

GRADE 5

OVERVIEW

In Grade 5 social studies, students will learn about key characteristics of various First Nations and European settler communities in New France up to 1713. Using primary sources, such as treaties, historical images, and diaries, as well as secondary sources, they will investigate relationships and interactions among these communities from a variety of perspectives and will develop their understanding of how historical events in early Canada have had an impact on present-day Canada. Students will also explore the responsibilities of Canadian citizens and levels of government. They will continue to develop their ability to examine current issues from various perspectives by investigating a Canadian social and/or environmental issue from the point of view of a variety of stakeholders, and they will develop plans of action to address significant social and environmental issues. Students will continue to develop their mapping, globe, and graphing skills to help them extract, interpret, and analyse information, and they will enhance their understanding of multiple perspectives on both historical and contemporary issues.

The Grade 5 social studies expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework (see page 10), including *collaboration and cooperation, decision making, respect, rights and responsibilities, and stewardship*.

The following chart presents an overview of the Grade 5 social studies curriculum, and is meant to provide a starting point for planning instruction. For each overall expectation (listed in the first column), it identifies a related concept (or concepts) of social studies thinking and a big idea (see pages 14 and 12 for an explanation of big ideas and the concepts of disciplinary thinking and page 58 for definitions of the concepts of social studies thinking). General framing questions are provided for each strand to stimulate students' curiosity and critical thinking and to heighten the relevance of what they are studying. These broad and often open-ended questions can be used to frame a set of expectations, a strand, or a cross-disciplinary unit. The final column suggests ways in which spatial skills can be introduced and/or developed at this grade level, and indicates specific expectations with which they can be used (see page 24 for a description of spatial skills).

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
Strand A. Heritage and Identity: First Nations and Europeans in New France and Early Canada				
A1. analyse some key short- and long-term consequences of interactions among and between First Nations and European explorers and settlers in New France prior to 1713	Cause and Consequence; Continuity and Change	Interactions between people have consequences that can be positive for some people and negative for others.	Why might the same event have a different impact on different people? Why is it important to understand that people have different perspectives?	Maps* and Globes Analysing historical maps to determine settlement patterns (see, e.g., A2.3) Analysing and constructing thematic maps to show connections between types of land and settlement (see, e.g., A2.3)
A2. use the social studies inquiry process to investigate aspects of interactions among and between First Nations and Europeans in Canada prior to 1713 from the perspectives of the various groups involved	Perspective; Interrelationships	When studying interrelationships between groups of people, it is important to be aware that each group has its own perspective on those interrelationships.	How do we form our own perspective? How do other people form theirs? What causes conflict? Do all conflicts have a resolution? Why is it important to cooperate with others?	
A3. describe significant features of and interactions between some of the main communities in Canada prior to 1713, with a particular focus on First Nations and New France	Significance; Interrelationships	Cooperation and conflict are inherent aspects of human interactions/ relationships.		

(continued)

Overall Expectations	Related Concepts of Social Studies Thinking	Big Ideas	Framing Questions	Sample Spatial Skills/Activities to Be Introduced/ Developed
Strand B. People and Environments: The Role of Government and Responsible Citizenship				
B1. assess responses of governments in Canada to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues	Interrelationships; Cause and Consequence	Citizens and governments need to work together in order to be able to address issues effectively and fairly.	When and how should members of the community come together to make change? Why is it important to consider the perspectives of all stakeholders when trying to formulate solutions to problems?	Graphs Analysing and constructing line, bar, and double bar graphs (see, e.g., B2.4) Maps* and Globes Analysing and extracting information from demographic and thematic maps, including digital representations (see, e.g., B2.3) Constructing demographic and thematic maps, including digital representations (see, e.g., B2.3)
B2. use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including the perspective of the level (or levels) of government responsible for addressing the issues	Perspective	When examining an issue, it is important to understand who the different stakeholders are and to consider their perspectives.	Why do we need government? Why are there different levels of government? What services should governments be responsible for?	
B3. demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada	Significance	To be active and effective citizens, Canadians need to understand their rights and responsibilities as well as how governments work.		

