

Okanagan School of Education - LESSON SEQUENCE/UNIT PLAN TEMPLATE			
Page One - Curriculum Connection/Pedagogical Plan			
Candidate/Intern: Blake Clark	Unit dates: TBD	Grade level(s): 5/6	Subject(s): Social Studies
Big Idea(s): <i>What will the students <u>UNDERSTAND</u>? What are the key question(s) to be addressed?</i> (Gr 5) Immigration and multiculturalism continue to shape Canadian society and identity. (Gr 5) Canada's policies and treatment of minority peoples have negative and positive legacies. (Gr 6) Media sources can both positively and negatively affect our understanding of important events and issues. <i>Driving question: How have the people who came to Canada, and the choices Canada made, changed who we are over time?</i>			
Curricular Competencies: <i>What will the students be able to <u>DO</u>? How will students reflect on their progress in acquiring and nurturing these skills?</i> - Recognize the positive and negative aspects of continuities and changes (continuity and change). - Take stakeholders' perspectives by inferring their beliefs, values, and motivations (perspective). - Draw conclusions about the content and origins of sources, including mass media (Gr 6) (evidence). - Construct arguments defending the significance of groups, events, and developments (significance).			
Content: <i>What will the students <u>KNOW</u>? What content/concepts/key vocabulary will be the focus of this lesson sequence or unit of study?</i> Grade 5 (Canada): - The changing nature of Canadian immigration over time - The development and evolution of Canadian identity over time Grade 6 (Global): - The urbanization and migration of people - Media technologies and coverage of current events Key vocabulary: - immigrant, refugee, push and pull factors, era, policy, exclusion, points system, citizen, identity, symbol, bilingualism, multiculturalism, mosaic, reconciliation, bias			
Indigenous Perspectives: <i>How might Indigenous knowledges and ways of knowing be honoured and embedded authentically within this lesson sequence or unit of study?</i> - Learning is embedded in memory, history, and story. - Learning requires exploration of one's identity. Canada's story begins with First Peoples: the unit opens on syilx land and returns to reconciliation as part of identity today.			
Inclusive and Equitable Practice: <i>How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?</i> Sharing personal or family stories is invited, never required; no family-tree tasks. Images, timeline cards, and sentence frames support all readers. Gr 6 adds media analysis.			
/Collaborative Practice: <i>How will collaboration/co-planning/co-teaching be incorporated?</i> Shared with grade 5/6 partner classes.			
Safety Considerations: <i>Are there any lesson and/or venue specific safety issues to be noted?</i> Emotional safety: preview exclusion, war, and refugee content; give a heads-up and a quiet option; check in with students who have lived these experiences.			
Assessment Design			
What type of assessment might be embedded in this lesson sequence/unit of study? Formative Assessment: Assessment <i>for</i> Learning / Summative Assessment: Assessment <i>of</i> Learning; Metacognition: How are students reflecting on and monitoring their own learning? Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.) Formative: exit tickets, worksheets, timeline cards, checklist, Checkpoint Review (L8). Summative: Museum Exhibit panel and End of Unit Concepts Check, with the rubric. Dates: TBD.			

Okanagan School of Education - LESSON SEQUENCE/UNIT PLAN

TEMPLATE

Page Two - Lesson Layout

Lesson # Estimat ed Dates	Overview of Teaching and Learning Activities	Teacher Preparation Materials/ resources or supplies needed
TBD (Perio d 1): Unit Launch	Lesson 1: Canada's Story Begins with First Peoples Canada before Canada; start the Living Timeline.	Native Land map Timeline strip Activity 1
TBD (Perio d 2):	Lesson 2: Early Newcomers: New France, Britain, and the Black Loyalists Who came first after First Peoples, and why.	Reading cards Activity 2
TBD (Perio ds 3- 4):	Lesson 3: Building the West (1880 to 1914) Chinese railway workers; Last Best West posters.	Nitro video Poster copies Activity 3
TBD (Perio d 5):	Lesson 4: Closing the Door (1885 to 1947) Laws that decided who could come.	Law cards Activity 4
TBD (Perio d 6):	Lesson 5: After the War: New Beginnings (1945 to 1966) Pier 21, war brides, displaced persons.	Pier 21 photos Activity 5
TBD (Perio d 7):	Lesson 6: Opening the Door: The Points System (1967) From "where you are from" to "what you bring".	Points cards Activity 6
TBD (Perio d 8):	Lesson 7: A Place of Refuge Refugees and private sponsorship; the Boat People.	Case cards Activity 7
TBD (Perio d 9): Revie w	Lesson 8: Checkpoint Review: The Immigration Story Review game; regroup to reteach or extend.	Exit tickets Activity 8
TBD (Perio ds 10- 11):	Lesson 9: From British Subjects to Canadians Citizenship 1947, the flag 1965, the anthem.	Symbol cards Activity 9
TBD (Perio d 12):	Lesson 10: Two Languages, Many Cultures Bilingualism and multiculturalism: the mosaic.	Mosaic tiles Activity 10
TBD (Perio ds 13- 14):	Lesson 11: Who Tells Canada's Story? Reconciliation and identity today; media (Gr 6).	Media samples Activity 11
TBD (Perio ds 15- 16): Assess ment	Lesson 12: Canada's Changing Face Museum Build and present exhibit panels; concepts check.	Exhibit planner Concepts Check Rubric

Okanagan School of Education - LESSON PLAN TEMPLATE

Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:
TBD

Grade Level/Subject(s): 5/6 / Social Studies

Lesson Title/Task Summary:

Lesson 1: Canada's Story Begins with First Peoples

Unit launch: Canada was never empty. Start the class Living Timeline with First Peoples.

