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| **Social Studies Lesson Plan Template 2018** | | |
| **TC Name:** Emily Wright  **Grade and Strand:** Grade 6. Strand A: Communities in Canada, Past and Present  **Lesson Topic and Critical Inquiry:**  Exploring various historical groups of people in Canada (Indigenous, Black Canadians, Chinese Canadians, Ukrainian Canadians and European Canadians) through the use of primary and secondary sources. Students will critically explore the impacts these communities had on the creation of Canada and investigate how these communities live in Canada today. Students will also be asked to share their family story of coming to Canada through interviews with family members which will lead into the creation of a visual timeline of Canada’s communities depicting how they have changed and grown over the years. | | |
| **Lesson Description. Includes focus on Disciplinary Thinking Concepts and Inquiry work**  -Students will be provided with the opportunity to explore primary and secondary sources on various communities in Canada through a research and inquiry based model. Students will be asked to think critically about their Canadian community and be able to identify if sources are accurate or inaccurate. This goal will be extended through the use of a picture book named “But I Read It on the Internet!” by Toni Buzzeo.  -Students will be asked to look at primary and secondary sources and record their learning in a variety of ways. The learning will be shared with the class through a jigsaw.  -Students learning will be extended by having students interview their family members to learn their family’s story of coming to Canada, how the community has changed, and any specific impact the community has had on the Canada we live in today. Through this investigation, students will begin to look at how historical communities have changed into the contemporary ones they are today.  -The teachers will arrange for a variety of guest speakers to attend the class and provide their own story (of immigration, emigration, colonization, loss of land/culture) which will provide a variety of perspectives for students to consider when looking at Canada: Past and Present.  -As a culminating activity for this lesson, students will be asked to complete a visual timeline of Canada’s communities and how they have changed and grown over the years. This activity will be completed as a class and will encourage problem solving, team work, leadership, participation, perspective taking, cause and effect and accuracy.  **This lesson focuses on the following Disciplinary Thinking Techniques:**  **Significance:** Students will explore the importance of places, events and peoples in the development of Canadian society.  **Cause and Consequence:** Students will research the impact communities have had on the development of Canadian society.  **Continuity and Change:** Students will explore how the development of Canada has impacted the development of Indigenous, settler, and diasporic communities in Canada. Students will explore how traditions have remained or changed, and what has influenced the change.  **Perspective**: Students will explore the different voices and lens which shape perspectives on historical and contemporary events and issues in Canada.  **Interrelationships:** Students will research how communities have influenced and continue to influence each other.  **Lesson Connection to Culminating/Summative for the Unit:**  This lessons connects to the units culminating activity by having students work in groups to explore various media clips on specific early groups in Canada. This involves analyzing media clips, identifying the perspective the media clip is showing, and present their finding to their classmates. Students will also review safety rules in relation to using the internet and learn research skills in order to find the information they require. This sets students up with a familiarity of media clips and the knowledge that each media clip dispels information from a different perspective. This sets the students up with basic knowledge they need to create their own 5 minute media video on a specific group in Canada. | | |
| **Lesson Planning and Curriculum Expectations** | | |
| **Overall Curriculum:**  A1. Application: assess contributions to Canadian identities made by various groups and communities, including First Nations, Metis, and Inuit communities, and by various features of Canadian communities and regions. (**Focus on:** Cause and consequence; Patterns and Trends)  A2. Inquiry: use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experiences of a few distinct communities, including First Nations, Metis and/or Inuit communities, in Canada (**Focus on:** Perspective)  A3. Understanding Context: demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities, including First Nations, Metis, and Inuit communities, in Canada (**Focus On**: Significance; Continuity and Change)  **Specific Curriculum:**  A1.2 analyse some of the contributions that various First Nations, Métis, and Inuit communities and individuals have made to Canada.  