* The term *map* refers to print, digital, and interactive maps. Students may analyse and create maps on paper or using mapping programs.

A. HERITAGE AND IDENTITY: FIRST NATIONS AND EUROPEANS IN NEW FRANCE AND EARLY CANADA

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

- A1. Application:** analyse some key short- and long-term consequences of interactions among and between First Nations and European explorers and settlers in New France prior to 1713 (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)
- A2. Inquiry:** use the social studies inquiry process to investigate aspects of the interactions among and between First Nations and Europeans in Canada prior to 1713 from the perspectives of the various groups involved (**FOCUS ON:** *Perspective; Interrelationships*)
- A3. Understanding Context:** describe significant features of and interactions between some of the main communities in Canada prior to 1713, with a particular focus on First Nations and New France (**FOCUS ON:** *Significance; Interrelationships*)

SPECIFIC EXPECTATIONS

A1. Application: The Impact of Interactions

FOCUS ON: *Cause and Consequence; Continuity and Change*

By the end of Grade 5, students will:

- A1.1** describe some of the positive and negative consequences of contact between First Nations and Europeans in New France (*e.g., with reference to the impact of European diseases on First Nations, the role of First Nations in European exploration, European claims to First Nations territory, intermarriage between First Nations women and European men, the fur trade, competition for land and resources, alliances, European weapons, missionaries*), and analyse their significance

Sample questions: “What were the major consequences for the Wendat of contact with the French?” “If you look at the consequences of interactions between First Nations and Europeans in New France, which were of greatest significance to Europeans? To First Nations? Which are most significant to Aboriginal and

non-Aboriginal Canadians in the twenty-first century?” “Why does the assessment of the significance of an event or development depend on the perspective of the group you are considering?”

- A1.2** analyse aspects of early contact between First Nations and Europeans in New France to determine the ways in which different parties benefited (*e.g., early settlers benefited from First Nations people’s knowledge of medicine, geography, and modes of transportation appropriate for local conditions; the imperial government in France benefited economically from the fur trade and from alliances with First Nations, who aided them in their conflict with the British; First Nations benefited from new materials and some of the technologies introduced by Europeans*)

Sample questions: “What are some First Nations items that were adopted by Europeans? What are some European items that were adopted by First Nations?” “What were some of the short- and long-term benefits of the fur trade for both First Nations and Europeans?”

A1.3 explain some of the ways in which interactions between and among First Nations and Europeans in New France are connected to issues in present-day Canada (e.g., *land claims, treaty rights, environmental stewardship, resource ownership and use*)

Sample questions: “How do First Nations today view early treaties entered into with the French? How does the government of Canada view those treaties?” “Why did early settlers rely on the traditional ecological knowledge (TEK) of First Nations people? In what ways might the TEK of today’s First Nations, Métis, and/or Inuit people be relevant to an environmental issue such as climate change?” “What were the differences between First Nations and Europeans in New France with respect to views on land use and ownership? How have these differences led to some conflicts in present-day Canada?”

A2. Inquiry: Perspectives on Interactions

FOCUS ON: *Perspective; Interrelationships*

By the end of Grade 5, students will:

A2.1 formulate questions to guide investigations into aspects of the interactions among and between First Nations and Europeans in Canada prior to 1713, from the perspectives of the various groups involved (e.g., *interactions between groups such as settlers, coureurs de bois, missionaries, Filles du Roi, First Nations women, warriors, and/or shamans, from the points of view of these groups*)

Sample questions: “In what ways might the relationship between First Nations people and voyageurs or coureurs de bois be different from the relationship between First Nations people and European settlers? What factors might account for some of the differences?” “How did various First Nations people view the European newcomers? What factors might account for the differences in their views?” “How did Europeans tend to view the spiritual belief and practices of First Nations people? Would the view of a coureur de bois ‘up country’ likely be the same as that of a nun or priest in Montreal? Why or why not?”

