BUILDING STUDENT SUCCESS
BC'S NEW CURRICULUM (2016)

GRADE 5

IMMIGRATION, GOVERNMENT,
NATURAL RESOURCES

NORTHWOODS PRESS
DONNA WARD
WWW.DONNAWARD.NET
**RESOURCES:**

*Canadian Heritage Collection - The Immigrant Experience*

The primary documents in this book offer a survey of Canadian immigrants and the impact they have made on the cultural, economic, and social values of our Canadian society.

*Coming to Canada*

40 primary source modern immigration stories, along with discussion questions and research ideas after each story make this a rare and interesting resource to learn the nitty-gritty of what it’s like to be a new immigrant.

*Canada Through Maps: Map Book 4, Grades 5-6*

Using themes based on provincial social studies curricula, the book employs a variety of maps of Canada - cultural, historical, physical and political - to help students develop and practice there cornerstone skills. The numerous maps also help students explore Canada's geography and history. Map book 4 is a logical follow-up to Map Book 3. It also stands on its own as a practical social studies learning resource.

*Guide to Canadian Government Series 1 & 2 with Who Runs This Country Anyway?*

This Guide to Canadian Government Bundle combines a book and 14 learning modules to be all you need for an informative and interesting unit on government for middle grades. Modules can be viewed online on your PC or mobile device, or can be downloaded for offline viewing. You receive a download code in your package.

*Geography, Province to Province (see Bundle)*

Travel from B.C. to Nunavut in 58 self-guided lessons. This complete curriculum allows students to independently explore provincial geography, symbols, natural resources, population and highlights of provincial history. Bundle includes Wow Canada and the Collins Canadian Student Atlas.

*Collins Canadian Student Atlas*

Maps of the provinces are important for use with Geography, Province to Province. Maps of resources and industry help fulfill content requirements.
COMMUNICATION:
The set of abilities students use to impart and exchange information, experiences and ideas, to explore the world around them, and to effectively engage in the use of digital media.

THINKING:
The ability students have to take subject-specific concepts and transform them into new understanding which includes specific thinking skills as well as habits of mind and awareness.

CREATIVE THINKING:
Creative thinking involves the generation of new ideas that have value to the individual or others, and the development of these ideas and concepts from thought to reality.

CRITICAL THINKING:
Critical thinking is the ability to examine one’s own thinking, and that of others, about information that they receive through observation, experience, and communication.

PERSONAL AND SOCIAL
Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society.

POSITIVE PERSONAL AND CULTURAL IDENTITY
The positive personal and cultural identity competency involves the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself including family background, beliefs, and perspectives in a pluralistic society.

PERSONAL AWARENESS AND RESPONSIBILITY
Personal awareness and responsibility includes the skills and strategies in staying healthy and active, setting goals, monitoring progress, regulating emotions, respecting their own rights and the rights of others, managing stress, and persevering in difficult situations.

SOCIAL RESPONSIBILITY
Social responsibility involves the ability to understand interdependence of people with each other and the natural environment; to contribute positively to family, community, society, and the environment; to resolve problems peacefully; to empathize and maintain healthy relationships.
C U R R I C U L A R C O M P E T E N C I E S ( S O C I A L S T U D I E S S P E C I F I C )

The added assignments in this supplement will help students begin to learn and practice historical thinking skills and Social Studies inquiry processes. The questions and examples under each heading are samples and are not meant to be included in their entirety.

SIGNIFICANCE

Construct arguments defending the significance of individuals/groups, places, events, and developments

- Which people contributed most to Canada becoming an independent country?
- What is the most significant event in Canadian history?

EVIDENCE

Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media

CONTINUITY AND CHANGE

Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present

- What are some differences between being a pre-Confederation-Canada citizen and being a Canadian citizen today?

CAUSE AND CONSEQUENCE

Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes

PERSPECTIVE

Take stakeholders’ perspectives on issues, developments, and events by making inferences about their beliefs, values and motivations

ETHICAL JUDGEMENTS

Make ethical judgements about events, decisions, and actions that consider conditions of a particular time and place, and assess appropriate ways to respond

- Based on evidence at the time, was the internment of Japanese people in BC justified?
- What are the potential consequences of non-sustainable practices in resource use?
# What Questions Do We Ask?