A1.3 analyse some of the contributions that various settler/newcomer groups have made to Canadian identities.  A2.1 formulate questions to guide investigations into different perspectives on the historical and/or contemporary experiences 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.  A2.4 interpret and analyse 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.  A3.3 describe some key economic, political, cultural, and social aspects of life in settler/ newcomer communities in Canada.  A3.4 identify various types of communities in Canada and some ways in which they have contributed to the development of the country.  A3.6 describe significant events or developments in the history of two or more settler/newcomer communities in Canada.  A3.7 describe interactions between communities in Canada, including between newcomers and groups that were already in the country.  A3.8 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.  **Learning Goals:**  **1.** Students will assess contributions to Canadian identities made by various groups and communities, including First Nations, Metis, and Inuit communities.  **2**. Students will use the social studies inquiry process to investigate different perspectives on the historical and contemporary experiences of distinct Canadian communities, including First Nations, Black Canadians, Chinese Canadians and Ukrainian Canadians.  **3.** Students will demonstrate an understanding of significant experiences and major changes and aspects of life in various historical and contemporary communities, including First Nations, Black Canadians, Chinese Canadians and Ukrainian Canadians. | | |
| **Critical Thinking Question (s)**   1. Why did people from Ukraine immigrate to Canada? 2. What was daily life like for Ukrainian-Canadian immigrants? 3. What were the political, economic, and social causes of the 1907 anti-Asian riots? 4. What were the consequences of the 1923 Exclusion Act for the Chinese-Canadian community? 5. Why did the Canadian government pass the Chinese Immigration Act in 1885 that required Chinese immigrants to pay a $50 head tax? 6. What influences our own perspectives when we look at history? 7. How do we recognize primary and secondary sources when conducting research? 8. How do the varying perspectives of the current communities in contemporary Canadian society influence our perception of historical events and facts?   **Key Vocabulary:**  Primary sources, secondary sources, Black Canadians, Ukrainian Canadians, Canadians, First Nations People, Metis People, Indigenous communities, historical communities, contemporary communities, , identities, inquiry process, investigate, perspective, analyze, investigate, interpret, critical thinking, evidence, draw conclusions, diversity, contributions, contemporary, evidence, significance, interrelationships, inclusiveness, allies, policy, evolution, perspective, ethnic group, emigrant, immigrant, entrepreneur, labourer, class, colonization, decolonization, colonialism, racism, classism, xenophobia, displacement, relocation, settler, newcomer, freedom. | | |
| **Links to Indigenous Knowledge/ Place-Based Curriculum Pedagogy:**  This lesson links to place based curriculum pedagogy because it encourages students to use a critical lens when researching various historical communities in Canada. Students will be asked to use different perspectives to learn new information on a specific historical community group in Canada (Chinese Canadians, Indigenous people, Ukrainian Canadians and Black Canadians) using primary and secondary sources. Students will be asked to critically think about the research they have collected and analyze the information for accuracy using the social studies inquiry process. As a culminating activity to this specific lesson, students will participate in a discussion about these communities today, drawing on their own personal experiences and family histories. Family members and an Indigenous Elder will be asked to come and share their histories with the class.  This lesson integrates Indigenous knowledge by integrating the idea of a sharing circle, where each student has a voice and a purpose. It is in this setting that student groups will present their findings on their community group and issue to their classmates (in the form of a jigsaw). Students will have the opportunity to discuss what they still want to know about each specific historical Canadian group and the teachers will arrange to have guest speakers come into the class to tell their own personal histories, such as an Elder o Knowledge Holders.  Two groups of students will also be doing in depth research on First Nations communities in Canada and will be presenting their findings to their classmates in order to share the learning. | | |
| **Part 1: Minds On: Connecting Background Knowledge** | | |
