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 of 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 28, and PORTFOLIO ENTRY RECORD is on page 29).

Summative Achievement Levels

At the end of each unit, 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 25.

A template for SUMMATIVE ACHIEVEMENT LEVELS is included on page 29 for recording this information.

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Culturally Responsive and Relevant Pedagogy and Assessment

Assessment that embeds culturally responsive and relevant pedagogy (CRRP) requires linkages between each student's everyday lived cultural experiences and the assessment strategies being planned. Culturally responsive assessment requires strategies that adapt to each student's cultural identity. As such, assessment may be community-based, qualitative, and holistic, and include input from all the people who influence an individual student's learning—parents, caregivers, Elders, Knowledge Keepers, community members, and educators. An assessment that includes all these perspectives provides a balanced understanding of what represents success for all students and their families/community. A strong partnership between parents/guardians/communities and school improves student achievement.

NOTE: Be aware that some students may feel apprehensive about a formal process of assessment; others may find that Western achievement goals do not fit their worldview.

In ***Hands-On Social Studies***, consideration has been given to assessment from a CRRP perspective. The following suggestions will assist in supporting this perspective:

- Consider learning and assessment in a holistic way, acknowledging that each student will find identity, meaning, and purpose through connections to the community, to the natural world, and to values such as respect and gratitude.
- Incorporate family and community in learning and assessment whenever possible. Include parents/caregivers, siblings, grandparents, aunts and uncles, and cousins. Also include community members, such as Elders, Knowledge Keepers, daycare staff, babysitters, and coaches. For this purpose, the template FAMILY AND COMMUNITY CONNECTIONS: ASSESSING TOGETHER can be found on page 29. After any lesson or module, students can take home a copy of this template to complete with family or community members (with permission). This template can also be completed by students in pairs, to enhance the sense of community in the classroom.
- Have students take home one of their self-assessment templates (STUDENT SELF-ASSESSMENT, STUDENT REFLECTIONS, or social studies journal) to explain it to a family or community member. These templates can also be shared with a peer to enhance the sense of community within the school.

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. Use the assessment strategies presented in a wide variety of ways, and build an effective assessment plan using these assessment ideas and your valuable experiences as educators. Be sure to offer a variety of assessment types to allow for differentiation of work. Students may come from diverse backgrounds and learn best when given the opportunity to demonstrate understanding in different ways.

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Social Studies Achievement Chart

Category	Level 1	Level 2	Level 3*	Level 4
Knowledge and Understanding—Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content *(e.g., facts, terms, definitions)*	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content *(e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies)*	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking—The use of critical and creative thinking skills and/or processes				
Use of planning skills *(e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research)*	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills *(e.g., interpreting, analysing, synthesizing, and evaluating data, evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions)*	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes *(e.g., applying concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes)*	uses critical/ creative thinking processes with limited effectiveness	uses critical/ creative thinking processes with some effectiveness	uses critical/ creative thinking processes with considerable effectiveness	uses critical/ creative thinking processes with a high degree of effectiveness
Communication—The conveying of meaning through various forms				
Expression and organization of ideas and information *(e.g., clear expression, logical organization)* **in oral, visual, and written forms**	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

*Level 3 represents the provincial standard for achievement.

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Category	Level 1	Level 2	Level 3*	Level 4
Communication—(continued)				
Communication for different audiences *(e.g., peers, adults)* **and purposes** *(e.g., to inform, to persuade)* **in oral, visual, and written forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions *(e.g., mapping and graphing conventions, communication conventions)***, vocabulary, and terminology of the discipline in oral, visual, and written forms**	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application—The use of knowledge and skills to make connections within and between various contexts				
Application of knowledge and skills *(e.g., concepts, procedures, spatial skills, processes, technologies)* **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills *(e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies)* **to new contexts**	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts *(e.g., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address related issues)*	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

Source: The Ontario Curriculum, Elementary Social Studies, History, and Geography, https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-sshg/context/assessment-and-evaluation.

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Unit A: Heritage and Identity

Communities in Canada, Past and Present

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About This 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

Since this unit focuses on identities and communities in Canada, both historical and current, collect background material in these areas. Some good resources include:

- history magazines (e.g., *Kayak: Canada's History Magazine for Kids, Canada's History*)
- antiques, artifacts, or other objects that relate to the individuals and groups being studied
- historical photographs of people and places (e.g., from Library and Archives Canada <https://recherche-collection-search.bac-lac.gc.ca/eng/Home/Search>)
- historical maps and atlases (e.g., *The Historical Atlas of Canada* by Derek Hayes, Native Land Digital <https://native-land.ca/>)
- Elders or other Knowledge Keepers from local Indigenous communities
- local and regional museums and historical sites (for more information, visit the Ontario Museum Association website: <https://museumsontario.ca>)

Collect a variety of reading materials (e.g., graphic novels, biographies, historical fiction) for students, both fiction and nonfiction, at a range of reading levels. If possible, allow time for students to explore history websites, including those with a First Nations, Métis, or Inuit focus, as well as websites that relate to immigration. Always preview any website students may use. See Resources for Students, page 39, for suggestions.