**Think Like an Historian**

<table>
<thead>
<tr>
<th><strong>How do we decide what is important to learn?</strong></th>
<th><strong>How do we know what we know?</strong></th>
<th><strong>How do we understand complexities?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Historical Significance</strong></td>
<td><strong>Evidence</strong></td>
<td><strong>Continuity &amp; Change</strong></td>
</tr>
<tr>
<td>Did the consequences affect many people over a long period of time?</td>
<td>What is the evidence?</td>
<td>What has changed?</td>
</tr>
<tr>
<td>Who is this important to (international, national, regional, individual)?</td>
<td>Is it reliable or trustworthy (how do we know?)</td>
<td>What has remained the same?</td>
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<tr>
<td></td>
<td>Is it relevant (does it answer the questions we are asking)?</td>
<td>Is the change substantial, permanent, and/or widespread?</td>
</tr>
<tr>
<td></td>
<td>Is the interpretation reasonable (does it go beyond the evidence)?</td>
<td>Is the constant in significant aspects of life and/or widespread?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>How do we explain effects of decisions &amp; actions?</strong></th>
<th><strong>How can we better understand people?</strong></th>
<th><strong>What can we learn to understand the present?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cause &amp; Consequence</strong></td>
<td><strong>Historical Perspective</strong></td>
<td><strong>Ethical Dimension</strong></td>
</tr>
<tr>
<td>What were the causes of past events?</td>
<td>How did people in the past view their world (look for evidence)?</td>
<td>Are the interests and perspectives of all key groups are considered?</td>
</tr>
<tr>
<td>Who or what made the change happen?</td>
<td>How did their worldview affect their choices and actions?</td>
<td>Are beliefs of the time period considered?</td>
</tr>
<tr>
<td>Depth of impact: How deeply felt or profound was the consequence?</td>
<td>Explore diverse perspectives of people involved in an event.</td>
<td>Has adequate relevant evidence been consulted?</td>
</tr>
<tr>
<td>Breadth of impact: How widespread were its impacts?</td>
<td>Avoid presentism – imposing present ideas on actors of the past</td>
<td>Have present values been imposed on judgements of past events (presentism)?</td>
</tr>
<tr>
<td>Duration of impact: How long-lasting was the consequence?</td>
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</table>
UNIT ONE: IMMIGRATION

Big Idea: Canada’s policies and treatment of minority peoples have negative and positive legacies.

Big Idea: Immigration and multiculturalism continue to shape Canadian society and identity.

RESOURCES

- The Immigrant Experience, Coming to Canada
- Canada Through Maps: Map Book 4, Grades 5-6

Since there are 43 lessons, it is suggested that students complete one per week for a year’s study.

CONTENT

- Changing nature of Canadian Immigration over time
- Past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments
- First Peoples land ownership and use

INQUIRY PROCESS

PRESENTATION

- Retell a story from an interview (e.g., residential school student, new Canadian, war veteran, Elder)
- Apply established criteria to compare information
- Apply a variety of strategies to record information gathered from sources
- Create a bibliography of all sources used
- Use an outline to organize information into a coherent format
- Create a presentation using more than one form of representation (e.g. poster and oral report)

MAPPING

- Use latitude, longitude, and intermediate directions to locate major geographic features in BC and Canada
- Describe a selected place in Canada using both absolute and relative location
- Use keys and legends to interpret maps (e.g. resources, economic activities, transportation routes, capital cities, population)
- Recognize that different types of maps represent particular types of information (e.g. thematic maps show information such as resource distribution; topographical maps show elevation, political maps show provincial boundaries)
- Create maps to represent aspects of a specific place (e.g. economic activity, landforms, bodies of water), applying keys and legends
- Create and interpret timelines and maps to show the development of political boundaries in Canada

SAMPLE TOPICS

- Changing government policies about the origin of immigrants and the number allowed to come to Canada
- Contributions of immigrants to Canada’s development (e.g. Chinese railway workers, Sikh loggers, Eastern European farmers, British investors)
LESSONS

Resources:

The Immigrant Experience, Coming to Canada

Lessons:

1. WWI and Fears of Enemy Aliens (includes Chinese Head Tax, Komagata Maru Incident)
   Look at the chart on p. 4 of this document and review the questions an historian asks to understand historical perspective.

   Read The Immigrant Experience pp. 10-11.
   - Describe the major world events (WWI & Depression) and try to imagine how the people & government in Canada felt about ‘enemy aliens’ (historical perspective).
   - What was the reaction regarding immigration. Do you consider government actions to be reasonable or unreasonable? What motivated immigration policies at the time?

2. Continue reading portions of The Immigrant Experience using the Six Historical Thinking Concepts (p. 3-4 of this document) to guide your questions and discussion.

3. Make an annotated timeline, map or other graphic illustration of major changes in immigration in Canada over time.

4. Read some modern immigrant stories in Coming to Canada. Use the Topics for Discussion and Creative Challenges after each story. Discuss what it would be like to be a new immigrant.