| **Whole Class:**  -Display realistic and accurate historical photos for students of people from various Canadian communities on the wall/whiteboard/blackboard (**Materials:** printed photos of people from various Canadian communities, tape/magnets, surface to stick photos).  -Today we are going to look at some historical photos of people from various Canadian Communities and decide as a group what possible community the individual belongs to.  -Remind students of our community contract involving: mutual respect, attentive listening, the right to pass, sharing opinions and passing no judgements. (**Materials**: have the community contract visible).  -Ask students if they can name what community they think each person in the photo belongs to.  -Take down the student’s answers on chart paper. I will write down student’s ideas and thoughts underneath each photo). (**Material**: chart paper will have small photos of the same larger photos students are evaluating.)  -Once finished, turn the large photos around (which have the answer to the Canadian community represented written on the back) and stick them back on the wall (using tape/magnets).  -Have students compare their answers to the answers on the back of the photo.  -**Discussion:** What surprised you about the answers? What was it about the photos that made us come to the decisions we did about the photos? Does it involve our personal experiences, family history or our personal views of the world? What perspective did we take when evaluating and grouping these individuals into communities? How can we make changes to our perspective when doing an activity like again? What do you want to know about these Canadian communities? (Write the students answers down to be added to a KWL chart later.) | | |
| **Part 2: Action/Activities-Large and small group activities** | | |
| **Whole Class-Group Lesson**  **Focused Inquiry #1:**  **Shared Learning Goals/ Explanation:**  Today we are going to watch several videos about the various groups that settled in Canada. We started talking about these groups yesterday when we classified people simply based on looking at photographs of them. Today we are going to look at the communities in more detail.  When watching the movies you will be asked to write down or draw 3 things you learned about the particular Canadian community, information you did not know before watching the video. There is scrap paper at the front if you require it and I have some extra pencils as well. Also, when watching and taking notes think about which community group you might like to explore in more detail.  **Instructional:**  Have students sit at their desks and watch 4 video clips about various communities in Canada. (Links to the clips are in the material column).  Students will write or draw 3 new pieces of information they learned while watching the video.  When the videos are over, students who are willing to share something new they learned will be provided with the opportunity. I will also collect the paper students worked on.  **Discussion:** Why do you think I am showing you these videos? What message do the videos send us? How do we know if these video are providing us with accurate or inaccurate facts?  **Reflecting:** Create a KWL chart using students answers and questions from part one to complete the K part of the chart, learning from today for the L part of the chart, and finally, brainstorm ideas with students about what they still want to learn about Canadian communities. Record students’ answers in the W part of the chart. (Display chart in classroom for easy reference),  **Focused Inquiry 2:**  **Part 1:**  **Learning Goals/Explanation:**  -Today you will be working in groups to research one aspect of a particular Canadian community in history that were impactful in the development of the Canada we know today. You will work in groups on one of the 8 topic options: *Ukrainian Immigration, Conditions of Ukrainian Immigrants, The Causes of the 1907 anti-Asian riots including the Governments response, The Consequences of the Chinese Exclusion Act and the Head Tax, The Disappearance of the Buffalo and Introduction of Treaties, Residential Schools and Missionaries in New France, Enslaved Black Canadians, and The Underground Railway.* (Have a visual of all options on the board.) You will then present your research and findings to the class using a jigsaw.  You will be asked to use two primary sources and two secondary sources to conduct your research.  **Discuss:** Can anyone explain to me what a primary and secondary source means? Engage in a discussion about primary and secondary sources. (Have a chart available about the two types of sources).  **Review:** internet safety rules with students based on the book “But I read it on the Internet!” By Toni Buzzeo.  **Instructional:**  Assist students in getting into groups and give each member of each group a handout with the resources available to them on their topic. (Handout is attached to lesson plan).  Explain to students that they are able to use other sources than what is provided, but they must first get permission.  **Group Work:**  Provide students with a 20 minutes to meet with their groups and make a plan of action for their next work period. This may involve dividing up tasks, coming up with questions to guide their research, or deciding on how they will collect their information.  **Part 2:**  **Group Work/Conducting Research:**  -Provide students with a 60 minute work period to work on their research about their specific Canadian community. Provide students and groups with supports as required. Provide probing questions to students if required.  **Part 3:**  **Finishing Research:** Depending on students’ progress and interest in the inquiry into various Canadian communities, another 40-60 minute period could be provided for students to finish their investigation. If students are finished, skip part 3 and move directly to part 4.  **Part 4:**  **Reflection**: Students will present their findings using a jigsaw approach. Group members will be divided up and will be responsible for teaching a student who studied a different community group the information they learned.  **Part 5:**  **Homework:** Students will be responsible for interviewing a member of their family and asking the **following questions**:  *How and when did our family arrive in Canada?*  *How has our family or community group changed over time since coming to Canada?*  *Who are we as a family in contemporary Canada?*  *How has our family or community group made an impact on the development of Canada*?  Students can video, audio record, draw, write or use visuals to share the information they learned from their family and share it with their classmates. Students are encouraged to bring in an object or artifact that represents their family.  **Part 6:**  Students will be provided with time during the day to share the learning about their family unit to the class through various presentation methods.  **Part 7:**  Students will have the opportunity to listen to stories and narratives from various guest speakers on the topic of Canadian communities: then and now. This part may be divided into many days to provide students with time to process the information received from each speaker.  **Discussion:**  Students will be encouraged to ask the speaker questions.  The class will debrief together after each speaker leaves the classroom. This will provide a safe, supportive environment for students to process the information they received and ask any further questions they may have. | | **Materials and Set up:**  -Set up the smart board, apple TV, or other form of technology that will be used to watch the videos.  -Have access to scrap paper and pencils for students to write notes during the videos**.**  -Chart paper/markers for KWL chart  **Video Links:**  *Ukrainian Canadians:*  <https://www.youtube.com/watch?v=UY4vTBQTpUA>  *Indigenous People:*  <https://www.youtube.com/watch?v=IcSnbXmJ9V0>  *Black Canadians:*  <https://www.youtube.com/watch?v=852M3oYYHI8>  *Chinese Canadians:*  <https://www.youtube.com/watch?v=1moJ2txyZEU>  **Teaching/Learning Strategies:**  -Students are provided with the option to write or draw their learning from the video clips they watch.  -Seating can be flexible for students who may need to sit in a different location to aide in self-regulation.  -Fidget tools will be available to students who use them as an attentive listening technique.  -Students will have the opportunity to share their learning with their peers if they choose, or share their learning with me personally by handing in their learning notes.  **Materials:**  -IPad/laptops for students to conduct research using primary and secondary sources.  -Have chart paper internet safety rules posted in the classroom.  -Create a list of internet sources for each student group to use when researching the specific historical relevance of a specific Canadian community.  -Chart with internet safety rules  -Chart with primary/secondary source information.  **Teaching/Learning Strategies:**  -By having students work in groups, each student is able to use their specific abilities to assist their group in completing the assignment.  -I will work to try and make the groups even and fair.  - Use a jigsaw to provide a differentiated way of presenting research and findings to each other.    -I will ask students **probing questions** if required to help them think about their community in a critical and authentic way. Ex: Who published this information? Whose opinion is this article or resource written from? How does your own beliefs play a role in your idea of this community?  Same as above.  -Divide students into jigsaw groups for a smaller more intimate learning and sharing opportunity. Students will sit in a circle to share the knowledge they learned, integrating Indigenous knowledge into the everyday classroom environment.  -Students will be provided with differentiated learning opportunities by being given various options for gathering and sharing information.  -Students will be asked to use a method of their choosing to present their findings to the class (video, audio, photos, etc.).  -Teachers will invite guest speakers to the classroom to share their personal story and perspective with students on the differences in their community in historical and contemporary Canada. (This might include parents, members of the community, various cultural clubs, and Indigenous Knowledge Holders or an Elder. |