Have students keep a social studies journal where they can reflect on lesson activities, their conceptual understandings, and their learning goals. They can also reflect on their learning and experiences throughout the unit. Students may also use their journals for writing prompts found in Assessment as Learning suggestions throughout the lessons.

Indigenous Peoples, Knowledges, and Perspectives

In this unit, students will examine the significance of First Nations peoples and Inuit as the original people of what is now called Canada, and the ongoing contributions and innovations of Indigenous Peoples. Students will also consider the early beginnings of Canada and explore relationships between Indigenous Peoples and the Canadian government, with a focus on treaties and the impacts of the residential school system.

Vocabulary

Throughout this unit, use, and encourage students to use, vocabulary related to the topic, such as:

- *antisemitism, bilingualism, census, community, culture, data, demographics, diversity, emigrate, ethnic group, First Nations, heritage, Holocaust, homeland, human rights, identity, immigrate, inclusiveness, Indigenous, Inuit, Jewish, Métis, multiculturalism, perspective, pull factors, push factors, settler, stereotype, survey, symbol, volunteer*

Inquiry process vocabulary may include terms such as:

- *access, analyze, ask, assess, brainstorm, collect, communicate, compare, connect, consider, construct, create, describe, develop, draw conclusions, estimate, evaluate, explain, explore, find, follow,*

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gather, graph, identify, improve, inquire, interpret, investigate, measure, observe, order, organize, plan, predict, propose, recognize, record, repeat, research, respond, select, survey, tally

As well, encourage students 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, use, and encourage students to use, language related to social studies thinking concepts, such as:

- *cause, change, consequence, importance, interrelationships, pattern, perspective, result, significance, trend*

NOTE: Use the chart Social Studies Thinking Concepts: Success Criteria, on page 37, to focus on these concepts throughout the unit.

Have students create a glossary to record new terminology, along with definitions and illustrations. Where possible, encourage students to draw pictorial representations of the word(s) to enrich learning and support literacy. A template for the glossary is found in the first lesson of this unit.

Create a word wall on a bulletin board, a piece of poster paper, or a piece of chart paper. Record new vocabulary on the word wall as it is introduced throughout the unit, along with related visuals, examples, and definitions. Ensure the word wall is placed in a location where all students can see and access the words.

NOTE: When appropriate, include terminology in languages other than English, such as Indigenous languages, on the word wall. This is a way of acknowledging and respecting students' cultural backgrounds, while enhancing learning for all students. Online dictionaries may be used as a source for translations.

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Unit Overview

Overall Expectations	Social Studies Thinking Concepts	Big Ideas
A1. Application: Diversity, Inclusiveness, and Canadian Identities Assess contributions to Canadian identities made by various groups and communities, including First Nations, Métis, and Inuit communities, and by various features of Canadian communities and regions.	Cause and Consequence; Patterns and Trends	Many different communities have made significant contributions to Canada's development.
A2. Inquiry: The Perspectives of Diverse Communities Use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experience of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada.	Perspective	Different groups may experience the same development or event in different ways.
A3. Understanding Context: The Development of Communities in Canada Demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities, including First Nations, Métis, and Inuit communities, in Canada.	Significance; Continuity and Change	Significant events in different communities have contributed to the development of the identity of that community and of Canada.

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Curricular Expectations

Specific Expectation	Lesson													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
A1. Application: Diversity, Inclusiveness, and Canadian Identities														
A1.1 explain how various features, including built, physical, and social features of communities, can contribute to identities in and images of a territory and/or country, and assess the contribution of some of these features to images of and identities in Canada	√		√											
A1.2 analyze some of the contributions that various First Nations, Métis, and Inuit communities and individuals have made to Canada	√		√	√										
A1.3 analyze some of the contributions that various settler/newcomer groups have made to Canadian identities	√		√			√				√		√	√	√
A1.4 explain how various groups and communities, including First Nations, Métis, and Inuit communities, have contributed to the goal of inclusiveness in Canada, and assess the extent to which Canada has achieved the goal of being an inclusive society						√	√		√	√				√
A2. Inquiry: The Perspectives of Diverse Communities														
A2.1 formulate questions to guide investigations into different perspectives on the historical and/or contemporary experience of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada			√		√	√	√	√		√				
A2.2 gather and organize information from a variety of primary and secondary sources that present different perspectives on the historical and/or contemporary experience of a few communities, including First Nations, Métis, and/or Inuit communities, in Canada	√	√	√		√					√				
A2.3 analyze and construct print and digital maps as part of their investigations into different perspectives on the historical and/or contemporary experience of communities, including First Nations, Métis, and/or Inuit communities, in Canada			√					√						
A2.4 interpret and analyze information and evidence relevant to their investigations, using a variety of tools	√	√	√	√	√	√	√	√	√	√		√		√
A2.5 evaluate evidence and draw conclusions about perspectives on the historical and/or contemporary experience of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada	√		√			√	√	√	√	√				√
A2.6 communicate the results of their inquiries, using appropriate vocabulary			√		√	√	√	√		√				