A2.2 gather and organize information on interactions among and between First Nations and Europeans during this period, using a variety of primary and secondary sources that present various perspectives (e.g., *treaties, paintings, maps of trade routes, artefacts and their replicas, traditional First Nations and European stories relating to similar themes/events, census records, journals written by early explorers, Internet resources, books on Canadian history*)

Sample questions: “Where would you locate information about the alliance between Champlain and the Wendat? Whose perspective or perspectives does this information present?” “When using this painting as a historical source, why is it important to consider when and by whom it was created?” “When using information from the Internet, why is it important to consider who created it and for what purpose?”

A2.3 analyse and construct maps as part of their investigations into interactions among and between First Nations and Europeans (e.g., *thematic maps showing physical features that influenced settlement patterns, agricultural practices, or the habitat of animals that sustained the fur trade; historical maps that show First Nations territory at the time of contact or the expansion of New France*)

Sample questions: “What type of map could you construct to show alliances between different First Nations and Britain and France?” “What information would you need to include on a map showing early trade routes?”

A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools (e.g., *use a graphic organizer to compare First Nations and European views on nature and resource use; examine the content of journals or diaries to determine how Europeans reacted when meeting and working with First Nations peoples; use a comparison chart to help them analyse different perspectives on the fur trade or the establishment of missions*)

Sample questions: “What does this account suggest about how Jesuit missionaries viewed the Wendat? About how the Wendat viewed the missionaries?” “How could you use a comparison chart to help you determine differences in the ways various First Nations interacted with Jesuit missionaries?” “How could you use a fishbone organizer to help you analyse information on economic, military, and cultural interactions between the British and the Haudenosaunee?”

A2.5 evaluate evidence and draw conclusions about aspects of the interactions between and among First Nations and Europeans during this period, highlighting the perspectives of the different groups involved

Sample questions: “From your research, what can you conclude about the relationship between French missionaries and various First Nations? What was the goal of the missionaries? How did they tend to view First Nations people? How might a shaman have viewed the Jesuits? Why?”

A2.6 communicate the results of their inquiries, using appropriate vocabulary (e.g., *Elder, shaman, wampum, pictograph, missionary, charter, coureur de bois, seigneur, Filles du Roi*) and formats (e.g., *a poem, song, or story that describes the founding of Quebec from two distinct perspectives; an annotated map that shows different perspectives on the growth of the fur trade and resulting settlements; a collection of images they have created themselves, downloaded from websites, and/or taken from printed sources, showing different perspectives on the work of missionaries*)

A3. Understanding Context: Significant Characteristics and Interactions

FOCUS ON: *Significance; Interrelationships*

By the end of Grade 5, students will:

A3.1 identify major First Nations in the Great Lakes–St. Lawrence region and Atlantic Canada at the time of contact with Europeans (e.g., Great Lakes–St. Lawrence region: *Abenaki, Algonkin, Haudenosaunee, Ojibwe, Ottawa, Potawatomie, Wendat, Weskarini*; Atlantic Canada: *Beothuk, Innu, Mi’kmaq, Passamaquoddy, Wolastoqiyik*), and describe key characteristics of selected nations (e.g., *with respect to language; religious/spiritual beliefs and practices; political organization; food and clothing; roles of men, women, and children; the role and significance of arts and crafts*)

Sample questions: “What was the Haudenosaunee form of government? What role did women play in decision making?” “What types of crops were grown by the Wendat?” “What materials did the Mi’kmaq use to make their garments and moccasins?” “What were some of the spiritual practices of Algonkin people?” “What natural resources did the Innu rely on?” “How did the Potawatomie educate their children?”

A3.2 describe some significant interactions among First Nations before contact with Europeans (e.g., *trade, alliances and treaties, instances of cooperation and conflict*)

Sample questions: “What types of items did First Nations trade among themselves?” “What was the Haudenosaunee Confederacy? Why was it formed?” “What type of interactions existed between the Haudenosaunee and Anishnawbe of the Great Lakes–St. Lawrence region or between the Mi’kmaq and Wolastoqiyik in Atlantic Canada?”

