

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Sixth Grade Social Studies Course.

Sixth Grade Unit 8 – “Canada Today”

Elaborated Unit Focus

This unit will focus on modern Canada. **Conflict and change** will be studied as students analyze Quebec’s independence movement. The theme of **culture** will be examined as students describe the influence of the French and English on the languages and religions of Canada. The theme of **governance** will be a unit focus as students determine the system of government found in Canada

Standards/Elements

SS6H4 The student will describe the impact of European contact on Canada.

- a. Describe the influence of the French and the English on the language and religion of Canada.
- b. Explain how Canada became an independent nation.

SS6H5 The student will analyze important contemporary issues in Canada.

- a. Describe Quebec’s independence movement.

SS6CG1 The student will compare and contrast various forms of government.

- a. Describe the ways government systems distribute power: unitary, confederation, and federal.
- b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
- c. Describe the two predominate forms of democratic governments: parliamentary and presidential.

SS6CG3 The student will explain the structure of the national government of Canada.

- a. Describe the structure of the Canadian government as a constitutional monarchy, a parliamentary democracy, and a federation, distinguishing the role of the citizen in terms of voting and personal freedoms.

Enduring Understandings/Essential Questions

The student will understand that when there is conflict between or within societies, change is the result.

- Why does Quebec want independence?
- What conflicts have occurred because of Quebec’s independence movement?
- Why hasn’t Quebec been granted independence?
- What changes in Canada could occur if Quebec is granted independence?

The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

- What type of government systems exists in Canada?
- Who is the leader of Canada and what is his or her title?
- What is the role of the legislature?
- What role does the citizen have as a participant in Canada’s government?

The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

- How have the French and English influenced the languages and religions of Canada?

*Note: Evidence for student mastery of standards should include a balance of selected response, essay, performance assessment or communication-based assessment yielding clear evidence for mastery of state standards. (Rick Stiggins, 2004)

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
<p>The teacher gives background knowledge of the Quebec independence movement. http://www.quebecoislibre.org/020511-10.htm http://www.answers.com/topic/quebec-sovereignty-movement</p> <p>After a class discussion about the pros and cons of independence for Quebec, the students will write a letter to the editor of a Canadian newspaper. Students will express their opinions on whether Quebec should be independent or not. Students should include reasons for their opinion as well as background information regarding the independence movement. Conflicts which have existed between the French-speaking and English-speaking residents regarding independence should be included.</p>	SS6H5a	*Constructed Response *Dialogue/Discussion
<p>The teacher will provide information about the government of <u>Canada</u> using resources in the classroom as well as the student text. The students will then complete the graphic organizer</p>	SS6CG3a	*Constructed Response *Dialogue/Discussion *Observation
<p><i>If this generic standard that review forms of government has not yet been taught, it is STRONGLY recommended that this activity be used in this unit:</i></p> <p>Students will be divided into groups focused on the following topics: (1) How governments distribute power, (2) How citizens participate in government, and (3) Main forms of democratic governments. Student groups will conduct research on the ways in which governments (unitary, confederation, federal) distribute power, how citizens participate in government (autocratic, oligarchic, and democratic), and forms of democratic government (parliamentary and presidential). Student groups will give an oral presentation (or participate in a debate), and record their learning in a graphic organizer.</p>	SS6CG1a,b,c	Dialogue Discussion Observation Self-Assessment
<p>Students should complete an end of unit assessment which may include matching, multiple choice, fill-in the blank, short answer, and essay.</p>	SS6H4a,b SS6H5a SS6CG1a,b,c SS6CG3a	

Sample Performance Task

CULTURE: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

MOVEMENT and MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.

TIME, CHANGE, and CONTINUITY: The student will understand that while change occurs over time, there is continuity to the basic structure of that society.

You will develop a cultural report of either French or British involvement in Canadian history (from exploration to present times). Highlight traditions, customs, and religions of either the English or French-speaking areas of Canada. Lastly, explain why Canada has two official languages, how Canada became independent and why Quebec desires independence. The report should include each of the following items and students should trace either the French or English involvement in Canadian history.

- **Analyze French or English Canadian customs (practices) and explain how these practices were shaped by the religion, beliefs, traditions, and government of that society.**
- **Explain, in detail, how England or France colonized Canada.** (Include: 1. The areas they claimed, 2. The impact they made on Canada or what they hoped to acquire (other than land) for their country.)
- **Analyze continuing French and English conflicts in Canada.** (Include: What tensions developed between French and English Canadians in Quebec and what eventually came of this conflict? How did the Quebec Act contribute to conflict between the English and French and bring change.)
- **Analyze Canada’s journey towards national independence.** (Include: 1. Tensions that proceeded Canada becoming independent, 2. Two primary actions taken by British Parliament to relieve tensions, 3. The British North America Act, and 4. Canada’s Independence and Canada Day. 5. Analyze why nations want independence and are willing to go to war to gain independence.)

