

## Social Studies

**Name:** Anna Cressman

**Time:** 60 minutes

**Subject:** Social Studies

**Grade:**5

<b>Content:</b> Interactions and Interdependence of Nations Unit Set	<b>Teaching Instructional Strategies:</b> Direct Instruction Closed Inquiry
<b>Outcomes:</b> Outcome: IN5.2 Analyze the evolution of Canada as a multicultural nation.	<b>Indicators:</b> b. Identify trends and challenges in Canada's demographics.
<b>Cross Curriculum Competencies:</b> Think and learn contextually: <ul style="list-style-type: none"><li>- Analyze connections or relationships within and/or among ideas, experiences, or natural and constructed objects</li><li>- Recognize that a context is a complex whole made of parts</li></ul>	
<b>Prerequisite Learning:</b> None required	
<b>Adaptive Dimension:</b> <ul style="list-style-type: none"><li>- Use of written and oral language to make the languages more accessible for different learning styles.</li><li>- Students can work in pairs to learn from each other.</li></ul>	
<b>Materials Needed/Preparation</b> <ul style="list-style-type: none"><li>- smart board or computer with projector</li><li>- Large roll of sheet paper</li><li>- Markers, pencil crayons or other drawing/writing medium</li><li>- World map or google earth for students to see various regions of the world.</li><li>- Have world map (either physical or digital, on display)</li><li>- Have google translate ready: <a href="https://translate.google.ca/m/translate">https://translate.google.ca/m/translate</a></li><li>- Possibly have a variety of English/other language dictionaries available.</li><li>- Computers or iPads for students to do research on.</li><li>- Student social studies duotang/journal.</li><li>- Have a large welcome poster prepared: Roll out an appropriate length of paper and write in large, artistic style: WELCOME. Cut this poster into 5-6 sections so student groups can work on a portion of it.</li></ul>	

**Set: 5 mins**

- As students come in from recess, greet them by shaking their hand and saying "Jambo" ("how are you," in Swahili). A different greeting can be used, perhaps one that represents student minority groups in the classroom.
- Ask the students what they thought about the handshake.
- Ask: What do you think "Jambo" means?
- Explain that "Jambo" is a way to greet people in Kenya, Africa.
- Ask a student to identify Kenya on the world map.
- Explain to students that we are going to explore ways to say "welcome" in different languages.

**Development: 45 mins**

- Ask students if they know a language other than English and explore how to say welcome in the various languages that may be represented in the classroom.
- Write the language and way to say welcome on the board.
- Have the whole class practice finding and rehearsing 2 languages.
- divide students into groups and distribute computers/ iPads.
- Write google translate on the board so they know where to go.
- Have each group research 10 languages and record the language and the way to say welcome in their social studies duo-tangs.
- Once all groups have enough languages, then distribute portions of welcome poster, have students gather tools for writing/colouring and have the students write their researched languages on the poster.
- Be intentional about including regional Aboriginal languages: Cree, Dene, Michif, Nakota.
- Possible brain break insertion.

**Management:**

- raise hand for questions
- I will hold a raised hand to get their attention
- Students disruptive to classroom learning will 1) be asked to stop disrupt learning 2) be given a warning 3) be asked to leave the class until they are ready to learn.
- 5,4,3,2,1 count down to reign in after discussion
- brain break if needed

**Closure: 10 mins**

- Have students put away drawing utensils.
- Brief discussion about languages discovered.
- Ask: why do you think we explored different languages and how to say welcome?
- Explain that we are going to be learning about people who move to Canada. Depending on the classroom demographics, it might be appropriate to note that most people in the classroom are here because of immigration OR note that most people in Saskatchewan are here because of immigration. Many of these immigrants would have spoken different languages at one time too.
- Prepare students for the next lesson by introducing the concept of a refugee.

**Extension:**

- Have students identify challenges that arise from having different languages in one place.
- Students could explore countries where their researched languages are spoken.

## Social Studies

**Name:** Anna Cressman

**Time:** 120 minutes (2 classes)

**Subject:** Social Studies

**Grade:**5

<b>Content:</b> Interviewing a Refugee	<b>Teaching Instructional Strategies:</b> Case Study, inquiry, interviewing, focused imaging, listening and viewing
<b>Outcome:</b> IN5.2 Analyze the evolution of Canada as a multicultural nation.	<b>Indicators:</b> b. Identify trends and challenges in Canada's demographics. c. Differentiate between refugees and immigrants d. Explain what motivates newcomers to move to Canada (e.g., entrepreneurship, employment, family reunification, refuge, education, reputation as a good place to live)
<b>Cross Curriculum Competencies:</b> <b>Think and Learn Creatively:</b> - Show curiosity and interest in the world, new experiences, materials, and puzzling or surprising events - Experiment with ideas, hypotheses, educated guesses, and intuitive thoughts - Explore complex systems and issues using a variety of approaches such as models, simulations, movement, self-reflection, and inquiry	
<b>Prerequisite Learning:</b> None Specific	
<b>Adaptive Dimension:</b> - Use of visuals in part 1 to help communicate ideas to students.	
<b>Materials Needed/Preparation</b> - Computer/projector or smartboard - Twitter account set up - video and powerpoint links ready from development section - Social studies duotangs - Have organized a guest speaker and possibly translator: Regina Open Door Society: email: <a href="mailto:recept@rods.sk.ca">mailto:recept@rods.sk.ca</a> , tel:(306) 352-3500 - Gift for the speaker	

**Part 2: 2nd Class**

If guest speaker is unable to make the class, then show a video about a refugee story and students can look for answers to the questions that they developed in the previous lesson. Optional video: [www.theguardian.com](http://www.theguardian.com) › World › Refugees

**Set: 5-10 mins**

- Have students gather duotangs
- Remind students about our guest speaker and learn how to welcome them in the speaker's first language.
- Welcome our guest speaker and thank them for joining our classroom.
- Ask the speaker where they are from and bring up this location on a map. Ask the speaker if they can show us all the places they had to go before coming to Canada.
- Ask them to start by sharing their story.

**Development: 45 mins**

- It may be appropriate to ask the speaker to pause at moments to highlight learning for the students and possibly write points on the board.
- Have students ask questions that they developed.

**Closure:**

- Ask the speaker if they have anything else to share.
- Present speaker with a gift.
- Have students journal about the experience and what they learned.

**Extension:**

- Ask students to brainstorm ways that we can help Refugee that are across seas and that are new to Canada.
- Have students share ideas.

**Part 1: 1st class****Set: 5-10 mins**

- Ask the students what they think it means to be a refugee?
- Pose questions on class Twitter account to organizations such as Red Cross, MCC, Unicef, CBC, etc if they can help teach us about refugee. Questions such as: can you explain what a refugee is? Where do they live? Check this at the end of the class.

**Development: 20 mins**

- Show a map of Syria and ask students if they know what is happening in that part of the world.
- Explain that there has been war and fighting for many years. This destroys homes, shops, schools, roads.
- (This activity may be inappropriate if the class has a high number of students who have experienced war related trauma. The teacher can go straight to the powerpoint if deemed appropriate). Have students close their eyes and imagine the following: (remind them to stay quiet and focus)
- You are travelling home from school, however that may look, as usual.
- Suddenly you see trucks driving by with men who have lots of guns. You hear shooting and a loud bang like nothing you've heard before. You're ears are ringing and you can't hear your friends talking.
- You arrive at your home only to find that the rest of your family has quickly packed a few items because they want to leave. It is no longer safe to live in \_\_\_\_\_ (residing town/city/farm).
- All the people you know live in places that are now dangerous so your family doesn't know where to go.
- Ask the students to open their eyes again. What would your family do? Where will you go?
- Bring up this Power Point: [http://oppenheimer.mcgill.ca/IMG/pptx/PPT\\_Slides\\_for\\_10\\_November.pptx](http://oppenheimer.mcgill.ca/IMG/pptx/PPT_Slides_for_10_November.pptx) to show students what refugee camps look like.
- While viewing the power point, explain the following:
- Explain that people in refugee camps live there because they have been forced out of their homes/town/cities/communities.
- They are people who don't have a place to live.
- While viewing the powerpoint ask students what they think it's like to live in a camp? Do they have paved roads? running water? How do you think they get food? What do the houses look like? (highlight the temporary nature of the housing).
- Do you think they have schools?
- Watch: <https://www.youtube.com/watch?v=oNqxbt0gVJY>
- Discuss what the schools was like: any similarities to ours?
- Do a brain break on go noodle

**Management:**

- raise hand for questions
- I will hold a raised hand to get their attention
- Students disruptive to classroom learning will 1) be asked to stop disrupting learning 2) be given a warning 3) be asked to leave the class until they are ready to learn.
- 5,4,3,2,1 count down to reign in after discussion
- brain break if needed

**Closure: 20 mins**

- Since refugees don't have a home, other countries (including Canada) welcome (point to welcome poster) them in.
- Inform the students that next class we will have a refugee come in to share their story with us.
- Have the class think of questions they should ask.
- Where do you come from?
- Did you want to come to Canada?
- What do you like about Canada?
- What would make Canada better?
- Challenges moving to Canada?
- What you miss about your home country?
- What's one thing you would want us Canadians to know about refugees?
- Have students record these in their duotang, leaving space for answers during the interview the following class.
- Go back to Twitter. Look at responses. The teacher can create a document and copy and paste responses to print out and give to students for definitions.

**Extension:**

Students can journal by writing about what they imagine it would feel like to be a refugee.

## Social Studies

**Name:** Anna Cressman

**Time:** 180 minutes (3classes)

**Subject:** Social Studies

**Grade:**5

<b>Content:</b> Who are Immigrants?	<b>Teaching Instructional Strategies:</b> cooperative learning groups, brainstorming, reading for meaning, role playing, interviewing
<b>Outcomes:</b> Outcome: IN5.2 Analyze the evolution of Canada as a multicultural nation.	<b>Indicators:</b> b. Identify trends and challenges in Canada's demographics. c. Differentiate between refugees and immigrants. d. Explain what motivates newcomers to move to Canada (e.g., entrepreneurship, employment, family reunification, refuge, education, reputation as a good place to live) f. Identify the goals of various ethnic and cultural advocacy organizations in Canada, including First Nations, Inuit, and Métis organizations, as well as organizations supporting new immigrants to Canada.
<b>Cross Curriculum Competencies:</b> Think and learn contextually: - Analyze connections or relationships within and/or among ideas, experiences, or natural and constructed objects - Recognize that a context is a complex whole made of parts	
<b>Prerequisite Learning:</b> Lessons 1 and 2 from this unit	
<b>Adaptive Dimension:</b> - Students who need lots of support can be grouped with peers that they work well with	
<b>Materials Needed/Preparation</b> - Large roll of sheet paper - Markers, pencil crayons or other drawing/writing medium - Student social studies duotang/journal. - Contact Open Door Society: email: <a href="mailto:recept@rods.sk.ca">mailto:recept@rods.sk.ca</a> , tel:(306) 352-3500 - Create quiz in either a foreign language or in gibberish. - Student dictionaries - iPad for part 3	

**Part 1: 1st class****Set: 5-10 mins**

- Review who a refugee is.
- Write the words "I think an immigrant is..." on the board.
- Have students come up one at a time to write down their ideas about who an immigrant is.
- Questions to pose if students seem to need prompting:
- Is anyone in this room an immigrant?
- Is an immigrant the same or different than a refugee?

**Development: 45 mins**

1)

- Have students get social duotangs and dictionaries.
- Write the following instructions on the board and explain to students. Gain student's understanding of the assignment with a thumbs assessment. Write the questions on the board and ask students if there are any words they don't understand. Explain if necessary.
- Working in groups of up to three, students need to look up the definition of immigrant, write it in their duotangs and answer the following questions together:
- Am I or my ancestors immigrants?
- Do I know someone who is an immigrant? Who?
- Who do I think would not be immigrants in Canada?
- Why do you think immigrants come to Canada?
- Who are not immigrants in Canada?

2)

-Brainbreak

- Have students share some of their responses to the questions. Have students share any stories they may have about immigration and people they know. Why did they immigrate?
- If students are not sharing or do not know immigration stories then show video: <https://www.youtube.com/watch?v=04VsndXbULw>
- What do you think makes immigrants different than refugees?
- Why did the people you know or the people in the video come to Canada? Were they forced out of their homes like the refugees?
- List on the board reasons immigrants come to Canada.
- Who in this room is here because of immigration?
- Have students take notes in their duotangs.

**Management:**

- raise hand for questions
- I will hold a raised hand to get their attention
- Students disruptive to classroom learning will 1) be asked to stop disrupt learning 2) be given a warning 3) be asked to leave the class until they are ready to learn.
- thumbs assessment for understanding
- 5,4,3,2,1 count down to reign in after discussion
- brain break if needed

**Closure: 5-10 mins**

Student's can share what they learned from their journalling or: **(optional)** Create a new word bubble with the words "I learned that am immigrant is..." and have students come up and write what they learned about immigrants.

**\*\*Prepare students for presentation next class.**

**Extension:none**

**Part 2: 2nd class**

If speaker is unable to come then show videos of stories from immigrants past and present.

**Presentation:**

1)

- Tell students that they will have a quiz on the presentation next class so they need to pay very close attention.
- Greet speaker
- Have presentation and ask the speaker to pause when an interesting or relevant point comes up.
- Ensure to ask how they help immigrants and challenges that immigrants have. Are these similar to challenges that refugees experience?
- What is like for some people coming to Canada for the first time? How do you prepare them for winter?
- Thank the speaker and allow students to ask questions.
- Maybe have a brain break before closure.

**Closure:**

- Have students journal about how The Open Door Society helps immigrants and challenges that immigrants experience when coming to Canada. OR if it wasn't completed the previous class, have the students create a new word bubble with the words "I learned that an immigrant is..." and have students come up and write what they learned about immigrants.

**Part 3: 3rd class****Set: 5-10 mins**

- Have students prepare to take a quiz about the presentation with the Open Door Society.
- Inform them that they are not allowed to complain about the quiz and cannot ask a partner for help. Anyone who breaks any of the rules will automatically get a zero.
- Handout the fake quiz

**Development: 40 mins**

- Have students hand-in/collect quizzes
- Ask students if that was fair to give them that quiz?
- This is a common challenge that many new Canadians experience if they cannot read or write in English.
- Ask students: what happens when we have many people who speak different languages? How can they communicate?
- In groups of 3: Have students write a story about a place where people speak different languages. They can write the story in their duotangs or act it out and record it with an iPad.
- They have to share their stories with the class.
- Students need to be highlighting the difficulties.
- Students should address ways to overcome these barriers (body language, interpreters, willingness to learn each other's languages)

**Closure: 10 mins**

- Have students share their representation.
- It should be emphasized that there are language difficulties that some groups experience in Canada where there are lots of recent immigrants.
- Ask the rest of the class to identify how the challenge was overcome when a group presents.
- Teacher can document presentations for assessment of knowledge on the subject.

## Social Studies

**Name:** Anna Cressman

**Time:** 120 minutes (2classes)

**Subject:** Social Studies

**Grade:**5

<b>Content:</b> Immigration and Discrimination	Teaching Instructional Strategies: concept formation, cooperative learning groups, project work, discussion
<b>Outcomes:</b> Outcome: IN5.2 Analyze the evolution of Canada as a multicultural nation.	<b>Indicators:</b> h.Graphically display the country of origin of immigrants to Canada in the 19th and 21st centuries, and account for similarities and differences in the two eras. i.Examine the Canadian government treatment of various groups of immigrants to Canada (e.g., Chinese immigrants in the 1800s, Japanese Canadians in the 1930s and 1940s, Eastern European immigrants in the late 19th and early 20th century).
<b>Cross Curriculum Competencies:</b> Understand, value, and care for others - Demonstrate open mindedness toward and respect for all - Learn about various peoples and cultures - Recognize and respect that people have values and worldviews that may or may not align with one's own values and beliefs - Value the varied abilities and interests of individuals to make positive contributions to society - Advocate for the well-being of others.	
<b>Prerequisite Learning:</b> Lessons 1-3 from this unit <b>Adaptive Dimension:</b> - EAL students have the option to draw to communicate their understanding the story outline. - Students can work in pairs or individually to suite their learning style.	
<b>Materials Needed/Preparation</b> - paper to make storybooks - markers or pencil crayons - handouts of expectations for stories - Chinese Head Tax pictures printed and face in the photo whited out so students can draw themselves. - Duotangs - background info about Chinese Head Tax: <a href="http://www.culturalcentre.ca/chinese_albertan_history/policies.htm">http://www.culturalcentre.ca/chinese_albertan_history/policies.htm</a>	

**Part 1:****Set: 5-10 mins**

- Option: read a story about exclusion to the class.
- Inform the class that they will have to write their own stories about being excluded.

**Development: Give students 2-3 classes to develop, write and draw their stories.**

-Students create their own stories (working in pairs or individually) to write a children's book with pictures and few words. Here is the following optional criteria:

Students create their own stories:

- there is a government that won't let people in their country who have purple hair
- there are people on an island who want to come to Canada because they have run out of resources and are looking for a better life and they want to come to Canada because we have so many resources
- you have to name your island and people who live there
- Canada doesn't want purple hair so they charge the island people \$5189.57 for each person who wants to come
- the people on the island find it difficult to get this much money but sell everything they have because they are desperate. Some can go and some cannot which separates families.

**Management:**

- raise hand for questions
- I will hold a raised hand to get their attention
- Students disruptive to classroom learning will 1) be asked to stop disrupt learning 2) be given a warning 3) be asked to leave the class until they are ready to learn.
- thumbs assessment for understanding
- 5,4,3,2,1 count down to reign in after discussion
- brain break if needed

**Closure: 30 mins**

Students share their stories via a story fair where each of them set up their stories and their classmates view what everyone else wrote.

**Extension:**

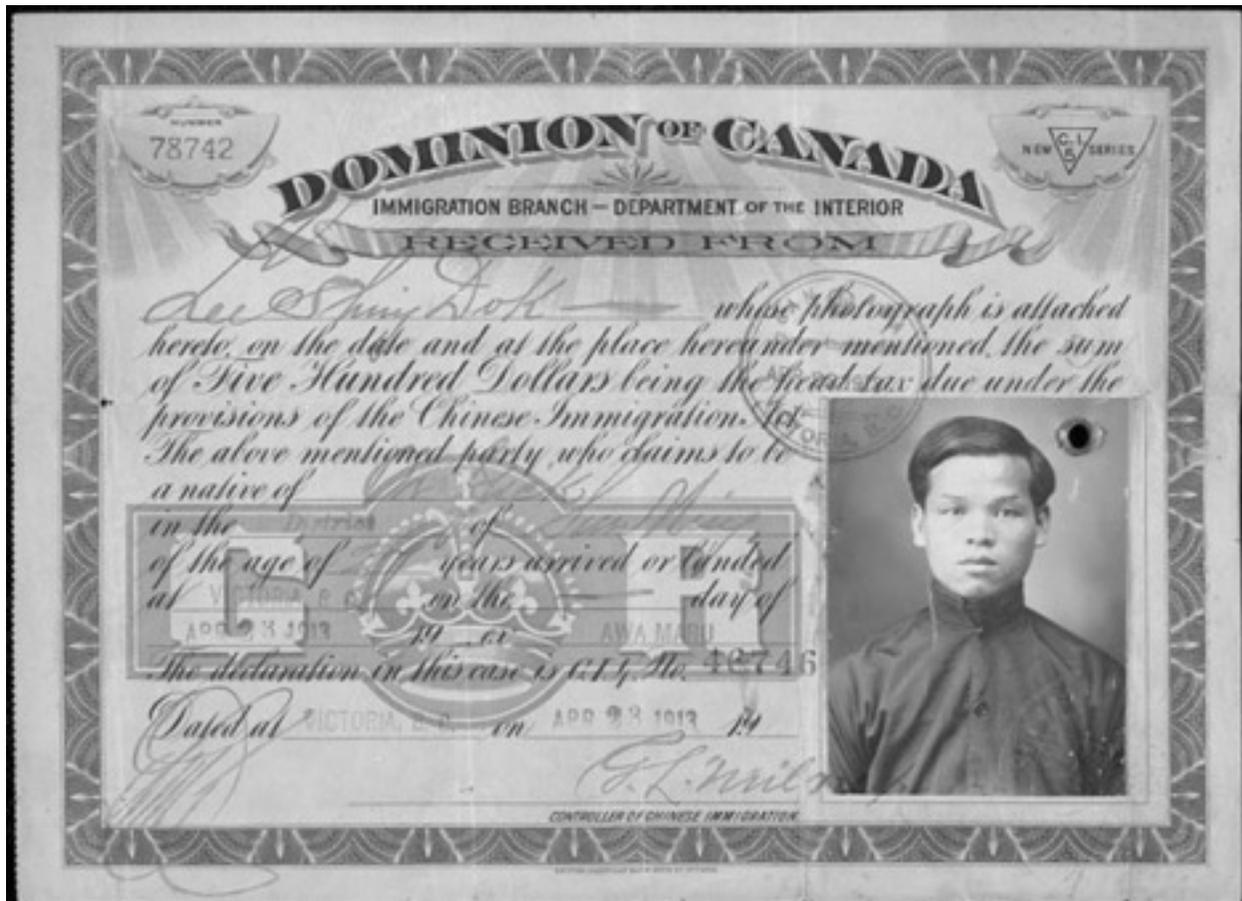
Students who finish early can view videos about the Chinese Head Tax on Youtube.

**Part 2:** 3rd or 4th class of the lesson, 30 mins

- Students need duotangs.
- Ask students about the stories they wrote:
- Was it fair to not allow the purple haired people to come to Canada?
- Did you know that something very similar to what happened in your stories is a part of Canada's history.
- <http://www.thecanadianencyclopedia.ca/en/article/chinese-canadians/> Explain the Chinese Head Tax policy to the class.
- Include a story. An exert from: <https://www.youtube.com/watch?v=YLiKV69stWo> or similar story could be used.
- Was this fair?
- How is this different from how people immigrate now?
- Write down on the board how the Chinese Head Tax was not fair and write down how it is different now.
- Students can journal in their duotangs about the Head Tax and how immigration for Chinese people is different now.

**Closing Activity:**

- Handout a copy of the Chinese Head Tax Cards to each student and have them draw a picture or put a photo of themselves in the white area.
- Explain to students that they can only go for recess if they can pay me \$37.55 each. How much money will the whole class need to go for recess? How many ways can you find an answer? The class can go when they find an answer. Students are allowed to work in collaboration to come to an answer.
- Students might try to multiple 37.55 x the number of students or add several times. Students might estimate



## Social Studies

**Name:** Anna Cressman

**Time:** 60 minutes

**Subject:** Social Studies

**Grade:**5

<b>Content:</b> Where are you from?	<b>Teaching Instructional Strategies:</b>
<b>Outcomes:</b> Outcome: IN5.2 Analyze the evolution of Canada as a multicultural nation.	<b>Indicators:</b> a. Describe Canada's historical and current demographics, including population numbers, age, and location.
<b>Cross Curriculum Competencies:</b> Engage in communitarian thinking and dialogue <ul style="list-style-type: none"><li>- Model a balance in speaking, listening, and reflecting</li><li>- Ensure that each person has an opportunity to contribute</li><li>- Demonstrate courage to express differing perspectives in a constructive manner</li><li>- Use consensus-building strategies to work towards shared understanding</li><li>- Be sensitive to, and respectful of, diversity and different ways of participating.</li></ul>	
<b>Prerequisite Learning:</b> Preferably some learning about immigrants and refugees.	
<b>Adaptive Dimension:</b> <ul style="list-style-type: none"><li>- Students from foster homes or who are adopted can be encouraged to use their biological ancestry if known or their current family, the choice is theirs.</li><li>- Students who don't know their history can work with a friend who may know their own and focus on the friend's history.</li></ul>	
<b>Materials Needed/Preparation</b> <ul style="list-style-type: none"><li>- Duotangs</li><li>- Teacher's traditional ancestry clothes if wanted</li><li>- post-it notes</li><li>- World map either on a wall or on the projector/smartboard</li></ul>	

**Set: 5-10 mins**

- The teacher can dress up in some of their traditional heritage clothes, if applicable, to gain the students' attention.
- Ask the students if they can guess where my ancestors came from? (define ancestors for them.... think of Mulan and her ancestors that she seeks help from).
- Ask students to explain their contributions and why they think \_\_\_\_.
- Explain to students whatever the teachers ancestry may be and how they came to be in Canada (if teacher is of Aboriginal heritage then give history of the specific traditions and how they came to be in \_\_\_\_ city or town).

**Development:**

- Group students into groups of 3 or 4 and then ask them to talk to their group about where they think their ancestors came from? Have you every heard that your family came from Brazil, England, France, Vietnam, etc...
- Handout post-it notes while the students are talking so they can write down their ideas. (give them 5 minutes)
- On the smartboard or projector, the teacher can bring up a world map
- Have students come up according to each group and have them locate where they think their families may have come from. Limit to two places per students seeing as a single student could have multiple answers.
- If the class has students that are adopted or in foster care, then it could be appropriate to address that sometimes we may not know where we came from, but that we have been chosen to be in a specific community by people who want to love and support them.
- Depending on the demographics of the class, the teacher's response will vary:
- If the class has mixed demographics then address that many are in Canada because of immigration. Address that we live on Treaty land that was once inhabited and cared for by First Nations groups.
- If the class has a high Aboriginal population, then go into a brief history about the treaty region and how Aboriginal people are the original inhabitant and caretakers of this land. Pose the question: then how did so many non-aboriginal people come to be here? It is important to address students concerns and contributions at this point. We will build knowledge of treaty later in the unit.
- Regardless of classroom demographics, highlight how Canada is largely made of people who have immigrated at some point in time.

**Management:****Closure:**

Option1:Have students journal about how they think their families either came to be here or about the history they know about their ancestors. (this may be uncomfortable for people of Aboriginal heritage because of the trauma of residential schools and the Indian Act).

Option 2:Find a story about immigration or have someone share a story that they now about immigration and have students journal about this story and the journey to Canada.

\*Option 3: Have students journal about how they think Canada would look if people were not allowed to immigrate ever. Who would live here? What would the land look like? How would people live?

**Extension:**

- Students can informally ask their family about their history when they go home.

## Social Studies

**Name:** Anna Cressman

**Time:** 60 minutes

**Subject:** Social Studies

**Grade:**5

<b>Content:</b> Name That Place	<b>Teaching Instructional Strategies:</b> Questioning, research
<b>Outcomes:</b> Outcome: IN5.2 Analyze the evolution of Canada as a multicultural nation.	<b>Indicators:</b> g. Identify the historic origins of a variety of place names in Canada, and investigate the reason for the naming.
<b>Cross Curriculum Competencies:</b> Engage in communitarian thinking and dialogue <ul style="list-style-type: none"><li>- Model a balance in speaking, listening, and reflecting</li><li>- Ensure that each person has an opportunity to contribute</li><li>- Demonstrate courage to express differing perspectives in a constructive manner</li><li>- Use consensus-building strategies to work towards shared understanding</li><li>- Be sensitive to, and respectful of, diversity and different ways of participating.</li></ul>	
<b>Prerequisite Learning:</b> None Specific	
<b>Adaptive Dimension:</b> <ul style="list-style-type: none"><li>- EAL students can work in a group of 3 to research and for the poster should be encouraged to draw their understanding.</li></ul>	
<b>Materials Needed/Preparation</b> <ul style="list-style-type: none"><li>- iPads/computers for research</li><li>- books from the library that can help with research</li><li>- Paper large enough to make a poster (enough for each student or group, whatever the teacher decides)</li><li>- handout with criteria for posters</li></ul>	

**Set:**

- Teacher could possibly dress in a relevant sport jersey or logo that represents a certain area of Canada or eat Saskatoon Berry jam on toast.
- Pose questions about favourite sports teams in Canada (teams that students may be interested in). What are some places students may have travelled to in Canada? What are some of the cities/towns/provinces/territories? Write the places on the board.

Places could include: Saskatoon, Toronto, Vancouver, Nunavut, Montreal, Saskatchewan...

**Development:**

- Have students write guiding questions in their duotangs:
- The place:
- What does the name mean?
- Is the name from European language or Aboriginal?
- Why was the place given that name?
- Who were the original people who lived there and who lives there now?
- With students working in pairs, have them research on of the places that was listed on the board (random selection is best)
- Students can use technology or pre-selected books from the library.
- When students are done researching, they can get a handout from the teacher which lists the criteria for the poster:
- include questions that students answered, sports teams, famous people they may know from there, what the place is know for..
- Once students have gathered resources, then students can create posters about what they learned about their place.

**Management:**

- raise hand for questions
- I will hold a raised hand to get their attention
- Students disruptive to classroom learning will 1) be asked to stop disrupt learning 2) be given a warning 3) be asked to leave the class until they are ready to learn.
- thumbs assessment for understanding
- 5,4,3,2,1 count down to reign in after discussion
- brain break if needed

**Closure:**

- Students put posters around classroom and the class takes 15 minutes to move around and view everyone's poster. If the class would not function well with this, then students can present their posters to the class.

## Social Studies

**Name:** Anna Cressman

**Time:** 120 minutes (2 classes)

**Subject:** Social Studies

**Grade:**5

<p><b>Content:</b> Settling Saskatchewan</p>	<p>Teaching Instructional Strategies: Listening and viewing, questioning, brainstorming, structured overview, discussion, problem solving,</p>
<p>Outcomes: Outcome: IN5.2 Analyze the evolution of Canada as a multicultural nation.</p>	<p>a. Describe Canada's historical and current demographics, including population numbers, age, and location. e. Undertake an inquiry which compares the immigration policies and practices of the 19th century to those of the current era, and assess the results of those policies and practices. h. Graphically display the country of origin of immigrants to Canada in the 19th and 21st centuries, and account for similarities and differences in the two eras.</p>
<p><b>Cross Curriculum Competencies:</b> Explore and interpret the world</p> <ul style="list-style-type: none"> <li>- Inquire using various literacies and make sense of ideas and experiences using a variety of strategies, perspectives, resources, and technologies</li> <li>- Select and critically evaluate information sources and tools (including digital) based on the appropriateness to specific tasks.</li> <li>- Use various literacies to challenge and question understandings and interpretations</li> <li>- Interpret qualitative and quantitative data (including personally collected data) found in textual, aural, and visual information gathered from various media sources</li> <li>- Use ideas and technologies in ways that contribute to creating new insight.</li> </ul>	
<p><b>Prerequisite Learning:</b> Knowledge of who an immigrant is. <b>Adaptive Dimension:</b></p> <ul style="list-style-type: none"> <li>- Use of visuals to aid students' understanding</li> <li>- Students who need support can be grouped with peers who are helpful</li> </ul>	
<p><b>Materials Needed/Preparation</b></p> <ul style="list-style-type: none"> <li>- <b>background content from:</b> <a href="http://www.canadahistory.com/sections/Eras/laurier/Settling_West.htm">http://www.canadahistory.com/sections/Eras/laurier/Settling_West.htm</a> and <a href="http://ccrweb.ca/en/hundred-years-immigration-canada-1900-1999">http://ccrweb.ca/en/hundred-years-immigration-canada-1900-1999</a></li> <li>- Previous to this lesson, it may be appropriate to gather a compilation of the students favourite athletes and famous people.</li> <li>- Duotangs</li> <li>- Optional: World Map print outs (depending on chosen activities)</li> </ul>	

## Lesson 1

### Part 1:

**Set:** 5 mins

- Have students write down any important points in their duotangs

- Show this video: <https://www.youtube.com/watch?v=GRLD5XmLZ0Q> and pause at important areas of interest:

- a) start movie at 1min 20sec
- b) pause the movie so students can write down the places where the first immigrants to the prairies came from immigrants: Britain, France, Poland, Russia, Finland, Germany and other European countries. Outline that many early immigrants farmed small areas of land with horses and old tools like seen in the movie. Include that people from the US were recruited too.

**Development:** 35-45 mins

- c) Give students the opportunities to identify where these origin countries are located in Europe (either as a whole class or working in small groups).
- d) Pose the question: What part of the world or continent were these people from? What have we marked on our maps? (help students identify that these groups are from Europe).
- e) If students are not in groups then put them in groups now
- f) Outline that almost exclusively people from Europe immigrated to the prairies between 1867-1914. Ask the students why they think only people from these areas came to the prairies during this time? Encourage students to think about similarities. Students can brainstorm in small groups and have one person from their group come forward and tell the teacher what their group came up with (answers should include: these people were from cold climates like Canada, they were farmers wanting land, they all had white skin). Write down two lists of answers, one with appropriate responses and inaccurate ones.
- g) Handout groups of students the different advertisements that would have been posted across Europe for recruiting farmers. Tell them that these are posters that were used to recruit people to western Canada. They were ONLY given to people in Europe.
- h) Insert brainbreak if needed.
- i) Reiterate that only people from Europe were given the choice to move to Canada during those times (1867-1914)
- j) Bring up a world map and have students try to identify who would have been excluded.
- k) Write on the board: Immigration in 1867 and now
- l) Have students identify who immigrates to Canada now (people from all over the world). Write some of these places on the board
- m) Write on the board: the Government of Canada only wanted people from Europe during early settlement practices.
- n) Optional point to include: This helps explain why lots of people in Saskatchewan have white skin

### Management:

-raise hand for questions

-I will hold a raised hand to get their attention

-Students disruptive to classroom learning will 1) be asked to stop disrupt learning 2) be given a warning 3) be asked to leave the class until they are ready to learn.

-thumbs assessment for understanding

-5,4,3,2,1 count down to reign in after discussion

-brain break if needed

### Closure: 10-20 mins

For closure, students can:

- 1) students can journal about who was allowed to immigrate to SK over 100 years ago and who is allowed to immigrate now
- 2) OR students can represent on a map or two who was allowed to move to SK over 100 years ago and who is allowed to immigrate now.

**Extension:** none

## Lesson 2

### Set: 5 minutes

- Have pictures of famous people from around the world posted on the board for students to see or get students to help post pictures on the board.
- Ask students: If we lived over 100 years ago, who from our people on the board would have been allowed to immigrate to SK? Do some examples with the students.

### Development: 30-45 minutes

- Put students into small groups and distribute pictures of the famous people from around the world. If necessary, have students look up where the person originates from. Give students separate SK shaped papers (big enough to fit several of the representatives. have the groups sort who they think would've been allowed to immigrate and who would not have been allowed. Students sort onto the separate papers representing SK.
- It may be necessary for the teacher to include the country or continent that these people may have originated from.
- Some examples of people that could be included for the sorting (they should ideally be famous people that students recognize): actor Kunal Nayyar, rapper Drake, Shawn Mendes, band members from One Direction, Oprah Winfrey, President Barrack Obama, Munenori Kawasaki and many more. The list could be students created too.

- Once students are done sorting have each group present what they discovered (it should show a map with mostly or all white people and a map with non-white people).
- Ask students what they think about these results.
- Is this fair?
- Ask: how is this different or similar to immigration now? Write students responses on the board.
- If we were to sort these people in the present day, what would our maps look like?

### Closure:

- Students can write about ways that we can be continue to be inclusive to people from all areas of the world.

# FREE FARMS

Manitoba - -

Assiniboia

- - Alberta

Saskatchewan

THE FOUR GREAT

Fertile Provinces

or

**WESTERN CANADA**

DESCRIBED AND ILLUSTRATED.

1892.

# BRITISHERS!

## BRING YOUR FAMILIES TO CANADA

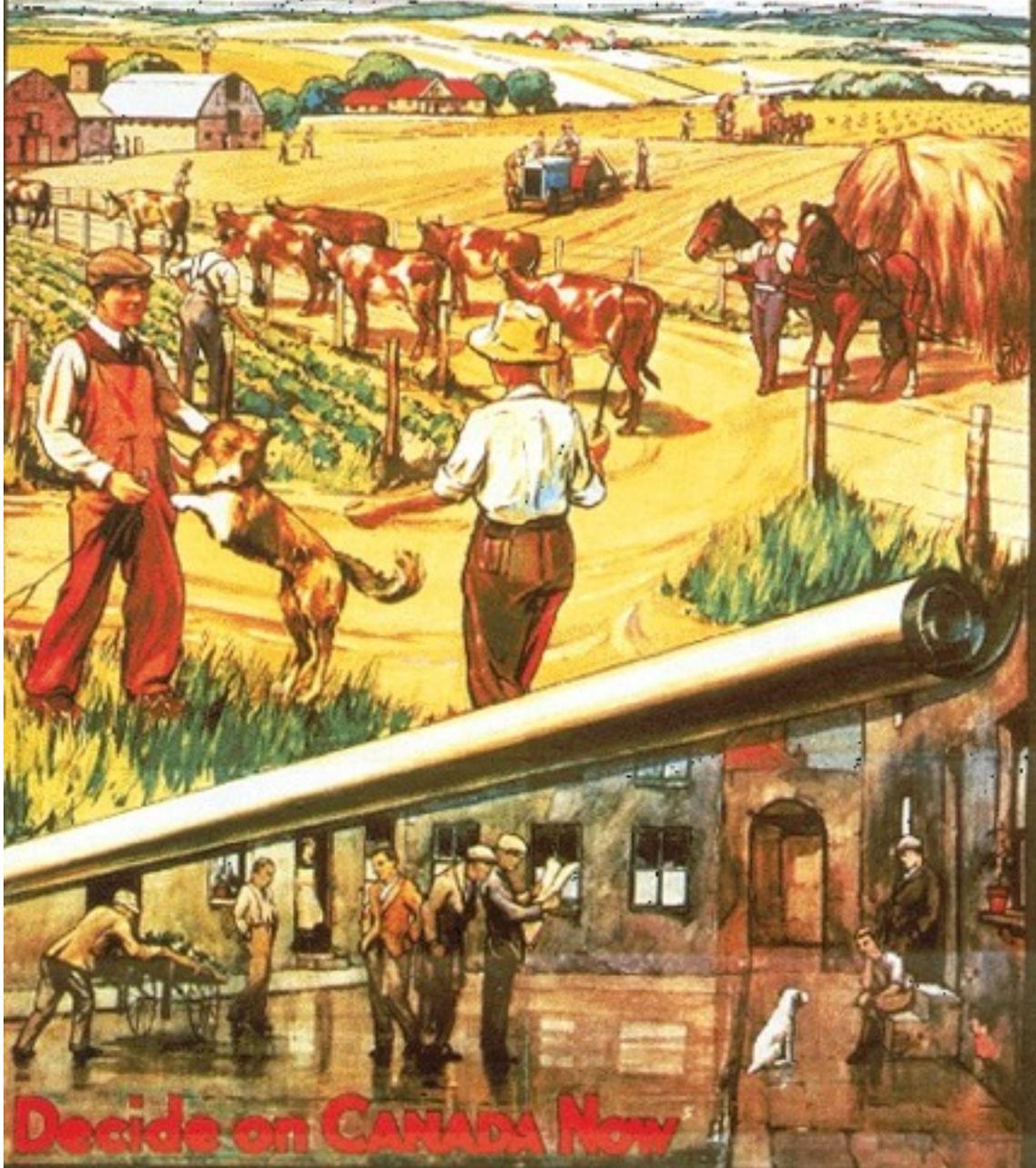
ONLY **\$15<sup>00</sup>** 3<sup>rd</sup> CLASS  
OCEAN FARE  
CHILDREN UNDER 17 YEARS FREE



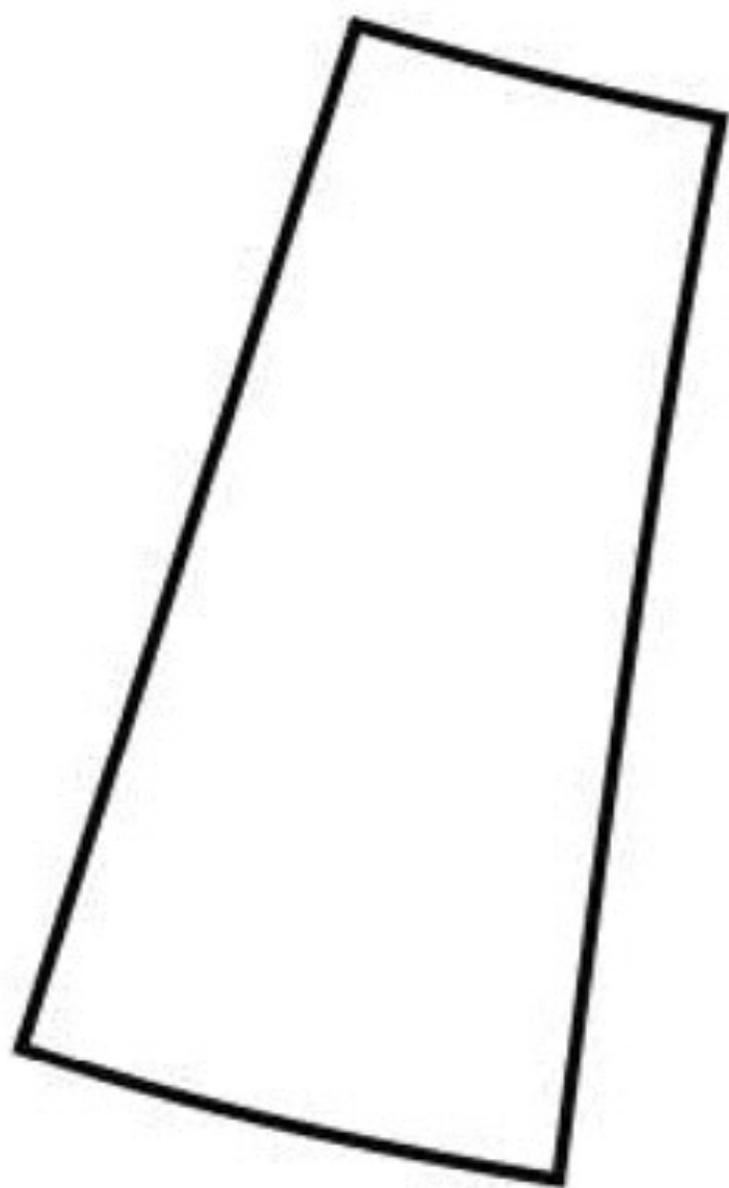
# CANADIAN PACIFIC STEAMSHIPS

APPLY HERE  
FOR FULL PARTICULARS

**BRITISH BOYS** learn how to  
own your farm **IN CANADA!**



**Decide on CANADA Now**



# CANADA WEST



CANADA - THE NEW HOMELAND

## Social Studies

**Name: Anna Cressman**

**Time: 240 minutes (4classes)**

**Subject: Social Studies**

**Grade:5**

<p><b>Content:</b> We are all Treaty People</p>	<p><b>Teaching Instructional Strategies:</b> cooperative learning groups, project work, discussion</p>
<p>Outcome: IN5.2 Analyze the evolution of Canada as a multicultural nation. Outcome: TR TPP4.4: Examine the objectives of the First Nations and British Crown's representations in negotiating Treaties. HC4.3: Explore the historical reasons why people entered into Treaty.</p>	<p>Indicators: IN5.2c. Investigate the significant events and principle First Nations and Inuit leaders prior to and during the period of initial contact with Europeans . TPP4.4: Examine the benefits each signatory hope to achieve. HC4.3: Examine how the disappearance of the buffalo and loss of traditional hunting and trapping territories created a need for First Nations to enter into treaties. Recognize that treaties provided opportunities for newcomers to live on and share the land of what is now Saskatchewan.</p>
<p><b>Cross Curriculum Competencies:</b> Express understanding and communicate</p> <ul style="list-style-type: none"> <li>- Create, compute, and communicate using meaning using various literacies a variety of materials, strategies, and technologies to express understanding of ideas and experiences</li> <li>- Respond responsibly and ethically to others using various literacies</li> <li>- Determine and use the languages, concepts, and processes that are particular to a discipline when developing ideas and presentations</li> <li>- Communicate ideas, experiences, and information in ways that are inclusive, understandable, and useful to others</li> <li>- Select and use appropriate technologies in order to communicate effectively and ethically.</li> </ul>	
<p><b>Prerequisite Learning:</b> Knowledge about treaties</p>	
<p><b>Adaptive Dimension:</b></p> <ul style="list-style-type: none"> <li>- Students have choice for their method of storytelling which can help meet learning styles</li> <li>- For a more guided approach, the class</li> </ul>	
<p><b>Materials Needed/Preparation</b></p> <ul style="list-style-type: none"> <li>- Background Content for Treaties: <a href="http://www.otc.ca/education/we-are-all-treaty-people/treaty-information-sheets">http://www.otc.ca/education/we-are-all-treaty-people/treaty-information-sheets</a></li> <li>- iPads for creating digital storytelling</li> <li>- A variety of apps downloaded on the iPads to assist digital storytelling: Lego Movie Maker, Voice Thread, Story Kit, Bit-strips for school, Stop Motion and Shmuppet.</li> <li>- Lots of Lego for assisting with storytelling: Lego can be used to create scenes and then take pictures with a stop motion app. Voice over can then be added.</li> <li>- duotangs to hold handouts.</li> <li>- Smartboard or Projector</li> <li>- Arrange a date for viewings at The Open Door Society</li> </ul>	

**Part 1: 1st Class****Set:** 5 mins

- Tell the students that you, the teacher, are a new immigrant to Saskatchewan. Ask them to teach you about Treaties.
- Gather some of the information that students provide.
- Tell students that we will create stories about treaties from a First Nations perspective that will help New Canadians learn about treaties.

**Development:** 45 mins

- 1) Inform students that we are going to create stories so we can teach new Canadians about Treaties.
- 2) Show students how to access the OTC website with treaty information so students can look there for more treaty information.
- 3) Handout duotangs
- 4) Give students all of the handouts for this lesson. Instruct students to put handouts into duotangs
- 5) LET THEM KNOW THAT THEY WILL BE USING IPADS TO MAKE THEIR STORIES BUT I would wait until their plots are developed to give them further information.
- 6) Help students create an outline for story writing:
- 7) Handout the guide for developing a story:
  - Hook:
  - Beginning:
  - Body (conflict):
  - Ending:
  - Describe the importance of each part of the story. Give examples of what each part might look like.
- 8) Students can start working on creating characters and writing a story on paper.
- 9) If students finish their outline, then it can be edited by the teacher.

**Management:**

- raise hand for questions
- I will hold a raised hand to get their attention
- Students disruptive to classroom learning will 1) be asked to stop disrupt learning 2) be given a warning 3) be asked to leave the class until they are ready to learn.
- thumbs assessment for understanding
- 5,4,3,2,1 count down to reign in after discussion
- brain break if needed

**Closure:** 5-10 mins

- Have students share the progress of their stories and what they have included for characters and plot.
- Teacher can close by telling students that their stories will be posted on Twitter and also showed at The Open Door Society.

**Adaptation:**

Students could create stories that reflect the history of First Nations leaders Big Bear and Poundmaker.

Big Bear: <https://www.youtube.com/watch?v=K1Cpz1HZ8F0>

Poundmaker: <https://www.youtube.com/watch?v=8opj6oAsDmc>

- The teacher could make outlines for what students need to include based on these videos.

**Part 2: 2nd Class****Set:** 5 mins

Have different examples of digital storytelling playing for students to gain knowledge of their options for tools they can use.

**Development:** 50 mins

- Outline expectations for the stories:
  - 1) Should include visuals along with voice
  - 2) Will be posted on Twitter so you WANT it to be a quality product. ANYONE could see it.
- Students work at developing their storyline more if needed.
- Students need to finish their outline for their story development this class and have it edited and make revisions/additions as the teacher instructs.
- 3) Inform students that they will have 15 minutes to choose their app for storytelling.
- 4) Give each pair an iPad so they can look at the different apps.
- 5) Students with approved outlines will be given iPads so they can begin to create characters and plot on the iPads.
- 6) 5 Groups will need to check in with the teacher at this point to make sure they are on target and on task.

**Closure:** 5 mins

- Have some groups share their progress.

**Part 3: 3rd Class****Word Period for Stories:**

- Inform students that they NEED to have their final copy graded by the teacher.
- Some students may finish their stories this class.
- Students who finish will need to submit their stories for grading.
- Students who finish can be given tasks including:
  - contacting the Open Door Society to set up a viewing of our videos. Record dates given by Open Door Society and given to the teacher.
  - Possibly help other pairs that need assistance.
  - Work on an assignment for another class.
- By the end of the class, most students should have their stories complete.

ASSESSMENT: the teacher can mark and make revision suggestions according to the information provided on the student handouts.

**Part 4: 4th Class**

- Inform students to make any revisions necessary to their videos (teacher will have corrected and made suggestions according to information given on the student handouts).
- Once revisions are made, students will post their stories onto the class Twitter account: give and write instructions for how to do this.
- Students will make revisions this class and then post their stories to Twitter.

**Closure:**

- Students will present their stories to the class over the projector.

If possible, it would be ideal to arrange a visit to The Open Door Society for students to present their stories to New Canadians.

## Treaty Stories

Retrieve Treaty information from: <http://www.otc.ca/education/we-are-all-treaty-people/treaty-information-sheets>

### WHEN YOU START:

- 1) choose and create your characters that will be in the story including First Nations and White people.
- 2) Write a story on paper that includes what is written below.
- 3) It has to be told as if you are the main character and are a First Nations person

### What you NEED to have in your story:

- 1) Tell the story about Treaty 4 from a First Nation's view (you are the First Nations people)
- 2) Use a digital storytelling tool to do this.
- 3) Include why First Nations people entered into Treaties: loss of buffalo and trapping and wanting to provide food, shelter, help with farming and to take care of all First Nations people
- 4) The government promised that they would take care of First Nations people by providing schools, health care, protection of First Nations way of life and help during famines.
- 5) Include what they First Nations people expected from Treaties and what they actually received (on the next page).
- 6) Treaties give the Government of Canada and New Comers to Canada LAND to use which is very valuable.
- 7) Include that First Nations people were their own country, just like Canada is a country now.
- 8) Treaties provided a way to avoid war and fighting between First Nations people and the Government of Canada.
- 9) The First Nations people understood that treaties were made so they would SHARE the land with new people in Canada. The government understood that treaties meant they could take land away from First Nations people and sell it to new comers.
- 10) We are all Treaty People because we all use the land in Saskatchewan.

## Expectations and Benefits

<b>What First Nations Expected from Treaty</b>	<b>What First Nations Received from Treaty</b>
Peace and Friendship	Ongoing relationship with the Crown
Education	Day schools, residential schools, First Nations schools and limited access to university
Health Care	"Medicine Chest" - access to some health coverage
Protection of their way of life and the right to live their lifestyle as before	Some farming implements, hunting, fishing and trapping rights on reserve.
Help in times of famine	Food rations, social welfare
Sharing of the land	Put onto small reserves that the government owned
Military exemption	Military exemption
Tax exemption	Only on reserve
Transportation	Discounts on train fees
Border Crossing rights between U.S and Canada	Non-existent

\*\* First Nations gave up 97% of the land in Saskatchewan and have not received what was promised to them.

Hook: Getting Attention!

Beginning of the Story: How will you introduce the characters and setting?

Body of the Story: What is happening? Is there conflict?

Climax of the Story: The most exciting part!

Ending: How does your story end?







