Inquiring Minds: Canadian Issues and Governance				
Grade 5 Overview - Curriculum Congruency				
Big Ideas Topics				
Canada's policies and treatment of minority peoples have negative and positive legacies.	Topic 3			
Natural resources continue to shape the economy and identity of different regions of Canada.	Topic 2			
Immigration and multiculturalism continue to shape Canadian society and identity.	Topics 1, 4			
Canadian institutions and government reflect the challenge of our regional diversity.	Topics 5, 6			
Curricular Competencies				
Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	all topics			
Develop a plan of action to address a selected problem or issue	Topics 5, 6			
Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)	focus in Topic 2			
Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)	focus in Topic 5			
Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)	focus in Topic 4			
Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)	focus in Topic 3			
Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)	focus in Topic 1			



Curricular Competencies		
Make ethical judgments about events, decisions, or actions that consider		
the conditions of a particular time and place, and assess appropriate	focus in Topic 6	
ways to respond (ethical judgment)		

Content	Topics
The development and evolution of Canadian identity over time	Topics 1, 4
The changing nature of Canadian immigration over time	Topics 3, 4
Past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments	Topic 3
Human rights and responses to discrimination in Canadian society	Topic 6
Levels of government, their main functions, and sources of funding	Topic 5
Participation and representation in Canada's system of government	Topic 5
Resources and economic development in different regions of Canada	Topic 2
First Peoples land ownership and use	Topic 2

Core Competencies: Communication; Thinking; Personal & Social

Students will have opportunities to develop & practise using these competencies throughout.



## Inquiring Minds: Canadian Issues and Governance Oh Canada, or Oh Canadas?

Legend			
Big Ideas	Curricular Competencies	Content	Core Competencies
Big Ideas	Student Resource	Eguide Teaching Notes	Website
Canada's policies and treatment of minority peoples have negative and positive legacies.			
Natural resources continue to shape the economy and identity of different regions of Canada.			
Immigration and multiculturalism continue to shape Canadian society and identity.	x (main coverage)	x (main coverage)	x (main coverage)
Canadian institutions and government reflect the challenge of our regional diversity.			
Curricular Commetencies	Childrent Decourse	Family Topphing Notes	Wahaita

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	Yourself, Inquiry icon pages 10, 24, 28	Reflect on Your Learning [page 30], page 6; Find Out For Yourself [page 31], page 6-8, 11, 62-63; Mini Inquiry: Perspectives on Canada [page 10], pages 31-33; Mini Inquiry: Canadian Content? [page 24], pages 52-53; Mini Inquiry: Canadian Conclusions [page 28], pages 58-59	
Key Skills			
State a hypothesis about a selected problem or issue			
Use inference, imagination, and pattern identification to clarify and define a problem or issue		Literacy Connections: Literacy Strategy, page 23; Mini Inquiry: Canadian Conclusions [page 28], pages 58-59	



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Compare a range of points of view on an issue	Find Out for Yourself	Find Out For Yourself [page 31], page 6-8, 11, 62-63	
Summarize information and viewpoints about a problem or issue		Mini Inquiry: Perspectives on Canada [page 10], pages 31-33	
Use latitude, longitude, and intermediate directions to locate major geographic features in BC and Canada		ADST Activity: What Does Your Canada Look Like? pages 36-37	
Describe a selected place in Canada using both absolute and relative location			
Use keys and legends to interpret maps (e.g., resources, economic activities, transportation routes, capital cities, population)			Canada Map Quiz (Flash Required)
Recognize that different types of maps represent particular types of information (e.g., thematic maps show information such as resource distribution; topographic maps show elevation; political maps show provincial boundaries)			Why Is Canada Culturally Diverse?: Photos, Maps, and Charts
Create maps to represent aspects of a specific place (e.g., economic activity, landforms, and bodies of water), applying keys and legends			
Create and interpret timelines and maps to show the development of political boundaries in Canada (e.g., each province's entry into Confederation, creation of Nunavut)			
Retell a story from an interview (e.g., residential school student, new Canadian, war veteran, Elder)	Make Connections, page 29	Mini Inquiry: Perspectives on Canada pages 31-33; Make Connections, [page 29], page 61	
Apply established criteria to compare information sources (e.g., relevance, accuracy, authorship)		Student Activity: How Do We Portray Ourselves in the World? page 48	



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Apply a variety of strategies to record information gathered from sources			
Create a bibliography of all sources used			
Use an outline to organize information into a coherent format	Find Out for Yourself	Find Out For Yourself [page 31], page 6-8, 11, 62-63	
Create a presentation using more than one form of representation (e.g., poster and oral report)	Find Out for Yourself	ADST Activity: Press Release! pages 16- 17; ADST Activity: Canadian, Eh? pages 24-35; Find Out For Yourself [page 31], page 6-8, 11, 62-63	
Select ways to clarify a specific problem or issue (e.g., discussion, debate, research, reflection)		ADST Activity: What's Cooking? page 19-21; Student Activity: Thinking Deeper [page 9], page 29; Student Activity LM 1-3: Provincial and Territorial Symbols pages 33-34; ADST Activity: Student Activity: What Does Your Canada Look Like? pages 36-37; Can Geography Unite Us? pages 37-38; Student Activity LM 1-6: Types of Media pages 51-52	
Identify opportunities for civic participation at the school, community, provincial, and national levels			
Individually, or in groups, implement a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in school or		Student Activity: Thinking Deeper [page 9], page 29	
Develop a plan of action to address a selected problem or issue		Student Activity: Thinking Deeper [page 9]; page 29; Student Activity: Pizza Delivery in Action page 51; Mini Inquiry: Canadian Content pages 52-53	



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Sample Activity			
Individually, or in groups, design a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in school or community newspaper, petition).		Student Activity: Thinking Deeper [page 9]; Student Activity: Pizza Delivery in Action page 51; Mini Inquiry: Canadian Content pages 52-53	
Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)	Reflect on Your Learning	Reflect on Your Learning [page 30], page 6	
Sample Activities			
Identify and assess the significance of individuals who have contributed to the development of Canada's identity in various areas (e.g., the arts, literature, science and medicine, government, military, exploration, law and order, public service)	Thinking LikeAn Historian (p 5), p 19	Discussion: Voices [page 4], page 17-18; Thinking LikeAn Historian [page 5], Student Activity: LM 1-1: Canada's National Anthem page 22; QR Code [page 11], page 35-36; Discussion: Voices [page 13], page 38; Student Activity: First Peoples Contributions to Canada pages 39-40; Discussion: Voices [page 16], page 42-43; Student Activity: Centennial Perspectives pages 45-47; Discussion: Are There Canadian Values? GLM Frayer Diagram pages 56-57; QR Code [page 27], pages 57-58	
Assess the roles of the fur trade, the Canadian Pacific Railway, and the gold rushes in the development of Canada			



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Key Questions			
Which people contributed most to			
Canada becoming an independent country?			
What is the most significant event in			
Canadian history?			
Ask questions, corroborate	p 17, Find Out For Yourself	Find Out For Yourself [page 31], page 6-	How Have Media and Technology
inferences, and draw conclusions	p 17,1 ind Odt 1 of Todiseii	8, 11, 62-63; Student Activity: Bring	Affected Canadian Identity?:
about the content and origins of a		Canadians Together page 53-54	Videos/Websites; Research: Media
variety of sources, including mass			,
media (evidence)			
Key Question			
n/a			



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)	16, pp 17-21, p 25, Viewpoints (p28), Reflect on Your Learning	Thinking Like an Historian [page 5], page 22; Thinking Like a Geographer [page 8], page 27-28; Student Activity: Newcomers' Stories page 41; Student Activity: Immigration Timeline page 42; Student Activity: Reading a Graph page 42; Discussion Voices [page 16], page 42-43; Student Activity: How British Are We? pages 43-44; Student Activity: Evidence From Photographs pages 44-45; Student Activity: Residential Schools page 45; Student Activity: Centennial Perspectives pages 45-47; QR Support [page 19], page 47; Student Activity: Telling the World About Canada GLM Venn Diagram (Two Circles) page 47; Student Activity: How Do We Portray Ourselves to the World? pages 48-49; Student Activity: Bringing Canadians Together pages 53-54, Viewpoints [page 28], Mini Inquiry: Canadian Conclusions 58-59; Reflect on Your Learning [page 30], page 6	
Sample Activity			
Create an annotated timeline, map, or other graphic to illustrate selected events or periods in the development of Canada		Student Activity: Communication and Transportation Timeline page 35	
Key Question			
What are some key differences between being a pre-Confederation-Canada citizen and being a Canadian citizen today?			



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)			
Key Questions			
n/a			
Take stakeholders' perspectives on	pp 10, 11, 16, 19, 20, 21, 25, Viewpoints	Student Activity: LM 1-2: Group Culture	
issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)	(p28), Reflect on Your Learning	and Identity page 30-31; Mini Inquiry: Perspectives on Canada page 31-33; Student Activity: LM 1-3 Provincial and Territorial Symbols page 33-34; Student Activity: Communication and Transportation Timeline page 35; QR Code [page 11] page 35-36; Student Activity: Reading a Graph page 42; Discussion: Voices [page 16], page 42- 43; Student Activity: Centennial Perspectives page 45-47; QR Code [page 19], page 47; Student Activity: Telling the World About Canada GLM Venn Diagram (Two Circles) page 47; Student Activity: How Do We Portray Ourselves to the World? pages 48-49; Student Activity: Bringing Canadians Together page 53-54; Viewpoints [page 28], Mini Inquiry: Canadian Conclusions 58-59; Reflect on Your Learning [page 30], page 6	



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Sample Activities			
Through role-play, simulations, or letters, present personal perspectives on the challenges faced by immigrants (e.g., climate, language, tolerance for their religion, employment)		Mini Inquiry: Perspectives on Canada pages 31-33; ADST Activity: What Does Your Canada Look Like? pages 36-37; Examine: Perspective pages 64-66	
Examine sources to determine the motivation for historical wrongs against East and South Asian immigrants.			
Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)			
Sample Topics			
historical wrongs against East and South Asian immigrants			
Indian Act			
residential school system	p 18	Student Activity: Residential Schools page 45	How Has Canadian Identity Changed Over Time?: Photos, Maps, and Charts/Videos/Websites
internment of Ukrainians during World War I			
internment of Japanese-Canadians during World War II			
turning away of Jewish refugees prior to World War II			
Canada's response to climate change			



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Key Questions			
Based on the evidence at the time, was the internment of Japanese people in BC justified? Explain your answer.			
What are the potential consequences of non-sustainable practices in resource use?			

Content	Student Resource	Eguide Teaching Notes	Website
the development and evolution of Canadian identity over time	Culturally Diverse? [pages 10-16]; Examine: How Has Canadian Identity Changed Over Time? [pages 17-21]; Investigate: How Have Media and Technology Affected Canadian Identity? [pages 22-25]; Investigate: How Has Diversity Affected Canadian Identity? [pages 26-29].	[pages 4-9], pages 13-30; Examine: Why Is Canada Culturally Diverse? [pages 10-16] pages 30-43; Examine: How Has Canadian Identity Changed Over Time? [pages 17-21], pages 43-	How Has Canadian Identity Changed Over Time?: Videos, Websites, Photos, Maps, and Charts; How Has Diversity Affected Canadian Identity?: Photos, Maps, and Charts
the changing nature of Canadian immigration over time		page 41; Student Activity: Immigration	What Is Canadian Identity?: Photos, Maps, and Charts; Why Is Canada Culturally Diverse?: Photos, Maps, and Charts/Websites
Sample Activities			
Changing government policies about the origin of immigrants and the number allowed to come to Canada			Why Is Canada Culturally Diverse?: Websites
immigration to BC, including East and South Asian immigration to BC			Why Is Canada Culturally Diverse?: Websites



Content	Student Resource	Eguide Teaching Notes	Website
the contributions of immigrants to Canada's development (e.g., Chinese railway workers, Sikh loggers, Eastern European farmers, British investors)		Student Activity: How British Are We? pages 43-44; Student Activity: Evidence from Photographs pages 44-45	Why Is Canada Culturally Diverse?: Websites
push and pull factors			
settlement pattern			
growth of cities, provinces, and territories as a result of immigration			
Key Question			
Why did East and South Asians come to BC and Canada, and what challenges did they face?		Student Activity: How British Are We? pages 43-44; Student Activity: Evidence from Photographs pages 44-45	Why Is Canada Culturally Diverse?: Websites
How has Canada's identity been shaped by the immigration of individuals from a wide range of ethnic and cultural backgrounds?	How Has Canadian Identity Changed Over Time?, How Has Diversity Affected Canadian Identity?	1, 1, 3, 1, 1, 3, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,	Why Is Canada Culturally Diverse?: Websites
past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments	•	· · · · · · · · · · · · · · · · · · ·	Why Is Canada Culturally Diverse?: Websites
Sample Topics			
historical wrongs against East and South Asian immigrants			Why Is Canada Culturally Diverse?: Websites



Content	Student Resource	Eguide Teaching Notes	Website
Indian Act			
Head Tax on Chinese immigrants			Why Is Canada Culturally Diverse?: Websites
numbered treaties with First Peoples			
treatment of Doukhabours			
1884-85 famine			
1907 Anti-Asian Riots			
Japanese and German internments			
reduction or relocation of First Nations reserves			
ethnic minorities denied the vote			Why Is Canada Culturally Diverse?: Websites
Key Questions			
What types of discrimination have immigrants to Canada faced? (e.g., cases of systemic discrimination by local, provincial, and federal levels of government)			What Is Canadian Identity?: Websites; Research: Stereotypes
How might Canadian society be different today if exclusionary policies toward immigrants from East and South Asia had not been developed during certain periods of history?			
What effects did residential schools have on First Nations families and communities	p 18	Student Activity: Residential Schools page 45	How Has Canadian Identity Changed Over Time?: Photos, Maps, and Charts/Videos/Websites



Content	Student Resource	Eguide Teaching Notes	Website
human rights and responses to discrimination in Canadian society		Student Activity: Changing Relationships, Changing Stories page 40	
Sample Topics			
Canadian Charter of Rights and Freedoms			
LGBTQ rights and same-sex marriage			
gender equity			
racism			
religious freedoms			
freedom of speech			
language rights			
protest movements			
examples of individuals who have fought for change and spoke out against injustice			
key provisions of the Canadian Charter of Rights and Freedoms			
the role of the Charter in establishing equality and fairness for all Canadians (e.g., addressing cases of discrimination)			



Content	Student Resource	Eguide Teaching Notes	Website
levels of government, their main functions, and sources of funding			
Sample Activities  Distinguish between the different levels of government in Canada: municipal, provincial, territorial, federal			
Summarize the responsibilities of government (e.g., providing and administering services, making laws, collecting and allocating taxes)			
Through role-play, simulation, or case study, examine the election process (e.g., different political parties, voting)			
Sample Topics			
key roles within provincial, territorial, and federal governments in Canada (e.g., premier, prime minister, MLA, MP, speaker, lieutenant governor, governor general; cabinet, senate, government ministries)			
elected and appointed provincial and federal government leaders in Canada (e.g., local MLA and MP, local First Nations leaders, premier of BC, the lieutenant governor of BC, prime minister, governor general)			
Key Question			
Which level of government has the most effect on your daily life?			



Content	Student Resource	Eguide Teaching Notes	Website
resources and economic development in different regions of Canada			
Sample Activties			
Use maps to describe the location of natural resources in Canada in relation to characteristics of physical geography (e.g., fish on the coasts, mineral resources in the Canadian Shield)			
Identify significant natural resources in BC and Canada, including: -fish and marine resources -forests -minerals (e.g., diamonds, gold, asbestos, tin, copper) -energy resources (e.g., natural gas, petroleum, coal, hydro)			
Key Questions			
What natural resources are most important to the economy of your community?			
How has technology affected the discovery, extraction, processing, and marketing of selected natural resources?			How Have Media and Technology Affected Canadian Identity?: Websites
First Peoples land ownership and			
use			



Content	Student Resource	Eguide Teaching Notes	Website
Sample Topics			
treaties			
burial grounds			
housing			
hunting and fishing			Why Is Canada Culturally Diverse?: Articles, Essays, and Reports
land claims disputes			
Key Questions			
How do First Peoples balance economic development with traditional uses of the land?			
How fair has BC's treaty process been? Explain your answer.			

Core Competencies: Communication; Thinking; Personal & Social			
Students will have opportunities to develop & practise using these competencies throughout.			



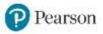
## Inquiring Minds: Canadian Issues and Governance Our Home and Native Land?

Legend			
Big Ideas	Curricular Competencies	Content	Core Competencies
Big Ideas	Student Resource	Eguide Teaching Notes	Website
Canada's policies and treatment of minority peoples have negative and positive legacies.			
Natural resources continue to shape the economy and identity of different regions of Canada.	x (main coverage)	x (main coverage)	x (main coverage)
Immigration and multiculturalism continue to shape Canadian society and identity.			
Canadian institutions and government reflect the challenge of our regional			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	Reflect on Your Learning, Find Out For Yourself, Inquiry icon pages 33, 46, 56	Reflect on Your Learning [page 60], page 6; Find Out For Yourself [page 61], pages 7, 38; Mini Inquiry [pages 36–37] Protecting Our Ecozone Wildlife, page 15; Mini Inquiry [pages 43–44] Investigating the History of This Land, page 24; Mini Inquiry [page 56] Uses of Local Natural Resources, page 34; ADST ACTIVITY Water Is Life, page 17; ADST ACTIVITY This Land Is Your Land, page 21; ADST ACTIVITY Two Bags, One Quote, page 23	



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Key Skills	Ottacht Nessarie	Ligardo Todorning Hotes	· · · · · · · · · · · · · · · · · · ·
State a hypothesis about a selected problem or issue			
Use inference, imagination, and pattern identification to clarify and define a problem or issue		Mini Inquiry [page 56] Uses of Local Natural Resources, page 34	
Compare a range of points of view on an issue	Viewpoints, p 49	Student Discussion, Viewpoints onThe Treaties, page 28;	
Summarize information and viewpoints about a problem or issue	Viewpoints, p 49	Student Discussion, Viewpoints onThe Treaties, page 28; Student Activity, The Duty to Consult, page 36	
Use latitude, longitude, and intermediate directions to locate major geographic features in BC and Canada			
Describe a selected place in Canada using both absolute and relative location			
Use keys and legends to interpret maps (e.g., resources, economic activities, transportation routes, capital cities, population)	pp 36-37, 39, 47	Student Discussion, Canada and Its Ecozones, page 14; Student Activity, British Columbia's Ecozones, page 14; Student Discussion, Why Is Water Protection an Issue?, page 17; Student Discussion, What Is a Treaty?, page 27	
Recognize that different types of maps represent particular types of information (e.g., thematic maps show information such as resource distribution; topographic maps show elevation; political maps show provincial boundaries)		Student Discussion, Canada and Its Ecozones, page 14; Student Activity, British Columbia's Ecozones, page 14; Student Discussion, Why Is Water Protection an Issue?, page 17; Student Discussion, What Is a Treaty?, page 27	How Does Geography Influence Identity?: Photos, Maps, and Charts; Treaty Making in Canada: Photos, Maps, and Charts



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Create maps to represent aspects of a specific place (e.g., economic activity, landforms, and bodies of water), applying keys and legends			
Create and interpret timelines and maps to show the development of political boundaries in Canada (e.g., each province's entry into Confederation, creation of Nunavut)		Student Activity, Treaty Timelines in Canada, page 29	
Retell a story from an interview (e.g., residential school student, new Canadian, war veteran, Elder)			
Apply established criteria to compare information sources (e.g., relevance, accuracy, authorship)			
Apply a variety of strategies to record information gathered from sources			
Create a bibliography of all sources used			
Use an outline to organize information into a coherent format			
Create a presentation using more than one form of representation (e.g., poster and oral report)	Reflect on Your Learning, Find Out For Yourself	Reflect on Your Learning [page 60], page 6; Find Out For Yourself [page 61], pages 7, 38	
Select ways to clarify a specific problem or issue (e.g., discussion, debate, research, reflection)			



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Identify opportunities for civic participation at the school, community, provincial, and national levels	Make Connections, question 3, page 40	Student Activity, Protecting Water in BC, page 19; Make Connections, question 3, page 20	
Individually, or in groups, implement a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in school or community newspaper, petition)			
Develop a plan of action to address a selected problem or issue			
Sample Activity			
Individually, or in groups, design a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in school or community newspaper, petition).	Check your Learning, question 2, page 55	Check your Learning, question 2, page 33	
Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)	Reflect on Your Learning; p 48	Reflect on Your Learning [page 60], page 6; Student Activity, The Two Row Wampum, page 27; Discussion, Protecting Burial Grounds, pages 30- 31; pages 40-41	



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Sample Activities		_g	
Identify and assess the significance of individuals who have contributed to the development of Canada's identity in various areas (e.g., the arts, literature, science and medicine, government, military, exploration, law and order, public service)			
Assess the roles of the fur trade, the Canadian Pacific Railway, and the gold rushes in the development of Canada			
Key Questions			
Which people contributed most to Canada becoming an independent country?			
What is the most significant event in Canadian history?			
Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)	Page 47	Caption question and answer [page 47], page 45; Mini Inquiry [pages 36–37] Protecting Our Ecozone Wildlife, page 15; Mini Inquiry [pages 43–44] Investigating the History of This Land, page 24; Student Activity, Treaty Timelines in Canada, page 29;	
Key Question			
n/a			



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)	Treaty Timeline, pages 50-51	Student Activity, Treaty Timelines in Canada, page 29; Discussion, Our Treaty Story in British Columbia, page 30	
Sample Activity			
Create an annotated timeline, map, or other graphic to illustrate selected events or periods in the development of Canada		Student Activity, Treaty Timelines in Canada, page 29	
Key Question			
What are some key differences between being a pre-Confederation-Canada citizen and being a Canadian citizen today?			
Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)	pp 46, 55, 56, 59	Discussion, The Effects of Relocation on Canada's Indigenous Peoples, page 26; Discussion, Acknowledgement of Territory, page 32; Discussion, Traditional Uses of Land and Resources, page 34; Discussion, Keeping the Balance, page 36	
Key Questions			
n/a			



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)		Reflect on Your Learning, page 6; Student Activity, Thinking Deeper: Are We All Treaty People?, page 31; Make Connections [page 55], page 33; Make Connections [page 59], page 37	
Sample Activities			
Through role-play, simulations, or letters, present personal perspectives on the challenges faced by immigrants (e.g., climate, language, tolerance for their religion, employment)			
Examine sources to determine the motivation for historical wrongs against East and South Asian immigrants.			
Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)	Reflect on Your Learning	Reflect on Your Learning, page 6; Mini Inquiry [pages 36–37] Protecting Our Ecozone Wildlife, page 15; Discussion, Why Is Water Protection an Issue?, page 17; Student Activity, Protecting Water in BC, page 19	
Sample Topics			
historical wrongs against East and South Asian immigrants			
Indian Act			Treaty Making in Canada: Websites
residential school system			



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
internment of Ukrainians during World War I			
internment of Japanese-Canadians during World War II			
turning away of Jewish refugees prior to World War II			
Canada's response to climate change			How Are First Peoples Connected to the Land?: Videos, Websites
Key Questions			
Based on the evidence at the time, was the internment of Japanese people in BC justified? Explain your answer.			
What are the potential consequences of non-sustainable practices in resource use?	pp 39-40, 59	Discussion, Why Is Water Protection an Issue?, page 17; ADST ACTIVITY Water Is Life, page 17; Student Activity, Protecting Water in BC, page 19; Discussion, Keeping the Balance, pages 36-37	First Nations and Resource Development: Websites; Research: Sustainable Development
Content	Student Resource	Eguide Teaching Notes	Website

Content	Student Resource	Eguide Teaching Notes	Website
the development and evolution of Canadian identity over time			How Does Geography Influence Identity?: Photos, Maps, and Charts
the changing nature of Canadian immigration over time			



Sample Activities	 	
Sample Activities		
Changing government policies about the origin of immigrants and the number allowed to come to Canada		
immigration to BC, including East and South Asian immigration to BC		
the contributions of immigrants to Canada's development (e.g., Chinese railway workers, Sikh loggers, Eastern European farmers, British investors)		
push and pull factors		
settlement pattern		
growth of cities, provinces, and territories as a result of immigration		
Key Question		
Why did East and South Asians come to BC and Canada, and what challenges did they face?		
How has Canada's identity been shaped by the immigration of individuals from a wide range of ethnic and cultural backgrounds?		



Content	Student Resource	Eguide Teaching Notes	Website
past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments			
Sample Topics			
historical wrongs against East and South Asian immigrants			
Indian Act			Treaty Making in Canada: Websites
Head Tax on Chinese immigrants			
numbered treaties with First Peoples	Treaty Making in Canada (pp 47-55), treaties map, treaties timeline	Treaty Making in Canada [pages 47-55], pages 27-34; Student Activity, The Duty to Consult, page 36	Treaty Making in Canada: Articles, Essays, and Reports/Photos, Maps, and Charts/Videos/Websites; Research: Treaties in Canada
treatment of Doukhabours			
1884-85 famine			
1907 Anti-Asian Riots			
Japanese and German internments			
reduction or relocation of First Nations reserves	pp 46, 53	Discussion, The Effects of Relocation on Canada's Indigenous Peoples, page 26; Check Your Learning, pages 26-27; Discussion, Protecting Burial Grounds, pages 30-31	
ethnic minorities denied the vote			



Content	Student Resource	Eguide Teaching Notes	Website
Key Questions			
What types of discrimination have immigrants to Canada faced? (e.g., cases of systemic discrimination by local, provincial, and federal levels of government)			
How might Canadian society be different today if exclusionary policies toward immigrants from East and South Asia had not been developed during certain periods of history?			
What effects did residential schools have on First Nations families and communities?			
human rights and responses to discrimination in Canadian society			
Sample Topics			
Canadian Charter of Rights and Freedoms			
LGBTQ rights and same-sex marriage			
gender equity			
racism			
religious freedoms			
freedom of speech			



Content	Student Resource	Eguide Teaching Notes	Website
language rights			
protest movements			
examples of individuals who have fought for change and spoke out against injustice			
key provisions of the Canadian Charter of Rights and Freedoms			
the role of the Charter in establishing equality and fairness for all Canadians (e.g., addressing cases of discrimination)			
levels of government, their main functions, and sources of funding			
Sample Activities			
Distinguish between the different levels of government in Canada: municipal, provincial, territorial, federal			
Summarize the responsibilities of government (e.g., providing and administering services, making laws, collecting and allocating taxes)			
Through role-play, simulation, or case study, examine the election process (e.g., different political parties, voting)			



Content	Student Resource	Eguide Teaching Notes	Website
Sample Topics			
key roles within provincial, territorial, and federal governments in Canada (e.g., premier, prime minister, MLA, MP, speaker, lieutenant governor, governor general; cabinet, senate, government ministries)			
elected and appointed provincial and federal government leaders in Canada (e.g., local MLA and MP, local First Nations leaders, premier of BC, the lieutenant governor of BC, prime minister, governor general)			
Key Question			
Which level of government has the most effect on your daily life?			
resources and economic development in different regions of Canada	Topic 2	Topic 2	How Are First Peoples Connected to the Land?: Websites
Sample Activties			
Use maps to describe the location of natural resources in Canada in relation to characteristics of physical geography (e.g., fish on the coasts, mineral resources in the Canadian Shield)	pp 36-37, 39	Student Discussion, Canada and Its Ecozones, page 14; Student Activity, British Columbia's Ecozones, page 14; Discussion, Why Is Water Protection an Issue?, page 17	



Content	Student Resource	Eguide Teaching Notes	Website
Identify significant natural resources in BC and Canada, including: -fish and marine resources -forests -minerals (e.g., diamonds, gold, asbestos, tin, copper) -energy resources (e.g., natural gas, petroleum, coal, hydro)	Topic opener, p 35, pp 36-37, Thinking Like a Geographer (p 38), Protecting Water (pp 39-40), p 45, p 56	Discussion, Previewing the Topic, page 9; Student Activity, People, Land, and Identity, pages 9-10; Discussion, Natural Resource Industries and Geography, page 13; Student Activity, Local Geography, Local Economy, page 13; Discussion, Canada and Its Ecozones, page 14; Student Activity, British Columbia's Ecozones, page 14; Mini Inquiry, Protecting Our Ecozone Wildlife, pages 15-16; Thinking Likea Geographer, The Impacts of Natural Resources on Jobs, page 16; Discussion, Why Is Water Protection an Issue?, page 17; Student Activity, Protecting Water in BC, pages 19-20; Discussion, The Spirit of the Land, pages 25-26; Discussion, Traditional Uses of Land and Resources, page 34; Mini Inquiry, Uses of Local Natural Resources, pages 34-35;	
Key Questions			
What natural resources are most important to the economy of your community?	Find Out For Yourself	Find Out For Yourself, pages 7, 38-39	
How has technology affected the discovery, extraction, processing, and marketing of selected natural resources?			



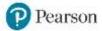
Content	Student Resource	Eguide Teaching Notes	Website
First Peoples land ownership and use	How Are First Peoples Connected to the Land? (pp 41-46), Treaty Making in Canada (pp 47-55), First Nations and Resrource Development (pp 56-59)	How Are First Peoples Connected to the Land?, pages 20-27; Treaty Making in Canada, pages 27-34; First Nations and Resource Development, pages 34-37	How Are First Peoples Connected to the Land?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites
Sample Topics			
treaties	Treaty Making in Canada (pp 47-55), treaties map, treaties timeline	Discussion, What Is a Treaty?, page 27; Student Activity, The Two Row Wampum, page 27; Discussion, Viewpoints onThe Treaties, page 28; Student Activity, Treaty Timelines in Canada, page 29; Discussion, Our Treaty Story in British Columbia, page 30; Student Activity, Thinking Deeper: Are We All Treaty People?, page 31; Discussion, Acknowledgement of Territory, page 32	Treaty Making in Canada: Videos, Websites, Photos, Maps, and Charts; How Are First Peoples Connected to the Land?: Videos, Websites
burial grounds	p 53	Discussion, Protecting Burial Grounds, pages 30-31	
housing			
hunting and fishing			First Nations and Resource Development: Videos, Websites; Research: Natural Resources in Canada
land claims disputes	p 52	Discussion, Our Treaty Story in British Columbia, page 30; Discussion, Traditional Uses of Land and Resources, page 34; Student Activity, The Duty to Consult, page 36	Research: Natural Resources in Canada



Content	Student Resource	Eguide Teaching Notes	Website
Key Questions			
How do First Peoples balance economic development with traditional uses of the land?	How Are First Peoples Connected to the Land? (pp 41-46), First Nations and Resource Development (pp 56- 59)	Discussion, Interconnectedness and Stewardship, pages 20-21; Student Activity, Interconnectedness and Stewardship, page 21; ADST ACTIVITY, Two Bags, One Quote, pages 23-24; Discussion, Traditional Uses of Land and Resources, page 34; Mini Inquiry, Uses of Local Natural Resources, pages 34-35; Discussion, Building Economies, pages 35-36; Discussion, Keeping the Balance, pages 36-37	How Are First Peoples Connected to the Land?: Videos, Websites, Articles, Essays, and Reports, Photos, Maps, and Charts; Research: Natural Resources in Canada
How fair has BC's treaty process been? Explain your answer.	Treaty Making in Canada (pp 47-55)	Discussion, What Is a Treaty? page 27; Student Activity, The Two Row Wampum, pages 27-28; Discussion, Viewpoints onThe Treaties, page 28; Student Activity, Treaty Timelines in Canada, pages 29-30; Discussion, Our Treaty Story in British Columbia, page 30; Student Activity, Thinking Deeper: Are We All Treaty People?, page 31; Discussion, Acknowledgement of Territory, page 32	Treaty Making in Canada: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Research: Treaties in Canada

## Core Competencies: Communication; Thinking; Personal & Social

Students will have opportunities to develop & practise using these competencies throughout.



## Inquiring Minds: Canadian Issues and Governance True Patriot Love?

Legend			
Big Ideas	Curricular Competencies	Content	Core Competencies
Big Ideas	Student Resource	Eguide Teaching Notes	Website
Canada's policies and treatment of minority peoples have negative and positive legacies.	x (main coverage)	X (main coverage)	X (main coverage)
Natural resources continue to shape the economy and identity of different regions of Canada.			
Immigration and multiculturalism continue to shape Canadian society and identity.			
Canadian institutions and government reflect the challenge of our regional diversity.			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	Reflect on Your Learning, Find Out For	Reflect on Your Learning [page 94], pages 7–8; Find Out For Yourself [page 95], pages 8, 12, 55–56; Mini-Inquiry: LM 3-5 How Can Canadians Participate in Truth and Reconciliation? pages 19–21; Mini-Inquiry: LM 3-9: What Was the Most Significant Cause of the 1907 Vancouver Riot, pages 33–35; Mini-Inquiry: LM 3-12: Was the Canadian internment of Ukrainians during World War I right and just or wrong and unjust? pages 47–48; ADST Activity: The More We Know, pages 37–39; ADST Activity: Making Interactive Maps, pages 52–53	



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Key Skills			
State a hypothesis about a selected problem or issue			
Use inference, imagination, and pattern identification to clarify and define a problem or issue		ADST Activity: The More We Know, #7, pages 37–39; ADST Activity: Making Interactive Maps, #9, pages 52–53	
Compare a range of points of view on an issue		Discussion: What Was the Head Tax? [page 78], pages 28–30; Student Activity: LM 3-7: Taking a Historical Perspective [page 78], page 30; Student Activity: LM 3-10: Can We End Racism? [page 82], pages 36–37; Discussion: What Were the Consequences of the Riot? [page 83], page 40	
Summarize information and viewpoints about a problem or issue	Find Out For Yourself	Check Your Learning [page 74], page 23; Check Your Learning [page 79], pages 31–32; Check Your Learning [page 83], page 40; Check Your Learning [page 86], page 43; Check Your Learning [page 93], page 54; Find Out For Yourself [page 95], pages 8, 12, 55–56	
Use latitude, longitude, and intermediate directions to locate major geographic features in BC and Canada			
Describe a selected place in Canada using both absolute and relative location		ADST Activity: Making Interactive Maps, #9, pages 52–53	



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use keys and legends to interpret maps (e.g., resources, economic activities, transportation routes, capital cities, population)		Examination of territorial map of Canada [page 64], pages 14, 58; Thinking Like a Historian [page 87], pages 44–45	
Recognize that different types of maps represent particular types of information (e.g., thematic maps show information such as resource distribution; topographic maps show elevation; political maps show provincial boundaries)		Examination of territorial map of Canada [page 64], pages 14, 58; Thinking Like a Historian [page 87], pages 44–45	
Create maps to represent aspects of a specific place (e.g., economic activity, landforms, and bodies of water), applying keys and legends		ADST Activity: Making Interactive Maps, #9, pages 52–53	
Create and interpret timelines and maps to show the development of political boundaries in Canada (e.g., each province's entry into Confederation, creation of Nunavut)		Examination of territorial map of Canada [page 64], pages 14, 58; Thinking Like a Historian [page 87], pages 44–45	
Retell a story from an interview (e.g., residential school student, new Canadian, war veteran, Elder)		Discussion: Thinking Like a Sociologist [page 93], page 51	
Apply established criteria to compare information sources (e.g., relevance, accuracy, authorship)	Find Out For Yourself	Find Out For Yourself [page 95], pages 55–56 [extend section]	
Apply a variety of strategies to record information gathered from sources		Mini-Inquiry: LM 3-5 How Can Canadians Participate in Truth and Reconciliation? pages 19–21	
Create a bibliography of all sources used		Find Out For Yourself [page 95], pages 55–56 [extend section]	



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use an outline to organize information into a coherent format		Mini-Inquiry: LM 3-9: What Was the Most Significant Cause of the 1907 Vancouver Riot? pages 33–35	
Create a presentation using more than one form of representation (e.g., poster and oral report)	Reflect on Your Learning, Find Out For Yourself	Reflect on Your Learning [page 94], pages 7–8; Find Out For Yourself [page 95], pages 8, 12, 55–56	
Select ways to clarify a specific problem or issue (e.g., discussion, debate, research, reflection)			
Identify opportunities for civic participation at the school, community, provincial, and national levels	Thinking Deeper (pp 72-73)	Thinking Deeper [pages 72-73], pages 19–21; ADST Activity: The More We Know, #7, pages 37–39; ViewPoints: How Can We End Racism? [page 82], pages 35–36; Mini-Inquiry: LM 3-5 How Can Canadians Participate in Truth and Reconciliation? pages 19–21; Make Connections #3 [page 74], page 24	
Individually, or in groups, implement a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in school or community newspaper, petition)		ADST Activity: The More We Know, #7, pages 37–39; Mini-Inquiry: LM 3-5 How Can Canadians Participate in Truth and Reconciliation? pages 19–21	
Develop a plan of action to address a selected problem or issue		ADST Activity: The More We Know, #7, pages 37–39; Mini-Inquiry: LM 3-5 How Can Canadians Participate in Truth and Reconciliation? pages 19–21	



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Sample Activity			
Individually, or in groups, design a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in school or community newspaper, petition).		ADST Activity: The More We Know, #7, pages 37–39; Mini-Inquiry: LM 3-5 How Can Canadians Participate in Truth and Reconciliation? pages 19–21	
Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)	Reflect on Your Learning	Discussion: What Was the Significance of Confederation for First Peoples? page 14; Discussion: How Can an Individual be Historically Significant? [page 74], pages 22–23; Discussion: What Were the Consequences of the Head Tax? [page 79], page 31; Mini-Inquiry: LM 3-9: What Was the Most Significant Cause of the 1907 Vancouver Riot? [pages 80–81], pages 33–35; Check Your Learning #1 [page 83], page 40; Reflect on Your Learning#2, [page 94], page 7	
Sample Activities			
Identify and assess the significance of individuals who have contributed to the development of Canada's identity in various areas (e.g., the arts, literature, science and medicine, government, military, exploration, law and order, public service)	Voices Into Action, p 74	Voices Into Action [page 74], pages 22–23	



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Assess the roles of the fur trade, the Canadian Pacific Railway, and the gold rushes in the development of Canada			
Key Questions			
Which people contributed most to Canada becoming an independent country?			
What is the most significant event in Canadian history?			
Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)	What Was the Media's Role in the Komagata Maru Incuident? (pp 84-86)	Discussion: What Was the Head Tax? (discussion of editorial cartoons) [page 78], pages 28–30; Examine: What Was the Media's Role in the Komagata Maru Incident? [pages 84–86], pages 41–44; Student Activity: What Can a Photo Tell You? [pages 80–81], pages 32–33; Caption [page 80], page 66	
Key Question			
n/a			
Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)		Reflect on Your Learning #4 [page 94], pages 7–8	



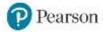
Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Sample Activity			
Create an annotated timeline, map, or other graphic to illustrate selected events or periods in the development of Canada		ADST Activity: Making Interactive Maps, pages 52–53	
Key Question			
What are some key differences between being a pre-Confederation-Canada citizen and being a Canadian citizen today?			
Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)	Reflect on Your Learning, Find Out For Yourself, How Have Government Policies Affected First Peoples (pp 64- 74), What Were the Causes of the Vancouver Riot (pp 80-83), p 93	Investigate: How Have Government Policies Affected First Peoples [pages 64–74], pages 14–24; Discussion: What Were the Consequences of the Head Tax? [page 79], page 31; Check Your Learning #2 [page 79], pages 31–32; Discussion: What Were the Consequences of the Riot? [page 83], page 40; Check Your Learning #2 [page 83], page 40; Reflect on Your Learning #1 [page 94], page 7; Find Out For Yourself [page 95], pages 8, 12, 55–56; Examine: Cause and Consequence, page 57	
Key Questions			
n/a			



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)	pp 70 (Viewpoints), 80	Discussion: What Was the Head Tax? [page 78], pages 28–30; Student Activity: LM 3-7: Taking a Historical Perspective [page 78], page 30; Student Activity: LM 3-10: Can We End Racism? [page 82], pages 36–37; Discussion: What Were the Consequences of the Riot? [page 83], page 40	
Sample Activities			
Through role-play, simulations, or letters, present personal perspectives on the challenges faced by immigrants (e.g., climate, language, tolerance for their religion, employment)		Student Activity: LM 3-7: Taking a Historical Perspective [page 78], page 30	Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Research: Building the CPR, Head Tax, Komagata Maru
Examine sources to determine the motivation for historical wrongs against East and South Asian immigrants.	Wars?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Try It:	Settlement? [pages 75–79], pages 24–32; Examine: What Were the Causes of the 1907 Vancouver Riot? [pages 80–83], pages 32–41; Examine: What Was the Media's Role in the	and Charts, Videos. Websites; Why Did Canada Intern People During the World Wars?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Try It:



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)	Viewpoints (pp 70, 82)	Viewpoints: What Makes an Apology Meaningful? [page 70], pages 16–17; Viewpoints: How Can We End Racism? [page 82], pages 35–37; Mini-Inquiry: LM 3-12: Was the Canadian internment of Ukrainians during World War I right and just or wrong and unjust? [page 87], pages 47–48	Why Did Canada Intern People During the World Wars?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Try It: Internment in Canada
Sample Topics			
South Asian immigrants	Why Did Canada Discourage Chinese Immigration and Settlement? (pp 75-79), What Were the Causes of the 1907 Vancouver Riot? (pp 80-83), What Was the Media's Role in the Komagata Maru Incident? (pp 84- 86), Why Did Canada Intern People During the World Wars? (pp 87-93), Find Out For Yourself	[pages 80–83], pages 32–41; Examine: What Was the Media's Role in the	Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos. Websites; Research: Head Tax, Komagata Maru; Why Did Canada Intern People During the World Wars?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Try It: Internment in Canada
Indian Act	How Have Government Policies Affected First Peoples? (pp 64-74)	Dolloros	How Have Government Policies Affected First Peoples?: Articles, Essays, and Reports, Videos, Websites; Resaerch: Indian Act



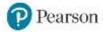
Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
residential school system	How Have Government Policies Affected First Peoples? (pp 64-74)	Unvestigate: How Have Government	How Have Government Policies Affected First Peoples?: Audio, Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Research: Residential Schools, Truth and Reconciliation
internment of Ukrainians during World War I	Why Did Canada Intern People During the World Wars? (pp 87-93)	Investigate: Why Did Canada Intern People During the World Wars? [pages 87–93], pages 44–54	Why Did Canada Intern People During the World Wars?: Articles, Essays, and Reports, Photos, Maps, and Charts, Websites; Research: WWI Internment in Canada; Try It: Internment in Canada
·	Why Did Canada Intern People During the World Wars? (pp 87-93)	Investigate: Why Did Canada Intern People During the World Wars? [pages	How Have Government Policies Affected First Peoples?: Photos, Maps, and Charts; Why Did Canada Intern People During the World Wars?: Photos, Maps, and Charts, Videos, Websites; Research: WWII Internment in Canada; Try It: Internment in Canada
turning away of Jewish refugees prior to World War II			
Canada's response to climate change			



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Key Questions			
Based on the evidence at the time, was the internment of Japanese people in BC justified? Explain your answer.	Why Did Canada Intern People During the World Wars? (pp 87-93)	Investigate: Why Did Canada Intern People During the World Wars? [pages 87–93], pages 44–54	How Have Government Policies Affected First Peoples?: Photos, Maps, and Charts; Why Did Canada Intern People During the World Wars?: Photos, Maps, and Charts, Videos, Websites; Research: WWII Internment in Canada; Try It: Internment in Canada
What are the potential consequences of non-sustainable practices in resource use?			
Content	Student Resource	Eguide Teaching Notes	Website
the development and evolution of Canadian identity over time			



Content	Student Resource	Eguide Teaching Notes	Website
the changing nature of Canadian immigration over time		Investigate: Why Did Canada Discourage Chinese Immigration and Settlement? [pages 75–79], pages 24–32	Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; What Were the Causes of the 1907 Vancouver Riot?: Photos, Maps, and Charts, Videos, Websites; What Was the Media's Role in the Komagata Maru Incident?: Articles, Essays, and Reports, Photos, Maps, and Charts, Websites, Videos; Research: Komagata Maru, Building the CPR
Sample Activities			
Changing government policies about the origin of immigrants and the number allowed to come to Canada	Why Did Canada Discourage Chinese Immigration and Settlement? (pp 75-79)	Investigate: Why Did Canada Discourage Chinese Immigration and Settlement? [pages 75–79], pages 24–32	Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; What Were the Causes of the 1907 Vancouver Riot?: Photos, Maps, and Charts, Videos, Websites; What Was the Media's Role in the Komagata Maru Incident?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Research: Building the CPR, Head Tax, Komagata Maru



Content	Student Resource	Eguide Teaching Notes	Website
immigration to BC, including East and South Asian immigration to BC	Settlement? (pp 75-79), What Were the Causes of the 1907 Vancouver Riot? (pp 80-83), What Was the Media's Role in the Komagata Maru Incident? (pp 84-86)	Investigate: Why Did Canada Discourage Chinese Immigration and Settlement? [pages 75–79], pages 24– 32; Examine: What Were the Causes of the 1907 Vancouver Riot? [pages 80–83], pages 32–41; Examine: What Was the Media's Role in the Komagata Maru Incident? [pages 84– 86], pages 41–44	Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; What Were the Causes of the 1907 Vancouver Riot?: Photos, Maps, and Charts, Videos, Websites; What Was the Media's Role in the Komagata Maru Incident?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Research: Building the CPR, Head Tax, Komagata Maru
the contributions of immigrants to Canada's development (e.g., Chinese railway workers, Sikh loggers, Eastern European farmers, British investors)	Why Did Canada Discourage Chinese Immigration and Settlement? (pp 75-79)	Investigate: Why Did Canada Discourage Chinese Immigration and Settlement? [pages 75–79], pages 24– 32	Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; What Were the Causes of the 1907 Vancouver Riot?: Photos, Maps, and Charts, Videos, Websites; What Was the Media's Role in the Komagata Maru Incident?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Research: Building the CPR, Head Tax, Komagata Maru
push and pull factors			
settlement pattern			
growth of cities, provinces, and territories as a result of immigration			



Content	Student Resource	Eguide Teaching Notes	Website
Key Question			
Why did East and South Asians come to BC and Canada, and what challenges did they face?	Why Did Canada Discourage Chinese Immigration and Settlement? (pp 75-79), What Were the Causes of the 1907 Vancouver Riot? (pp 80-83), What Was the Media's Role in the Komagata Maru Incident? (pp 84- 86), Why Did Canada Intern People During the World Wars? (pp 87-93)	Investigate: Why Did Canada Discourage Chinese Immigration and Settlement? [pages 75–79], pages 24– 32; Examine: What Were the Causes of the 1907 Vancouver Riot? [pages 80–83], pages 32–41; Examine: What Was the Media's Role in the Komagata Maru Incident? [pages 84– 86], pages 41–44; Investigate: Why Did Canada Intern People During the World Wars? [pages 87–93], pages 44–54	Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; What Were the Causes of the 1907 Vancouver Riot?: Photos, Maps, and Charts, Videos, Websites; What Was the Media's Role in the Komagata Maru Incident?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Research: Building the CPR, Head Tax, Komagata Maru; Why Did Canada Intern People During the World Wars?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Try It: Internment in Canada
How has Canada's identity been shaped by the immigration of individuals from a wide range of ethnic and cultural backgrounds?			Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; What Were the Causes of the 1907 Vancouver Riot?: Photos, Maps, and Charts, Videos, Websites; What Was the Media's Role in the Komagata Maru Incident?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Research: Building the CPR, Head Tax, Komagata Maru



Content	Student Resource	Eguide Teaching Notes	Website
past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments	Topic 3	Topic 3	Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; What Was the Media's Role in the Komagata Maru Incident?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Why Did Canada Intern People During the World Wars?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; What Was the Media's Role in the Komagata Maru Incident?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Try It: Internment in Canada; Research: Head Tax, Residential Schools, Komagata Maru, Building the CPR
Sample Topics			
historical wrongs against East and South Asian immigrants	Why Did Canada Discourage Chinese Immigration and Settlement? (pp 75-79), What Were the Causes of the 1907 Vancouver Riot? (pp 80-83), What Was the Media's Role in the Komagata Maru Incident? (pp 84- 86), Why Did Canada Intern People During the World Wars? (pp 87-93)	32; Examine: What Were the Causes of the 1907 Vancouver Riot? [pages 80–83], pages 32–41; Examine: What Was the Media's Role in the Komagata Maru Incident? [pages 84–86], pages 41–44; Investigate: Why Did Canada Intern People During the World Wars? [pages 87–93], pages 44–54	Were the Causes of the 1907 Vancouver Riot?: Photos, Maps, and Charts, Videos, Websites; What Was the Media's Role in the Komagata Maru Incident?: Articles, Essays, and



Content	Student Resource	Eguide Teaching Notes	Website
Indian Act	How Have Government Policies Affected First Peoples? (pp 64-74)	Policies	How Have Government Policies Affected First Peoples?: Articles, Essays, and Reports, Videos, Websites; Research: Indian Act
Head Tax on Chinese immigrants	Why Did Canada Discourage Chinese Immigration and Settlement? (pp 75-79)	Discourage Chinese Immigration and Settlement? [pages 75–79], pages 24–	Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Videos; Research: Head Tax
numbered treaties with First Peoples	How Have Government Policies Affected First Peoples? (pp 64-74)	Discussion: What Was the Significance of Confederation for First Peoples? page 14; Check Your Learning #1 [page 74], page 23; Question Box [page 67], page 58	
treatment of Doukhabours	Find Out For Yourself	Find Out For Yourself [page 95], pages 8, 12, 55–56	
1884-85 famine			
1907 Anti-Asian Riots	What Were the Causes of the 1907 Vancouver Riot? (pp 80-83)	Examine: What Were the Causes of the 1907 Vancouver Riot? [pages 80–83], pages 32–41	What Were the Causes of the 1907 Vancouver Riot?: Photos, Maps, and Charts, Videos, Websites; Research: 1907 Vancouver Riot
Japanese and German internments	Why Did Canada Intern People During the World Wars? (pp 87-93)	Investigate: Why Did Canada Intern People During the World Wars? [pages 87–93], pages 44–54	How Have Government Policies Affected First Peoples?: Photos, Maps, and Charts; Why Did Canada Intern People During the World Wars?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Research: WWII Internment in Canada; Try It: Internment in Canada



Content	Student Resource	Eguide Teaching Notes	Website
reduction or relocation of First Nations reserves	How Have Government Policies Affected First Peoples? (pp 64-74)	Question Box [page 67], page 58	How Have Government Policies Affected First Peoples?: Audio, Videos, Websites, Articles, Essays, and Reports, Photos, Maps, and Charts
ethnic minorities denied the vote	Thinking Deeper (p 92)	Thinking Deener (nage 92), nage 50	Why Did Canada Intern People During the World Wars?: Photos, Maps, and Charts; Research: Voting Rights in Canada
Key Questions			
What types of discrimination have immigrants to Canada faced? (e.g., cases of systemic discrimination by local, provincial, and federal levels of government)	Why Did Canada Discourage Chinese Immigration and Settlement? (pp 75-79), What Were the Causes of the 1907 Vancouver Riot? (pp 80-83), What Was the Media's Role in the Komagata Maru Incident? (pp 84- 86), Why Did Canada Intern People	Discourage Chinese Immigration and Settlement? [pages 75–79], pages 24–32; Examine: What Were the Causes of the 1907 Vancouver Riot? [pages 80–83], pages 32–41; Examine: What Was the Media's Role in the Komagata Maru Incident? [pages 84–86], pages 41–44; Investigate: Why Did Canada Intern People During the World Wars? [pages 87–93], pages 44–54	Were the Causes of the 1907 Vancouver Riot?: Photos, Maps, and Charts, Videos, Websites; What Was the Media's Role in the Komagata Maru Incident?: Articles, Essays, and



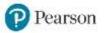
Content	Student Resource	Eguide Teaching Notes	Website
How might Canadian society be different today if exclusionary policies toward immigrants from East and South Asia had not been developed during certain periods of history?			Why Did Canada Discourage Chinese Immigration and Settlement?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; What Were the Causes of the 1907 Vancouver Riot?: Photos, Maps, and Charts, Videos, Websites; What Was the Media's Role in the Komagata Maru Incident?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Research: Building the CPR, Head Tax, Komagata Maru
What effects did residential schools have on First Nations families and communities	pp 68-71, Thinking Deeper (pp 72-73)	Check Your Learning #2 [page 74], page 23; Make Connections #3 [page 79], page 32; Question Box [page 68], page 59; Question Box [page 69, middle], page 60	How Have Government Policies Affected First Peoples?: Audio, Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Research: Residential Schools, Truth and Reconciliation
human rights and responses to discrimination in Canadian society		Topic 3	
Sample Topics			
Canadian Charter of Rights and Freedoms	Thinking Deeper (p 92)	Thinking Deeper [page 92], page 50	
LGBTQ rights and same-sex marriage			
gender equity		Thinking Deeper [page 92], page 50	
racism	p 80, Viewpoints (p 82)	Topic 3; Viewpoints [page 82]; pages 35–37	



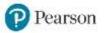
Content	Student Resource	Eguide Teaching Notes	Website
religious freedoms			
freedom of speech			
language rights			
protest movements			
examples of individuals who have fought for change and spoke out against injustice	Thinking Deeper (pp 72-73), Voices into Action (p 74)	Thinking Deeper [page 92], page 50; Voices into Action [page 74], pages 22– 23	
key provisions of the Canadian Charter of Rights and Freedoms		Thinking Deeper [page 92], page 50	
the role of the Charter in establishing equality and fairness for all Canadians (e.g., addressing cases of discrimination)			
levels of government, their main functions, and sources of funding			
Sample Activities			
Distinguish between the different levels of government in Canada: municipal, provincial, territorial, federal			
Summarize the responsibilities of government (e.g., providing and administering services, making laws, collecting and allocating taxes)			
Through role-play, simulation, or case study, examine the election process (e.g., different political parties, voting)			



Content	Student Resource	Eguide Teaching Notes	Website
Sample Topics			
key roles within provincial, territorial, and federal governments in Canada (e.g., premier, prime minister, MLA, MP, speaker, lieutenant governor, governor general; cabinet, senate, government ministries)			
elected and appointed provincial and federal government leaders in Canada (e.g., local MLA and MP, local First Nations leaders, premier of BC, the lieutenant governor of BC, prime minister, governor general)			
Key Question			
Which level of government has the most effect on your daily life?			
resources and economic development in different regions of Canada			
Sample Activties			
Use maps to describe the location of natural resources in Canada in relation to characteristics of physical geography (e.g., fish on the coasts, mineral resources in the Canadian Shield)			

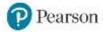


Content	Student Resource	Eguide Teaching Notes	Website
Identify significant natural resources in BC and Canada, including: -fish and marine resources -forests -minerals (e.g., diamonds, gold, asbestos, tin, copper) -energy resources (e.g., natural gas, petroleum, coal, hydro)			
Key Questions			
What natural resources are most important to the economy of your community?			
How has technology affected the discovery, extraction, processing, and marketing of selected natural resources?			
First Peoples land ownership and use			
Sample Topics			
treaties	p 64	Discussion: What Was the Significance of Confederation for First Peoples? page 14; Check Your Learning #1 [page 74], page 23; Question Box [page 67], page 58	
burial grounds			
housing			
hunting and fishing			
land claims disputes	pp 66, 67		



Content	Student Resource	Eguide Teaching Notes	Website
Key Questions			
How do First Peoples balance economic development with traditional uses of the land?			
How fair has BC's treaty process been? Explain your answer.		Discussion: What Was the Significance of Confederation for First Peoples? page 14; Check Your Learning #1 [page 74], page 23; Question Box [page 67], page 58	

Students will have opportunities to develop & practise using these competencies throughout.



## Inquiring Minds: Canadian Issues and Governance From Far and Wide?

Legend			
Big Ideas	Curricular Competencies	Content	Core Competencies
Big Ideas	Student Resource	Eguide Teaching Notes	Website
Canada's policies and treatment of			
minority peoples have negative and			
positive legacies.			
Natural resources continue to shape the			
economy and identity of different regions of			
Canada.			
Immigration and multiculturalism continue	x (main coverage)	x (main coverage)	x (main coverage)
to shape Canadian society and identity.	· · · · · · · · · · · · · · · · · · ·		
Canadian institutions and government			
reflect the challenge of our regional			
diversity.			

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	Reflect on Your Learning, Find Out For Yourself, Inquiry icon pages 101, 108, 121	Mini Inquiry: What Is Canada's Reputation Around the World? [page 101], page 14; Mini Inquiry: How Would You Attract Immigrants to Your Community? [page 108], page 21; Mini Inquiry: How Would You Choose Who Is Invited to Come to Canada? [page 121], page 34	Inquire: How Would You Attract Immigrants to Your Community?; How Would You Choose Who Is Invited to Come to Canada?; What Is Canada's Reputation Around the World?
Key Skills			
State a hypothesis about a selected problem or issue			
Use inference, imagination, and pattern identification to clarify and define a problem or issue		LM 4-1: Why Did They Come to Canada? [pages 96–97], page 9; Literacy Connections, page 10	
Compare a range of points of view on an issue	Viewpoints, pp 106, 125	Toronto: The Most Multicultural City in the World? / Viewpoints on Multiculturalism [pages 105–106], page 18; Viewpoints on: Should Canada Limit or Expand Immigration? [page 125], page 37	



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Summarize information and viewpoints about a problem or issue	Viewpoints, pp 106, 125	Toronto: The Most Multicultural City in the World? / Viewpoints on Multiculturalism [pages 105–106], page 18; Viewpoints on: Should Canada Limit or Expand Immigration? [page 125], page 37	
Use latitude, longitude, and intermediate directions to locate major geographic features in BC and Canada			
Describe a selected place in Canada using both absolute and relative location			
Use keys and legends to interpret maps (e.g., resources, economic activities, transportation routes, capital cities, population)		Caption [page 113], page 48	
Recognize that different types of maps represent particular types of information (e.g., thematic maps show information such as resource distribution; topographic maps show elevation; political maps show provincial boundaries)		Caption [page 113], page 48	How Has Immigration Policy Changed Canada?: Photos, Maps, and Charts
Create maps to represent aspects of a specific place (e.g., economic activity, landforms, and bodies of water), applying keys and legends			
Create and interpret timelines and maps to show the development of political boundaries in Canada (e.g., each province's entry into Confederation, creation of Nunavut)		Caption [page 113], page 48	
Retell a story from an interview (e.g., residential school student, new Canadian, war veteran, Elder)	Find Out For Yourself	Find Out For Yourself [page 127], page 40	
Apply established criteria to compare information sources (e.g., relevance, accuracy, authorship)			



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Apply a variety of strategies to record		Thinking Like aSocial Scientist [pages	11 0.00 1.00
information gathered from sources		98–99], page 12	
Create a bibliography of all sources used		2.1 0	
Use an outline to organize information into a coherent format			
Create a presentation using more than one form of representation (e.g., poster and oral report)	Reflect on Your Learning, Find Out For Yourself	Reflect on Your Learning [page 126], page 5; ADST Activity, Making Sense of a Census, page 25; ADST Activity, Stamp Stories, page 29; Find Out For Yourself [page 127], page 40	
Select ways to clarify a specific problem or issue (e.g., discussion, debate, research, reflection)			
Identify opportunities for civic participation at the school, community, provincial, and national levels			
Individually, or in groups, implement a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in school or community newspaper, petition)			
Develop a plan of action to address a selected problem or issue			
Sample Activity			
Individually, or in groups, design a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in school or community newspaper, petition).			
Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)			



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Sample Activities			11333113
Identify and assess the significance of		ADST Activity: Stamp Stories, page 29	
individuals who have contributed to the			
development of Canada's identity in			
various areas (e.g., the arts, literature,			
science and medicine, government,			
military, exploration, law and order, public			
service)			
Assess the roles of the fur trade, the			
Canadian Pacific Railway, and the gold			
rushes in the development of Canada			
Key Questions			
Which people contributed most to Canada			
becoming an independent country?			
What is the most significant syent in			
What is the most significant event in Canadian history?			
Cariadian flistory:			
Ask questions, corroborate inferences,	Reflect on Your Learning, questions pp	Reflect on Your Learning [page 126], page	
•	106, 109, 125	5; Check Your Learning [page 126], page	
content and origins of a variety of	100, 100, 120	19; Check Your Learning [page 109], page	
sources, including mass media		23; Check Your Learning [page 125], page	
(evidence)		38	
Key Question			
n/a			
Sequence objects, images, and events,	Reflect on Your Learning, Immigration	Reflect on Your Learning [page 126], page	
and recognize the positive and negative		5; How Has Immigration Policy Changed	
aspects of continuities and changes in	711	Canada? [pages 110–120], page 24	
the past and present (continuity and			
change)			
Sample Activity			
Create an annotated timeline, map, or			
other graphic to illustrate selected events			
or periods in the development of Canada			
Key Question			
What are some key differences between			
being a pre-Confederation-Canada citizen			
and being a Canadian citizen today?			



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)			
Key Questions			
n/a			
	Thinking Deeper (p 115), Thinking Likea Social Scientist (p 121), question p 124, Reflect on Your Learning	How Did Western Settlement Affect Métis? / How Did Settlement Affect First Peoples? [pages 115–116], page 27; Is Canada Fair to Everyone Who Wants to Come? [pages 121–125], page 34; Reflect on Your Learning [page 126], page 5	
Sample Activities			
Through role-play, simulations, or letters, present personal perspectives on the challenges faced by immigrants (e.g., climate, language, tolerance for their religion, employment)	Topic opener, pp 98-99	Engage: Making Connections: From Far and Wide? [pages 96–97], page 9	
Examine sources to determine the motivation for historical wrongs against East and South Asian immigrants.			Why Is Immigration Important to Canada?: Videos; How Has Immigration Policy Changed Canada?: Websites; Is Canada Fair to Everyone Who Wants to Come?: Websites
	Le Conside Fair to François	1.0.15:45	
decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)	Is Canada Fair to Everyone Who Wants to Come? (pp 121-125)	Is Canada Fair to Everyone Who Wants to Come? [pages 121–125], page 34	
Sample Topics			
historical wrongs against East and South Asian immigrants			Why Is Immigration Important to Canada?: Videos; How Has Immigration Policy Changed Canada?: Websites; Is Canada Fair to Everyone Who Wants to Come?: Websites



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Indian Act	How Did Settlement Affect First Peoples? (p 116)	How Did Western Settlement Affect Métis? / How Did Settlement Affect First Peoples? [pages 115–116], page 27	
residential school system			
internment of Ukrainians during World War			
internment of Japanese-Canadians during World War II			
turning away of Jewish refugees prior to World War II			
Canada's response to climate change			
Key Questions			
Based on the evidence at the time, was the internment of Japanese people in BC justified? Explain your answer.			
What are the potential consequences of non-sustainable practices in resource use?			
Content	Student Resource	Eguide Teaching Notes	Website
the development and evolution of Canadian identity over time	How Would You Describe Canadian Society Today? (pp 98-106), Thinking Deeper (p 120)	How Would You Describe Canadian Society Today? [pages 98–106], page 12; Food and Cultural Identity [page 120], page 31	
		, · •	
immigration over time	How Would You Describe Canadian Society Today? (pp 98-106), Why Is Immigration Important to Canada? (pp 107-109), How Has Immigration Policy Changed Canada? (pp 110-120)	How Would You Describe Canadian Society Today? [pages 98–106], page 12; Why Is Immigration Important to Canada? [pages 107-109], page 20; How Has Immigration Policy Changed Canada? [pages 110–120], page 24	Why Is Immigration Important to Canada?: Audio, Articles, Essays, and Reports, Websites, Videos, Photos, Maps, and Charts; How Has Immigration Policy Changed Canada?: Articles, Essays, and Reports, Photos, Maps, and Charts, Websites, Videos; Is Canada Fair to Everyone Who Wants to Come?: Videos, Websites; Research: Canadian Immigration Policies, Canadian Multiculturalism Act,

Diversity in Canada, Economic and
Sponsored Immigrants, Ethnic Origin and
Ancestry in Canada, Immigration
Advertising, Immigration Stories, Push and

Pull Factors, Refugees, Settlement of the

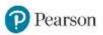
West



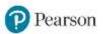
Content	Student Resource	Eguide Teaching Notes	Website
Sample Activities			
Changing government policies about the origin of immigrants and the number allowed to come to Canada	Why Is Immigration Important to Canada? (pp 107-109), How Has Immigration Policy Changed Canada? (pp 110-120)	· ·	How Has Immigration Policy Changed Canada?: Websites, Photos, Maps, and Charts; Research: Canadian Immigration Policies
immigration to BC, including East and South Asian immigration to BC	Immigration timeline (pp 110-111)	Changes in Immigration Policy Since 1867 [pages 110–111], page 24	
the contributions of immigrants to Canada's development (e.g., Chinese railway workers, Sikh loggers, Eastern European farmers, British investors)	How Would You Describe Canadian Society Today? (pp 98-106), Why Is Immigration Important to Canada? (pp 107-109)	How Would You Describe Canadian Society Today? [pages 98–106], page 12; Why Is Immigration Important to Canada? [pages 107-109], page 20	How Has Immigration Policy Changed Canada?: Photos, Maps, and Charts
push and pull factors	pp 100-101	Push Factors and Pull Factors [pages 100–101], page 13	How Would You Describe Canadian Society Today?: Videos; Research: Push and Pull Factors; Engage: Push and Pull Timelines
settlement pattern	Thinking Deeper (p 105), How Has Immigration Policy Changed Canada? (pp 110-120)	Toronto: The Most Multicultural City in the World?/ Viewpoints on Multiculturalism [pages 105–106], page 18; How Has Immigration Policy Changed Canada? [pages 110–120], page 24	How Has Immigration Policy Changed Canada?: Websites; Why Is Immigration Important to Canada?: Websites
growth of cities, provinces, and territories as a result of immigration	How Has Immigration Policy Changed Canada? (pp 110-120)	How Has Immigration Policy Changed Canada? [pages 110–120], page 24	How Would You Describe Canadian Society Today?: Websites
Key Question			
Why did East and South Asians come to BC and Canada, and what challenges did they face?			
How has Canada's identity been shaped by the immigration of individuals from a wide range of ethnic and cultural backgrounds?	How Would You Describe Canadian Society Today? (pp 98-106), How Has Immigration Policy Changed Canada? (pp 110-120)	How Has Immigration Policy Changed Canada? [pages 110–120], page 24	How Would You Describe Canadian Society Today?: Articles, Essays, and Reports; Photos, Maps, and Charts, Websites, Videos; Why Is Immigration Important to Canada?: Videos, Websites; How Has Immigration Policy Changed Canada?: Photos, Maps, and Charts, Websites, Videos



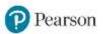
Content	Ctudent Decourse	Cavida Tasahina Natas	Mahaita
Content	Student Resource	Eguide Teaching Notes	Website
past discriminatory government			
policies and actions, such as the Head			
Tax, the Komagata Maru incident,			
residential schools, and internments			
Sample Topics			
historical wrongs against East and South	Immigration timeline (pp 110-111)	Changes in Immigration Policy Since 1867	
Asian immigrants		[pages 110–111], page 24	
Indian Act			
Head Tax on Chinese immigrants	Immigration timeline (pp 110-111)	Changes in Immigration Policy Since 1867	
		[pages 110–111], page 24	
numbered treaties with First Peoples			
treatment of Doukhabours	Immigration timeline (pp 110-111)	Changes in Immigration Policy Since 1867	
		[pages 110–111], page 24	
1884-85 famine	p 112	Who Came First, and Why? [pages	
		112–113], page 24	
1907 Anti-Asian Riots			
Japanese and German internments			
reduction or relocation of First Nations	How Has Immigration Policy Changed	How Has Immigration Policy Changed	
reserves	Canada? (pp 110-120)	Canada? [pages 110–120], page 24	
ethnic minorities denied the vote	Immigration timeline (pp 110-111)	Changes in Immigration Policy Since 1867	
		[pages 110–111], page 24	
Kan One of lane			
Key Questions	Leading Conding (or 440 444)	TOL	
What types of discrimination have	Immigration timeline (pp 110-111)	Changes in Immigration Policy Since 1867	
immigrants to Canada faced? (e.g., cases		[pages 110–111], page 24	
of systemic discrimination by local,			
provincial, and federal levels of			
government)			
How might Canadian society be different			
today if exclusionary policies toward			
immigrants from East and South Asia had			
not been developed during certain periods			
of history?			
What effects did residential schools have			
on First Nations families and communities			
human rights and recognose to	Immigration timeline (pp 110-111)	Changes in Immigration Policy Since 1967	
human rights and responses to		Changes in Immigration Policy Since 1867	
discrimination in Canadian society		[pages 110–111], page 24	



Content	Student Resource	Eguide Teaching Notes	Website
Sample Topics	Ottation (1000a100		Website .
Canadian Charter of Rights and Freedoms	Immigration timeline (pp 110-111)	Changes in Immigration Policy Since 1867 [pages 110–111], page 24	
LGBTQ rights and same-sex marriage			
gender equity			
racism			
religious freedoms			
freedom of speech			
language rights			
protest movements			
examples of individuals who have fought			
for change and spoke out against injustice			
key provisions of the Canadian Charter of Rights and Freedoms			
the role of the Charter in establishing			
equality and fairness for all Canadians			
(e.g., addressing cases of discrimination)			
lovele of government their main			
levels of government, their main functions, and sources of funding			
Sample Activities			
·		T	
Distinguish between the different levels of government in Canada: municipal,			
provincial, territorial, federal			
provincial, territorial, rederal			
Summarize the responsibilities of			
government (e.g., providing and			
administering services, making laws,			
collecting and allocating taxes)			
Through role-play, simulation, or case			
study, examine the election process (e.g.,			
different political parties, voting)			
Sample Topics			
key roles within provincial, territorial, and			
federal governments in Canada (e.g.,			
premier, prime minister, MLA, MP,			
speaker, lieutenant governor, governor			
general; cabinet, senate, government			
ministries)			



Content	Student Resource	Eguide Teaching Notes	Website
elected and appointed provincial and	Student Nesource	Lyuide reacility Notes	AACDSIG
federal government leaders in Canada			
(e.g., local MLA and MP, local First			
Nations leaders, premier of BC, the			
lieutenant governor of BC, prime minister,			
governor general)			
Key Question			
Which level of government has the most			
effect on your daily life?			
resources and economic development			
in different regions of Canada			
Sample Activties			
Use maps to describe the location of			
natural resources in Canada in relation to			
characteristics of physical geography (e.g.,			
fish on the coasts, mineral resources in the			
Canadian Shield)			
Cariadian Silield)			
Identify significant natural resources in BC			
and Canada, including:			
-fish and marine resources			
-forests			
-minerals (e.g., diamonds, gold, asbestos,			
tin, copper)			
-energy resources (e.g., natural gas,			
petroleum, coal, hydro)			
Key Questions			
What natural resources are most important			
to the economy of your community?			
How has technology affected the			
discovery, extraction, processing, and			
marketing of selected natural resources?			
First Peoples land ownership and use	How Has Immigration Policy Changed	How Has Immigration Policy Changed	How Would You Describe Canadian
•	Canada? (pp 110-120)	Canada? [pages 110–120], page 24	Society Today?: Websites; Research:
	,	1 0 1 1 31, 1 1 9 1	Settlement of the West
Sample Topics			
treaties			
burial grounds			
housing			
nousing			



Content	Student Resource	Eguide Teaching Notes	Website
hunting and fishing			
land claims disputes			
Key Questions			
How do First Peoples balance economic development with traditional uses of the land?			
How fair has BC's treaty process been? Explain your answer.			

Core Competencies: Communication; Thinking; Personal & Social
Students will have opportunities to develop
& practise using
these competencies throughout.



## Inquiring Minds: Canadian Issues and Governance Glorious and Free?

Legend					
Big Ideas	Curricular Competencies	Content	Core Competencies		
Big Ideas	Student Resource	Eguide Teaching Notes	Website		
Canada's policies and treatment of minority peoples have negative and positive legacies.					
Natural resources continue to shape the economy and identity of different regions of Canada.					
Immigration and multiculturalism continue to shape Canadian society and identity.					
Canadian institutions and government reflect the challenge of our regional diversity.	x (main coverage)	x (main coverage)	x (main coverage)		
Curricular Competencies	Student Resource	Eguide Teaching Notes	Website		
Use Social Studies inquiry processes	Reflect on Your Learning, Find Out For	Reflect on Your Learning [page 158], p. 6-			
and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	Yourself, Inquiry icon pages 133, 135, 142				
Key Skills					
State a hypothesis about a selected problem or issue		Mini Inquiry: Voting Systems An Independent Inquiry; pp. 28-29			



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use inference, imagination, and pattern identification to clarify and define a problem or issue	Democracy Index, p. 133; Voter Turnout, p. 135	Investigate: Do We Have More Political Freedom Than People in Other Parts of the World? [pages 130–133], pp. 15-17; Mini Inquiry: Voting Systems An Independent Inquiry; pp. 28-29	
Compare a range of points of view on an issue	Viewpoints (pp 142-143)	Mini Inquiry: Voting Systems An Independent Inquiry; pp. 28-29	
Summarize information and viewpoints about a problem or issue	Viewpoints (pp 142-143)	Mini Inquiry: Voting Systems An Independent Inquiry; pp. 28-29	
Use latitude, longitude, and intermediate directions to locate major geographic features in BC and Canada			
Describe a selected place in Canada using both absolute and relative location			
Use keys and legends to interpret maps (e.g., resources, economic activities, transportation routes, capital cities, population)	pp. 133, 146, 147, 148	pp. 19-20 (interpreting Democracy Index map)	
Recognize that different types of maps represent particular types of information (e.g., thematic maps show information such as resource distribution; topographic maps show elevation; political maps show provincial boundaries)			



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Create maps to represent aspects of a specific place (e.g., economic activity, landforms, and bodies of water), applying keys and legends			
Create and interpret timelines and maps to show the development of political boundaries in Canada (e.g., each province's entry into Confederation, creation of Nunavut)			
Retell a story from an interview (e.g., residential school student, new Canadian, war veteran, Elder)			
Apply established criteria to compare information sources (e.g., relevance, accuracy, authorship)	pp. 130-133; p. 135	Investigate: Do We Have More Political Freedom Than People in Other Parts of the World? [pages 130–133], pp. 15-16	
Apply a variety of strategies to record information gathered from sources			
Create a bibliography of all sources used			
Use an outline to organize information into a coherent format			
Create a presentation using more than one form of representation (e.g., poster and oral report)	Reflect on Your Learning, Find Out For Yourself, pp. 158-159	Reflect on Your Learning [page 158], p. 6-8; Find Out for Yourself [page 159], p. 43	



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Select ways to clarify a specific problem or issue (e.g., discussion, debate, research, reflection)			
Identify opportunities for civic participation at the school, community, provincial, and national levels	Reflect on Your Learning, Find Out For Yourself, pp. 158-159	Reflect on Your Learning [page 158], p. 6-8; Find Out for Yourself [page 159], p. 43	
Individually, or in groups, implement a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in school or community newspaper, petition)	Reflect on Your Learning, Find Out For Yourself, pp. 158-159	Reflect on Your Learning [page 158], p. 6-8; Find Out for Yourself [page 159], p. 43	
Develop a plan of action to address a selected problem or issue	Reflect on Your Learning, Find Out For Yourself, pp. 158-159	Reflect on Your Learning [page 158], p. 6-8; Find Out for Yourself [page 159], p. 43	
Sample Activity			
Individually, or in groups, design a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in school or community newspaper, petition).	Reflect on Your Learning, Find Out For Yourself, pp. 158-159	Reflect on Your Learning [page 158], p. 6-8; Find Out for Yourself [page 159], p. 43	
Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)			



Sample Activities			
Identify and assess the significance of			
individuals who have contributed to the			
development of Canada's identity in			
various areas (e.g., the arts, literature,			
science and medicine, government,			
military, exploration, law and order, public			
service)			
Assess the roles of the fur trade, the			
Canadian Pacific Railway, and the gold			
rushes in the development of Canada			
rushes in the development of Canada			
Key Questions			
		Т	
Which people contributed most to Canada			
becoming an independent country?			
What is the most significant event in			
Canadian history?			
Ask questions, corroborate inferences,	Democracy Index, p. 133; Voter Turnout,	Investigate: Do We Have More Political	
and draw conclusions about the	p. 135	Freedom Than People in Other Parts of	
content and origins of a variety of	•	the World? [pages 130–133], pp. 15-17;	
sources, including mass media		Mini Inquiry: Voting Systems	
		An Independent Inquiry; pp. 28-29	
(evidence)		Air independent inquiry, pp. 20-29	



Key Question			
n/a			
11/a			
Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)			
Sample Activity			
Create an annotated timeline, map, or other graphic to illustrate selected events or periods in the development of Canada			
Key Question			
What are some key differences between being a pre-Confederation-Canada citizen and being a Canadian citizen today?			
Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)	Find Out For Yourself, p. 159	p. 43	
Key Questions			
n/a			



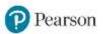
Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Take stakeholders' perspectives on	What Type of System Would Suit	p. 27	Website
issues, developments, or events by	Your Ideas Best?, p. 141; Viewpoints, pp.	p. 21	
making inferences about their beliefs,	142-143		
values, and motivations (perspective)			
raidos, and monvacione (peropositvo)			
Sample Activities			
Through role-play, simulations, or letters,			
present personal perspectives on the			
challenges faced by immigrants (e.g.,			
climate, language, tolerance for their			
religion, employment)			
Examine sources to determine the			
motivation for historical wrongs against			
East and South Asian immigrants.			
Make ethical judgments about events,	Reflect on Your Learning, p. 158	Reflect on Your Learning [page 158], pp.	
decisions, or actions that consider the	<u> </u>	6-8	
conditions of a particular time and			
place, and assess appropriate ways to			
respond (ethical judgment)			
. , , , ,			
Sample Topics			
historical wrongs against East and South			
Asian immigrants			
Indian Act	First Peoples' Governments, p. 150	pp. 17-18 (Background)	
residential school system			
internment of Ukrainians during World			
War I			
internment of Japanese-Canadians during			
World War II			



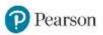
Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
turning away of Jewish refugees prior to World War II			
Canada's response to climate change			
Key Questions			
Based on the evidence at the time, was			
the internment of Japanese people in BC			
justified? Explain your answer.			
What are the potential consequences of			
non-sustainable practices in resource			
use?			
Content	Student Resource	Eguide Teaching Notes	Website
the development and evolution of		J	
Canadian identity over time			
the changing nature of Canadian			
immigration over time			
Sample Activities			
Changing government policies about the			
origin of immigrants and the number			
allowed to come to Canada			
immigration to BC, including East and			
South Asian immigration to BC			
Goddin Atolian mining.			
the contributions of immigrants to			
Canada's development (e.g., Chinese			
railway workers, Sikh loggers, Eastern			
European farmers, British investors)			



Content	Student Resource	Eguide Teaching Notes	Website
push and pull factors	Student Resource	Eguide reaching Notes	Website
pusit and pull factors			
settlement pattern			
growth of cities, provinces, and territories			
as a result of immigration			
as a result of infiningiation			
Key Question			
Why did East and South Asians come to		Ι	Ι
BC and Canada, and what challenges did			
they face?			
they face:			
How has Canada's identity been shaped			
by the immigration of individuals from a			
wide range of ethnic and cultural			
backgrounds?			
baokgrounds:			
past discriminatory government			
policies and actions, such as the Head			
Tax, the Komagata Maru incident,			
residential schools, and internments			
Testaeritiar serieois, and intermitents			
Comple Topics			
Sample Topics			
historical wrongs against East and South			
Asian immigrants			
	F: 4B + 450	17.40 (D. I. I.)	
Indian Act	First Peoples' Governments, p. 150	pp. 17-18 (Background)	
Hand Towner Chinaga imminute			
Head Tax on Chinese immigrants			
Content	Student Resource	Eguide Teaching Notes	Website
numbered treaties with First Peoples	Student Nesource	Liguide reactiffig Notes	Website
treatment of Doukhabours			
1884-85 famine			
1907 Anti-Asian Riots			
Japanese and German internments			
Sapanoso and Soman interminente			
reduction or relocation of First Nations	First Peoples' Governments, pp. 150-152	First Peoples' Governments [page 151–	
reserves	, pp. 100 102	153], pp. 38-39	



Content	Student Resource	Eguide Teaching Notes	Website
ethnic minorities denied the vote	Thinking Deeper, p. 132	pp. 17-18	How Do Canadians Choose Their Government?: Videos, Websites; What Do We Want Our Electoral System to Do?: Articles, Essays, and Reports
Key Questions			
What types of discrimination have immigrants to Canada faced? (e.g., cases of systemic discrimination by local, provincial, and federal levels of government)			
How might Canadian society be different today if exclusionary policies toward immigrants from East and South Asia had not been developed during certain periods of history?			
What effects did residential schools have on First Nations families and communities			
human rights and responses to discrimination in Canadian society			
Sample Topics			
Canadian Charter of Rights and Freedoms			
LGBTQ rights and same-sex marriage			
gender equity			
racism			
religious freedoms			
freedom of speech			
language rights			
protest movements			



Content	Student Resource	Eguide Teaching Notes	Website
examples of individuals who have fought for change and spoke out against injustice			
key provisions of the Canadian Charter of Rights and Freedoms			
the role of the Charter in establishing equality and fairness for all Canadians (e.g., addressing cases of discrimination)			
levels of government, their main functions, and sources of funding	Do We Have More Political Freedom Than People in Other Parts of the World? (pp 130-133), How Do Canadians Choose Their Government? (pp 134-139), What Do We Want Our Electoral System To Do? (pp 140-143), Which Level of Government Affects Us the Most? (pp 144-153), Who is Who and What Do They Do in Canada's Parliament? (pp 154-157)	Do We Have More Political Freedom Than People in Other Parts of the World? [pp 130-133], pp, 15-17; How Do Canadians Choose Their Government? [pp 134-139], pp. 21-22; What Do We Want Our Electoral System To Do? [pp 140-143], pp. 27-29; Which Level of Government Affects Us the Most? [pp 144-153], pp. 31-39; Who is Who and What Do They Do in Canada's Parliament? [pp 154-157], pp. 39-42	Which Level of Government Affects Us the Most?: Audio, Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Who Is Who and What Do They Do in Canada's Parliament?: Audio, Articles, Essays, and Reports, Websites, Videos, Photos, Maps, and Charts; Research: Canada's Parliament, Federal Government, Municipal Governments, Provincial and Territorial Governments, Taxation and Government Spending; Engage: Levels of Government



Content	Student Resource	Eguide Teaching Notes	Website
Sample Activities			
Distinguish between the different levels of government in Canada: municipal, provincial, territorial, federal	Which Level of Government Affects Us the Most? (pp 144-153)	Which Level of Government Affects Us the Most? [pp 144-153)], pp. 31-39	Which Level of Government Affects Us the Most?: Audio, Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Who Is Who and What Do They Do in Canada's Parliament?: Audio, Articles, Essays, and Reports, Websites, Videos, Photos, Maps, and Charts; Research: Canada's Parliament, Federal Government, Municipal Governments, Provincial and Territorial Governments, Engage:  Levels of Government
Summarize the responsibilities of government (e.g., providing and administering services, making laws, collecting and allocating taxes)	Who is Who and What Do They Do in Canada's Parliament? (pp 154-157)	Who is Who and What Do They Do in Canada's Parliament? [pp 154-157], pp. 39-42	Which Level of Government Affects Us the Most?: Audio, Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Who Is Who and What Do They Do in Canada's Parliament?: Audio, Articles, Essays, and Reports, Websites, Videos, Photos, Maps, and Charts; Research: Canada's Parliament, Federal Government, Municipal Governments, Provincial and Territorial Governments, Taxation and Government Spending; Engage: Levels of Government



Content	Student Resource	Eguide Teaching Notes	Website
Through role-play, simulation, or case study, examine the election process (e.g., different political parties, voting)	What Do We Want Our Electoral System To Do? (pp 140-143)	What Do We Want Our Electoral System To Do? [pp 140-143], pp. 27-29;	
Sample Topics			
key roles within provincial, territorial, and federal governments in Canada (e.g., premier, prime minister, MLA, MP, speaker, lieutenant governor, governor general; cabinet, senate, government ministries)	Which Level of Government Affects Us the Most? (pp 144-153), Who is Who and What Do They Do in Canada's Parliament? (pp 154-157)	Which Level of Government Affects Us the Most? [pp 144-153)], pp. 31-39; Who is Who and What Do They Do in Canada's Parliament? [pp 154-157], pp. 39-42	Which Level of Government Affects Us the Most?: Audio, Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Who Is Who and What Do They Do in Canada's Parliament?: Audio, Articles, Essays, and Reports, Websites, Videos, Photos, Maps, and Charts; Research: Canada's Parliament, Federal Government, Municipal Governments, Provincial and Territorial Governments, Taxation and Government Spending; Engage:  Levels of Government

elected and appointed provincial and federal government leaders in Canada (e.g., local MLA and MP, local First Nations leaders, premier of BC, the lieutenant governor of BC, prime minister, governor general)	Which Level of Government Affects Us the Most? (pp 144-153), Who is Who and What Do They Do in Canada's Parliament? (pp 154-157)	Which Level of Government Affects Us the Most? [pp 144-153)], pp. 31-39; Who is Who and What Do They Do in Canada's Parliament? [pp 154-157], pp. 39-42	Which Level of Government Affects Us the Most?: Audio, Articles, Essays, and Reports, Photos, Maps, and Charts, Videos, Websites; Who Is Who and What Do They Do in Canada's Parliament?: Audio, Articles, Essays, and Reports, Websites, Videos, Photos, Maps, and Charts; Research: Canada's Parliament, Federal Government, Municipal Governments, Provincial and Territorial Governments, Taxation and Government Spending; Engage:  Levels of Government
Which level of government has the most effect on your daily life?	Which Level of Government Affects Us the Most? (pp 144-153)	Which Level of Government Affects Us the Most? [pp 144-153)], pp. 31-39;	Which Level of Government Affects Us the Most?: Audio, Articles, Essays, and
enection your daily life?	Allecta Os trie iviost: (pp 144-133)	uie most: [pp 144-133)], pp. 31-38,	Reports, Photos, Maps, and Charts, Videos, Websites; Who Is Who and What Do They Do in Canada's Parliament?: Audio, Articles, Essays, and Reports, Websites, Videos, Photos, Maps, and Charts; Research: Canada's Parliament, Federal Government, Municipal Governments, Provincial and Territorial Governments, Taxation and Government Spending; Engage: Levels of Government
recourses and economic devalor-			Do We Have More Political Freedom Than
resources and economic development in different regions of Canada			People in Other Parts of the World?:  Websites



Content	Student Resource	Eguide Teaching Notes	Website
Sample Activties			
Use maps to describe the location of natural resources in Canada in relation to characteristics of physical geography (e.g., fish on the coasts, mineral resources in the Canadian Shield)			
Identify significant natural resources in BC and Canada, including: -fish and marine resources -forests -minerals (e.g., diamonds, gold, asbestos, tin, copper) -energy resources (e.g., natural gas, petroleum, coal, hydro)			
Key Questions			
What natural resources are most important to the economy of your community?			
How has technology affected the discovery, extraction, processing, and marketing of selected natural resources?			
First Peoples land ownership and use			
Sample Topics			
treaties			
burial grounds			
housing			
hunting and fishing			
land claims disputes			
Key Questions			
How do First Peoples balance economic development with traditional uses of the land?			



Content	Student Resource	Eguide Teaching Notes	Website
How fair has BC's treaty process been?			
Explain your answer.			

Core Competencies: Communication; Thinking; Personal & Social			
Students will have opportunities to			
develop & practise using			
these competencies throughout.			

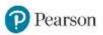
## Inquiring Minds: Canadian Issues and Governance Does Canada Stand on Guard for Thee?

Legend			
Big Ideas	Curricular Competencies	Content	Core Competencies
Big Ideas	Student Resource	Eguide Teaching Notes	Website
Canada's policies and treatment of minority peoples have negative and positive legacies.	X	х	х
Natural resources continue to shape the economy and identity of different regions of Canada.			
Immigration and multiculturalism continue to shape Canadian society and identity.			
Canadian institutions and government reflect the challenge of our regional diversity.	x (main coverage)	x (main coverage)	

Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions		Reflect on your Learning, p. 6;	
Key Skills			
State a hypothesis about a selected problem or issue		Mini-Inquiries, pp. 25, 33, 35	
Use inference, imagination, and pattern identification to clarify and define a problem or issue		Reflect on Your Learning, p. 6 (Ethical Judgement); Student Activity for Thinking Deeper, p. 31; Question Box [page 165, top] response, p. 40;	
Thinking Deeper [pp 178], pp. 27-28; Thinking Deeper: You Decide [page 184], p. 31.	Viewpoints (pp 164, 182)	Why Do We Value Human Rights? [page 164]; p. 14; Should We Limit Free Speech? [page 182], p. 30;	
Summarize information and viewpoints about a problem or issue	Viewpoints (pp 164, 182)	Why Do We Value Human Rights? [page 164]; p. 14; Should We Limit Free Speech? [page 182], p. 30; LM 6-8: Limits to Rights and Freedoms	



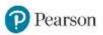
Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Use latitude, longitude, and intermediate directions to locate major geographic features in BC and Canada			
Describe a selected place in Canada using both absolute and relative location			
Use keys and legends to interpret maps (e.g., resources, economic activities, transportation routes, capital cities, population)			
Recognize that different types of maps represent particular types of information (e.g., thematic maps show information such as resource distribution; topographic maps show elevation; political maps show provincial boundaries)			
Create maps to represent aspects of a specific place (e.g., economic activity, landforms, and bodies of water), applying keys and legends			
Create and interpret timelines and maps to show the development of political boundaries in Canada (e.g., each province's entry into Confederation, creation of Nunavut)			
Retell a story from an interview (e.g., residential school student, new Canadian, war veteran, Elder)		Find Out For Yourself [page 191], p. 37; Student Activity for LM 6-1: Coming to Canada Interview Template, p. 10;	
Apply established criteria to compare information sources (e.g., relevance, accuracy, authorship)			
Apply a variety of strategies to record information gathered from sources		Criteria activity, p. 10; ADST ACTIVITY Are the Rights Still Right? [page 161], p. 11	
Create a bibliography of all sources used			
Use an outline to organize information into a coherent format			



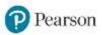
Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Create a presentation using more than one form of representation (e.g., poster and oral report)	Reflect on Your Learning, Find Out For Yourself	Reflect on your Learning, p. 6; Find Out For Yourself [page 191], p. 37; ADST Activity, pp. 19-20; ADST Activity,. pp. 31-32;	
Select ways to clarify a specific problem or issue (e.g., discussion, debate, research, reflection)	Find Out For Yourself	Find Out For Yourself [page 191], p. 37;	
Identify opportunities for civic participation at the school, community, provincial, and national levels	Make Connections [page 189]	ADST Activity, pp. 19-20; ADST Activity, pp. 31-32; Make Connections [page 189], p. 36	
Individually, or in groups, implement a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in school or community newspaper, petition)	Find Out For Yourself	Find Out For Yourself [page 191], p. 37;	
Develop a plan of action to address a	Find Out For Yourself	Find Out For Yourself [page 191], p. 37;	
selected problem or issue	Tilla Gat For Foarsell	i ina out i or i oursen [page 131], p. 37,	
Sample Activity			
Individually, or in groups, design a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in school or community newspaper, petition).	Find Out For Yourself	Find Out For Yourself [page 191], p. 37; ADST Activity,. pp. 31-32;	
Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)			



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Sample Activities			
Identify and assess the significance of individuals who have contributed to the development of Canada's identity in various areas (e.g., the arts, literature, science and medicine, government, military, exploration, law and order, public service)	pp 169, 170, 177, Thinking Deeper (p 178), pp 188-189	Student Activity + LM 6-5: Why Did Canada Change? on p. 18; ADST Activity, pp. 19-20; Protecting Your Charter Rights [pages 177–178] , pp. 27-28	
Assess the roles of the fur trade, the Canadian Pacific Railway, and the gold rushes in the development of Canada			
Key Questions			
Which people contributed most to Canada becoming an independent country?			
What is the most significant event in Canadian history?			
Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)	Make Connections (p 170)	Make Connections [page 170], p. 21	
Key Question			
n/a			
Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)	Better Today Than It Did in the Past?	Reflect on your Learning, p. 6; Does Canada Protect Human Rights Better Today Than It Did in the Past? [pages 167–170], pp. 18-21; Student Activity : How Have the Rights of Indigenous People Shifted Over Time? [pages 172–173], pp. 22-23	
Sample Activity		Fighting for Our Bights Illustrated	
Create an annotated timeline, map, or other graphic to illustrate selected events or periods in the development of Canada		Fighting for Our Rights—Illustrated Timeline [pages 177–178], p. 28	



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Key Question	Ottacht Resource	Eguide Todolling Notes	Hobalte
What are some key differences between being a pre-Confederation-Canada citizen and being a Canadian citizen today?			
Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)	Thinking Deeper (pp 178, 184)	Thinking Deeper [pp 178], pp. 27-28; Thinking Deeper: You Decide [page 184], p. 31	
Key Questions			
n/a			
Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)	Viewpoints (pp 164, 182)	Why Do We Value Human Rights? [page 164]; p. 14; Should We Limit Free Speech? [page 182], p. 30;	
Sample Activities			
Through role-play, simulations, or letters, present personal perspectives on the challenges faced by immigrants (e.g., climate, language, tolerance for their religion, employment)			
Examine sources to determine the motivation for historical wrongs against East and South Asian immigrants.			
Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)	Canada Do Enough to Protect Human Rights? (pp 185-189)	Reflect on Your Learning [page 190], p. 6	



Curricular Competencies	Student Resource	Eguide Teaching Notes	Website
Sample Topics			
historical wrongs against East and			
South Asian immigrants			
Indian Act	Has Canada Done Enough to Respect	Investigate: Has Canada Done Enough	
	the Rights of Indigenous Peoples? (pp	to	
	171-173)	Respect the Rights of First Peoples?	
		[pages 171–173], pp. 21-23	
residential school system	Has Canada Done Enough to Respect		Does Canada Do Enough to Protect
	the Rights of Indigenous Peoples? (pp	to	Human Rights?: Photos, Maps, and
	171-173)	Respect the Rights of First Peoples?	Charts
interpment of Illerainiana during World		[pages 171–173], pp. 21-23	
internment of Ukrainians during World War I			
internment of Japanese-Canadians			
during World War II			
turning away of Jewish refugees prior to			
World War II			
Canada's response to climate change			
Key Questions			
Based on the evidence at the time, was			
the internment of Japanese people in			
BC justified? Explain your answer.			
What are the potential consequences of			
non-sustainable practices in resource			
use?			
Content	Student Resource	Eguide Teaching Notes	Website
the development and evolution of			
Canadian identity over time			
the characters of Oscalian	Г	Г	
the changing nature of Canadian			
immigration over time			
Sample Activities			
Changing government policies about			
the origin of immigrants and the number			
allowed to come to Canada			
immigration to BC, including East and			
South Asian immigration to BC			
3			



Content	Student Resource	Eguide Teaching Notes	Website
the contributions of immigrants to			
Canada's development (e.g., Chinese			
railway workers, Sikh loggers, Eastern			
European farmers, British investors)			
push and pull factors			
settlement pattern			
Settlement pattern			
growth of cities, provinces, and			
territories as a result of immigration			
Key Question			
Why did East and South Asians come			
to BC and Canada, and what			
challenges did they face?			
How has Canada's identity been			
shaped by the immigration of individuals			
from a wide range of ethnic and cultural			
backgrounds?			
past discriminatory government			
policies and actions, such as the			
Head Tax, the Komagata Maru			
incident, residential schools, and			
internments			
Sample Topics			
historical wrongs against East and			
South Asian immigrants			
Indian Act			
Head Tax on Chinese immigrants			
numbered treaties with First Peoples			
treatment of Doukhabours			
1884-85 famine			
1907 Anti-Asian Riots			
Japanese and German internments			
reduction or relocation of First Nations			
reserves			
ethnic minorities denied the vote			



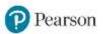
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Content	Student Resource	Eguide Teaching Notes	Website
Key Questions			
What types of discrimination have	Investigate: Does Canada Protect	Investigate: Has Canada Done Enough	
immigrants to Canada faced? (e.g.,	Human Rights Better Today Than It Did		
	in the Past?	Respect the Rights of First Peoples?	
local, provincial, and federal levels of	[pages 167–170]	[pages 171–173], pp. 21-23	
government)			
How might Canadian society be			
different today if exclusionary policies			
toward immigrants from East and South			
Asia had not been developed during			
certain periods of history?			
What effects did residential schools			
have on First Nations families and			
communities			
human rights and responses to	Why Did the UN Create a Declaration of	Why Did the UN Create a Declaration of	Why Did the UN Create a Declaration of
discrimination in Canadian society	Human Rights? (pp 162-166), Does	Human Rights? [pp 162-166], pp. 13-	Human Rights?: Audio, Articles,
	Canada Protect Human Rights Better	16; Does Canada Protect Human	Essays, and Reports, Photos, Maps,
	Today Than It Did in the Past? (pp 167-	Rights Better Today Than It Did in the	and Charts, Videos, Websites; Does
	170), Has Canada Done Enough to	Past? [pp 167-170], pp. 18-21; Has	Canada Protect Human Rights Better
	Respect the Rights of Indigenous	Canada Done Enough to Respect the	Today Than It Did in the Past?: Videos,
	Peoples? (pp 171-173), How Does the	Rights of Indigenous Peoples? [pp 171-	Websites, Articles, Essays, and
	Charter of Rights and Freedoms Protect	173], pp. 21-23; How Does the Charter	Reports, Has Canada Done Enough to
	· · · · · · · · · · · · · · · · · · ·	of Rights and Freedoms Protect	Respect the Rights of First Peoples?:
	Courts Protect Our Charter Rights? (pp	Canadians? [pp 174-176], pp. 23-26;	Videos, Websites, Articles, Essays, and
	177-184), Does Canada Do Enough to	How Do the Courts Protect Our Charter	Reports, Photos, Maps, and Charts;
	Protect Human Rights? (pp 185-186)	Rights? [pp 177-184], p. 27; Does	Does Canada Do Enough to Protect
	(гр. 100)	Canada Do Enough to Protect Human	Human Rights?: Videos, Websites,
		Rights? [pp 185-186], pp/ 33-36	Articles, Essays, and Reports, Photos,
		Triging : [pp 100 100], pp, 00 00	Maps, and Charts; Research:
			Canadian Charter of Rights and
			Freedoms, Convention on the Rights of
			the Child, Declaration on the Rights of
			Indigenous Peoples (UNDRIP),
			Equality, Human Rights, Human Rights
			in Canada, Language Rights in Canada
			Rights and Freedoms in the Courts, The
			Holocaust, The United Nations,
			Universal Declaration of Human Rights
			(UDHR)



Content	Student Resource	Eguide Teaching Notes	Website
Sample Topics		<u> </u>	
Canadian Charter of Rights and Freedoms	How Does the Charter of Rights and Freedoms Protect Canadians? (pp 174-176), How Do the Courts Protect Our Charter Rights? (pp 177-184),	How Does the Charter of Rights and Freedoms Protect Canadians? [pp 174- 176], pp. 23-26; How Do the Courts Protect Our Charter Rights? [pp 177- 184], . 27	How Does the Charter of Rights and Freedoms Protect Canadians?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos; How Do the Courts Protect Our Charter Rights?: Videos; Research: Canadian Charter of Rights and Freedoms
LGBTQ rights and same-sex marriage	Thinking Deeper (pp 178, 184)	Thinking Deeper [pp 178], pp. 27-28; Thinking Deeper: You Decide [page 184], p. 31	How Does the Charter of Rights and Freedoms Protect Canadians?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos; How Do the Courts Protect Our Charter Rights?: Videos; Research: Canadian Charter of Rights and Freedoms
gender equity	Thinking Deeper (pp 186-187)	Mini-Inquiry, pp. 33-34	How Does the Charter of Rights and Freedoms Protect Canadians?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos; How Do the Courts Protect Our Charter Rights?: Videos; Research: Canadian Charter of Rights and Freedoms
racism	Viola Desmond, p. 169; Respect for the Rights of First Peoples, pp. 171 172; Investigate: Has Canada Done Enough to Respect the Rights of First Peoples? [pages 171–173]	Investigate: Has Canada Done Enough to Respect the Rights of First Peoples? [pages 171–173], pp. 21-23	How Does the Charter of Rights and Freedoms Protect Canadians?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos; How Do the Courts Protect Our Charter Rights?: Videos; Research: Canadian Charter of Rights and Freedoms
religious freedoms			How Does the Charter of Rights and Freedoms Protect Canadians?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos; How Do the Courts Protect Our Charter Rights?: Videos; Research: Canadian Charter of Rights and Freedoms



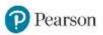
Content	Student Resource	Eguide Teaching Notes	Website
freedom of speech	pp 174, 181, Viewpoints (p 182), Thinking Like a Lawyer (p 183), Thinking Deeper (p 184)	Examine: Are There Limits to Our Rights and Freedoms? [pages 179–184], p. 29-30 (speech); Student Activity Thinking Deeper: You Decide [page 184]; p. 31	How Does the Charter of Rights and Freedoms Protect Canadians?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos; How Do the Courts Protect Our Charter Rights?: Videos; Research: Canadian Charter of Rights and Freedoms
language rights	pp 165, 175, 176	What Are Language Rights? [page 176], pp. 24-25	How Does the Charter of Rights and Freedoms Protect Canadians?: Articles, Essays, and Reports, Photos, Maps, and Charts, Videos; How Do the Courts Protect Our Charter Rights?: Videos; Research: Canadian Charter of Rights and Freedoms
protest movements	pp 169, 173, 177, 181, 183	Does Canada Protect Human Rights Better Today Than It Did in the Past? [pp 167-170], pp. 18-21; p. 30, 38	
examples of individuals who have fought for change and spoke out against injustice	pp 170, 177, 178	Student Activity + LM 6-5: Why Did Canada Change? on p. 18; ADST Activity, pp. 19-20; Protecting Your Charter Rights [pages 177–178] , pp. 27-28	
key provisions of the Canadian Charter of Rights and Freedoms	How Does the Charter of Rights and Freedoms Protect Canadians? (pp 174- 176), How Do the Courts Protect Our Charter Rights? (pp 177-184)	How Does the Charter of Rights and Freedoms Protect Canadians? [pp 174-176], pp. 23-25; How Do the Courts Protect Our Charter Rights? [pp 177-184]; pp. 27-33.	
the role of the Charter in establishing equality and fairness for all Canadians (e.g., addressing cases of discrimination)	How Does the Charter of Rights and Freedoms Protect Canadians? (pp 174- 176), How Do the Courts Protect Our Charter Rights? (pp 177-184)	How Does the Charter of Rights and Freedoms Protect Canadians? [pp 174-176], pp. 23-25; How Do the Courts Protect Our Charter Rights? [pp 177-184]; pp. 27-33.	



Content	Student Resource	Eguide Teaching Notes	Website
levels of government, their main			
functions, and sources of funding			
Sample Activities			
Distinguish between the different levels			
of government in Canada: municipal,			
provincial, territorial, federal			
provincial, territorial, rederal			
Summarize the responsibilities of			
government (e.g., providing and			
administering services, making laws,			
collecting and allocating taxes)			
Through role-play, simulation, or case			
study, examine the election process			
(e.g., different political parties, voting)			
0 1 7 :			
Sample Topics			
key roles within provincial, territorial,			
and federal governments in Canada			
(e.g., premier, prime minister, MLA, MP,			
speaker, lieutenant governor, governor general; cabinet, senate, government			
ministries)			
elected and appointed provincial and			
federal government leaders in Canada			
(e.g., local MLA and MP, local First			
Nations leaders, premier of BC, the			
lieutenant governor of BC, prime			
minister, governor general)			
Key Question			
Which level of government has the			
most effect on your daily life?			



Content	Student Resource	Eguide Teaching Notes	Website
resources and economic			
development in different regions of			
Canada			
Sample Activties			
Use maps to describe the location of			
natural resources in Canada in relation			
to characteristics of physical geography			
(e.g., fish on the coasts, mineral			
resources in the Canadian Shield)			
Identify cignificant natural resources in			
Identify significant natural resources in BC and Canada, including:			
-fish and marine resources			
-forests			
-minerals (e.g., diamonds, gold,			
asbestos, tin, copper)			
-energy resources (e.g., natural gas,			
petroleum, coal, hydro)			
Key Questions			
What natural resources are most			
important to the economy of your			
community?			
How has technology affected the			
discovery, extraction, processing, and			
marketing of selected natural			
resources?			
First Peoples land ownership and			
use			
Sample Topics			
treaties			
burial grounds			
housing			
hunting and fishing			
land claims disputes			
Key Questions			
How do First Peoples balance			
economic development with traditional			
uses of the land?			
How fair has BC's treaty process been?			
Explain your answer.			



Core Competencies: Communication; Thinking; Personal & Social
Students will have opportunities to
develop & practise using
these competencies throughout.