Map and Globe Skills:
6,7,8,11,12

Information Processing Skills:
2,3,5,6,7,9,11

***Note concerning rubrics:** Each performance task is accompanied by two rubrics: a content rubric and a product rubric. The content rubric is designed to measure how well a student can use the standards to demonstrate the enduring understanding(s). The second rubric focuses on the product of the performance task. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is intended that the CONTENT rubric is weighed more heavily when assigning a grade to the students.

Rubric for Performance Task

Content Rubric

Scale	1	2	3	4
Criteria	Below Standard	Needs Work	Meets Standard	Exceeds Standard
Analyze modern French or English Canadian customs (practices).	Does not accurately analyze modern customs.	Accurately analyzes modern customs.	Accurately analyzes modern customs and explains how they were shaped by the religion, beliefs, traditions, and government of that society.	In addition to everything in meets standard, also draws correlations between the French and English Canadian traditional practices and modern customs.
Analyze French or English Canadian customs (practices).	Does not accurately analyze customs.	Accurately analyzes customs.	Accurately analyzes customs and explains how they were shaped by the religion, beliefs, traditions, and government of that society.	In addition to everything in meets standard, also draws correlations between the French and English Canadian practices and customs.
Identify the causes and results of the escalation of tensions between French and English Canadians in Quebec.	Does not accurately identify the causes or results.	Accurately identifies the causes or results.	Accurately identifies the causes and explains the results.	In addition to everything in “meets standard,” also draws correlations between the continual conflicts between the French and English Canadians over land, resources, power and cultures today and provides possible solutions.
Analyze Canada’s journey towards national independence.	Accurately analyze less than two of the criteria.	Accurately analyzes three of the criteria.	Accurately analyzes all four of the criteria.	In addition to everything in “meets standard”; also analyzes why nations want independence and are willing to go to war to gain independence.

Product Rubric

Scale	1	2	3	4
Criteria	Below Standard	Needs Work	Meets Standard	Exceeds Standard
Organization	Document is not together in one piece, illegible and missing pages (such as the title page or the table of contents).	The report is in one piece but is not neatly written. The document is missing parts such as the title page or the table of contents.	The report is neatly written or typed. Entire document together in one piece.	Report is neat and legible. The report includes a cover page. A correct table of contents is included. Entire report is together as one document.
Mechanics	The text has more than 10 spelling and grammatical errors.	The text has between 6-10 spelling and grammatical errors.	The text has 1-5 grammatical and spelling errors.	The text is free of grammatical and spelling errors.

Sample Performance Task

CONFLICT AND CHANGE: The student will understand that when there is conflict between or within societies, change is the result.

CULTURE: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

HUMAN ENVIRONMENTAL INTERACTION: The student will understand that humans, their society, and the environment affect each other.

LOCATION: The student will understand that location affects a society's economy, culture, and development.

MOVEMENT/MIGRATION: The student will understand that movement or migration of people and ideas affects all societies involved.

TIME, CHANGE, CONTINUTY: The student will understand that while change occurs over time, there is continuity to the basic structure of that society.

You have been asked to be a story teller at the elementary school near your middle school. The students there are learning about the indigenous peoples of Canada and would like to have a comparison to people in other parts of the world that have been studied this year (Latin America and the Caribbean). The sixth grade students with the most informative and interesting stories will be invited to tell their story at the elementary school. You may present your story as an illustrated story book, a documentary movie, a cartoon script, Web page, PowerPoint, Photo story, display board, or an oral story with pictures or artifacts that you show as you tell the story. Your story must include the following elements of the indigenous people you select:

- ✓ Their origin and where they live now
- ✓ Their basic beliefs
- ✓ Arts and traditions
- ✓ Their encounters with the Europeans
- ✓ How their lives were affected by European colonists
- ✓ Problems they face today in the modern world

The most important factors in your presentation are the relationship to all of the themes/concepts listed above: (CONFLICT AND CHANGE, CULTURE, HUMAN ENVIRONMENTAL INTERACTION, LOCATION, MOVEMENT AND MIGRATION, and TIME, CHANGE, CONTINUITY.)

Your teacher may allow you to choose which cultural group to prepare for or they may assign you to one of these cultural groups.

Map and Globe Skills:

Information Processing Skills:

1, 5, 6, 11, 15, 16

***Note concerning rubrics:** Each performance task is accompanied by two rubrics: a content rubric and a product rubric. The content rubric is designed to measure how well a student can use the standards to demonstrate the enduring understanding(s). The second rubric focuses on the product of the performance task. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is intended that the CONTENT rubric is weighed more heavily when assigning a grade to the students.

Content Rubric for Performance Task

	Does Not Meet	Not There Yet	Meets	Exceeds
Traces the origin of the cultural group.	Does not tell where the group lives or where they originated.	Describes where the group lives now OR where they are from but not both.	Describes where the group is originally from and how they came to their current location.	In addition to the prior info the journey is described with details such as means of transportation.
Describes and gives examples of the cultural beliefs and traditions.	Describes the group’s beliefs and traditions without giving specific examples.	Gives examples of the group’s traditions and beliefs without explaining there meanings.	Describes the group’s creation, stories, art, music, and other traditions giving specific examples.	Provides multiple examples for each cultural belief and tradition required to meet expectation.
Analyzes the impact of Europeans (i.e. weapons and diseases) on the cultural group.	Describes the historical events of the arrival of the Europeans without describing the conflict or the effects on the populations.	Explains the conflict between the Europeans and the native group without evaluating the effects on the populations.	Explains the impact of Europeans on the culture groups and uses statistics to document the effects on the population.	In addition to explain population statistical changes the story compares the experiences to other indigenous groups in the world.
Analyzes how the culture group has encountered conflict which has resulted in change.	Does not show how conflict and change has impacted the culture.	Shows either conflict or change and its impact on the culture.	Shows examples of conflicts experienced by culture group and how the society has changed as a result of those conflicts.	As well as “meets standard”: Compares and contrasts the changes made in the culture group with changes in other culture groups that have faced conflict in their past.
Analyzes how the culture is a product of their religion, beliefs, customs, traditions and government.	Does not show how the culture is a product of their religion, beliefs, customs, traditions and government.	Shows that the culture is a product of their religion, beliefs, customs, traditions and government, but not all of them.	Shows that the culture is a product of their religion, beliefs, customs, traditions and government.	As well as “meets standard” Compares and contrasts the religion, beliefs, customs, traditions and government of their group to another cultural group.
Understand how the environment and their culture affect each other.	Does not show how the environment and their culture affect each other.	Shows how the environment affects the culture or how the culture affects the environment, but not both.	Shows how the environment and their culture affect each other.	As well as “meets standard” Compares and contrasts human environmental interaction of this cultural group to another cultural group.

<p>Analyzes how location has impacted the culture’s development.</p>	<p>Does not show how location has impacted the culture’s development.</p>	<p>Shows the location of the culture, but does not show the impact.</p>	<p>Shows how location has impacted the culture’s development.</p>	<p>As well as “meets standard” Compares and contrasts the location and impact of this cultural group to another.</p>
<p>Analyzes how the movement and migration of people and ideas have impacted the culture.</p>	<p>Does not show how movement and migration of people and ideas have impacted the culture.</p>	<p>Shows movement and migration, but does not show impact upon the culture.</p>	<p>Shows how movement and migration of people and ideas have impacted the culture.</p>	<p>As well as “meets standard” Compares and contrasts movement and migration of this cultural group to another or explains how the movement and migration of their culture impacted another culture.</p>
<p>Analyzes how the culture group has adapted to change over time yet in some aspects continues to maintain traditions through time.</p>	<p>Does not show how the culture has adapted and changed over time.</p>	<p>Shows time, change and continuity, but does not show how it has impacted the culture.</p>	<p>Shows how time, change and continuity has impacted the culture.</p>	<p>As well as “meets standard” Compares and contrasts time, change and continuity of this cultural group to another.</p>

Product Rubric

Scale	1	2	3	4
Criteria	Below Expectation	Needs Improvement	Meets Expectation	Exceeds Expectation
<i>Students produce a product that is attractive.</i>	Use of font, color, graphics, effects, etc., but these often distract from the presentation of content.	Makes use of font, color, graphics, effects, etc., but occasionally these detract from the presentation of content.	Makes good use of font, color, graphics, effects etc. to enhance the presentation. A visual representation of the idea/innovation is included.	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.
<i>Students produce a product that is organized.</i>	There was no clear or logical organizational structure, just lots of facts.	Content is logically organized for the most part.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is well organized using headings or bulleted lists to group related material.
<i>Students produce a product that exhibits proper mechanics.</i>	More than 4 errors are spelling or grammar.	Four misspellings and/or grammatical errors.	Three or fewer misspellings and/or grammatical errors.	No misspellings or grammatical errors.

Resources for Unit

CIA World Fact book
[Canada](#)

[Government of Canada](#)

[Mini-lessons on Great Lakes topics - Teach GLIN](#)
[Great Lakes Questions and Answers – \(Teach GLIN\)](#)

United Streaming Videos:
<http://streaming.discoveryeducation.com/index.cfm>

Canada: Land of Diversity
 Geography of Canada
 North America: Land and Resources

Natural Resources:
http://www.cln.org/subjects/can-geog_cur.html

Quebec- Independence Movement
<http://www.quebecoislibre.org/020511-10.htm>
<http://www.answers.com/topic/quebec-sovereignty-movement>

**This unit was created by Pam Knauer, Shaun Owen, and Kelly Schollaert with additional input from the GaDOE Social Studies staff and the Social Studies Advisory Council.*

**This unit was revised and updated on 8/23/08 by Helen Bouboulis, Phylis Major, William Rakosnik, Michel Satterfield, Kelly Schollaert, Phillip Young with additional input from the GaDOE Social Studies staff and the Social Studies Advisory Council.*

Canada's Government

	Constitutional Monarchy	Parliamentary Democracy	Federation
Distribution of Power			
Role of the Legislature			
Role of the Citizen in selecting leaders			
Level of personal freedoms			