**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