| **Assessment:**  Students are provided with many opportunities to participate in class discussions that lead back to the larger unit plan questions. Students are given many opportunities within the lesson to form their own questions and ideas and to share them with the class.  Students are encourage to learn about the perspective of many different people within the same community group in order to compare and contrast the historical and contemporary differences. I have provided examples of questions in each section of the lesson plan to guide teachers.  Students are asked to take their learning home and use the experiences and stories of their families to learn more about a contemporary community in Canada. This allows parents and family members to share their knowledge with students, who will ultimately share the stories with their classmates. | | **Assessment Tools :**  Unit Rubric  Lesson Rubric  Anecdotal Observations  Big Idea Questions  Photographs  Work Samples  **Assessment Strategies:**  Students will be assessed on their participation, class discussions, reflections, the use of the social studies inquiry process, communication and forming connections throughout this lesson. |
| **Part 3: Consolidation and Debrief** | | |
| ***Wrap Up***  As a culminating activity for this lesson, students will be asked to complete a visual timeline of Canada’s communities and how they have changed and grown over the years. This activity will be completed as a class and will encourage problem solving, team work, leadership, participation, perspective taking, cause and effect, inter-relationships and accuracy. | | **Success Criteria :**  -Critically evaluate sources for accuracy.  **-**Investigate and explore various significant historical and contemporary communities within Canada.  -Identify ways in which these Canadian communities have made an impact on the Canada we live in.  -Investigate how these communities live in contemporary Canada.  - Create a visual timeline of Canada’s communities and depict how they have changed and grown over the years.  **Materials:**  Card Stock  Markers  Photos  Access to Internet/Printer  Access to primary/secondary sources  Student research projects |
| **Considerations** | | |
| **Accommodations:**  Change the grouping of students if required.  Chunk the instructions for lessons to reduce anxiety and allow all students to complete the instruction before moving onto the next set.  Provide both verbal and written instructions for students.  Provide students with a written list of resources on their topic.  Provide students with support as required.  Provide frequent breaks for students to get a drink, walk up and down the stairs twice, use the washroom or take time in the mindful area to centre themselves.  Provide a quiet and calm environment that is conducive to learning.  The community groups explored should be based on student’s interests which allows the inquiry process to guide much of the learning. | **Differentiated Instruction and Learning:**  Provide a variety of ways for students to record information that takes into account many different learning styles and preferences.  Provide many different types of primary and secondary sources for students to utilize, including videos, maps, newspaper articles, photos, websites, and music.  Students will have the opportunity to present their work in multiple ways, including, orally, videos, slide presentation, audio recording, or other creative form of their choosing.  I will be familiar with the needs of my students on IEPS and make sure I differentiate my instruction to meet those needs.  I will use many visual representations to assist students who may be ELL learners. | |
| **List of All Resources**  **Sources for Photos of People from Various Canadian Communities:**  <https://www.thecanadianencyclopedia.ca/en/m/article/immigration/>  <https://en.wikipedia.org/wiki/Ukrainian_Canadians>  <https://uagate.com/content/ukrainian-immigration-and-settlement-patterns-canada>  <https://www.thestar.com/news/canada/2013/09/24/black_canadian_soldiers_life_and_dday_exploits_remembered.html>  <https://pier21.ca/research/immigration-history/settling-the-west-immigration-to-the-prairies-from-1867-to-1914>  <https://torontolife.com/city/life/skin-im-ive-interrogated-police-50-times-im-black/>  <https://www.thecanadianencyclopedia.ca/en/m/article/josiah-henson/>  <https://www.mysteriesofcanada.com/canada/famous-black-canadians/>  <https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/first-nations/Pages/introduction.aspx>  <https://www.ctvnews.ca/canada/centre-to-honour-residential-school-survivors-breaks-ground-at-ubc-1.3067495>  <http://wherearethechildren.ca/en/timeline/research/>  <http://nationalpost.com/opinion/george-jonas-residential-schools-were-a-savage-solution-to-a-lingering-problem>  <https://www.canada.ca/en/indigenous-services-canada/services/first-nations-inuit-dental-benefit-information.html>  **Sources for In-Class Videos:**  **Black Canadians**  <https://www.youtube.com/watch?v=852M3oYYHI8>  **Chinese Canadians**  <https://www.youtube.com/watch?v=1moJ2txyZEU>  **Ukrainian Canadians**  <https://www.youtube.com/watch?v=UY4vTBQTpUA>  **Indigenous Canadians**  <https://www.youtube.com/watch?v=IcSnbXmJ9V0>  **Sources for Student Research:**  <https://tc2.ca/sourcedocs/history-docs/topics/immigration/reasons-for-ukrainian-immigration-pre-1914.html>  <https://tc2.ca/sourcedocs/history-docs/topics/immigration/conditions-for-early-ukrainian-immigrants.html>  <https://tc2.ca/sourcedocs/history-docs/topics/chinese-canadian-history/causes-of-the-1907-asian-riots.html>  <https://tc2.ca/sourcedocs/history-docs/topics/chinese-canadian-history/government-response-to-the-1907-riots.html>  <https://tc2.ca/sourcedocs/history-docs/topics/chinese-canadian-history/consequences-of-the-1923-exclusion-act.html>  <https://tc2.ca/sourcedocs/history-docs/topics/chinese-canadian-history/reasons-for-the-head-tax.html>  <https://tc2.ca/sourcedocs/history-docs/topics/aboriginal-history.html>  <http://www.thecanadianencyclopedia.ca/en/m/article/black-enslavement/>  <http://www.archives.gov.on.ca/en/explore/online/slavery/index.aspx>  <https://www.thecanadianencyclopedia.ca/en/m/article/slavery-abolition-act-1833/>  <http://www.thecanadianencyclopedia.ca/en/article/harriet-tubman/>  <http://www.thecanadianencyclopedia.ca/en/article/underground-railroad/>  <https://www.thecanadianencyclopedia.ca/en/m/article/fugitive-slave-act-of-1850/>  **Picture Book Resource:**  <https://www.amazon.ca/gp/product/1602130620/ref=oh_aui_search_detailpage?ie=UTF8&psc=1>  **The Ontario 2018 Social Studies Curriculum:** <http://www.edu.gov.on.ca/eng/curriculum/elementary/social-studies-history-geography-2018.pdf> | **Reflections/Comments:**  This lesson will take several days or weeks to fully implement in your classroom. Take your time with the lessons and activities and allow students to think deeply about the social studies inquiry process throughout each lesson.  Remember you know your students the best. I have chosen specific Canadian community groups for students to explore, but these communities can easily be changed depending on your student’s interests and personal heritage. Remember, having your students engaged is probably the most important aspect of teaching social studies.  I have reviewed all the sources and links included in this lesson plan for historical and contemporary accuracy to the best of my ability. However, resources and links change as does the information provided on them. Please check the links and resources before you implement to make sure the information is still accurate and relevant to your learning expectations and success criteria. Providing accurate primary and secondary sources is essential to providing students with unbiased information to explore.  Perspective taking is a vital aspect of this lesson. Not only is it important for students to learn about the various community groups in Canada in a historical and contemporary way, but they must be provided with opportunities to hear stories and experiences from people who identify within specific Canadian communities. This aspect is fundamental to the learning of this lesson and unit. I have tried to bring perspective into this lesson by having students interview their own family members to learn their family’s story and what it means to them to be Canadian. To enrich this learning, students will also be privy to a variety of guest speakers. Your school board will have some resources available to you to find valuable guest speakers. You could also utilize many organizations, such as the Chinese Canadian Society, to find a speaker relevant. Finally, it is essential that as a teacher you find a way to bring the voice of our Indigenous community into your classroom. Using a First Nations Friendship Centre is a great way to find an Indigenous Knowledge Holder to visit your classroom. Many School Boards now also have an Indigenous department with Elders available for speaking and education as do Universities and Colleges. Reach out to the community organizations in your area.  In Today’s society, technology is a large part of how we live our lives. Know your students and infuse opportunities for them to actively engage with technology. This lesson has many technology components as it involves a research project so make sure you are reviewing safety rules and monitoring students while they are online.  By providing students with multiple ways to present their learning, including the use of technology, students are not only being provided with differentiated ways of learning, they are also learning lifelong skills about communication and how technology assists us.  I suggest that once the students finish their visual timeline about historical and contemporary Canada that students are provided with an opportunity to show the visual timeline to other classes at the school, or you could invite parents and family members in to see the students learning. Alternatively, the timeline could be made in the hallway so learning can be shared with everyone this way.  Indigenous knowledge and learning should be infused in every aspect of this lesson which means as a teacher you should be comfortable exploring Indigenous knowledge and learning. Do not be afraid to admit when you do not know the answer to a student’s question. Work with the student to find the answer together. Remember, we are all constantly learning, even as teachers and educators. | |

