

Unit Rubric: Canada's Changing Face

Grade 5/6 Social Studies - Canada's Changing Face

Assessed on the Museum Exhibit panel, the End of Unit Concepts Check, and lesson evidence. Tied to the BC Social Studies curricular competencies.

Name: _____ Grade (circle): 5 6

Criteria	Emerging	Developing	Proficient	Extending
Immigration over time (continuity and change)	Few eras named; out of order.	Some eras in order; limited detail.	Sequences eras accurately; names changes and continuities.	Explains why changes happened and their positive and negative effects.
Canadian identity over time	Names a symbol or policy only.	Describes some identity milestones.	Explains how citizenship, symbols, and multiculturalism shaped identity.	Weights whose identity symbols include and leave out.
Perspective	Little sense of others' views.	Describes one group's experience.	Infers beliefs and feelings of newcomers and First Peoples.	Compares several perspectives with sensitivity and evidence.
Evidence and sources (Gr 6 media)	Uses no sources.	Uses a source with little analysis.	Draws conclusions from sources; spots bias or stereotype (Gr 6).	Corroborates sources and judges reliability.
Significance (exhibit)	Topic importance unclear.	States why the topic matters.	Argues significance then and now with facts.	Compelling, well-supported argument that connects to today.
Communication (exhibit panel)	Panel incomplete or unclear.	Some parts complete.	Clear title, image, facts, and First Peoples connection.	Engaging, accurate, and thoughtful panel and presentation.

Teacher comment:

Student I Can Tracker

Grade 5/6 Social Studies - Canada's Changing Face

Tick a box for each goal. Update it at the Checkpoint Review (Lesson 8) and at the end.

Name: _____ Date: _____

Lesson	I can ...	Not yet	Getting there	Yes
Lesson 1	I can explain why Canada's story begins with First Peoples.			
Lesson 2	I can compare early newcomers to Canada.			
Lesson 3	I can explain who built and settled the West.			
Lesson 4	I can explain how laws closed the door to some newcomers.			
Lesson 5	I can describe arriving in Canada after the war.			
Lesson 6	I can explain how the points system changed immigration.			
Lesson 7	I can explain how Canada has welcomed refugees.			
Lesson 8	I can explain how immigration changed over time.			
Lesson 9	I can explain how Canada made symbols of its own.			
Lesson 10	I can explain bilingualism and multiculturalism.			
Lesson 11	I can explain who tells Canada's story and why it matters.			
Lesson 12	I can explain how immigration and identity changed Canada.			

One thing I am proud of:

One thing I want to work on next:

Teacher Observation Checklist

Grade 5/6 Social Studies - Canada's Changing Face

Formative evidence across the unit. Code: E = emerging, D = developing, P = proficient, X = extending. Use it to form Checkpoint Review groups (Lesson 8).

Class: _____ Dates: TBD

Student	Sequences eras	Continuity and change	Takes perspectives	Uses sources (Gr 6 media)	Identity milestones	Respectful discussion

Anecdotal notes:

Exit Ticket

Lesson 1: Canada's Story Begins with First Peoples

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Name: _____ Date: _____

1. Whose land is our school on?

2. Why should the story of Canada start with First Peoples?

3. Write one question you want to answer in this unit.

(Grade 6 / challenge: why does it matter?)

Self-check: Today I can explain why Canada's story begins with First Peoples.

☐ Yes, on my own ☐ Getting there ☐ I need more help

Activity 1: Layers of Canada

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Name: _____ Date: _____

Lesson 1. Canada's story has many layers. The deepest layer is First Peoples.

KWL: Immigration and Identity in Canada

What I Know	What I Wonder	What I Learned (fill in at the end)

The layers of Canada

Draw or write what belongs in each layer. Start at the bottom.

Layer	What belongs here? (people, places, events)
Today	
Newcomers over time	
First Peoples: syilx and many Nations	

Our school is on the land of the _____ people.

Grade 6 challenge: Why do some maps and stories leave out the bottom layer?