A3.3 describe the main motives for Europeans’ exploration in early Canada and for the establishment of permanent settlements (e.g., *with reference to the Norse in Newfoundland and Labrador; the voyages of Cabot, Cartier, and Hudson; settlements founded by de Mons and Champlain; exploration by Étienne Brûlé; the fur trade*)

Sample questions: “What was the goal of Henry Hudson’s voyages?” “For whom did Champlain work? What were the reasons for his establishing a settlement in Quebec?” “Which European countries were interested in the territory that would become Canada? Why?”

A3.4 identify significant offices and institutions in New France (e.g., *the seigneurial system; the Roman Catholic Church; the king, governor, bishop, and intendant; nuns, priests, missionaries*), and describe their importance to settlers in New France

Sample questions: “What services did the Roman Catholic Church provide to settlers in New France?” “What was the role of the seigneur?” “What effect did the seigneurial system have on the way land was divided and developed?” “Who were the Filles du Roi? Who sent them to New France? Why?”

A3.5 describe significant aspects of the interactions between First Nations and European explorers and settlers during this period (e.g., *with reference to trade; sharing of beliefs, knowledge, skills, technology; intermarriage; military alliances and conflict*)

Sample questions: “What were some of the ways in which European settlers and explorers depended upon First Nations people for survival?” “What role did First Nations women play in the fur trade?” “What relationship did French missionaries have with the Wendat?”

A3.6 describe some significant differences among First Nations and between selected First Nations and European settlements in early Canada (e.g., with reference to political and economic organization; cultural practices; land use/ownership; personal autonomy; attitudes towards the environment; the roles of men, women, and children), and identify some of the reasons for these differences (e.g., climate; availability of resources and arable land; the culture, customs, and economic and political system in the mother country; familiarity with the land and its resources)

Sample questions: “What were the differences between Haudenosaunee and Ojibwe housing?” “How did the social organization on a seigneurie differ from that in the town of Montreal?” “What were some of the differences between the life of a child in a Wendat family and one in a settler family in New France?” “How did climate and the availability of resources affect the way the Innu lived?”

A3.7 describe some significant effects of European conflicts on First Nations and on early Canada (e.g., conflict between First Nations who were allied to different imperial powers; changes in control of Acadia between the French and British; fur trade rivalries)

B. PEOPLE AND ENVIRONMENTS: THE ROLE OF GOVERNMENT AND RESPONSIBLE CITIZENSHIP

OVERALL EXPECTATIONS

By the end of Grade 5, students will:

- B1. Application:** assess responses of governments in Canada to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues (**FOCUS ON:** *Interrelationships; Cause and Consequence*)
- B2. Inquiry:** use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including the perspective of the level (or levels) of government responsible for addressing the issues (**FOCUS ON:** *Perspective*)
- B3. Understanding Context:** demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada (**FOCUS ON:** *Significance*)

SPECIFIC EXPECTATIONS

B1. Application: Governments and Citizens Working Together

FOCUS ON: *Interrelationships; Cause and Consequence*

By the end of Grade 5, students will:

- B1.1** assess the effectiveness of actions taken by one or more levels of government to address an issue of national, provincial/territorial, and/or local significance (*e.g., the effectiveness of the Far North Act in addressing concerns of Inuit and First Nations about development in northern Ontario; the effectiveness of municipal, provincial, and/or federal programs/policies aimed at reducing child poverty; the effectiveness of policies related to the management of the Great Lakes*)

Sample questions: “What criteria could you use to judge the effectiveness of government actions?” “How would you rate the effectiveness of different governments’ involvement in the protection of the Rouge Valley?” “Which levels of government are involved in managing the Alberta oil sands? Are their actions effective? Why or why not?” “What are some of the actions that are being taken to reduce child poverty in Canada? In Ontario? In our local community? How effective are these actions?”

