

***CANADA: A COUNTRY OF CHANGE
(1867 TO PRESENT)***

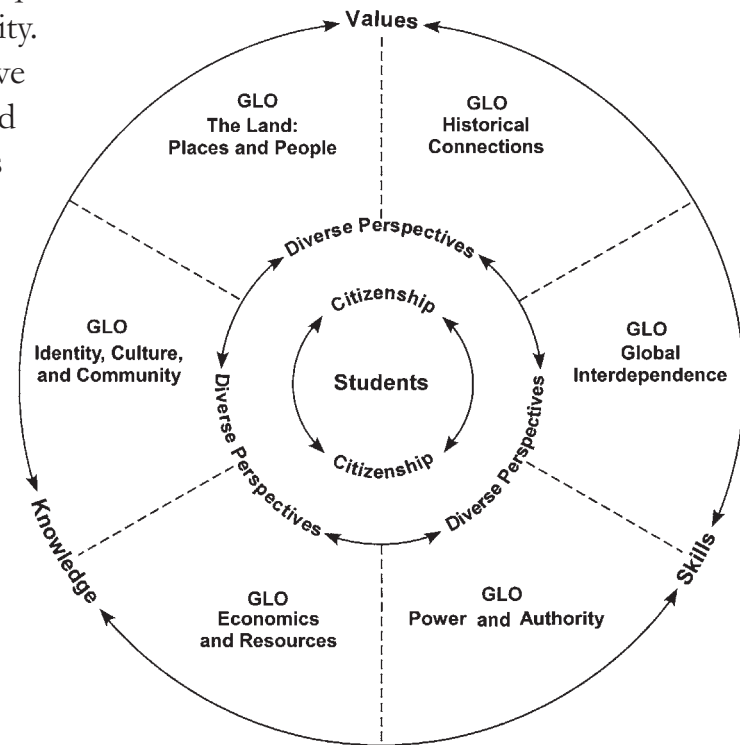
**GRADE
6**

GRADE
6

Canada: A Country of Change (1867 to Present)

Grade Overview

Grade 6 students focus on people and events in Canada from Confederation to the present. They explore the changing character of this country as they examine territorial expansion, the role of immigration, and the evolving relationships between First Nations, Inuit, and Métis peoples and the Canadian government. Students learn about democratic processes and study the emergence of Canada as a culturally diverse, bilingual, and democratic society. They focus on Canadian questions regarding the environment, citizenship, identity, and diversity. Students also consider contemporary world events that have shaped Canadian society. As they explore Canada’s past and present, they enhance their awareness of democratic ideals and their understanding of Canadian citizenship.



Canada: A Country of Change (1867 to Present)

GRADE
6

Cluster Overview

Cluster 1: Building a Nation (1867 to 1914)

Students examine life in post-Confederation Canada. They explore the expansion of Canada through the addition of new provinces and territories, including the influence of individuals and events of this time. Students focus on the entry of Manitoba into Confederation, establishment of treaties and reserves, building of railroads, role of the North West Mounted Police, the 1885 Resistance, and the gold rushes. Students consider the impact of immigration and hardships faced by new settlers. They also study cultural diversity, including the evolving relationships between First Nations, Inuit, and Métis peoples and the Canadian government, and relationships between anglophones and francophones.

Cluster 2: An Emerging Nation (1914 to 1945)

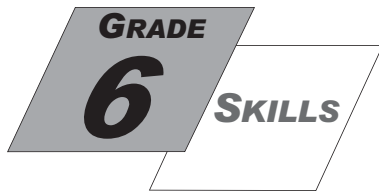
Students examine Canada as a newly emerging nation. This study includes a focus on the Winnipeg General Strike, the Depression, the causes and events of the two World Wars, and Canada's involvement in these wars. Students explore social, political, and economic changes that occurred during this period, such as women's suffrage, urbanization, and technological developments.

Cluster 3: Shaping Contemporary Canada (1945 to Present)

Students explore factors that have shaped contemporary Canadian life. This study includes a focus on the impact of global events and forces, Canadian involvement in international organizations and world conflicts, and the impact of technological and industrial advancements. Students also study developments regarding Aboriginal rights and the evolution of Canada as a bilingual and multicultural nation.

Cluster 4: Canada Today: Democracy, Diversity, and the Influence of the Past

Students explore Canadian governance, citizenship, and identity, and the ideals, responsibilities, and rights of democracy. This study includes a focus on electoral processes, as well as federal, provincial, First Nations, and municipal governments, and the responsibilities of elected representatives. Students examine issues related to the protection and expression of culture and identity and the role of various groups and organizations in the promotion of identity and democratic rights. Students also consider the influence of the natural environment, as well as the contributions of past generations in shaping modern-day Canada.



Skills for Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

Skills for Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

Social Studies Skills

Active Democratic Citizenship

Students will...

6-S-100

Collaborate with others to establish and carry out group goals and responsibilities.

6-S-101

Use a variety of strategies to resolve conflicts peacefully and fairly.
Examples: clarification, negotiation, compromise...

6-S-102

Make decisions that reflect fairness and equality in their interactions with others.

6-S-103

Make decisions that reflect care, concern, and responsibility for the environment.

6-S-104

Negotiate constructively with others to build consensus and solve problems.

6-S-105

Recognize bias and discrimination and propose solutions.

6-S-106

Treat places and objects of historical significance with respect.
Examples: burial grounds, memorials, artifacts...

Managing Information and Ideas

6-S-200

Select information from a variety of oral, visual, material, print, or electronic sources.
Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...

6-S-201

Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...

6-S-202

Distinguish between primary and secondary information sources for research.

6-S-203

Select and use appropriate tools and technologies to accomplish tasks.

6-S-204

Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.

6-S-205

Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.

6-S-206

Select and interpret various types of maps for specific purposes.

6-S-207

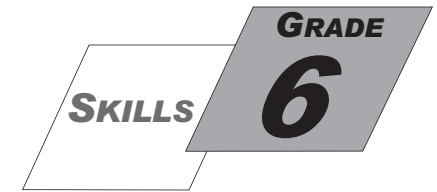
Use latitude and longitude to locate and describe places on maps and globes.

6-S-207A

Use traditional knowledge to read the land.

6-S-208

Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.



Social Studies Skills

Critical and Creative Thinking

Students will...

6-S-300	Plan topics, goals, and methods for historical inquiry and research.	6-S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
6-S-301	Evaluate the advantages and disadvantages of solutions to a problem.	6-S-307	Compare differing accounts of historical events.
6-S-302	Draw conclusions based on research and evidence.	6-S-308	Compare diverse perspectives in a variety of information sources.
6-S-303	Evaluate personal assumptions based on new information and ideas.	6-S-309	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>
6-S-304	Distinguish fact from opinion and interpretation.	6-S-310	Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.
6-S-305	Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>		

Communication

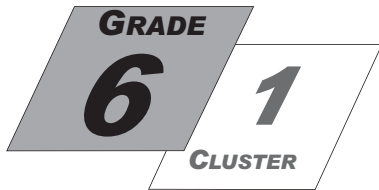
6-S-400	Listen to others to understand their perspectives.	6-S-405	Articulate their beliefs and perspectives on issues.
6-S-401	Use language that is respectful of human diversity.		
6-S-402	Persuasively express differing viewpoints regarding an issue.		
6-S-403	Present information and ideas orally, visually, concretely, or electronically.		
6-S-404	Elicit and clarify questions and ideas in discussions.		

Critical and Creative Thinking Skills

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

Communication Skills

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

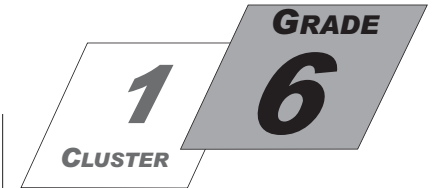


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Cluster 1: Building a Nation (1867 to 1914)