Core (Sub) Competency:

Social Awareness & Responsibility
Critical & Reflective Thinking

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

Big Idea(s):

What will the students UNDERSTAND? What are the key question(s) to be addressed?

(Gr 5) Immigration and multiculturalism continue to shape Canadian society and identity.

Whose story comes first when we tell Canada's story?

Curricular Competencies:

What will the students be able to DO? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can explain that First Peoples lived here long before newcomers arrived.
2. I can name the syilx as the people whose land our school is on.
3. I can ask questions about how Canada changed over time.

Content:

What will the students KNOW? What content/concepts/key vocabulary will be the focus of this lesson?

1. The development and evolution of Canadian identity over time (Gr 5)
2. First Peoples as the first chapter of the story
3. Key vocabulary: identity, era, timeline, newcomer, territory

Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning is embedded in memory, history, and story.
2. Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

syilx people have lived in the Okanagan since time immemorial; the Living Timeline starts with them, told through syilx-created sources.

Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Picture cards and a KWL chart give every student a way in.
2. Personal connections are invited, never required.

Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

Emotional safety: set class norms for respectful talk about identity and history.

Assessment Design

What type of assessment might be embedded in this lesson?

Formative Assessment: Assessment *for* Learning / **Summative Assessment:** Assessment *of* Learning.

Formative: printable exit ticket (whose land; one question for the unit).

Metacognition: How are students reflecting on and monitoring their own learning?

What do you wonder about how Canada became Canada?

Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

KWL charts and exit tickets reviewed to shape later lessons.

Okanagan School of Education - LESSON PLAN TEMPLATE

Page Two - Minute Minder

Considerations for lesson planning:		Estimated time	Teaching and Learning Activities What is the role of the teacher? What is the role of the students?	Teacher Preparation (Materials/resources or supplies needed)
CONNECT	PART ONE INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	5/10 Minutes	• Territory acknowledgement; find the school on the Native Land map. • Ask: was Canada ever "empty"? Who was here first?	Native Land interactive map: https://native-land.ca/ syilx Territory (map + Elder welcome): https://learn.syilx.org/syilx-territory/
	PART TWO BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	• Read: syilx traditional way of life (hunting, fishing, gathering, trade). • Launch the Living Timeline: first card is First Peoples, time immemorial. • Activity 1: KWL chart and "layers of Canada" iceberg.	learn.syilx.org Our Traditional Way of Life: https://learn.syilx.org/our-traditional-way-of-life/ Activity 1 - Layers of Canada (printable)

TRANSFORM	<u>PART THREE</u> CLOSURE OF LESSON Apply knowledge; reflect on thinking and learning How can I provide learners with alternative ways to demonstrate what they know?	5/10 Minutes	• Exit ticket (printable). • Post one wonder question on the timeline.	Exit ticket handout (printable)

Exit Ticket

Lesson 1: Canada's Story Begins with First Peoples

5/6 Social Studies - Canada's Changing Face

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

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

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?

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Candidate/Intern: Blake Clark

Lesson date:
TBD

Grade Level/Subject(s): 5/6 / Social Studies

Lesson Title/Task Summary:

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

Compare why French, British, and Black Loyalist newcomers came, and what they found.

Core (Sub) Competency:
Critical & Reflective Thinking
Communicating

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

Big Idea(s):

What will the students **UNDERSTAND**? What are the key question(s) to be addressed?

(Gr 5) Immigration and multiculturalism continue to shape Canadian society and identity.

Why did the earliest newcomers come, and how did their arrival change the land?

Curricular Competencies:

What will the students be able to **DO**? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can compare why three groups of early newcomers came.
2. I can explain how their arrival affected First Peoples.
3. I can place early newcomers on the Living Timeline.

Content:

What will the students **KNOW**? What content/concepts/key vocabulary will be the focus of this lesson?

1. The changing nature of Canadian immigration over time (Gr 5)
2. Black Loyalists: over 3,000 settled in Nova Scotia (1783 to 1785)
3. Key vocabulary: colony, settler, Loyalist, push factor, pull factor

Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning involves recognizing the consequences of one's actions.
2. Learning is embedded in memory, history, and story.

Every newcomer arrived on First Peoples land; students ask what arrival meant for the Nations already here.

Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Jigsaw reading cards at two reading levels.
2. Comparison chart with sentence frames.

Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

Discussion of enslavement handled factually and with care.

Assessment Design

What type of assessment might be embedded in this lesson?

Formative Assessment: Assessment *for* Learning / **Summative Assessment:** Assessment *of* Learning.

Formative: printable exit ticket (one reason each group came; one effect on First Peoples).

Metacognition: How are students reflecting on and monitoring their own learning?

Which group surprised you most, and why?

Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Jigsaw charts reviewed for accuracy.

Okanagan School of Education - LESSON PLAN TEMPLATE

Page Two - Minute Minder

Considerations for lesson planning:		Estimated time	Teaching and Learning Activities What is the role of the teacher? What is the role of the students?	Teacher Preparation (Materials/resources or supplies needed)
CONNECT	<u>PART ONE</u> INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	5/10 Minutes	- Recall Unit 1: push and pull factors. Quick sort of 4 examples. - Ask: who were the first newcomers?	Canadian Encyclopedia Immigration timeline: https://www.thecanadianencyclopedia.ca/en/timeline/immigration
	<u>PART TWO</u> BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	- Jigsaw: New France, British settlers, Black Loyalists. - Experts share; complete Activity 2 comparison chart. - Add three timeline cards.	Canadian Encyclopedia Black Loyalists (plain-language): https://thecanadianencyclopedia.ca/en/article/black-loyalists-in-british-north-american-plain-language-summary Activity 2 - Early Newcomers Chart (printable)
TRANSFORM	<u>PART THREE</u> CLOSURE OF LESSON Apply knowledge; reflect on thinking and learning How can I provide learners with alternative ways to demonstrate what they know?	5/10 Minutes	- Exit ticket (printable). - Pair share: one effect on First Peoples.	Exit ticket handout (printable)

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

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

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.