- B1.2** create a plan of action to address a social issue of local, provincial/territorial, and/or national significance (*e.g., homelessness, child poverty, bullying in schools, availability of physicians in remote communities*), specifying the actions to be taken by the appropriate level (or levels) of government as well as by citizens

Sample questions: “What types of services are needed to help homeless people? Who could best provide those services?” “What are the most important issues facing people with disabilities? What levels of government need to be involved in addressing these issues? What does each level of government need to do?” “What can private citizens do to help children living in poverty? How could these actions supplement government programs in this area?” “What type of services do elderly people need? Which services should be provided by government and which by community groups or family members?”

- B1.3** create a plan of action to address an environmental issue of local, provincial/territorial, and/or national significance (*e.g., managing waste disposal, regulating industrial practices that damage the environment, ensuring*

safe drinking water, expanding availability of energy from renewable sources, reducing vehicle emissions), specifying the actions to be taken by the appropriate level (or levels) of government as well as by citizens, including themselves

Sample questions: “Which level or levels of government should address the issue of the sale and export of spring water from Ontario? What action should citizens of the province take on this issue?” “What types of policy and action are needed to address the problems facing communities affected by erosion and the melting permafrost in Nunavut?”

B2. Inquiry: Differing Perspectives on Social and Environmental Issues

FOCUS ON: *Perspective*

By the end of Grade 5, students will:

B2.1 formulate questions to guide investigations into social and/or environmental issues in Canada from various perspectives, including the perspective of the level (or levels) of government responsible for addressing the issues (e.g., *the perspectives of different levels of government, non-governmental organizations [NGOs], professionals in the field, and people directly affected by an issue such as child poverty on reserves or in large cities, homelessness, bullying in schools, access to health care, climate change in the Arctic, waste disposal, or deforestation*)

Sample questions: “What costs and benefits should be considered when deciding whether to develop a public transit system? Why might the costs and benefits differ for different groups? What level or levels of government would have a say on this issue?” “Whose voices should be heard in discussions about the building of a new housing subdivision?” “What groups should be consulted when policy to address climate change is being developed?”

B2.2 gather and organize a variety of information and data that present various perspectives about Canadian social and/or environmental issues, including the perspective of the level (or levels) of government responsible for addressing the issues (e.g., *with respect to the issue of climate change, gather data on sources of carbon dioxide emissions affecting Canada, photographic evidence of melting polar ice and its impact on Inuit and Arctic wildlife, information on the positions and/or actions of various NGOs*

working on climate change, projections from corporations on the costs of addressing greenhouse gas emissions, and/or information on the positions of the federal, provincial, and territorial governments)

Sample questions: “Where might you look for information about child poverty in a large Canadian city? Who might have different perspectives on this issue? How would you ensure that the information you gather reflects more than one perspective?” “What key words might you use to search a government website for information on the issue of climate change? How would you find material that reflects the perspectives of NGOs working in this area?”

B2.3 analyse and construct maps in various formats, including digital formats, as part of their investigations into social and/or environmental issues (e.g., *a thematic map showing the extent of the areas affected by climate change or how air pollution generated in one jurisdiction affects another; a demographic map showing levels of poverty or homelessness in different provinces*)

Sample questions: “What information would you need to include on your map to show how and why the issue of pollution in the Great Lakes involves several different governments?” “What have you learned from reading this map on income in Canada?” “What information could you include on a map on the potential impact of climate change to show that the issue involves all levels of government as well as people in different regions?”

B2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools (e.g., *use an idea web to help them determine connections between the way in which a group is affected by climate change and its perspective on the issue; extract information from a line or bar graph to determine variations in homelessness in several municipalities; use a double bar graph to help them determine the effectiveness of recycling and waste-diversion programs*)

Sample questions: “How are these different groups affected by this issue? How might they be affected by possible solutions?” “What type of chart could you use to help you determine similarities and differences in the position of various groups on this issue?”

B2.5 evaluate evidence and draw conclusions about social and/or environmental issues, outlining the strengths and weaknesses of

different positions on the issues, including the position of the level (or levels) of government responsible for addressing the issues

Sample questions: “Whose position on this issue do you think is strongest? Why?” “Is there agreement among different levels of government with a stake in this issue? Why or why not?” “What are the most difficult challenges associated with this issue?” “In coming up with a way to address this issue, why is it important to consider the perspectives of all stakeholders?”