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Specific Expectation	Lesson													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
A3. Understanding Context: The Development of Communities in Canada														
A3.1 identify the traditional Indigenous and treaty territory or territories on which their community is located			√					√						
A3.2 identify the main reasons why different peoples migrated to Canada					√	√			√	√				
A3.3 describe some key economic, political, cultural, and social aspects of life in settler/newcomer communities in Canada, and identify significant ways in which the culture of settlers' places of origin influenced their ways of life in Canada and, where applicable, had an impact on Indigenous communities					√	√	√	√		√	√			
A3.4 identify various types of communities in Canada and some ways in which they have contributed to the development of the country			√	√	√	√	√			√				
A3.5 describe significant events or developments in the history of two or more First Nations, Métis, and/or Inuit communities in Canada and how these events affected the communities' development and/or identities			√	√			√	√						
A3.6 describe significant events or developments in the history of two or more settler/newcomer communities in Canada and how these events affected the communities' development and/or identities						√				√				√
A3.7 describe significant events or developments in the history of Jewish communities in Canada, including some of the ways they have contributed to Canada, and identify some of the impacts of antisemitism on these communities' development and/or identities										√				
A3.8 describe interactions between communities in Canada, including between newcomers and groups that were already in the country							√	√		√				
A3.9 identify key differences, including social, cultural, and/or economic differences, between a few historical and/or contemporary communities, including at least one First Nations, Métis, or Inuit community, in Canada					√	√	√			√			√	√
A3.10 describe significant changes within their own community in Canada											√			
A3.11 identify and describe fundamental elements of Canadian identities	√											√	√	

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Social Studies Thinking Concepts: Success Criteria

Social Studies Thinking Concepts	Success Criteria
Significance	■ I can identify the main reasons why different people came to Canada. ■ I can describe (verbally, graphically, etc.) some key economic, political, cultural, and social aspects of life in settler communities in Canada, and identify significant ways in which their place of origin influenced their ways of life in Canada. ■ I can identify and describe fundamental elements of Canadian identities (e.g., three founding nations, universal health care).
Cause and Consequence	■ I can identify the contributions made by various groups and their impact on various Canadian communities and the consequences they created (e.g., French and English communities to the development of Canada as a bilingual country). ■ I can demonstrate how the various communities and groups in Canada resulted in a consequence that affected the natural environment and/or human society (e.g., inclusiveness). ■ I can use my understanding of various communities and regions in Canada to recognize consequences and determine possible solutions (e.g., the policy of multiculturalism).
Continuity and Change	■ I can make connections between significant events or developments in the history of two or more communities in Canada and determine how these events affected the communities' development or identity. ■ I can identify and explain the key differences, including social, cultural, and/or economic differences, between two or more historical and/or contemporary communities in Canada (e.g., social and economic differences between upper-class and working-class people in industrializing cities). ■ I can describe significant changes within my own community in Canada.
Patterns and Trends	■ I can identify the characteristics of various communities and/or regions in Canada and how they contribute to the identity and image of our country (e.g., the variety of ethnic neighbourhoods in some of Canada's largest cities). ■ I understand how settlement patterns of various communities affected the natural and/or human environment and how they influence our way of life (e.g., how the demands of an urban population affect the natural environment). ■ I can explain how various groups have contributed to the goal of inclusiveness in Canada.
Perspective	■ I can gather a variety of information and analyze a source to determine perspective of at least two or more historical or contemporary communities (e.g., primary sources such as photographs; secondary sources such as newspaper articles and biographies). ■ I can use the perspective of two or more historical or contemporary groups or communities to successfully analyze a topic or experience. ■ I am able to compare and contrast how two or more historical or contemporary groups may view and interpret the same development, event, or issue (e.g., the forced relocation of Japanese Canadians during the Second World War from the perspective of Japanese Canadians, the government at the time, and the government that issued an apology to Japanese Canadians).