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Candidate/Intern: Blake Clark

Lesson date:
TBD

Grade Level/Subject(s): 5/6 / Social Studies

Lesson Title/Task Summary:

Lesson 3: Building the West (1880 to 1914)

Two periods: Chinese railway workers in BC, then the "Last Best West" poster campaign.

Core (Sub) Competency:

Critical & Reflective Thinking

Social Awareness & Responsibility

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

Big Idea(s):

What will the students UNDERSTAND? What are the key question(s) to be addressed?

(Gr 5) Canada's policies and treatment of minority peoples have negative and positive legacies.

Who built the West, and who was invited to settle it?

Curricular Competencies:

What will the students be able to DO? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can explain what Chinese workers contributed to the railway and BC.
2. I can analyze a poster to find who was invited and who was left out.
3. I can connect Okanagan history to this era.

Content:

What will the students KNOW? What content/concepts/key vocabulary will be the focus of this lesson?

1. Chinese railway workers, Eastern European farmers (Gr 5 elaborations)
2. Sifton recruited British, American, and Eastern European farmers
3. Key vocabulary: railway, recruit, settler, poster, propaganda

Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning involves recognizing the consequences of one's actions.
2. Learning is embedded in memory, history, and story.

Prairie settlement took place on land covered by the Numbered Treaties; students note whose land was being "advertised".

Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Poster analysis with See, Think, Wonder frames.
2. Gr 6 analyzes the poster as persuasive media.

Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

The Nitro Minute shows dangerous work and a death; preview it and give a heads-up.

Assessment Design

What type of assessment might be embedded in this lesson?

Formative Assessment: Assessment *for* Learning / **Summative Assessment:** Assessment *of* Learning.

Formative: printable exit ticket (a contribution; who the poster left out).

Metacognition: How are students reflecting on and monitoring their own learning?

Why would a government want only certain settlers?

Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Poster analysis sheets reviewed.

Okanagan School of Education - LESSON PLAN TEMPLATE

Page Two - Minute Minder

Considerations for lesson planning:		Estimated time	Teaching and Learning Activities What is the role of the teacher? What is the role of the students?	Teacher Preparation (Materials/resources or supplies needed)
CONNECT	PART ONE INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	10 Minutes	- Period 1: Watch the Heritage Minute Nitro. - Ask: whose work built the railway? Who gets remembered?	Historica Canada Heritage Minute: Nitro (video): https://www.youtube.com/watch?v=EE3ISzalVuo Historica Canada Nitro page: https://www.historicacanada.ca/productions/minutes/nitro
	PART TWO BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	60 Minutes	- Period 1: Chinese workers in BC; Kelowna had a Chinatown (about 500 people). - Period 2: Analyze "Last Best West" poster images: who is shown, who is missing? - Activity 3: Poster Detective; add timeline cards.	City of Kelowna: Chinese Store and Kelowna Chinatown (teacher background): https://www.kelowna.ca/our-community/arts-culture-heritage/heritage/heritage-register/chinese-store-kelowna-museum-470 Canada's History: Selling the Prairie Good Life: https://www.canadashistory.ca/explore/settlement-immigration/selling-the-prairie-good-life Activity 3 - Poster Detective (printable)

TRANSFORM	<u>PART THREE</u> CLOSURE OF LESSON Apply knowledge; reflect on thinking and learning How can I provide learners with alternative ways to demonstrate what they know?	10 Minutes	• Exit ticket (printable). • Design a fairer poster slogan.	Exit ticket handout (printable)

Exit Ticket

Lesson 3: Building the West (1880 to 1914)

5/6 Social Studies - Canada's Changing Face

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

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

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.

Okanagan School of Education - LESSON PLAN TEMPLATE

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Candidate/Intern: Blake Clark

Lesson date:
TBD

Grade Level/Subject(s): 5/6 / Social Studies

Lesson Title/Task Summary:

Lesson 4: Closing the Door (1885 to 1947)

Laws that decided who could come to Canada, and their effects, building on Unit 2.

Core (Sub) Competency:

Critical & Reflective Thinking

Social Awareness & Responsibility

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

Big Idea(s):

What will the students **UNDERSTAND**? What are the key question(s) to be addressed?

(Gr 5) Canada's policies and treatment of minority peoples have negative and positive legacies.

How did laws decide who could become Canadian?

Curricular Competencies:

What will the students be able to **DO**? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can sequence immigration laws from 1885 to 1947.
2. I can explain who these laws kept out, and why.
3. I can judge these laws using the conditions of the time.

Content:

What will the students **KNOW**? What content/concepts/key vocabulary will be the focus of this lesson?

1. Chinese Immigration Act 1885; continuous journey 1908; Chinese Immigration Act 1923
2. Recap of Unit 2 (Head Tax, Komagata Maru), not a repeat
3. Key vocabulary: policy, exclusion, head tax, repeal

Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning involves recognizing the consequences of one's actions.
2. Learning involves generational roles and responsibilities.