- B2.6** communicate the results of their inquiries, using appropriate vocabulary (*e.g., government, local, municipal, provincial/territorial, federal, chief, band council, municipal council, Parliament, member of Parliament [MP], member of provincial parliament [MPP], non-governmental organization [NGO], stakeholder*) and formats (*e.g., a report to present to their local MP, MPP, or city/town councillor; a photo essay on the impact of the issue; a brochure or informational poster that presents the strongest points in the position of various stakeholders; a song, rap, or poem promoting the most convincing arguments on the issue; a map to accompany an oral presentation; a role play that other students can participate in to present differing perspectives*)

B3. Understanding Context: Roles and Responsibilities of Government and Citizens

FOCUS ON: *Significance*

By the end of Grade 5, students will:

- B3.1** describe the major rights and responsibilities associated with citizenship in Canada (*e.g., rights: equal protection under the law, freedom of speech, freedom of religion, the right to vote; responsibilities: to respect the rights of others, to participate in the electoral process and political decision making, to improve their communities*)

Sample questions: “What are the rights of a citizen in Canada?” “What does it mean to be a good citizen?” “What are your responsibilities as a member of this class? As a citizen of Canada?”

- B3.2** describe the jurisdiction of different levels of government in Canada (*i.e., federal, provincial, territorial, municipal, First Nation, and Métis governance; the Inuit Tapiriit Kanatami*) and some

of the services provided by each (*e.g., health services, education, policing, defence, social assistance, garbage collection, water services, public transit, libraries*)

Sample questions: “Which level or levels of government provide funding for public libraries?” “Which level of government has the responsibility for education? Why?” “What is the jurisdiction of a band council?”

- B3.3** describe the shared responsibility of various levels of government for providing some services and for dealing with selected social and environmental issues (*e.g., services/issues related to transportation, health care, the environment, and/or crime and policing*)

Sample questions: “What is the relationship between provincial and federal governments in the area of health care?” “Why are there both provincial and federal ministries of the environment or natural resources?” “Why must different levels of government cooperate in addressing Native land claims?”

- B3.4** describe different processes that governments can use to solicit input from the public (*e.g., elections, town hall meetings, public hearings, band council meetings, commissions of inquiry, supreme court challenges, processes for granting easements, referendums*), and explain why it is important for all levels of government to provide opportunities for public consultation

Sample questions: “How might a city government solicit the opinions of residents?” “What is a royal commission? How does it provide an opportunity for members of the public to provide input on an issue?”

- B3.5** describe key actions taken by different levels of government to solve some significant national, provincial/territorial, and/or local issues (*e.g., federal policies relating to the effects of climate change in the Arctic or the issue of sovereignty in Canadian waters; provincial policies around child mental health issues; municipal recycling and waste diversion programs; government action to relocate elk from the town of Banff, Alberta*)

Sample questions: “What programs are in place in our community to reduce the amount of garbage going to landfill?” “What are some national and provincial parks and regional conservation authorities in Canada? What is their purpose?”

B3.6 explain why different groups may have different perspectives on specific social and environmental issues (*e.g., why oil industry representatives, farmers, environmentalists, and the Alberta government might differ on development of the oil sands; why the federal government and First Nations band councils might have different perspectives on housing problems on reserves*)

Sample questions: “Why might farmers, land developers, residents, and environmentalists all have different perspectives about development on the Oak Ridges Moraine or Niagara Escarpment?” “Which groups might have different perspectives on the idea of changing the school year? Why?”

B3.7 describe some different ways in which citizens can take action to address social and environmental issues (*e.g., by determining the position of their local candidates on various issues and supporting/voting for the one whose position they agree with; through the court system; by organizing petitions or boycotts; by volunteering with organizations that work on specific issues; by writing to their elected representatives or to the media*)

Sample questions: “How can a person determine the position of local candidates or party leaders on issues of importance?” “How could you become more active in your community?”