

Unit 1

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Specific Assessment Masters

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Name _____

Date _____

Summarizing “The Story of My Community”

QUESTIONS	RESPONSES
1. To which First Nation does Jessica’s family belong?	
2. Where is Jessica’s community?	
3. Why does Jessica think Opaskwayak is the best place in the world to grow up?	
4. Why does Jessica think it is important for her to learn Cree?	
5. How do the competitions of the Opaskwayak Indian Days Festival represent traditional activities from Jessica’s community?	
6. What do the grown-ups talk about when they gather around the campfire?	
7. What things does Jessica’s grandmother tell her are important?	

Name _____

Date _____

Looking at Creation Stories

Location or setting	
Characters	
Problem	
Events	
Conclusion	

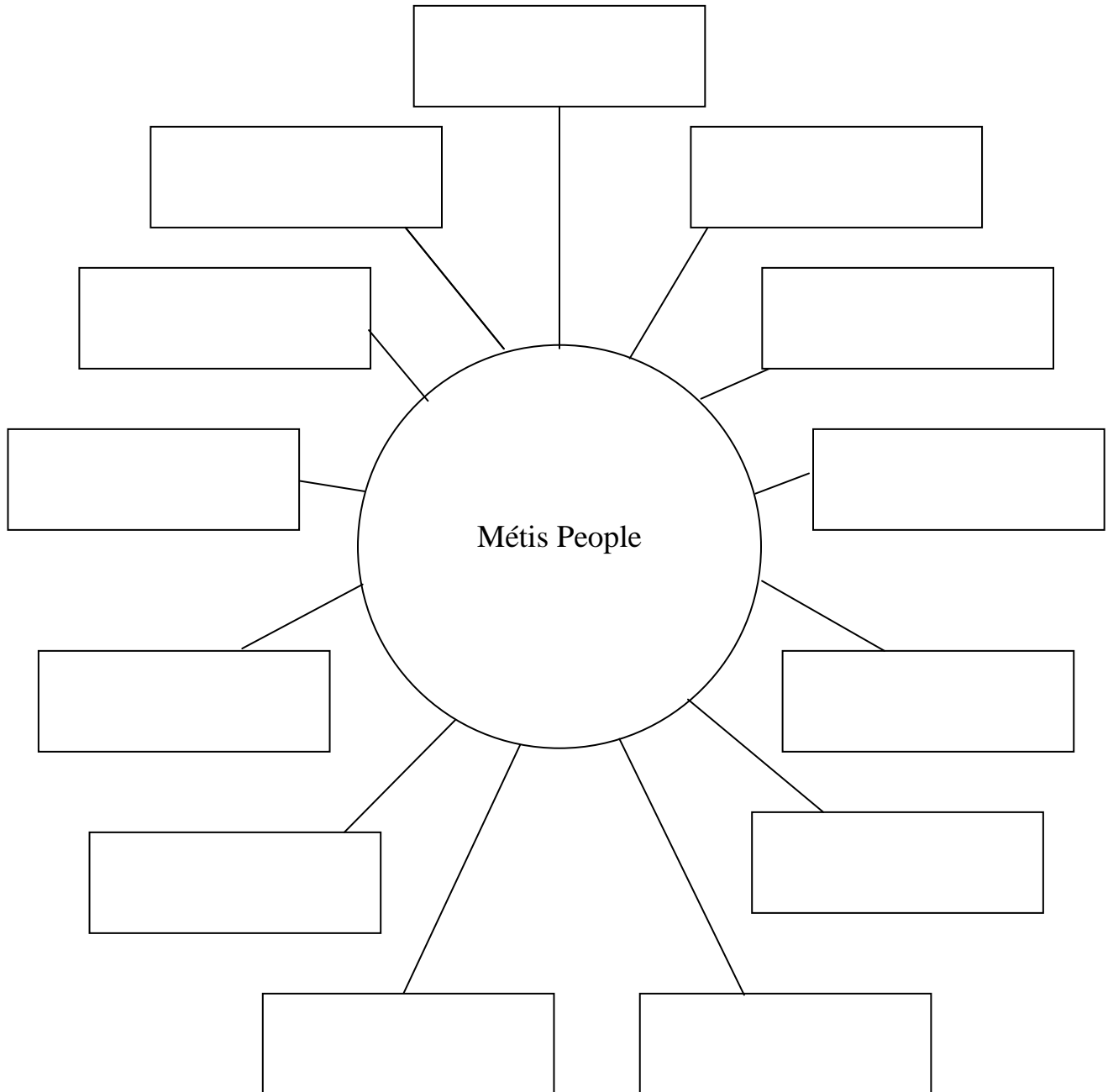
Name _____

Date _____

Traditional Ways of Life of First Nations Peoples and Inuit

AREA	PEOPLE WHO LIVE THERE	FOOD SOURCES AND MATERIALS USED TO BUILD HOMES	TRADE AND TRANSPORTATION	ROLES OF MEN, WOMEN, AND CHILDREN
Arctic				
Subarctic				
Northwest Pacific Coast				
Plateau				
Plains				
Eastern Woodlands				

Métis Culture and Identity



Name _____

Date _____

Symbols of Métis Culture

SYMBOL	WHAT DOES THE SYMBOL SHOW US ABOUT MÉTIS CULTURE?