The same era brought the Indian Act and residential schools (Unit 2); exclusion shaped many communities.

Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Law cards with plain-language summaries.
2. Ethical judgment frames: "At the time... Today we see..."

Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

Discrimination content handled with care; no role-plays of racism.

Assessment Design

What type of assessment might be embedded in this lesson?

Formative Assessment: Assessment *for* Learning / **Summative Assessment:** Assessment *of* Learning.

Formative: printable exit ticket (sequence three laws; one effect).

Metacognition: How are students reflecting on and monitoring their own learning?

How might Canada be different if these laws had never existed?

Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Timeline sort and judgments reviewed.

Okanagan School of Education - LESSON PLAN TEMPLATE

Page Two - Minute Minder

Considerations for lesson planning:		Estimated time	Teaching and Learning Activities What is the role of the teacher? What is the role of the students?	Teacher Preparation (Materials/resources or supplies needed)
CONNECT	<u>PART ONE</u> INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	5/10 Minutes	- Quick recall from Unit 2: what was the Head Tax? - Ask: who decides who can come to a country?	Pier 21 Canadian Immigration Acts and Legislation: https://pier21.ca/research/immigration-history/canadian-immigration-acts-and-legislation
	<u>PART TWO</u> BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	- Sort law cards into order on a mini timeline. - Partners: who was kept out, and what reason was given? - Activity 4: Closing the Door timeline and judgment.	Activity 4 - Closing the Door (printable) Pier 21 Immigration and Impact timeline: https://timeline.pier21.ca/
TRANSFORM	<u>PART THREE</u> CLOSURE OF LESSON Apply knowledge; reflect on thinking and learning How can I provide learners with alternative ways to demonstrate what they know?	5/10 Minutes	- Exit ticket (printable). - Add the laws to the Living Timeline in a new colour.	Exit ticket handout (printable)

Exit Ticket

Lesson 4: Closing the Door (1885 to 1947)

5/6 Social Studies - Canada's Changing Face

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?

Okanagan School of Education - LESSON PLAN TEMPLATE

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Candidate/Intern: Blake Clark

Lesson date:
TBD

Grade Level/Subject(s): 5/6 / Social Studies

Lesson Title/Task Summary:

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

Pier 21 and the postwar wave: war brides, displaced persons, and newcomers from Europe.

Core (Sub) Competency:
Communicating
Creative Thinking

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

Big Idea(s):

What will the students **UNDERSTAND**? What are the key question(s) to be addressed?

(Gr 5) Immigration and multiculturalism continue to shape Canadian society and identity.

What was it like to arrive in Canada after the war?

Curricular Competencies:

What will the students be able to **DO**? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can describe who came to Canada after the Second World War.
2. I can take the perspective of a newcomer arriving at Pier 21.
3. I can explain how postwar immigration changed Canada.

Content:

What will the students **KNOW**? What content/concepts/key vocabulary will be the focus of this lesson?

1. About one million immigrants came through Pier 21 (1945 to 1971)
2. War brides (about 44,000) and displaced persons (almost 200,000)
3. Key vocabulary: war bride, displaced person, port of entry

Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning is embedded in memory, history, and story.
2. Learning is holistic, reflexive, reflective, experiential, and relational.

Stories carry memory: students learn arrival through first-person accounts, as oral histories carry knowledge.

Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Suitcase task can be drawn, written, or labelled.
2. Sharing family stories is invited, never required.

Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

War content is kept age-appropriate; focus on arrival and new beginnings.

Assessment Design

What type of assessment might be embedded in this lesson?

Formative Assessment: Assessment *for* Learning / **Summative Assessment:** Assessment *of* Learning.

Formative: printable exit ticket (two groups; one feeling on arrival).

Metacognition: How are students reflecting on and monitoring their own learning?

What would you pack if you could bring one suitcase?

Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Suitcase stories reviewed for perspective.

Okanagan School of Education - LESSON PLAN TEMPLATE

Page Two - Minute Minder

Considerations for lesson planning:		Estimated time	Teaching and Learning Activities What is the role of the teacher? What is the role of the students?	Teacher Preparation (Materials/resources or supplies needed)
CONNECT	<u>PART ONE</u> INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	5/10 Minutes	- Show a Pier 21 arrival photo: what do you notice? What do they feel? - Ask: why did so many come after the war?	Pier 21 Postwar Immigration through Pier 21: https://pier21.ca/blog/jan-raska-phd/postwar-immigration-through-pier-21
	<u>PART TWO</u> BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	- Read short cards: war bride, displaced person, Dutch farmer, Italian builder. - Activity 5: Suitcase Story, pack a suitcase and write a postcard home. - Add postwar cards to the timeline.	Activity 5 - Suitcase Story (printable) Pier 21 Immigration and Impact timeline: https://timeline.pier21.ca/
	<u>PART THREE</u> CLOSURE OF LESSON Apply knowledge; reflect on thinking and learning How can I provide learners with alternative ways to demonstrate what they know?	5/10 Minutes	- Exit ticket (printable). - Read one postcard aloud (volunteers).	Exit ticket handout (printable)

Exit Ticket

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

5/6 Social Studies - Canada's Changing Face

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?

Okanagan School of Education - LESSON PLAN TEMPLATE

Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:
TBD

Grade Level/Subject(s): 5/6 / Social Studies

Lesson Title/Task Summary:

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

How the 1967 points system replaced "where you are from" with "what you bring".

Core (Sub) Competency:

Critical & Reflective Thinking

Social Awareness & Responsibility

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

Big Idea(s):

What will the students UNDERSTAND? What are the key question(s) to be addressed?