**Ukrainian Immigration**

**Question:** For what reasons did Ukrainian families immigrate to Canada?

You must use two (2) primary sources and two (2) secondary sources that focus on Ukrainian Immigration.

***The following link has many resources to get you started:***

<https://tc2.ca/sourcedocs/history-docs/topics/immigration/reasons-for-ukrainian-immigration-pre-1914.html>

**Ukrainian Conditions of Early Ukrainian Immigrants**

**Question:** What was daily life like for Ukrainian-Canadian immigrants newly-arrived in Canada in the late 19th and early 20th centuries?

You must use two (2) primary sources and two (2) secondary sources that focus on Conditions of Early Ukrainian Immigrants.

***The following link has many resources to get you started:***

<https://tc2.ca/sourcedocs/history-docs/topics/immigration/conditions-for-early-ukrainian-immigrants.html>

**Causes of the 1908 Anti-Asian Riots and the Governments Response**

**Question:** What were the key causes of the 1907 anti-Asian riots in Vancouver? How did the Government respond to these riots?

You must use two (2) primary sources and two (2) secondary sources that focus on the 1907 anti-Asian riots and the Governments response to these riots.

***The following links have many resources to get you started:***

<https://tc2.ca/sourcedocs/history-docs/topics/chinese-canadian-history/causes-of-the-1907-asian-riots.html>

<https://tc2.ca/sourcedocs/history-docs/topics/chinese-canadian-history/government-response-to-the-1907-riots.html>

**Chinese Exclusion Act and Head Tax**

**Question:** What were the consequences of the 1923 Exclusion Act for the Chinese-Canadian community? Why did the Canadian government pass the Chinese Immigration Act in 1885 that required Chinese immigrants to pay a $50 head tax?

You must use two (2) primary sources and two (2) secondary sources that focus on the Chinese Exclusion Act and Head Tax.

***The following links have many resources to get you started:***

<https://tc2.ca/sourcedocs/history-docs/topics/chinese-canadian-history/consequences-of-the-1923-exclusion-act.html>

<https://tc2.ca/sourcedocs/history-docs/topics/chinese-canadian-history/reasons-for-the-head-tax.html>

**The Disappearance of the Buffalo and Reasons for the Numbered Treaties**

**Question:** What were the reasons for the disappearance of the Buffalo? What are numbered Treaties and why were they created?

You must use two (2) primary sources and two (2) secondary sources that focus on the disappearance of the Buffalo and numbered Treaties.

***The following link has many resources to get you started:***

<https://tc2.ca/sourcedocs/history-docs/topics/aboriginal-history.html>

**Residential schools and Missionaries in New France**

Question: What did the European settler believe was the purpose of putting First Nations children into Residential Schools? Did these schools hurt or help the First Nations community? Who were the Missionaries in New France? How do they connect to Residential Schools?

You must use two (2) primary sources and two (2) secondary sources that focus on Residential Schools and Missionaries in New France.

***The following link has many resources to get you started:***

<https://tc2.ca/sourcedocs/history-docs/topics/aboriginal-history.html>

**Enslaved Black Canadians in Upper Canada**

Question: Why were Black Canadians enslaved in Upper Canada? How did this enslavement affect the Black Canadian community?

You must use two (2) primary sources and two (2) secondary sources that focus on Enslaved Black Canadians in Upper Canada.

***The following links have many resources to get you started:***

<http://wwWhyw.thecanadianencyclopedia.ca/en/m/article/black-enslavement/>

<http://www.archives.gov.on.ca/en/explore/online/slavery/index.aspx>

<https://www.thecanadianencyclopedia.ca/en/m/article/slavery-abolition-act-1833/>

**Canada and the Underground Railroad**

**Question:** Who was Harriet Tubman? How was Canada involved in the Underground Railroad movement? What is the 1850 Slave Act?

You must use two (2) primary sources and two (2) secondary sources that focus on Canada and the Underground Railroad.

