**Grade 5 Enriched Understanding in Social Studies**

**IN5.1 – Aboriginal Heritage of Canada**

* Research a traditional narrative that deals with origins, relationships with the environment or spirituality of First Nations and the Inuit People.
  + Create a **picture book** that includes a similar concept of the traditional narrative keeping the central idea the same.
  + Need to fill out a graphic organizer before developing traditional narrative
    - Title, characters, settings, plot,
  + Read or present to a specific classroom (K,1,2)
  + Bind and laminate the front and back of the book

**IN5.2 – Evolution of Canada as a Multicultural Nation**

* Choose a town in Canada, using history books, internet, interviews and other sources students will report the historic origin of that town.
  + Power point
  + Origin of that towns name
  + Immigration trends past and present
  + How that town accommodates its immigrants
  + Types of cultural backgrounds
  + Visual representation of country they came from

**DR5.1** **– Relationship of people and land**

* Creating a coat of arms for 1 of the 6 regions.
  + Research examples of coat of arms in Canada.
  + Use the information you’ve obtained about that region
  + Explanation about each component in your coat of arms.

**DR5.2** – **Environment impact on People in Canada**

* Clear cutting British Columbia – what is the environmental impact
  + How does it affect nature, air quality, future generations, weather patterns, pollution, employment and erosion?
  + Concept web – student will write about each topic on the computer, print them off and glue onto poster page.

**DR5.3** – **European Influence prior to Confederation**

* Create a historical timeline outlining European influence on Pre-Confederation Canadian society
  + Use the timeline to create a story map using both pictures and words.
  + Include:
    - Explorers, First Nations
    - French Rule and British Rule
    - Acadians
    - Fur Trade
    - Loyalists

**PA5.1** – **Canada’s Political Evolution**

* How does the charter of rights and freedoms of 1982 impact you as a Canadian citizen today
  + Charter of rights and freedoms – online copy
  + Expository report

**PA5.2** **– Governance Structures**

* You live on a secluded island with a mixed population of 200 people. You have been instructed to develop a governance system to maintain order and structure within the population living on the island.
  + Visually represent the hierarchy order of your governance system
  + Label and explain the role of each member within the system
  + Be prepared to present your governance system with the class and answer questions that may arise among the population and how those problems would be solved

**PA5.3** – **Treaty Relationships**

* Do you think that the spirit and intent of the treaty promises have been fulfilled
  + Support your opinion in the form of a persuasive letter written to the Canadian Government
    - Support opinions with evidence

**RW5.1** – **Sustainable management of the environment**

* You have been given the task of devising a way to safely dispose of harmful toxic wastes.
  + Plan of action – represent through words and illustrations
  + Environmental implications, landscape, habitation
  + What would be the cost of this all – realistic
  + Future implications

**RW5.2** – **Economic Changes in Canada**

* How will you choose your career based on your predictions on Canada’s Economic future
  + What you will need to consider:
    - Research Canada’s main sources of revenue
    - Region specific population
    - Future of technology
    - Availability of non-renewable resources
    - Changes in industries
    - Location
  + Interview (flip camera) – answer questions that relate to things to consider
    - Reconsider your decision based on peer and teacher input