(Gr 5) Immigration and multiculturalism continue to shape Canadian society and identity.

What changed when Canada stopped choosing immigrants by race and nationality?

Curricular Competencies:

What will the students be able to DO? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can explain how the 1967 points system worked.
2. I can compare immigration rules before and after 1967.
3. I can explain how the points system changed where immigrants came from.

Content:

What will the students KNOW? What content/concepts/key vocabulary will be the focus of this lesson?

1. 1967: points for education, skills, language, age, jobs (50 of 100 to pass)
2. Result: more immigrants from Asia, the Caribbean, Latin America, and Africa
3. Key vocabulary: points system, criteria, fair, independent immigrant

Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning involves recognizing the consequences of one's actions.
2. Learning is holistic, reflexive, reflective, experiential, and relational.

Students ask who decides what a "good" newcomer is, and whose voices were left out of those decisions.

Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Points cards with pictures; calculators available.
2. Gr 6 debates whether points are fair.

Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

Use fictional applicants only; never score real students or families.

Assessment Design

What type of assessment might be embedded in this lesson?

Formative Assessment: Assessment for Learning / **Summative Assessment:** Assessment of Learning.

Formative: printable exit ticket (before and after 1967; one fairness question).

Metacognition: How are students reflecting on and monitoring their own learning?

Is a points system fair? What would you change?

Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Points activity and comparison charts reviewed.

Okanagan School of Education - LESSON PLAN TEMPLATE

Page Two - Minute Minder

Considerations for lesson planning:		Estimated time	Teaching and Learning Activities What is the role of the teacher? What is the role of the students?	Teacher Preparation (Materials/resources or supplies needed)
CONNECT	<u>PART ONE</u> INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	5/10 Minutes	- Recall Lesson 4: who was kept out before 1967? - Ask: what would be a fair way to choose newcomers?	Pier 21 Immigration Regulations 1967 (points system): https://pier21.ca/research/immigration-history/immigration-regulations-order-in-council-pc-1967-1616-1967
	<u>PART TWO</u> BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	- Score three fictional applicants with points cards. - Compare: rules in 1923 versus 1967. - Activity 6: Then and Now chart; add timeline card.	Activity 6 - Points System Then and Now (printable) Canadian Encyclopedia Immigration timeline: https://www.thecanadianencyclopedia.ca/en/timeline/immigration
TRANSFORM	<u>PART THREE</u> CLOSURE OF LESSON Apply knowledge; reflect on thinking and learning How can I provide learners with alternative ways to demonstrate what they know?	5/10 Minutes	- Exit ticket (printable). - Thumbs vote: is the points system fair?	Exit ticket handout (printable)

Exit Ticket

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

5/6 Social Studies - Canada's Changing Face

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.

Okanagan School of Education - LESSON PLAN TEMPLATE

Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:
TBD

Grade Level/Subject(s): 5/6 / Social Studies

Lesson Title/Task Summary:

Lesson 7: A Place of Refuge

Refugees in Canada: the difference between immigrants and refugees, and private sponsorship.

Core (Sub) Competency:

Social Awareness & Responsibility

Personal Awareness & Responsibility

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

Big Idea(s):

What will the students UNDERSTAND? What are the key question(s) to be addressed?

(Gr 5) Immigration and multiculturalism continue to shape Canadian society and identity.

How has Canada welcomed people who had to flee?

Curricular Competencies:

What will the students be able to DO? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can explain the difference between an immigrant and a refugee.
2. I can describe how Canadians sponsored refugees in 1979 and 1980.
3. I can suggest ways a community can welcome newcomers.

Content:

What will the students KNOW? What content/concepts/key vocabulary will be the focus of this lesson?

1. 1979 to 1980: 60,000 Southeast Asian refugees; 34,000 privately sponsored
2. 1986: the people of Canada received the UN Nansen Refugee Award
3. Key vocabulary: refugee, sponsor, persecution, welcome

Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
2. Learning is holistic, reflexive, reflective, experiential, and relational.

Welcoming and caring for others is a value shared by many First Peoples and newcomers.

Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Some students may have refugee experience: no personal questions, share only if they choose.
2. Case cards and a welcome-plan frame support all learners.

Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

Trauma-informed: focus on welcome and resilience, not danger; preview content.

Assessment Design

What type of assessment might be embedded in this lesson?

Formative Assessment: Assessment *for* Learning / **Summative Assessment:** Assessment *of* Learning.

Formative: printable exit ticket (immigrant vs refugee; one welcome idea).

Metacognition: How are students reflecting on and monitoring their own learning?

What makes a newcomer feel welcome?

Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Welcome plans reviewed.

Okanagan School of Education - LESSON PLAN TEMPLATE

Page Two - Minute Minder

Considerations for lesson planning:		Estimated time	Teaching and Learning Activities What is the role of the teacher? What is the role of the students?	Teacher Preparation (Materials/resources or supplies needed)
CONNECT	PART ONE INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	5/10 Minutes	- Sort: chose to move (immigrant) or had to flee (refugee)? - Ask: what would help you if you arrived somewhere new?	Canadian Encyclopedia: Canadian Response to the Boat People Refugee Crisis: https://www.thecanadianencyclopedia.ca/en/article/canadian-response-to-boat-people-refugee-crisis
	PART TWO BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	- Read the 1979 to 1980 story: private sponsors, churches, community groups. - Activity 7: Welcome Plan for a newcomer family in Kelowna. - Add refugee cards to the timeline.	Activity 7 - Welcome Plan (printable) Pier 21 Immigration and Impact timeline: https://timeline.pier21.ca/

TRANSFORM	<u>PART THREE</u> CLOSURE OF LESSON Apply knowledge; reflect on thinking and learning How can I provide learners with alternative ways to demonstrate what they know?	5/10 Minutes	• Exit ticket (printable). • Share one welcome idea for our school.	Exit ticket handout (printable)

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?