Source: "Grade 6 Success Criteria Strand A: Heritage and Identity: Communities in Canada, Past and Present." Ontario Elementary Social Studies Teachers Association. <http://oessta-teachers.ca/wp-content/uploads/2015/10/Success-Criteria-OESSTA-3.1.pdf>

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Cross-Curricular Connections

Lesson	Lesson Name	Subject				
		Language	Math	Science and Technology	Arts	Physical Education/ Health
1	Launching the Unit: Significant Canadians	√		√	√	√
2	Canada's Demographic Growth	√	√			
3	Early Indigenous Peoples	√		√	√	
4	Contributions of Indigenous Peoples	√		√	√	
5	Immigrating to Canada	√	√		√	
6	The French and English Settlers	√	√			
7	Relationships Between Indigenous Peoples and Europeans	√				
8	Treaties	√			√	
9	Human Rights in Canada	√				√
10	Experiences and Contributions of Jewish Communities in Canada	√	√	√		
11	Our Community: Past and Present	√			√	
12	Canadian Identities	√	√			
13	Communities in Canada Heritage Fair	√			√	
14	Comparing Communities in Canada	√	√			

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Resources for Students

NOTE: Resources marked with an asterisk are considered authentic resources. This means if they are traditional stories they reference the Indigenous community they came from, they state the individual that shared the story and gave permission for the story to be used publicly, and the person who originally shared the story is First Nations, Métis, or Inuit. If they are works of fiction, they were written by a First Nations, Métis, or Inuit author. For other approved resources, connect with your school board's Indigenous Lead.

Books

Siha Tooskin Knows the Gifts of His People, Charlene Bearhead and Wilson Bearhead (HighWater, 2020).*

The Important Book, Margaret Wise Brown (Harper, 1999).

Shin-chi's Canoe, Nicola I. Campbell (Groundwood Books, 2008).*

Shi-shi-etko, Nicola I. Campbell (Groundwood Books, 2005).*

I Am Not a Number, Jenny Kay Dupuis and Kathy Kacer (Second Story, 2016).*

Indigenous Ingenuity: A Celebration of Traditional North American Knowledge, Deidre Havrelock and Edward Kay (Christy Ottaviano Books, 2023).*

The Historical Atlas of Canada, Derek Hayes (Douglas & McIntyre, 2015).

Famous Black Canadians, Ramona Heikel (Coast2Coast2Coast, 2019).

The Secret Pocket, Peggy Janicki (Orca, 2023).*

Fatty Legs: A True Story (10th Anniversary Edition), Christy Jordan-Fenton and Margaret Pokiak-Fenton (Annick, 2020).*

To Hope and Back: The Journey of the St. Louis, Kathy Kacer (Second Story, 2011).

Finding Home: The Journey of Immigrants and Refugees, Jen Sookfong Lee (Orca, 2021).

Canadian Women Now and Then: More Than 100 Stories of Fearless Trailblazers, Elizabeth MacLeod (Kids Can, 2020).

Scholastic Canada Biographies series, Elizabeth MacLeod (Scholastic Canada, 2018–2024).

Strength and Struggle: Perspectives from First Nations, Inuit, and Métis Peoples in Canada, 2nd edition, edited by Rachel A. Mishenene and Dr. Pamela Rose Toulouse (McGraw-Hill Ryerson, 2019).*

The Witness Blanket: Truth, Art and Reconciliation, Carey Newman and Kirstie Hudson (Orca, 2022). <https://witnessblanket.ca/>*

Trailblazers: The Black Pioneers Who Have Shaped Canada, Tiyahna Ridley-Padmore (Indigo, 2020).

Tales From Big Spirit series, David A. Robertson (HighWater, 2014–2018).*

When We Were Alone, David A. Robertson (HighWater, 2016).*

Stepping Stones: A Refugee Family's Journey, Margriet Ruurs (Orca, 2016).

Speaking Our Truth: A Journey of Reconciliation, Monique Gray Smith (Orca, 2017).*

The Good Fight, Ted Staunton (Scholastic Canada, 2021).

Immigration to Canada: Then and Now series, various authors (Coast2Coast2Coast, 2019).

Righting Canada's Wrongs series, various authors (James Lorimer, 2011–2023).

A Girl Called Echo series, katherena vermette (HighWater, 2017–2021).*

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Sky Wolf's Call: The Gift of Indigenous Knowledge, Eldon Yellowhorn and Kathy Lowinger (Annick, 2022).*

Turtle Island: The Story of North America's First People, Eldon Yellowhorn and Kathy Lowinger (Annick, 2017).*

Escape From the Edge, Morris Schnitzer (The Azrieli Foundation, 2021). <https://memoirs.azrielifoundation.org/>

In Hiding, Marguerite Élias Quddus (The Azrieli Foundation, 2013). <https://memoirs.azrielifoundation.org/>

NOTE: The Azrieli Foundation's Holocaust Survivor Memoirs Program is widely recognized for its expertise and excellence. Portage & Main Press has received assurance that the Azrieli Foundation is a registered Canadian charity and a distinct entity from the Azrieli Group, with an independent board of directors and a separate vision, mission, and structure. The Foundation is not the philanthropic arm of the Azrieli Group. The Memoirs Program is dedicated to preserving, fact-checking, publishing, and freely distributing the first-hand testimonies of Holocaust survivors who chose this Program as the steward of their life stories.