***The following links have many resources to get you started:***

<http://www.thecanadianencyclopedia.ca/en/article/harriet-tubman/>

<http://www.thecanadianencyclopedia.ca/en/article/underground-railroad/>

<https://www.thecanadianencyclopedia.ca/en/m/article/fugitive-slave-act-of-1850/>

**GRADE 6 RESEARCH PROJECT RUBRIC**

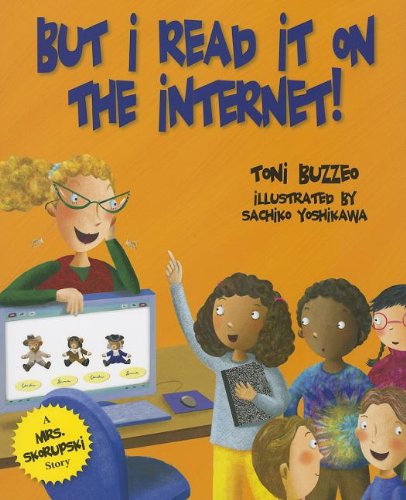
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| --- | --- | --- | --- | --- |
|  | Beginner  1 | Developing  2 | Accomplished  3 | Advanced  4 |
| **Evaluate the Accuracy of Primary and Secondary Sources** | Beginning to demonstrate critical thinking to evaluate sources for accuracy | Sometimes uses critical thinking to evaluate sources for accuracy | Demonstrates an ongoing level of critical thinking to evaluate sources for accuracy | Demonstrates a high level of critically thinking to evaluate all sources for accuracy |
| **Explore one historical community in Canada (Indigenous, Black Chinese, Ukrainian)** | Investigates and explores one historical community in Canada using no primary or secondary sources | Investigates and explores one historical community in Canada using one primary and secondary source | Investigates and explores one historical community in Canada using two primary and secondary sources | Investigates and explores one historical community in Canada using more than two primary and secondary sources |
| **Identify ways the community of focus made an impact on the Canada we live in today** | Student is able to make one connection between historical and contemporary Canada | Student is able to make two connections between historical and contemporary Canada | Student is able to make three connections between historical and contemporary Canada | Student is able to make four connections between historical and contemporary Canada |
| **Complete an interview with a family member to learn your own history on how your family came to Canada** | The student interviewed a family member and was able to share parts of the story using one element of the social studies inquiry process | The student interviewed a family member and was able to retell the story using two elements of the social studies inquiry process | The student interviewed a family member and was able to retell the story using three elements of the social studies inquiry process | The student interviewed a family member and was able to retell the story using four elements of the social studies inquiry process |
| **Create a visual timeline of Canada’s communities and depict how Canada has changed and grown over the years** | The student participates in the creation of the visual timeline using one strategy to evaluate the timeline information for accuracy | The student actively participates in the creation of the visual timeline using two strategies to evaluate the timeline information for accuracy | The student participates in all stages of the creation of the visual timeline using at least strategies to evaluate the timeline information for accuracy | The student participates in all stages of the creation of the visual timeline using three strategies to evaluate the timeline information for accuracy |

**Classroom Internet Safety Rules**

1. Keep your personal information private.
2. Use a strong password and keep it private.
3. Ask before visiting a site that is not on our approved site list.
4. Do not download any program, app or game.
5. Do not print anything without permission from a teacher.

**Bringing Children’s Literature into the Learning**

Buzzeo. (2013). But I read it on the internet! Upstart Books. Retrieved from <https://www.amazon.ca/But-Read-Internet-Toni-Buzzeo/dp/1602130620>



This is a 32 paged picture book that helps students critically analyze the information they encounter on the internet.

**KWL CHART**

|  |  |  |
| --- | --- | --- |
| **WHAT I ALREADY KNOW** | **WHAT I WANT TO KNOW** | **WHAT I LEARNED** |
|  |  |  |

**Community Contract**

1. **Show Mutual Respect**
2. **Be an Attentive Listener**
3. **You have the Right to Pass**
4. **Share your ideas and opinions**
5. **Do not pass judgements on others**