Okanagan School of Education - LESSON PLAN TEMPLATE

Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:
TBD

Grade Level/Subject(s): 5/6 / Social Studies

Lesson Title/Task Summary:

Lesson 8: Checkpoint Review - The Immigration Story

Review Lessons 1 to 7 on the Living Timeline; regroup from exit tickets to reteach or extend.

Core (Sub) Competency:

Critical & Reflective Thinking

Personal Awareness & Responsibility

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

Big Idea(s):

What will the students UNDERSTAND? What are the key question(s) to be addressed?

(Gr 5) Immigration and multiculturalism continue to shape Canadian society and identity.

How has immigration to Canada changed over time?

Curricular Competencies:

What will the students be able to DO? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can put the eras of immigration in order.
2. I can explain one continuity and one change in immigration.
3. I can name what I understand and what I need to practise.

Content:

What will the students KNOW? What content/concepts/key vocabulary will be the focus of this lesson?

1. Review: eras of immigration from First Peoples to refugees today
2. Continuity and change (competency)
3. Key vocabulary: all terms from Lessons 1 to 7

Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning involves patience and time.
2. Learning is embedded in memory, history, and story.

Looking back before moving on honours learning that grows with time.

Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Reteach group rebuilds the timeline with the teacher.
2. Extension group: continuity and change debate.

Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

No specific hazards. Timeline walk: walk, do not run.

Assessment Design

What type of assessment might be embedded in this lesson?

Formative Assessment: Assessment for Learning / **Summative Assessment:** Assessment of Learning.

Formative: printable exit ticket and I Can Tracker, first update.

Metacognition: How are students reflecting on and monitoring their own learning?

Which era do you understand best? Which needs work?

Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Results used to plan small-group support before the identity lessons.

Okanagan School of Education - LESSON PLAN TEMPLATE

Page Two - Minute Minder

Considerations for lesson planning:		Estimated time	Teaching and Learning Activities What is the role of the teacher? What is the role of the students?	Teacher Preparation (Materials/resources or supplies needed)
CONNECT	<u>PART ONE</u> INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	5/10 Minutes	- Living Timeline walk: each pair explains one card. - Mini whiteboards: which era? (quick-fire).	Returned exit tickets, Lessons 1 to 7 Student I Can Tracker (printable)
	<u>PART TWO</u> BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	- Reteach group: rebuild the era sequence with the teacher. - On-track group: Activity 8 review practice. - Extension: what has stayed the same about why people come?	Activity 8 - Immigration Story Review (printable) Pier 21 Immigration and Impact timeline (review): https://timeline.pier21.ca/
TRANSFORM	<u>PART THREE</u> CLOSURE OF LESSON Apply knowledge; reflect on thinking and learning How can I provide learners with alternative ways to demonstrate what they know?	5/10 Minutes	- Exit ticket (printable). - Update the I Can Tracker.	Exit ticket handout (printable)

Exit Ticket

Lesson 8: Checkpoint Review - The Immigration Story

5/6 Social Studies - Canada's Changing Face

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

Okanagan School of Education - LESSON PLAN TEMPLATE

Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:
TBD

Grade Level/Subject(s): 5/6 / Social Studies

Lesson Title/Task Summary:

Lesson 9: From British Subjects to Canadians

Two periods: Canadian citizenship (1947), the Maple Leaf flag (1965), and O Canada.

Core (Sub) Competency:
Critical & Reflective Thinking
Creative Thinking

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

Big Idea(s):

What will the students UNDERSTAND? What are the key question(s) to be addressed?

(Gr 5) Immigration and multiculturalism continue to shape Canadian society and identity.

How did Canada create symbols of its own?

Curricular Competencies:

What will the students be able to DO? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can explain that before 1947, Canadians were British subjects.
2. I can explain why Canada chose a new flag in 1965.
3. I can explain how O Canada has changed over time.

Content:

What will the students KNOW? What content/concepts/key vocabulary will be the focus of this lesson?

1. Citizenship Act in force January 1, 1947 (certificate 0001 to Mackenzie King)
2. Great Flag Debate 1964: about 5,000 designs; Maple Leaf flag February 15, 1965
3. O Canada: sung 1880, official 1980, lyric change 2018

Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning requires exploration of one's identity.
2. Learning is embedded in memory, history, and story.

Symbols tell a story, but not every story; students ask whose identity each symbol includes, including First Peoples.

Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Symbol cards with images and dates.
2. Flag design can be drawn with a written or spoken explanation.

Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

No specific hazards. Respect all national and cultural symbols students bring.

Assessment Design

What type of assessment might be embedded in this lesson?

Formative Assessment: Assessment for Learning / **Summative Assessment:** Assessment of Learning.

Formative: printable exit ticket (three symbols and years; why they matter).

Metacognition: How are students reflecting on and monitoring their own learning?

Which symbol best shows who Canadians are today? Why?

Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Symbol timelines and flag designs reviewed.