Websites

NOTE: Before viewing online videos or having students visit websites, it is essential to review them to ensure that they (1) are still available, (2) have not been hacked (i.e., the content has not been tampered with), (3) are not surrounded by questionable advertisements, and (4) are appropriate for grade 6 students.

Canadian Currency

- **https://www.bankofcanadamuseum.ca/complete-bank-note-series/**
  Bank of Canada Museum Complete Bank Note Series. Features a series of exhibits on Canadian banknotes from 1935 to the present.
- **https://publications.gc.ca/collections/collection_2017/monnaie-mint/F72-12-2006-eng.pdf**
  The Royal Canadian Mint Currency Timeline. A timeline of coins in Canadian history, from wampum, to playing card money, to the 2006 lucky loonie.

Demographic Data

- **https://www.statcan.gc.ca**
  Statistics Canada: Population estimates, unemployment rates, immigration, demographics, languages, and so on, based on census and statistics data.

General

- **http://publications.gc.ca/collections/Collection/CH37-4-3-2002E.pdf**
  Canadian Charter of Right and Freedoms. Canadian Heritage.
- **https://www.thecanadianencyclopedia.ca/en**
  The Canadian Encyclopedia: Find information on many topics and events in Canadian history using the search tool.
- **https://thecanadianencyclopedia.ca/en/collection/immigration-and-communities-in-canada**
  Immigration and the Communities of Canada Collection—The Canadian Encyclopedia: An extensive list of articles about communities in Canada including neighbourhood and historical communities.
- **https://pier21.ca/**
  Canadian Museum of Immigration at Pier 21: Resources about the ongoing story of immigration to Canada, including virtual field trip options.
- **https://humanrights.ca/**
  Canadian Museum for Human Rights: Teaching resources on human rights, Jewish and Black history, and Indigenous Peoples.

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4 Contributions of Indigenous Peoples

Students will understand the ongoing contributions and innovations of Indigenous Peoples.

Guided Inquiry Questions

- What are some of the significant contributions and innovations of First Nations, Inuit, and Métis peoples?
- What impact have these contributions and innovations had on Canada and the world today?

Learning Goal

- We are learning about the contributions and innovations of First Nations, Inuit, and Métis peoples.

Social Studies Thinking Concepts

- Significance
- Continuity and Change
- Perspective

Information for Teachers

Indigenous Peoples have lived on the land for thousands of years. They have always used the resources available to them to survive, and along the way they created many innovations still used today. These include innovations related to hockey, lacrosse, canoes, kayaks, dogsleds, axes, pulleys, saws, asphalt, compasses, mirrors, anesthetics, diuretics, cataract removal, skin grafts, smelting, ironwork, chocolate, potato chips, food colouring, mouthwash, toothbrushes, tax systems, political structures, apartment complexes, insulation, stonemasonry, seawalls, urban planning, and dreamwork psychology.

Indigenous Peoples have also made significant cultural contributions through the arts, such as wood, bone, and soapstone carvers; painters and printmakers; beaders; and the Indigenous Group of Seven.

Materials

- chart paper
- markers
- poster paper
- art supplies (e.g., pencil crayons)
- computer/tablet with internet access
- projection device
- Image Bank: Indigenous Inventions and Innovations (see Appendix, page 217)
- Activity Sheet: Indigenous Inventions and Innovations (A.4.1)
- Image Bank: Indigenous Art (see Appendix, page 217)
- resources related to Indigenous art, such as:
  - *Muskrat Magazine* <https://muskratmagazine.com/>
  - McMichael Canadian Art Collection <https://mcmichael.com/>
  - Canadian Encyclopedia <https://www.thecanadianencyclopedia.ca>: Find resources on quillwork, birchbark biting, and Indigenous artists such as George Arluk and Freda Diesing. Type “Indigenous Art” into the search tool for more results.

Activate

Record the term *invention* on chart paper. Ask:

- What does this term mean?

Have students share their ideas and record these as well. Organize the class into working groups, and have each group brainstorm a list of inventions. Have each group share their list, explaining what the invention is and how it helps people, either by making life easier or more enjoyable. Ask:

- What do you know about inventions and innovations made by Indigenous people living in Canada?

▶

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Have students share their ideas, and record these on chart paper. Also record inquiry questions generated during the discussion.

Introduce the guided inquiry questions:

- What are some of the significant contributions and innovations of First Nations, Inuit, and Métis peoples?
- What impact have these contributions and innovations had on Canada and the world today?

Action Part One

Provide each student with a copy of the Activity Sheet: Indigenous Inventions and Innovations (A.4.1). Then, project the Image Bank: Indigenous Inventions and Innovations. As each image is projected, have students record on their activity sheet the name of the object, its features, why it might have been created, and how it has helped people.

Activity Sheet
Directions to students:
In the chart provided, fill in the inventions, the reason for each invention, and how it makes life easier or more enjoyable (A.4.1).