Exit Ticket

Lesson 2: Early Newcomers - New France, Britain, and the Black Loyalists

5/6 Social Studies - Canada's Changing Face

Name: _____ Date: _____

1. Give one reason each group came: French, British, Black Loyalists.

2. How did newcomers change life for First Peoples?

3. Was the Black Loyalists' promise of land kept fairly? Explain.

(Grade 6 / challenge)

Self-check: Today I can compare early newcomers to Canada.

☐ Yes, on my own ☐ Getting there ☐ I need more help

Activity 2: Early Newcomers Chart

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Name: _____ Date: _____

Lesson 2. Use your jigsaw reading to fill in the chart.

	New France (French)	British settlers	Black Loyalists
When did they come?			
Why did they come? (push and pull)			
Where did they settle?			
Challenges they faced			
Effect on First Peoples			

Which group's story surprised you most? Why?

Grade 6 challenge: Black Loyalists were promised land and freedom. Was the promise kept? Use evidence.

Exit Ticket

Lesson 3: Building the West (1880 to 1914)

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Name: _____ Date: _____

1. Name one thing Chinese workers contributed to BC.

2. Who did the "Last Best West" posters invite? Who was left out?

3. How does a poster persuade? Name one technique.

(Grade 6)

Self-check: Today I can explain who built and settled the West.

[] Yes, on my own [] Getting there [] I need more help

Activity 3: Poster Detective

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Name: _____ Date: _____

Lesson 3. Part A: railway workers. Part B: analyze a "Last Best West" poster.

Part A: Chinese workers in BC

Contributions (what they gave)	Challenges (what they faced)

Local link: Kelowna once had a Chinatown of about 500 people. What remains of it today?

Part B: See, Think, Wonder

I SEE (people, land, words)	I THINK (the message)	I WONDER

Who does the poster invite? Who is missing?

Grade 6: Name one persuasive technique the poster uses and explain it.

Exit Ticket

Lesson 4: Closing the Door (1885 to 1947)

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Name: _____ Date: _____

1. Put in order: continuous journey rule, Chinese Immigration Act 1923, Head Tax 1885.

2. Who did these laws keep out? Give one example.

3. Should Canada apologize for past laws? Give a reason.

(Grade 6 / challenge)

Self-check: Today I can explain how laws closed the door to some newcomers.

[] Yes, on my own [] Getting there [] I need more help

Activity 4: Closing the Door

Grade 5/6 Social Studies - Canada's Changing Face

Name: _____ Date: _____

Lesson 4. Put the laws in order, then judge them fairly: think about the time AND about today.

Year	Law or rule	Who did it keep out?	Reason given at the time
1885	Chinese Immigration Act (Head Tax)		
1908	Continuous journey rule		
1923	Chinese Immigration Act		
1947	Chinese Immigration Act repealed		

Ethical judgment

At the time, some people believed ...

Today we see that ...

One effect these laws had on families and communities:

Grade 6 challenge: How might Canada be different today if these laws had never existed?

Exit Ticket

Lesson 5: After the War - New Beginnings (1945 to 1966)

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Name: _____ Date: _____

1. Name two groups who came to Canada after the war.

2. How might a newcomer feel on arriving at Pier 21? Why?

3. How did postwar immigration change Canadian cities?

(Grade 6 / challenge)

Self-check: Today I can describe arriving in Canada after the war.

[] Yes, on my own [] Getting there [] I need more help

Activity 5: Suitcase Story

Grade 5/6 Social Studies - Canada's Changing Face

Name: _____ Date: _____

Lesson 5. You are arriving at Pier 21 after the Second World War. Choose one: war bride, displaced person, Dutch farmer, or Italian builder.

I am a _____ arriving in the year _____.

Pack your suitcase (draw or list 5 things; you can only bring one case)

Postcard home

Grade 6 challenge: How did postwar newcomers change Canadian cities?

Exit Ticket

Lesson 6: Opening the Door - The Points System (1967)

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Name: _____ Date: _____

1. Before 1967, what mattered most in choosing immigrants? After?

2. Where did more immigrants come from after 1967?

3. Is a points system fair? Give one reason for and one against.

(Grade 6)

Self-check: Today I can explain how the points system changed immigration.