The Métis Bill of Rights

The Métis Bill of Rights that the Métis provisional government sent to Ottawa in 1869 had five major demands:

1. The Métis people would form a province with its own elected government. This government would control local affairs and the railroad and roads, and the Métis people would serve as the police (military).
2. The Métis people would have their own schools and courts where the French language was used equally with English.
3. The government of Canada would negotiate treaties with the Indigenous Peoples.
4. Métis customs and traditions would be respected.
5. Métis people would be elected to the federal government in Ottawa.

Questions

1. Why do you think the Canadian government did not want to give the Métis people these rights?

2. Which of these rights were eventually granted?

Name _____

Date _____

Questions for Examining Evidence

As you examine an artifact or primary source, ask yourself the following questions and record your responses to help turn it into evidence.

QUESTIONS	RESPONSES
1. What is it?	
2. Who made it?	
3. Why was it made?	
4. What is it made of?	
5. Where might the material have been found?	
6. How might the artifact have been created?	
7. Who used it?	
8. How and when was it used?	
9. What does it show about the culture of the people who used it?	

Class Census

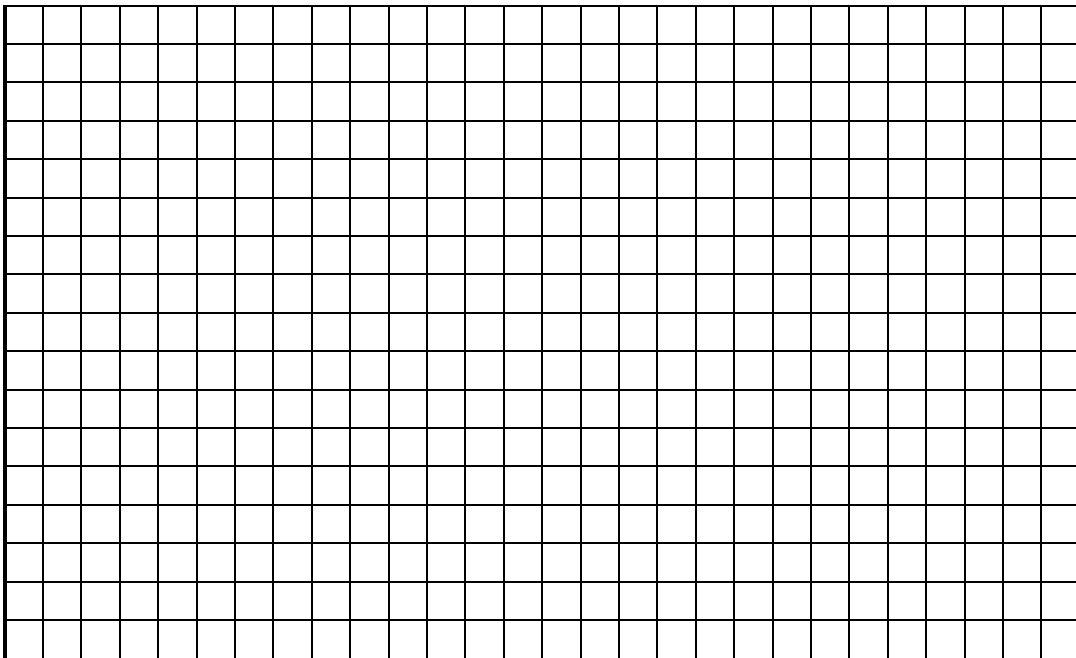
1. Survey students in your class or school to find the following information.

QUESTIONS	TALLY
Does your family speak a language other than English at home?	
How many people live in your house?	
Were your parents born in Canada?	

2. Create a bar graph to display the data you gathered about one of the questions above.

- Give your graph a title.
- Label the horizontal and the vertical axes.
- Decide how many people each bar will represent.
- Draw the bars and label them with the number of people they represent.

Title: _____



Name _____

Date _____

Looking at Some of Canada's Immigration Policies

IMMIGRATION POLICY	DATE	GOALS	EFFECTS

Your Challenge: Letter to Parents

Dear Parent(s) or Caregiver(s),

Our Social Studies material in Grade 5 is built around the theme of Canada. In Unit 1, we will focus on the contributions that First Nations peoples, Inuit, Métis people, and the many immigrants have made to Canada's identity.