Okanagan School of Education - LESSON PLAN TEMPLATE

Page Two - Minute Minder

Considerations for lesson planning:		Estimated time	Teaching and Learning Activities What is the role of the teacher? What is the role of the students?	Teacher Preparation (Materials/resources or supplies needed)
CONNECT PROCESS TRANSFORM	<u>PART ONE</u> INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	10 Minutes	- Period 1: show the Red Ensign and the Maple Leaf. Which feels like Canada? Why? - Ask: what makes someone a citizen?	Pier 21 Canadian Citizenship Act, 1946: https://pier21.ca/research/immigration-history/canadian-citizenship-act-1947
	<u>PART TWO</u> BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	60 Minutes	- Period 1: citizenship 1947; the Great Flag Debate. - Period 2: O Canada then and now; design a symbol for Canada today. - Activity 9: Symbols Timeline and my symbol.	Canadian Encyclopedia The Great Flag Debate: https://thecanadianencyclopedia.ca/en/article/flag-debate Government of Canada Anthems of Canada: https://www.canada.ca/en/canadian-heritage/services/anthems-canada.html Activity 9 - Symbols of Canada (printable)
	<u>PART THREE</u> CLOSURE OF LESSON Apply knowledge; reflect on thinking and learning How can I provide learners with alternative ways to demonstrate what they know?	10 Minutes	- Exit ticket (printable). - Gallery of symbol designs.	Exit ticket handout (printable)

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.

Okanagan School of Education - LESSON PLAN TEMPLATE

Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:
TBD

Grade Level/Subject(s): 5/6 / Social Studies

Lesson Title/Task Summary:

Lesson 10: Two Languages, Many Cultures

Bilingualism (1969) and multiculturalism (1971): the idea of Canada as a mosaic.

Core (Sub) Competency:

Social Awareness & Responsibility
Communicating

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

Big Idea(s):

What will the students UNDERSTAND? What are the key question(s) to be addressed?

(Gr 5) Immigration and multiculturalism continue to shape Canadian society and identity.

Is Canada a mosaic or a melting pot?

Curricular Competencies:

What will the students be able to DO? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can explain what bilingualism and multiculturalism mean for Canada.
2. I can compare a mosaic and a melting pot.
3. I can give examples of multiculturalism in my community.

Content:

What will the students KNOW? What content/concepts/key vocabulary will be the focus of this lesson?

1. Official Languages Act 1969: English and French equal in federal institutions
2. Multiculturalism policy 1971; Act 1988
3. Key vocabulary: bilingualism, multiculturalism, mosaic, melting pot

Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning requires exploration of one's identity.
2. Learning is holistic, reflexive, reflective, experiential, and relational.

First Peoples languages (like nsyilxcen) were here first; students ask where they fit in a "two languages" country.

Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Mosaic tile task: draw, write, or collage.
2. Home languages celebrated if students choose to share.

Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

No specific hazards. Sharing languages and cultures is always optional.

Assessment Design

What type of assessment might be embedded in this lesson?

Formative Assessment: Assessment *for* Learning / **Summative Assessment:** Assessment *of* Learning.

Formative: printable exit ticket (define both terms; mosaic or melting pot).

Metacognition: How are students reflecting on and monitoring their own learning?

What part of Canadian culture would you add to the mosaic?

Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Mosaic tiles and explanations reviewed.

Okanagan School of Education - LESSON PLAN TEMPLATE

Page Two - Minute Minder

Considerations for lesson planning:		Estimated time	Teaching and Learning Activities What is the role of the teacher? What is the role of the students?	Teacher Preparation (Materials/resources or supplies needed)
CONNECT	<u>PART ONE</u> INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	5/10 Minutes	- Show a mosaic and a melting pot image. Which describes Canada? - Count the languages heard in our school (optional sharing).	Canadian Encyclopedia Multiculturalism: https://www.thecanadianencyclopedia.ca/en/article/multiculturalism
	<u>PART TWO</u> BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	- Read: bilingualism 1969 and multiculturalism 1971. - Activity 10: Canada Mosaic, add a tile and explain it. - Add both to the Living Timeline.	Canadian Encyclopedia Official Languages Act (plain-language): https://www.thecanadianencyclopedia.ca/en/article/official-languages-act-1988-plain-language-summary Government of Canada Multiculturalism: https://www.canada.ca/en/services/culture/canadian-identity-society/multiculturalism.html Activity 10 - Canada Mosaic (printable)
	<u>PART THREE</u> CLOSURE OF LESSON Apply knowledge; reflect on thinking and learning How can I provide learners with alternative ways to demonstrate what they know?	5/10 Minutes	- Exit ticket (printable). - Build the class mosaic wall.	Exit ticket handout (printable)

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?

Okanagan School of Education - LESSON PLAN TEMPLATE

Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:
TBD

Grade Level/Subject(s): 5/6 / Social Studies

Lesson Title/Task Summary:

Lesson 11: Who Tells Canada's Story?

Two periods: reconciliation as part of identity today; how media shapes views of newcomers (Gr 6).

Core (Sub) Competency:

Critical & Reflective Thinking

Social Awareness & Responsibility

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

Big Idea(s):

What will the students UNDERSTAND? What are the key question(s) to be addressed?

(Gr 6) Media sources can both positively and negatively affect our understanding of important events and issues.

Who gets to tell the story of Canada, and how does that shape who we think we are?

Curricular Competencies:

What will the students be able to DO? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can explain why reconciliation is part of Canadian identity today.
2. I can spot a stereotype in media about newcomers or First Peoples.
3. I can suggest a fairer way to tell a story.

Content:

What will the students KNOW? What content/concepts/key vocabulary will be the focus of this lesson?