[] Yes, on my own [] Getting there [] I need more help

Activity 6: Points System Then and Now

Grade 5/6 Social Studies - Canada's Changing Face

Name: _____ Date: _____

Lesson 6. Compare how immigrants were chosen before and after 1967. Applicants are fictional.

	Before 1967	After 1967 (points system)
What mattered most?		
Who was favoured?		
Who was kept out?		
Where did most immigrants come from?		

Score an applicant (fictional)

Maria: nurse, speaks English, age 30, has a job offer in Kelowna, a cousin in Vancouver.

Category	Points (my guess)
Education and training	
Job skills in demand	
Language (English or French)	
Age	
Job offer	
Relatives in Canada	
TOTAL (50 of 100 to pass)	

Grade 6: Is a points system fair? One reason for, one against.

Exit Ticket

Lesson 7: A Place of Refuge

5/6 Social Studies - Canada's Changing Face

Name: _____ Date: _____

1. What is the difference between an immigrant and a refugee?

2. Name one way Canadians helped refugees in 1979 and 1980.

3. Why do you think all Canadians received the Nansen Award?

(Grade 6 / challenge)

Self-check: Today I can explain how Canada has welcomed refugees.

☐ Yes, on my own ☐ Getting there ☐ I need more help

Activity 7: Welcome Plan

Grade 5/6 Social Studies - Canada's Changing Face

Name: _____ Date: _____

Lesson 7. A family has just arrived in Kelowna as refugees. Plan how our community can help them feel welcome.

Immigrant or refugee? An immigrant chooses to move. A refugee _____.

What the family needs	Who could help? (school, neighbours, groups)	My idea
A home		
School for the children		
Learning English		
Friends and belonging		

In 1979 and 1980, Canadians privately sponsored about 34,000 refugees. What does it mean to sponsor a family?

One thing our class could do to welcome new students:

Grade 6 challenge: Why did the whole people of Canada receive the Nansen Refugee Award?

Exit Ticket

Lesson 8: Checkpoint Review - The Immigration Story

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Name: _____ Date: _____

1. Put in order: postwar arrivals, Black Loyalists, points system, railway workers.

2. Name one thing that changed about immigration and one that stayed the same.

3. Which change was most significant? Why?

(Grade 6 / challenge)

Self-check: Today I can explain how immigration changed over time.

[] Yes, on my own [] Getting there [] I need more help

Activity 8: Immigration Story Review

Grade 5/6 Social Studies - Canada's Changing Face

Name: _____ Date: _____

Lesson 8 Checkpoint Review. Try each question, then rate yourself.

1. Number these in order (1 = earliest):

- ___ Points system opens the door
- ___ Chinese railway workers in BC
- ___ First Peoples, time immemorial
- ___ Postwar arrivals at Pier 21
- ___ Black Loyalists reach Nova Scotia
- ___ Refugees sponsored by Canadians (1979)

2. What is the difference between a push factor and a pull factor?

3. Name one law that closed the door to some newcomers.

4. What changed about immigration in 1967?

5. Name one thing that has stayed the same about why people come to Canada.

How sure do I feel? (circle)

Eras of immigration in order: I need help / Getting there / I can teach it

Laws that closed or opened the door: I need help / Getting there / I can teach it

Immigrants and refugees: I need help / Getting there / I can teach it

Exit Ticket

Lesson 9: From British Subjects to Canadians

5/6 Social Studies - Canada's Changing Face

Name: _____ Date: _____

1. Before 1947, what were people born in Canada called?

2. Why did Canada choose a new flag in 1965?

3. Why was one word in O Canada changed in 2018?

(Grade 6 / challenge)

Self-check: Today I can explain how Canada made symbols of its own.

☐ Yes, on my own ☐ Getting there ☐ I need more help

Activity 9: Symbols of Canada

Grade 5/6 Social Studies - Canada's Changing Face

Name: _____ Date: _____

Lesson 9. From British subjects to Canadians: fill in the symbols timeline.