Throughout the unit, the students will explore how culture is expressed through art, stories, photos, songs, and other artifacts. They will study how people from different cultures interacted in the past and today to create a unique Canadian identity.

You are invited to be part of this course of studies in a variety of ways, including by

- generously lending us resources that will help us find a context for your child's multicultural heritage
- coming to class and sharing your knowledge of how your cultural heritage has played a role in Canadian history or the evolution of Canada's identity
- helping your child gather objects or art expressions from a variety of sources to share in a cultural festival on _____ (month, day, year), which will showcase what your child has learned about the multicultural identity of Canadians

This promises to be an exciting program. Thank you for any part you are able to take in it.

Sincerely,

Name _____

Date _____

Your Challenge: Planning Organizer

In the spaces below, explain what you and your partner's contribution will be to the class cultural festival. Make the connection between the heritage of the cultural group you choose to present and how that culture contributed to the identity of Canada?

Our contribution to the class cultural festival:

What does this contribution show about the culture and how this culture is part of Canada's identity?

Name _____

Date _____

Who Has Contributed to Canada's Identity?

Artifact	What cultural heritage does the artifact represent?	What does this artifact tell you about the way of life in this culture?	How has this culture contributed to Canada's identity?	Notes

Unit 1 Rubric

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
CONTENT				
<ul style="list-style-type: none"> • Demonstrate an understanding of the Aboriginal heritage of Canada (e.g. importance of creation stories, symbols, songs and so on). 	Demonstrates limited understanding of the origins of First Nations or Métis peoples or Inuit; may not be able to identify their relationship with the natural environment or give examples of this relationship.	Identifies some understanding of the origins of First Nations or Métis peoples or Inuit; may give sketchy or imprecise examples of their relationship with the natural environment.	Identifies the origins of First Nations or Métis peoples or Inuit; can give examples of their relationship with the natural environment.	Explains the origins of First Nations or Métis peoples or Inuit; identifies specific examples of their relationship with the natural environment.
<ul style="list-style-type: none"> • Analyze the evolution of Canada as a multicultural nation. 	Analysis of the evolution of Canada as a multicultural nation is flawed, with many incomplete or unclear examples.	Analysis of the evolution of Canada as a multicultural nation shows some examples, but not always in the correct order or location.	Analysis of the evolution of Canada as a multi-cultural nation is clear; examples are used with dates, locations, and peoples.	Analysis of the evolution of Canada as a multicultural nation is very clear, specific examples including dates, locations and peoples are given.
THINKING				
<ul style="list-style-type: none"> • Explain who has contributed to Canada's identity. 	Identifies groups who have contributed to Canada's identity; may give partial explanations or provides limited connection to Canada's identity.	Identifies groups or people who have contributed to Canada's identity, includes some information to show the connection, but it is not complete.	Identifies groups and people who have contributed to Canada's identity with examples to support.	Identifies groups and people who have contributed to Canada's identity with specific examples, including dates and locations.

COLLABORATION				
<ul style="list-style-type: none"> • Work effectively and collaboratively to address all steps of the Your Challenge activities. 	Gives limited feedback on the work of others; suggestions for improvement are miscellaneous or unfocused; resists accepting feedback from others; may incorporate ideas from others with little thought.	Gives some feedback on the work of others; makes suggestions to improve ideas (may not be thoughtful suggestions); accepts feedback and incorporates changes with little thought as to how it affects the product.	Gives feedback on the work of others; makes constructive suggestions for improvement of ideas; accepts feedback from others and incorporates ideas as is consistent with purposes of the task.	Gives feedback on the work of others; makes constructive suggestions for improvement of ideas; accepts feedback from others graciously and incorporates ideas as appropriate without losing integrity of own work.
COMMUNICATION				
<ul style="list-style-type: none"> • Explain the meaning of items of cultural significance and ways that people continue their traditions. 	Gives little explanation or few or no details of items of cultural significance and ways that people continue their traditions.	Explains some items of cultural significance and ways that people continue their traditions, explanations may not be supported with appropriate details.	Explains clearly using specific details about items of cultural significance and ways that people continue their traditions.	Gives a clear, complete, detailed explanation of items of cultural significance and ways that people continue their traditions.

Unit 1: Your Challenge: Self-Assessment Checklist

Contribute to a Class Cultural Festival

CRITERIA	YES	NO
The objects I brought reflect the heritage of a cultural group in Canada.		
My partner and I made decisions together about what objects to contribute to the festival.		
My partner and I listened respectfully to each other's ideas.		
I can clearly explain the cultural meaning of the objects and the ways that people continue their traditions.		

I did this well:

Next time, I will improve by: