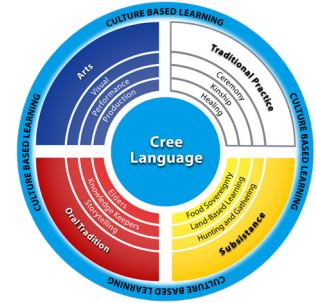
















Social Studies Pilot 2024





 Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
<p>PREAMBLE: Teachers can increase their own understandings of Indigenous ways of knowing and being and history in relation to social studies curricular outcomes through the following recommended courses:</p> <ul style="list-style-type: none"> Indigenous Administration Courses: Continuing Education: Northern Lakes College University of Alberta: Indigenous Canada 				
<p style="text-align: center;">ORGANIZING IDEA</p> <p>Time and Place: Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.</p>				
<p style="text-align: center;">GUIDING QUESTION</p> <p style="text-align: center;">How have Canada’s boundaries shifted over time?</p>				
<p style="text-align: center;">LEARNING OUTCOME</p> <p style="text-align: center;">Students investigate changes in Canada’s political boundaries.</p>				
<p>Political boundaries between territories and countries can shift over time and are influenced by factors, including</p> <ul style="list-style-type: none"> claims on territory expansion of territory agreements and treaties historic events <p>Comparing maps at different points in time can support understanding of events.</p>	<p>Canada’s boundaries have changed over time.</p>	<p>Compare historical maps to view Canada’s changing boundaries prior to Confederation.</p>	<p> Land Acknowledgements</p> <p> Place Names</p>	






 Knowledge	Understanding	Skills & Procedures	ᑭᑭᑭᑭ Nehiyaw Ways of Knowing	Other Suggestions
GUIDING QUESTION How did Canada become a country?				
LEARNING OUTCOME Students examine significant historical events that contributed to the formation of the country of Canada.				
<p>Explorers from Europe began to explore North America (ca. 1500) for various reasons; for example,</p> <ul style="list-style-type: none"> • pursuing new travel routes • seeking resources for home countries • satisfying curiosity • testing new technologies <p>To gain territories, resources, and prestige (expansionism), European countries sent explorers; for example,</p> <ul style="list-style-type: none"> • Jacques Cartier • Giovanni Caboto • Pierre Du Gua de Monts • Samuel de Champlain <p>First attempts by Jacques Cartier to establish settlements failed.</p> <p>France established permanent settlements on the land now known as Canada, including</p> <ul style="list-style-type: none"> • Port-Royal (1605) • Québec City (1608) • Trois-Rivières (1634) • Montreal (1642) <p>Samuel de Champlain, who established Québec City, became the governor of New France and made alliances with the First Nations of the area.</p> <p>Colonization involved European monarchs expanding empires by claiming land and establishing colonies on land already occupied by Indigenous peoples around the world, including in North America (imperialism).</p> <p>France founded the colonies of Acadia, New France, and Louisiana, and Britain founded the Thirteen Colonies.</p> <p>[continued...]</p>	<p>The establishment of New France began European colonization of Canada.</p>	<p>Compare reasons for exploration and establishing colonies around the world.</p> <p>Investigate the travels of an explorer to the land now known as Canada.</p> <p>Research French settlements in the land that is now known as the province of Quebec and explore the challenges in establishing settlements.</p> <p>Analyze the relationships between First Nations and European explorers.</p> <p>Assess the relationship between home countries and colonies.</p> <p>Hypothesize different perspectives on colonization.</p> <p>Create a historical timeline of significant milestones and events in the establishment of French colonies in Canada.</p>		<p> Orange Shirt Day/Residential Schools: Orange Shirt Day and Beyond from Empowering the Spirit</p> <p> Orange Shirt Day Society: For Teachers</p> <p> Rupertsland Institute: National Day for Truth and Reconciliation</p> <p> Empowering the Spirit: The Kairos Blanket Exercise</p> <p>  The Blanket Exercise: Teaching Tool for Grades 4 to 12</p> <p> Justice for Aboriginal Peoples -- It's time</p> <p> Rupertsland Institute: Land Scrip Lesson Plan and Resources</p>



















 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑭᑦᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Colonists came to the colonies for a variety of opportunities; for example,</p> <ul style="list-style-type: none"> • access to farmland • business • religious freedom • quality of life • adventure <p>Colonists brought belief systems and ways of organizing society to the colonies, including</p> <ul style="list-style-type: none"> • religions • leadership • education • health care <p>France and Britain imported natural resources from the colonies in North America; for example,</p> <ul style="list-style-type: none"> • furs • lumber • agricultural products • minerals <p>First Nations and Europeans made treaties with each other, such as the Two Row Wampum (Gaswéñdah), to start a relationship of living side by side.</p>				
<p>Colonies were transferred from France to Britain as a result of conflicts and treaties.</p> <p>Britain gained control of Acadia (Treaty of Utrecht, 1713) and New France (Treaty of Paris, 1763) as the result of treaties signed between Britain and France.</p> <p>French colonists remained on the lands known as Acadia and New France after Britain gained control of the territories.</p> <p>Acts were passed by the British to rule and organize colonies in North America.</p> <p>[continued...]</p>	<p>Wars, rivalries, and treaties in Europe disrupted life in the colonies.</p> <p>New acts and legislation set foundations for Canada.</p>	<p>Analyze how ways of living for First Nations, French colonists, and British colonists were impacted by the Royal Proclamation and the Quebec Act.</p> <p>Create timelines of significant historic milestones and events that marked the transition of colonial control of Canada from France to Britain.</p> <p>[continued...]</p>		









 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦᑲᑦ Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>The Royal Proclamation (1763) has ongoing significance for First Nations today, including</p> <ul style="list-style-type: none"> • recognition of First Nations as the original inhabitants of North America • recognition of First Nations right to self-government • establishment of nation-to-nation treaty making process • establishment of First Nations relations to the Crown <p>The Quebec Act (1774) recognized French language and religious rights in the province of Quebec and provided a foundation for bilingualism in Canada.</p> <p>The Royal Proclamation and the Quebec Act impacted ways of living for</p> <ul style="list-style-type: none"> • First Nations • French colonists • British colonists <p>The Royal Proclamation and the Quebec Act impacted ways of living, including</p> <ul style="list-style-type: none"> • size and location of territories • religious and language rights • governance structure • land sale and use 		<p>[continued...]</p> <p>Assess the significance of the Treaty of Paris, 1763.</p>		
<p>The United States of America gained independence from Great Britain, which resulted in some people from the Thirteen Colonies, known as Loyalists, moving to what is now known as Canada; for example,</p> <ul style="list-style-type: none"> • individuals who opposed the War of Independence • individuals loyal to the King of England • business owners with ties to Britain • Black Loyalists and enslaved people • First Nations <p>Loyalists brought language and traditions and established farms and communities in what is now known as Canada.</p> <p>[continued...]</p>	<p>Immigrants contributed to the foundation of Canada.</p> <p>Governments can make changes in response to the actions of the population.</p>	<p>Evaluate reasons for migration of different groups of Loyalists to Canada.</p> <p>Examine the challenges and contributions of immigrants before Confederation.</p> <p>[continued...]</p>		