1. National Day for Truth and Reconciliation, Sept 30 (TRC Call to Action 80)
2. Media technologies and coverage of current events (Gr 6)
3. Key vocabulary: reconciliation, stereotype, bias, representation

Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning requires exploration of one's identity.
2. Learning involves recognizing the consequences of one's actions.

Orange Shirt Day began with Phyllis Webstad (St. Joseph's Mission, Williams Lake); First Peoples telling their own stories is part of reconciliation.

Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Media samples chosen and previewed by the teacher.
2. Gr 5 focuses on reconciliation and identity; Gr 6 adds media analysis.

Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

Emotional safety: residential school references are brief and linked to Unit 2; support lines listed on the BC page for adults.

Assessment Design

What type of assessment might be embedded in this lesson?

Formative Assessment: Assessment *for* Learning / **Summative Assessment:** Assessment *of* Learning.

Formative: printable exit ticket (reconciliation; one stereotype and a fairer version).

Metacognition: How are students reflecting on and monitoring their own learning?

Who should tell a community's story? Why?

Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Media detective sheets reviewed.

Okanagan School of Education - LESSON PLAN TEMPLATE

Page Two - Minute Minder

Considerations for lesson planning:		Estimated time	Teaching and Learning Activities What is the role of the teacher? What is the role of the students?	Teacher Preparation (Materials/resources or supplies needed)
CONNECT	PART ONE INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	10 Minutes	- Period 1: what does an orange shirt mean? Recall Unit 2. - Ask: is reconciliation part of who Canadians are today?	BC Government: National Day for Truth and Reconciliation: https://www2.gov.bc.ca/gov/content/governments/indigenous-people/national-day-for-truth-and-reconciliation
	PART TWO BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	60 Minutes	- Period 1: reconciliation and identity; add Sept 30 to the timeline. - Period 2: media detective, find stereotypes; rewrite fairly (Gr 6 lead). - Activity 11: Media Detective.	MediaSmarts: Media Stereotypes lesson (Gr 3 to 6): https://mediasmarts.ca/teacher-resources/media-stereotypes Canadian Encyclopedia Canadian Identity (teacher background): https://www.thecanadianencyclopedia.ca/en/article/canadian-identity Activity 11 - Media Detective (printable)

TRANSFORM	<u>PART THREE</u> CLOSURE OF LESSON Apply knowledge; reflect on thinking and learning How can I provide learners with alternative ways to demonstrate what they know?	10 Minutes	• Exit ticket (printable). • Plan exhibit topics for Lesson 12.	Exit ticket handout (printable)

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?

Okanagan School of Education - LESSON PLAN TEMPLATE

Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:
TBD

Grade Level/Subject(s): 5/6 / Social Studies

Lesson Title/Task Summary:

Lesson 12: Canada's Changing Face Museum

Two periods, summative: build and present a museum exhibit panel; End of Unit Concepts Check.

Core (Sub) Competency:

Communicating
Creative Thinking

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

Big Idea(s):

What will the students UNDERSTAND? What are the key question(s) to be addressed?

(Gr 5) Immigration and multiculturalism continue to shape Canadian society and identity.

How have immigration and identity changed Canada over time?

Curricular Competencies:

What will the students be able to DO? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can build an exhibit that explains one era or identity milestone.
2. I can argue why my topic is significant.
3. I can connect my topic to Canada today.

Content:

What will the students KNOW? What content/concepts/key vocabulary will be the focus of this lesson?

1. All unit content: immigration eras and identity milestones
2. Significance (competency): why it matters then and now
3. Key vocabulary: all unit terms

Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning is embedded in memory, history, and story.
2. Learning involves generational roles and responsibilities.

Each exhibit names whose land the story took place on, keeping First Peoples in the frame.

Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Exhibit planner with prompts; partners allowed.
2. Present in person, by poster only, or by recording.

Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

No specific hazards. Gallery walk feedback is kind and specific.

Assessment Design

What type of assessment might be embedded in this lesson?

Formative Assessment: Assessment for Learning / **Summative Assessment:** Assessment of Learning.

Summative: Canada's Changing Face exhibit panel and End of Unit Concepts Check, with the unit rubric. Dates: TBD.

Metacognition: How are students reflecting on and monitoring their own learning?

What is the most important thing you learned about Canada's changing face?

Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Rubric, Concepts Check (answer key), and final I Can Tracker kept as evidence.

Okanagan School of Education - LESSON PLAN TEMPLATE

Page Two - Minute Minder

Considerations for lesson planning:		Estimated time	Teaching and Learning Activities What is the role of the teacher? What is the role of the students?	Teacher Preparation (Materials/resources or supplies needed)
CONNECT	<u>PART ONE</u> INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	10 Minutes	- Period 1: review rubric; choose an era or milestone (pairs). - Plan with the Exhibit Planner.	Activity 12 - Exhibit Planner (printable) Unit Rubric (printable)
	<u>PART TWO</u> BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	60 Minutes	- Period 1: build the panel (title, image, 3 facts, significance, today). - Period 2: gallery walk; End of Unit Concepts Check (15 min).	Pier 21 Immigration and Impact timeline (research): https://timeline.pier21.ca/ Canadian Encyclopedia Immigration timeline (research): https://www.thecanadianencyclopedia.ca/en/timeline/immigration End of Unit Concepts Check and ANSWER KEY (printable)
TRANSFORM	<u>PART THREE</u> CLOSURE OF LESSON Apply knowledge; reflect on thinking and learning How can I provide learners with alternative ways to demonstrate what they know?	10 Minutes	- Exit ticket (printable). - Final I Can Tracker update.	Exit ticket handout (printable) Student I Can Tracker (printable)

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

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:

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.