Year	What changed?	Why did it matter for Canadian identity?
1880		
1947		
1965		
1980		
2018		

Word bank: Maple Leaf flag, O Canada first sung, Canadian citizenship, O Canada made official, anthem lyric changed to "in all of us command"

Design a symbol for Canada today

My symbol	What it means and whose story it includes

Grade 6 challenge: Which symbol best shows who Canadians are today? Defend your choice.

Exit Ticket

Lesson 10: Two Languages, Many Cultures

5/6 Social Studies - Canada's Changing Face

Name: _____ Date: _____

1. What do bilingualism and multiculturalism mean?

2. Is Canada more like a mosaic or a melting pot? Why?

3. Where do First Peoples languages fit in? Explain.

(Grade 6 / challenge)

Self-check: Today I can explain bilingualism and multiculturalism.

[] Yes, on my own [] Getting there [] I need more help

Activity 10: Canada Mosaic

Grade 5/6 Social Studies - Canada's Changing Face

Name: _____ Date: _____

Lesson 10. A mosaic keeps each piece's colour; a melting pot blends them into one.

	Meaning	An example in Canada
Bilingualism (1969)		
Multiculturalism (1971)		

Mosaic or melting pot?

Mosaic: draw it	Melting pot: draw it

Canada is more like a _____ because ...

My tile for the class mosaic

Draw something that is part of Canadian culture for you (food, language, celebration, place). Sharing is your choice.

My tile

Grade 6 challenge: Canada has two official languages. Where do First Peoples languages, like nsyilxcen, fit in?

Exit Ticket

Lesson 11: Who Tells Canada's Story?

5/6 Social Studies - Canada's Changing Face

Name: _____ Date: _____

1. Why is reconciliation part of Canadian identity today?

2. What is a stereotype? Give an example of a fairer story.

3. How can media change how we see newcomers? One example.

(Grade 6)

Self-check: Today I can explain who tells Canada's story and why it matters.

[] Yes, on my own [] Getting there [] I need more help

Activity 11: Media Detective

Grade 5/6 Social Studies - Canada's Changing Face

Name: _____ Date: _____

Lesson 11. Part A: reconciliation and identity. Part B (Grade 6 lead): stereotypes in media.

Part A: Reconciliation

September 30 is the National Day for _____ and _____.

Why is reconciliation part of who Canadians are today?

Part B: Media Detective

Media sample	Who is shown? How?	Stereotype? (yes/no, what)	A fairer version
1			
2			

A stereotype is ...

Who should tell a community's story? Why?

Exit Ticket

Lesson 12: Canada's Changing Face Museum

5/6 Social Studies - Canada's Changing Face

Name: _____ Date: _____

1. What is one big way Canada's face has changed?

2. What is one thing you learned from a classmate's exhibit?

3. What should the next chapter of Canada's story include?

(Grade 6 / challenge)

Self-check: Today I can explain how immigration and identity changed Canada.

[] Yes, on my own [] Getting there [] I need more help

Activity 12: Exhibit Planner

Grade 5/6 Social Studies - Canada's Changing Face

Name: _____ Date: _____

Lesson 12 summative. Plan your Canada's Changing Face museum panel. Pairs allowed.

My topic (an era or identity milestone): _____

Partner (optional): _____

Panel part	My plan
Title	
Image (draw, print, or describe)	
Fact 1	
Fact 2	
Fact 3	
Whose land? (First Peoples connection)	
Why it matters (significance)	
Connection to Canada today	

Checklist:

- ☐ Title, image, and 3 accurate facts
- ☐ I explain why my topic is significant
- ☐ I connect my topic to Canada today and to whose land it happened on
- ☐ Grade 6: I include one source and say whether it is reliable

End of Unit Concepts Check

Grade 5/6 Social Studies - Canada's Changing Face

Name: _____ Grade (circle): 5 6

Grade 5: complete Parts A and B. Grade 6: complete Parts A, B, and C. About 15 to 20 minutes. Questions may be read aloud on request.