Knowledge	
	Students will...
6-KC-001	<p>Explain the significance of the British North America Act. <i>Examples: federal system of government, constitutional monarchy, British-style parliament...</i></p>
6-KC-002	<p>Compare responsibilities and rights of citizens of Canada at the time of Confederation to those of today. <i>Include: Aboriginal peoples, francophones, women.</i></p>
6-KI-007	<p>Give reasons for the establishment of treaties and reserves and describe their impact on individuals, families, and communities. <i>Examples: indigenous rights, no right to vote, permission needed to leave a reserve...</i></p>
6-KI-008	<p>Identify various groups that immigrated to Canada in the late nineteenth and early twentieth centuries and give reasons for their emigration. <i>Examples: African-Americans, Asians, British, Central and Eastern Europeans, Icelanders...</i></p>
6-KI-009	<p>Describe ways in which immigration was encouraged by and important to the Canadian government from 1867 to 1914.</p>
6-KI-010	<p>Describe various challenges faced by new immigrants to Canada. <i>Examples: language, climate and environment, differing laws and customs, discrimination, physical and cultural isolation...</i></p>
6-KI-011	<p>Describe daily life on a prairie homestead between 1890 and 1914. <i>Examples: survey system, role of women, challenges facing early settlers, education...</i></p>
6-KL-022	<p>Locate on a map of Canada the major landforms and bodies of water.</p>
6-KL-023	<p>Locate on a map the major settlements of Rupert's Land and the original provinces of Canada in 1867.</p>
6-KH-027	<p>Identify individuals and events connected with Manitoba's entry into Confederation. <i>Include: Louis Riel, Red River Resistance, Métis Bill of Rights, provisional government.</i></p>
6-KH-027F	<p>Identify the roles of Father Noël-Joseph Ritchot and Archbishop Alexandre-Antonin Taché in Manitoba's entry into Confederation.</p>
6-KH-028	<p>Identify causes, events, individuals, and consequences of the 1885 Resistance.</p>
6-KH-029	<p>Describe the role of the North West Mounted Police.</p>
6-KH-030	<p>Relate stories about the gold rushes and describe the impact of the gold rushes on individuals and communities. <i>Examples: Fraser River, Cariboo, Klondike...</i></p>
6-KH-031	<p>Identify events and issues related to the construction of the Canadian Pacific Railway. <i>Examples: workers and working conditions, Chinese labourers, construction difficulties, mapping Canada...</i></p>
6-KH-032	<p>Identify contributions of Aboriginal leaders from 1867 to 1914. <i>Examples: Gabriel Dumont, Mistahimaskwa (Big Bear), Pitikwahanapiwiyin (Poundmaker), Isapomuxika (Crowfoot)...</i></p>

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Cluster 1: Building a Nation (1867 to 1914) (continued)

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Knowledge

Students will...

- 6-KH-033** Identify factors leading to the entry into Confederation of Manitoba, Northwest Territories, British Columbia, Prince Edward Island, Yukon, Saskatchewan, Alberta, Newfoundland and Labrador, and Nunavut, and specify the year of entry.
- 6-KH-034** Identify the prime ministers of Canada from 1867 to 1914 and give examples of their achievements.
- 6-KE-055** Explain the importance of agriculture in the development of Canada from 1867 to 1914.

Values

- 6-VC-001** Appreciate the rights afforded by Canadian citizenship.
- 6-VI-005** Appreciate the importance of immigration in the development of Canada.
- 6-VL-010** Appreciate the efforts of people in early Canada to overcome environmental hardships.
- 6-VH-012** Value the diverse stories and perspectives that comprise the history of Canada.
- 6-VE-018** Appreciate the importance of agriculture in the development of Canada.

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CLUSTER

Students examine Canada as a newly emerging nation. This study includes a focus on the Winnipeg General Strike, the Depression, the causes and events of the two World Wars, and Canada’s involvement in these wars. Students explore social, political, and economic changes that occurred during this period, such as women’s suffrage, urbanization, and technological developments.

Cluster 2: An Emerging Nation (1914 to 1945)

Knowledge

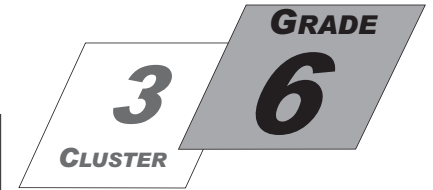
Students will...