 Knowledge	Understanding	Skills & Procedures	ᑭᓄᓐᓇᑦᑎᓐ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>In response to the increase of Loyalists, the Crown divided the province of Quebec into Upper Canada and Lower Canada (Constitution Act, 1791, Canada Act).</p> <p>British colonists, French colonists, First Nations, and Métis united and fought against the Americans in a series of battles over territory and trade in North America, known as the War of 1812.</p> <p>After the War of 1812, Britain encouraged English, Scottish, Welsh, and Irish immigrants to come to the land now known as Canada, during what is called the Great Migration (1815–50).</p> <p>Many enslaved Black people from the United States escaped using the Underground Railroad after Britain abolished slavery throughout the empire.</p> <p>The Underground Railroad was formed by networks of people who provided safe houses and secret routes to support enslaved Black people in reaching the land now known as Canada.</p> <p>Immigration resulted in an increase in English-speaking people in Canada, making French a minority language, and contributed to growing dissatisfaction over the system of governance and lack of representation.</p> <p>Dissatisfaction led to rebellions in Upper and Lower Canada (1837–38), which led to changes in the structure of governance in Canada (Act of Union), including</p> <ul style="list-style-type: none"> • unification of Upper and Lower Canada to create one province of Canada • policies to assimilate Francophones • establishment of one responsible government with equal representation for Canada East and Canada West • designation of English as the official language of government 		<p>[continued...]</p> <p>Explain the impact of changing policies and practices on Francophones in Canada.</p> <p>Investigate the significance of the War of 1812 in contributing to the development of a national identity.</p> <p>Analyze the causes of the rebellions in Upper and Lower Canada.</p>		

 Knowledge	Understanding	Skills & Procedures	ᑭᐱᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>Canada became a country through a series of negotiations between the British colonies and the British government that resulted in Confederation in 1867.</p> <p>External pressures and internal opportunities contributed to negotiations about Confederation; for example,</p> <ul style="list-style-type: none"> • fear of American expansionism • restrictions on trade (protectionism) • desire for a strong central government • desire to build a railroad system <p>Negotiations for a possible union between the colonies took several years and included the</p> <ul style="list-style-type: none"> • Charlottetown Conference • Quebec Conference • London Conference <p>Many politicians, known as the Fathers of Confederation, contributed to the negotiation of the British North America Act (1867), which is also known as the BNA Act or the Constitution Act of 1867.</p> <p>In 1867, the British North America Act united the province of Canada, renamed Ontario and Quebec, with New Brunswick and Nova Scotia to form the Dominion of Canada.</p>	<p>The Dominion of Canada was formed following negotiations.</p>	<p>Investigate the views of Canada and Confederation held by one of the Fathers of Confederation.</p> <p>Examine perspectives of Francophones and Anglophones on Confederation.</p> <p>Justify the importance of Confederation.</p> <p>Assess the issues debated and discussed at the London Conference.</p>		

 Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑎᑦᑎᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.				
GUIDING QUESTION How is the government of Canada organized?				
LEARNING OUTCOME Students investigate historical influences on the federal government in Canada.				
<p>The structure of government in Canada evolved over time, was shaped by historic events and acts, and reflects British governance.</p> <p>The BNA Act established the structure and function of government in Canada; for example,</p> <ul style="list-style-type: none"> • a constitutional monarchy where the Governor General represents the Crown • a parliamentary system where the prime minister serves as the leader of government • a federal system where responsibilities are divided between federal and provincial governments • language rights (French and English) 	<p>Democratic government in Canada reflects historical influences.</p>	<p>Evaluate the significance of the British North America Act.</p> <p>Summarize how government structures in Canada evolved over time.</p> <p>Compare and contrast the roles of the Governor General and the prime minister of Canada.</p> <p>Examine how responsibilities are divided between the federal and provincial governments.</p>		
GUIDING QUESTION How did economic opportunities influence the establishment of Canada?				
LEARNING OUTCOME Students examine how the fur trade contributed to the development of Canada.				
<p>The fur trade was a system where furs and goods were exchanged within North America and between Europe and North America, and included</p> <ul style="list-style-type: none"> • shipping furs from North America to Europe, where furs were less available • shipping goods manufactured in Europe to North America, where demand was high <p>Europeans established the Hudson's Bay Company and the North West Company, which were both fur trading companies, to compete for control of the fur trade.</p> <p>[continued...]</p>	<p>Interactions through the fur trade contributed to economic growth in the land now known as Canada.</p>	<p>Model the fur trade's system of exchange.</p> <p>Analyze interactions between First Nations, Métis, and Europeans that occurred as part of the fur trade.</p> <p>[continued...]</p>	<p> Trapping Series (Introduction to Fur Bearing Animals – 6 videos; Introduction to Traps and Snares – 14 videos)</p> <p>   Trapping and Snares – Beaver Series (5 videos)</p>	