Part A: Multiple choice (circle one)

1. Who lived on the land now called Canada first?
a. French settlers b. First Peoples c. British settlers d. Black Loyalists
2. The Black Loyalists mostly settled in ...
a. British Columbia b. Nova Scotia c. Manitoba d. Ontario
3. The 1885 Chinese Immigration Act charged Chinese newcomers a ...
a. head tax b. points score c. passport fee d. land fee
4. About one million postwar immigrants arrived through ...
a. Pier 21 in Halifax b. Vancouver airport c. Quebec City d. Victoria
5. The 1967 points system chose immigrants mainly by ...
a. race b. nationality c. skills, education, and language d. religion
6. Before 1947, people born in Canada were legally ...
a. Canadian citizens b. British subjects c. American citizens d. refugees
7. The Maple Leaf flag was first raised in ...
a. 1867 b. 1947 c. 1965 d. 1982
8. Canada's two official languages are ...
a. English and French b. English and Spanish c. French and nsyilxcen d. English and Mandarin

Part B: Short answer

9. What is the difference between an immigrant and a refugee?

10. Give one push factor and one pull factor that brought people to Canada.

11. Name one way immigration to Canada changed after 1967.

12. What is multiculturalism, and why is Canada called a mosaic?

13. Why should Canada's story begin with First Peoples?

Part C: Grade 6 (media and ethical judgment)

14. What is a stereotype? How can media stereotypes affect how people see newcomers?

15. Choose one law or policy from the unit. Was it fair? Judge it using the time AND today.

End of Unit Concepts Check - ANSWER KEY

Grade 5/6 Social Studies - Canada's Changing Face

Grade 5: complete Parts A and B. Grade 6: complete Parts A, B, and C. About 15 to 20 minutes. Questions may be read aloud on request.

Part A: Multiple choice (circle one)

1. Who lived on the land now called Canada first?

- a. French settlers b. First Peoples c. British settlers d. Black Loyalists

Answer: b

2. The Black Loyalists mostly settled in ...

- a. British Columbia b. Nova Scotia c. Manitoba d. Ontario

Answer: b

3. The 1885 Chinese Immigration Act charged Chinese newcomers a ...

- a. head tax b. points score c. passport fee d. land fee

Answer: a

4. About one million postwar immigrants arrived through ...

- a. Pier 21 in Halifax b. Vancouver airport c. Quebec City d. Victoria

Answer: a

5. The 1967 points system chose immigrants mainly by ...

- a. race b. nationality c. skills, education, and language d. religion

Answer: c

6. Before 1947, people born in Canada were legally ...

- a. Canadian citizens b. British subjects c. American citizens d. refugees

Answer: b

7. The Maple Leaf flag was first raised in ...

- a. 1867 b. 1947 c. 1965 d. 1982

Answer: c

8. Canada's two official languages are ...

- a. English and French b. English and Spanish c. French and nsyilxcen d. English and Mandarin

Answer: a

Part B: Short answer

9. What is the difference between an immigrant and a refugee?

An immigrant chooses to move; a refugee is forced to flee danger or persecution.

10. Give one push factor and one pull factor that brought people to Canada.

Push: war, famine, persecution, poverty. Pull: land, jobs, safety, family, freedom.

11. Name one way immigration to Canada changed after 1967.

Selection by skills (points), not race or nationality; more immigrants from Asia, the Caribbean, Latin America, and Africa.

12. What is multiculturalism, and why is Canada called a mosaic?

Policy (1971) that values many cultures; each culture keeps its identity, like tiles in a mosaic, instead of blending (melting pot).

13. Why should Canada's story begin with First Peoples?

First Peoples lived here since time immemorial; every newcomer arrived on their land; reconciliation is part of identity today.

Part C: Grade 6 (media and ethical judgment)

14. What is a stereotype? How can media stereotypes affect how people see newcomers?

An oversimplified idea about a group; repeated in media it can make people see newcomers unfairly or as all the same.

15. Choose one law or policy from the unit. Was it fair? Judge it using the time AND today.

Answers vary: names the policy, explains the thinking at the time, and judges it today with a reason (e.g., the Head Tax was seen as protecting jobs then; today it is recognized as racist; Canada apologized in 2006).

Scoring guide: Part A 1 mark each (8). Part B 2 marks each (10). Part C 3 marks each (6). Grade 5 out of 18; Grade 6 out of 24. Use with the unit rubric, not as a sole grade.