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| <p>6-KC-003 Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts.</p> <p>6-KI-012 Identify contributions of First Nations, Inuit, and Métis peoples to Canada’s war efforts.</p> <p>6-KL-024 Give examples of the influence of the natural environment on daily life for various groups during the Depression.</p> <p>6-KH-035 Describe the causes, main events, and results of the 1919 Winnipeg General Strike.</p> <p>6-KH-036 Identify the prime ministers of Canada from 1914 to 1945 and give examples of their achievements.</p> <p>6-KH-037 Describe changing roles for women in Canada from 1914 to 1945.</p> <p>6-KG-039 Identify major causes and events of the First World War.</p> <p>6-KG-040 Describe Canada’s involvement in the First World War and identify its impact on Canadian individuals and communities.
<i>Include: internment of ethnocultural groups.</i></p> <p>6-KG-041 Identify major causes and events of the Second World War.</p> | <p>6-KG-042 Describe Canada’s involvement in the Second World War and identify its impact on Canadian individuals and communities.
<i>Include: internment of ethnocultural groups; the Holocaust.</i></p> <p>6-KP-046 Describe the struggle for and identify individuals involved in women’s suffrage in Manitoba and Canada.
<i>Include: Famous Five (Emily Murphy, Henrietta Muir Edwards, Louise McKinney, Nellie McClung, and Irene Parlby).</i></p> <p>6-KE-056 Relate stories of the Depression and describe its impact on Canada.
<i>Examples: changes in agricultural practices, development of the social safety net, new political parties...</i></p> <p>6-KE-057 Give examples of the impact of technological development on life in Canada from 1914 to 1945.
<i>Examples: electricity, telecommunication, transportation, medicine, industrialization...</i></p> |
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Values

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| <p>6-VI-006 Value the contributions of various groups to the development of Canada.
<i>Examples: suffragettes, trade unions...</i></p> <p>6-VH-013 Appreciate the struggles of past generations in achieving the rights that people in Canada enjoy today.</p> | <p>6-VG-014 Appreciate the sacrifices that soldiers and other Canadians made during the World Wars.</p> |
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Cluster 3: Shaping Contemporary Canada (1945 to Present)



Students explore factors that have shaped contemporary Canadian life. This study includes a focus on the impact of global events and forces, Canadian involvement in international organizations and world conflicts, and the impact of technological and industrial advancements. Students also study developments regarding Aboriginal rights and the evolution of Canada as a bilingual and multicultural nation.

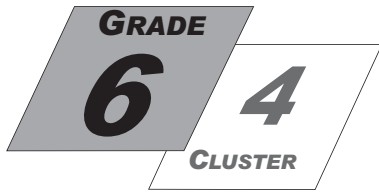
Knowledge

Students will...

6-KI-013	Identify historical reasons for bilingual and multicultural policies in Canada.	6-KG-043	Give examples of Canada's involvement in world conflicts since 1945. <i>Examples: Korean War; Cold War; Gulf War; Bosnia, Afghanistan, international peacekeeping...</i>
6-KI-013F	Describe the impact of the Affaire Forest on the linguistic rights of Franco-manitobains.	6-KG-044	Give examples of global events and forces that have affected Canadians from 1945 to the present. <i>Examples: international cooperation, relief efforts, disease, environmental changes, famine, refugee movement...</i>
6-KI-014	Identify changes and developments regarding Aboriginal rights in Canada from 1867 to the present. <i>Examples: suffrage, changes to Status and entitlement, self-governance, land claims, new treaties...</i>	6-KG-045	Give examples of Canada's participation in the United Nations and other international organizations. <i>Examples: the Commonwealth, La Francophonie, Organization of American States...</i>
6-KI-015	Give examples of changes to francophone populations in Canada since Confederation. <i>Examples: characteristics, distribution...</i>	6-KE-058	Give examples of ways in which industry and technology have changed life in Canada since 1945. <i>Examples: urbanization, transportation, communication, education...</i>
6-KI-015F	Identify events surrounding the creation of the Division scolaire franco-manitobaine (DSFM). <i>Examples: Manitoba Schools Question, Bill 113, Article 23 of the Canadian Charter of Rights and Freedoms, the Mahé Ruling, the Manitoba Referral...</i>	6-KE-059	Give examples of inventions and technologies created in Canada. <i>Examples: kayaks, snowmobiles, Canadarm, insulin, canola...</i>
6-KL-025	Locate on a map of Canada the provinces, territories, and capital cities.		
6-KH-038	Identify the prime ministers of Canada from 1945 to the present and give examples of their achievements.		

Values

6-VI-007	Value the cultural and linguistic diversity of the Canadian community.	6-VI-007F	Value the French language and their francophone heritage and culture.
6-VI-007A	Value their First Nation, Inuit, or Métis language, heritage, and culture.	6-VI-008	Demonstrate respect for people of all cultures.