Activity:

Prepare for and then interview one of the following: residential school student, new Canadian, war veteran, First Nations Elder or an elder in your community. Use the skills listed in the Inquiry Process: Presentation to create a presentation based on your interview.
UNIT TWO: GOVERNMENT

Big Idea: Canadian institutions and government reflect the challenge of our regional diversity

RESOURCES

- Guide to Canadian Government Learning Modules Series 1 & 2 with Who Runs This Country Anyway

CONTENT

- Levels of governments, their main functions, and sources of funding
- Participation and representation in Canada’s system of government
- Human rights and responses to discrimination in Canadian society

INQUIRY PROCESS

CIVIC PARTICIPATION

- Identify opportunities for civic participation in the community, or at provincial or national levels
- Individually or in groups, implement a plan of action address a problem or issue (e.g. fundraising campaign, food drive, letter writing to a politician, petition)

SAMPLE ACTIVITIES & TOPICS

- Distinguish between the different levels of government: municipal, provincial, territorial, federal
- Summarize the responsibilities of government (e.g. providing and administering services, making laws, collecting and allocating taxes)
- Through role-play, simulation, or case study, examine the election process
- Which level of government has the most effect on your daily life?
- Representative versus direct democracy
- Electoral boundaries, political parties, electoral process, First Peoples governance
- Canadian Charter of Rights and Freedoms
- Gender equality, racism, religious freedom, language rights, protest movement

SERIES 1 & 2: LESSONS 1-14

Resources:

Guide to Canadian Government Series 1 & 2, Who Runs This Country Anyway

Content:

<table>
<thead>
<tr>
<th>Series 1</th>
<th>Series 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 - Types of Government</td>
<td>Module 8 - On Parliament Hill</td>
</tr>
<tr>
<td>Module 2 - Positions in Parliament</td>
<td>Module 9 - Touring Ottawa</td>
</tr>
<tr>
<td>Module 3 - British North America Act</td>
<td>Module 10 - A New Session</td>
</tr>
<tr>
<td>Module 4 - Constitution &amp; Charter of Rights</td>
<td>Module 11 - A Day in the House of Commons</td>
</tr>
<tr>
<td>Module 5 - Winners and Losers</td>
<td>Module 12 - Proceedings</td>
</tr>
<tr>
<td>Module 6 - Election Time</td>
<td>Module 13 - A Bill Becomes Law</td>
</tr>
<tr>
<td>Module 7 - Election Day</td>
<td>Module 14 - Wrap Up</td>
</tr>
</tbody>
</table>
Activity:

Use the skills listed in the Inquiry Process: Civic Participation to find an opportunity to participate in problem solving or community action.

UNIT THREE: NATURAL RESOURCES

Big Idea: Natural resources continue to shape the economy and identity of different regions of Canada

RESOURCES

- Geography, Province to Province, Collins Canadian Student Atlas, Wow Canada (optional)

CONTENT

- Resources and economic development in different regions of Canada

INQUIRY PROCESS

QUESTIONS, ANALYZE, PROBLEM SOLVING

- State a hypothesis about a selected problem or issue
- Use inference, imagination, and pattern identification to clarify and define a problem or issue
- Compare a range of points of view on an issue
- Summarize information and viewpoints about a problem or issue
- Select ways to clarify a specific problem or issues (e.g. discussion, debate, research, reflection)

SAMPLE ACTIVITIES & TOPICS

- Use maps to describe the location of natural resources in Canada in relation to characteristics of physical geography (e.g. fish at coasts, mineral resources in Canadian shield)
- Identify significant natural resources in BC and Canada: fish, forests, minerals, energy
- What natural resources are most important to the economy of your community
- How has technology affected the discovery, extraction, processing and marketing of selected natural resource

LESSONS

Resources:

- Geography, Province to Province, Collins Canadian Student Atlas

Complete all lessons in Geography, Province to Province. Wow Canada is an excellent companion resource.
Maps:

While completing the second lesson in each chapter which deals with natural resources, look at the maps pp. 18-25 in *Collins Canadian Student Atlas*. Discuss the location of natural resources in relation to physical geography.

Activity:

- Choose one natural resource in British Columbia and research how technology has affected the discovery, extraction, processing and marketing of this resource.
- Identify current problems in relation to this resource. Use the Inquiry Process: Questions, Analyze, Problem Solving in this unit to form questions, analysis, and suggestions for problem resolution in regards to a selected natural resource.
Grade 5

Curriculum & Bundles

GEOGRAPHY PROVINCE TO PROVINCE

or

Map Book 4

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