Assessment for Learning AfL
Observe students as they participate in discussions, focusing on their ability to share why these inventions and innovations were made. Use the ANECDOTAL RECORD template, page 27, to record observations.

Action Part Two

To focus on cultural contributions and connect to the art curriculum, invite a local Elder, Knowledge Keeper, or Indigenous artist to share stories, artifacts, or experiences connected to art. These guests may also be very helpful while viewing the image bank below.

NOTE: **See page 7 for guidelines for inviting Elders or Knowledge Keepers to speak to students.**

Project the Image Bank: Indigenous Art. As each image is projected, have students discuss the art. Focus on materials used, colours, designs, and so on. Challenge students to predict how these examples might have been created long ago and how they might be created today.

As a class, generate a list of the types of art in the image bank. For example:

- beadwork
- painting
- soapstone carving
- wood carving
- bone carving
- caribou- and moose-hair embroidery/tufting
- porcupine quillwork
- birchbark biting
- woven basketry

Have students work in pairs to conduct an inquiry investigation into one type of art. As a class, generate inquiry questions to guide the investigation. For example:

- Which First Nations, Inuit, or Métis people create this type of art?
- What materials do they use?
- What is the purpose of the art? Does it serve a function or is it for visual enjoyment?

Have students conduct their investigation and then create a poster to share their learning. As a class, co-construct success criteria for the posters. For example:

- includes a title
- includes visuals (drawings or photographs)
- answers at least three inquiry questions
- cites sources

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Record the success criteria on chart paper for students to reference as they work on their posters. Guide students in their investigation and production of their posters. Display the posters as a gallery walk for other students and community members.

Assessment of Learning AOL
Observe students as they participate in this inquiry. Focus on their ability to identify inquiry questions, access information from available resources, and organize their findings. Use the ANECDOTAL RECORD template, page 27, to record observations.

Consolidate

Create a list of inventions and contributions of First Nations, Inuit, and Métis people. Ask:

- What do these inventions and innovations tell us about Indigenous communities?
- Is there one innovation that you find particularly significant? Why?
- What is one item you were surprised was an Indigenous invention?
- How has your thinking changed about Indigenous innovations?

Have students share their ideas and opinions.

Debrief

Revisit the guided inquiry questions:

- What are some of the significant contributions and innovations of First Nations, Inuit, and Métis peoples?
- What impact have these contributions and innovations had on Canada and the world today?

Have students share their experiences and knowledge, provide examples, and ask further inquiry questions.

Assessment as Learning AAL
In their social studies journals, have students reflect on their learning and the significance of the innovations of Indigenous Peoples.

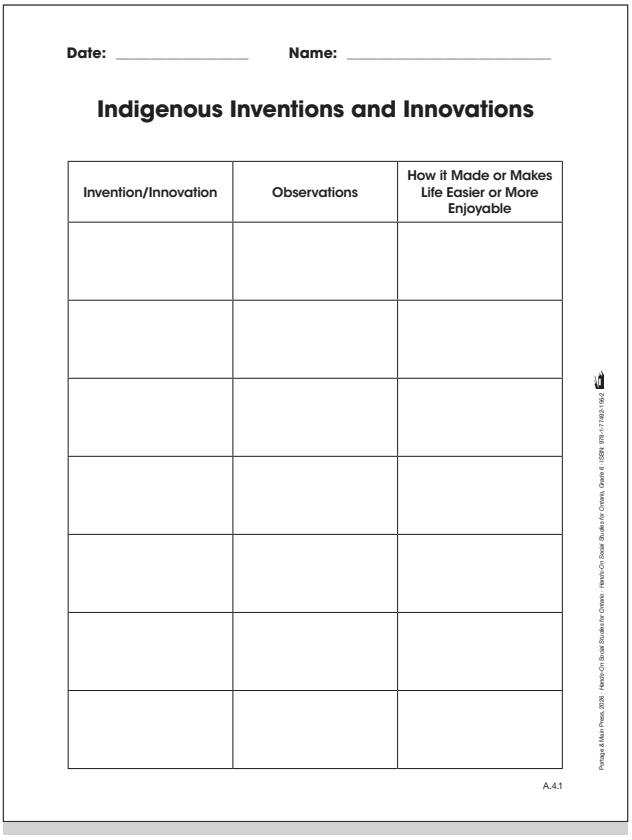
Extend

- Have students choose a task that needs to be performed in everyday living. Explain that they will develop an invention that makes the task easier. Tell them to ensure their invention does not already exist and to make it of natural materials. Have them make a drawing of their invention.
- Add new and important vocabulary from the lesson to the word wall, along with related visuals and examples. Include the words in languages other than English, such as Indigenous languages, as appropriate.
- Have students record, in their personal glossaries (A.1.2), new and important terminology from the lesson, along with illustrations and examples. When possible, encourage them to add words and examples in languages other than English, including Indigenous languages, reflective of the class cultural makeup.
- In their social studies journals, have students reflect on the lesson's activities, their conceptual understandings, and their learning goals.