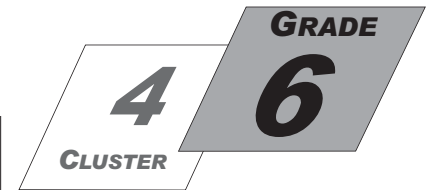
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Cluster 4: Canada Today: Democracy, Diversity, and the Influence of the Past

Knowledge	
Students will...	
<p>6-KC-004 Identify the ideals of democracy and describe the influence of democracy on quality of life for Canadians.</p> <p>6-KC-005 Identify rights and freedoms described in the 1982 Canadian Charter of Rights and Freedoms and explain why they are important.</p> <p>6-KC-006 Identify current issues related to citizenship in Canada.</p> <p>6-KI-016 Describe factors that shape personal and national identities and explain how they may coexist. <i>Examples: social, cultural, linguistic...</i></p> <p>6-KI-016F Describe the influence of their social, cultural, and linguistic choices on their francophone identities.</p> <p>6-KI-017 Describe characteristics that define Canada as a country. <i>Examples: multicultural, bilingual, northern...</i></p> <p>6-KI-018 Give examples of ways in which the government helps protect Canadian identity. <i>Examples: Canadian content rules in the media; support for the Canadian Broadcasting Corporation and the arts...</i></p> <p>6-KI-019 Give examples from the arts and media that are expressions of Canadian culture and/or identity.</p> <p>6-KI-020 Identify various groups and organizations that may contribute to personal identity.</p>	<p>6-KI-020A Identify the roles of Aboriginal organizations and give examples of ways in which they promote Aboriginal rights. <i>Examples: Assembly of Manitoba Chiefs, Manitoba Métis Federation, Assembly of First Nations, Métis National Council...</i></p> <p>6-KI-020F Describe the role of francophone organizations and identify ways in which they promote francophone rights. <i>Examples: Société franco-manitobaine, Pluri-Elles...</i></p> <p>6-KI-021 Identify various individuals from Canada's past and present, and describe their achievements.</p> <p>6-KL-026 Describe the influence of the natural environment on life in Canada.</p> <p>6-KL-026A Describe the influence of the land on their First Nation, Inuit, or Métis identity. <i>Examples: values, beliefs, traditions, customs, art, clothing...</i></p> <p>6-KG-047 Give examples of Canada's connections to other regions of the world. <i>Examples: environmental, social, political, economic...</i></p> <p>6-KP-048 Identify First Nations, Inuit, and Métis perspectives regarding self-determination. <i>Examples: resource use, land claims, treaties, government...</i></p> <p>6-KP-049 Describe the main features of the Canadian government. <i>Include: parliamentary system, federal democracy.</i></p>

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Cluster 4: Canada Today: Democracy, Diversity, and the Influence of the Past (continued)



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Knowledge

Students will...

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| <p>6-KP-050 Define the term <i>political party</i> and identify political parties and their leaders in Canada.</p> | <p>6-KP-053A Identify and describe the main responsibilities of elected representatives of their Aboriginal community.</p> |
| <p>6-KP-051 Describe characteristics of the electoral processes in Canada.</p> | <p>6-KP-054 Identify factors that contribute to inequities in Canada and propose solutions.
<i>Examples: poverty, racism, sexism...</i></p> |
| <p>6-KP-052 Identify the main responsibilities of municipal, provincial, First Nations, and federal governments in Canada.</p> | |
| <p>6-KP-053 Identify elected or appointed municipal, provincial, and federal government representatives and describe their main responsibilities.
<i>Include: Governor General, Manitoba Lieutenant-Governor.</i></p> | |

Values

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| <p>6-VC-002 Be willing to support the ideals of democracy and contribute to local democratic processes.
<i>Examples: school or community projects, student councils...</i></p> | <p>6-VI-009 Appreciate the arts as important expressions of culture and identity.</p> |
| <p>6-VC-002A Be willing to participate in democratic processes to protect and affirm their Aboriginal identities.</p> | <p>6-VL-011 Value the natural environment.</p> |
| <p>6-VC-003 Appreciate the struggles and achievements of past generations in shaping Canada.</p> | <p>6-VL-011A Respect the spiritual dimension of nature.</p> |
| <p>6-VC-004 Appreciate the benefits of living in Canada.
<i>Examples: freedoms, education, health, safety...</i></p> | <p>6-VG-015 Appreciate Canada's interdependence with other regions of the world.</p> |
| | <p>6-VP-016 Respect authority when it is consistent with democratic ideals.</p> |
| | <p>6-VP-017 Be willing to support solutions to address inequities.</p> |

Notes