 Knowledge	Understanding	Skills & Procedures	ᑭᐱᑭᑦ Nehiyaw Ways of Knowing	Other Suggestions
<p>[continued...]</p> <p>Competition for control of the fur trade motivated Europeans to expand farther north and west by building more trading posts and forts.</p> <p>Trading posts and forts were centres of interaction that served many functions; for example,</p> <ul style="list-style-type: none"> • warehouses for goods, supplies, and medicines • places to barter furs for manufactured goods • meeting places for diverse peoples • lodgings <p>First Nations, Métis, and Europeans interacted with each other and took on roles in the fur trade; for example,</p> <ul style="list-style-type: none"> • hunters and trappers • interpreters and guides • clerks <p>First Nations and Métis women contributed to the fur trade and carried out a variety of roles; for example,</p> <ul style="list-style-type: none"> • interpreters • fur processors • trappers • negotiators • guides <p>Interactions brought changes for Europeans, Métis, and First Nations; for example,</p> <ul style="list-style-type: none"> • shared knowledge and culture • exposure to diseases • reliance on goods • changes to ways of living 		<p>[continued...]</p> <p>Identify the contributions made by a woman, or a group of women, to the fur trade.</p> <p>Simulate diverse roles in the fur trade.</p>	<p> Trapping Series (Introduction to Fur Bearing Animals - 6 videos; Introduction to Traps and Snares - 14 videos)</p> <p>   Harvesting Medicines Series (15 videos)</p> <p>  Mixing and Measuring Common Medicines (2 videos)</p> <p> Legend of Birch Tree</p> <p>  Legend of Poplar</p> <p>  Dreamcatcher (Legend of Willow)</p> <p> Legend of Willow</p> <p>  How Medicines Came to Man</p>	<p> Orange Shirt Day/Residential Schools: Orange Shirt Day and Beyond from Empowering the Spirit</p> <p> Orange Shirt Day Society: For Teachers</p> <p> Rupert's Land Institute: National Day for Truth and Reconciliation</p>

 Knowledge	Understanding	Skills & Procedures	ᑭᐱᑦᑭᐱᑦ Nehiyaw Ways of Knowing	Other Suggestions
ORGANIZING IDEA Citizenship: Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.				
GUIDING QUESTION What is responsible citizenship?				
LEARNING OUTCOME Students investigate rights and responsibilities in Canada.				
<p>Citizenship involves belonging to and contributing to a society.</p> <p>Citizens in Canada have rights, freedoms, and responsibilities.</p> <p>Citizens have a responsibility to respect the rights of others.</p> <p>Rights and freedoms can be limited; for example,</p> <ul style="list-style-type: none"> the right to free speech can be limited if what is said is harmful or hateful the right to decide where to live can be limited if someone has committed a crime and is punished with a jail term <p>Rights and freedoms in Canada have changed over time to address racism.</p>	<p>Responsible citizenship involves active participation.</p>	<p>Categorize responsibilities associated with citizenship.</p> <p>Differentiate between rights and responsibilities.</p> <p>Evaluate actions that can be taken to overcome discrimination and inequality.</p> <p>Simulate active citizenship.</p>	<p> Common Tree Names Series: Northern Boreal (9 videos)</p> <p> Harvesting Medicines Series (15 videos)</p> <p> All About Powwow/Dance Series (11 videos)</p>	<p> Orange Shirt Day/Residential Schools: Orange Shirt Day and Beyond from Empowering the Spirit</p> <p> Orange Shirt Day Society: For Teachers</p> <p> Rupertsland Institute: National Day for Truth and Reconciliation</p> <p> Examine the Articles of the United Nations Declaration on the Rights of Indigenous Peoples.</p>