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For step-by-step instructions to access this download, see Appendix on page 217.
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A.4.1



Date: _____ **Name:** _____

Indigenous Inventions and Innovations

Invention/Innovation	Observations	How it Made or Makes Life Easier or More Enjoyable

A.4.1

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Appendix: Image Banks

Images in this appendix are thumbnails from the Image Banks referenced in the lessons.

Corresponding full-page, high-resolution images can be printed or projected for the related lessons. Download the digital resources for this book, including the image banks and reproducibles, using the instructions below. You may return to this link to download the desired files until a new edition is available for pre-order.

1. Go to the Portage & Main Press website at <https://www.portageandmainpress.com/isbn/9781774921562>.

NOTE: The angle brackets (< and >) are not part of the above URL.

2. On the product page, select the button labelled Download Digital Resources. A new page will appear, requesting a password.
3. Type the password xxxxxxx into the password field. The password is case sensitive, so be sure to use the correct capitalization.
4. Select Submit. A new page will appear, listing the download options for this book.
5. Click Retrieve Your Download to download the digital resources, including the image banks and reproducibles for this book.
6. Save the file to the desired location on your computer.

NOTE: This is a large file. Download times will vary due to your internet speeds.

Lesson 4: Contributions of Indigenous Peoples

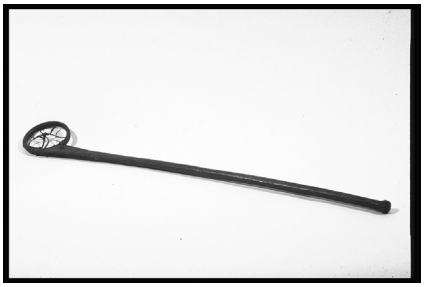
Indigenous Inventions and Innovations



1. Three Sisters planting method



2. Three Sisters planting method



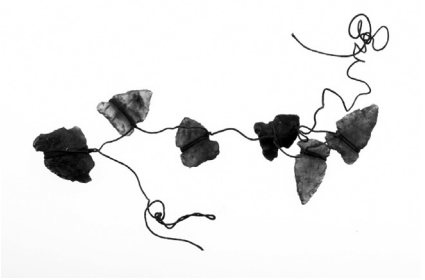
3. Iroquois lacrosse stick



4. Eastern Woodlands lacrosse stick



5. Algonquin bark canoe



6. Northern Plains arrowheads



7. Eastern Woodlands tomahawk head



8. Mi'kmaq basket



9. Iroquois or Kanien'kehá:ka mortar and pestle



10. Assiniboine bow

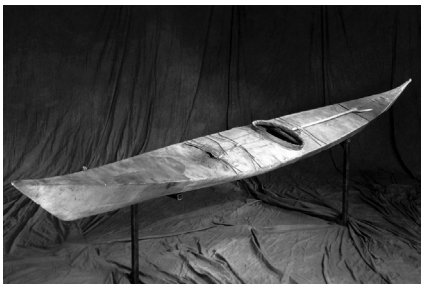


11. Eastern Cree or Innu snare



12. Dogsled

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13. Kalaalit hunting kayak



14. Inuit qulliq oil lamp



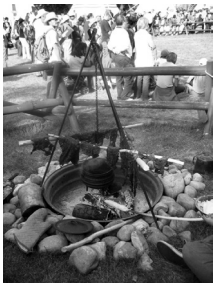
15. Anishinaabe or Saulteaux snowshoes



16. Red River cart with canvas top



17. Bannock



18. Pemmican

Image Credits:

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2 – the three sisters by Lindsay. Used under CC BY 2.0 licence.

3 – McCord Museum ACC3190

4 – McCord Museum ACC3189

5 – Algonquin Bark Canoe. Courtesy of the Canadian Canoe Museum and Michael Cullen.

6 – McCord Museum ACC1059

7 – McCord Museum M9368

8 – McCord Museum ACC5450A-B

9 – McCord Museum M5919.1

10 – McCord Museum M10127.1

11 – McCord Museum M998.10.68

12 – Winters, Snow, Nature, Mountain, Landscape, Cold, White by 3938030. Used under CC0 1.0 Universal licence.

13 – Western Greenland Hunting Kayak. Courtesy of the Canadian Canoe Museum and Michael Cullen.

14 – McCord Museum ME982X.164

15 – McCord Museum M11051.1-2

16 – William Hind. William George Richardson Hind collection. Library and Archives Canada, C-028252. Used under CC BY 2.0 licence.

17 – Bannock by Nicholas. Used under CC BY 2.0 licence.

18 – Pemmican by John Johnston. Used under CC BY 2.0 licence.

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Indigenous Art



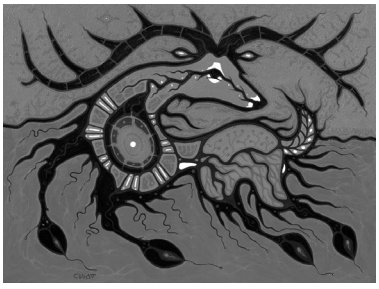
1. Eastern Woodlands wood carving



2. Inuit bone carving



3. Inuit soapstone carving



4. Woodland style painting, Deer Clan – Waawaashkeshi Doodem by Donald Chrétien



5. Eastern Woodlands armband with moose hair embroidery



6. Eastern Woodlands birchbark handbag with quillwork



7. Birchbark biting



8. Eastern Woodlands beaded container



9. Mohawk basket weaving

Image Credits:

1 – McCord Museum M5078

2 – McCord Museum M999.105.13

3 – McCord Museum ME985.136.6

4 – Deer Clan – Waawaashkeshi Doodem by Donald Chrétien

5 – McCord Museum M6266

6 – Birch-bark handbag by Jeremy Board. Used under CC BY 2.0 licence.

7 – Birch Bark Biting by Pat Bruderer

8 – McCord Museum M196

9 – Basket Weaving by Carrie Hill

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About the Contributors

Jody Alexander is an Algonquin from Pikwakanagan First Nation in Ontario. With 16 years' experience in education, Jody believes infusing Indigenous history, perspectives, and knowledge will benefit every student, and through this new knowledge, a better Canada will be created for future generations.

Belle Jarniewski is the Executive Director of the Jewish Heritage Centre of Western Canada, where she brings education on the Holocaust and antisemitism to thousands of students each year. Since 2013, she has served on Canada's delegation to the International Holocaust Remembrance Alliance. She is the author of *Voices of Winnipeg Holocaust Survivors*, an important book that outlines the story of 73 local Holocaust survivors. In 2025, Belle received a King Charles III medal and was also recognized in the Manitoba Legislature for her work bringing education on the Holocaust and antisemitism to Manitoba students.

Jennifer Lawson, PhD, is the creator of the Hands-On series published by Portage & Main Press. As senior writer and editor for the series, she has contributed to more than 50 publications for teachers and students. Jennifer provides professional development workshops for educators locally, nationally, and virtually, and is a Workplace Wellness Advisor. Her most recent book is a collective effort called *Teacher, Take Care: A Guide to Well-Being and Workplace Wellness for Educators.* She is also one of the founders of Mission to Mexico, an organization that supports schools in some of the most impoverished communities in Puerto Vallarta. Throughout her extensive career in education, Jennifer has worked as a classroom teacher, resource and special education teacher, consultant, principal, university instructor, and school trustee. She lives with her family in Winnipeg, Manitoba.

Jennifer H. Manitowabi (she/her/hers) is an Ojibway educator and PhD student at Lakehead University. Throughout her career in education in both Canada and the US, she has worked as a bus driver, classroom teacher, principal, and education director. Jennifer encourages all teachers to incorporate Indigenous worldviews into their lessons and find opportunities to build relationships with the First Nations of Turtle Island. Jennifer is a member of Lac Seul First Nation, where she currently resides, and can often be found creating artwork that celebrates her culture.

Monique Pregent is an elementary science teacher in southwestern Ontario. As an Anishinaabe educator, she is passionate about sharing how to add Indigenous perspectives into all subjects and levels. She is the Indigenous Education Lead for her school board. She has also presented workshops to school boards and the Elementary Teachers' Federation of Ontario. Monique has been a guest writer in resources about how to infuse Indigenous perspectives into all subjects and welcomes the day when it becomes a normal practice in every classroom.

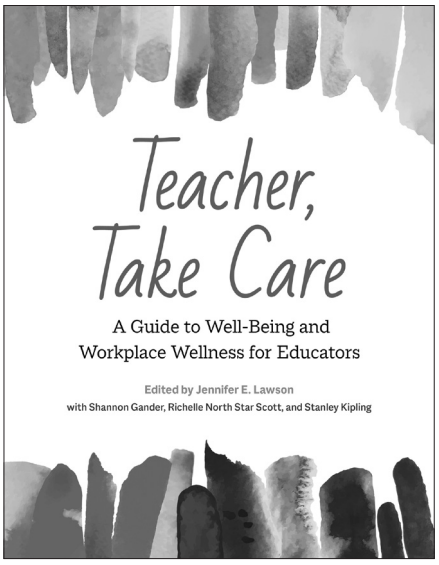
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- **Healthy habits:** Simple changes for better nutrition, exercise, and sleep
- **Work-life balance:** Effective ways to manage your professional and personal life
- **Mindfulness & resilience:** Build mental strength and stay motivated
- **Indigenous perspectives:** Connect to Indigenous perspectives of wellness through remarks from Elder Stanley Kipling and Knowledge Keeper Richelle North Star Scott

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