



Social Studies and History

Grades 1 to 7

Ontario Curriculum 2013

“Social Studies instruction engages students in thinking about ideas, concepts, people, places, events and facts.” Mike Yell

This revised curriculum is an inquiry process using Critical Thinking Skills. It develops students’ understanding of who they are, where they come from, where they belong, and how they contribute to the society in which they live.

The Inquiry Process

Consists of five components

1. formulating questions
2. gathering and organizing information, evidence and/or data
3. interpreting and analysing information evidence and/or data
4. evaluating information, evidence and/or data and drawing conclusions
5. communicating findings

Formulate Questions related to the applicable overall expectation in order to identify the focus of the inquiry.

Collect and Organize relevant data, evidence, and/or information from primary and secondary sources and/or field studies.

Interpret and analyse the data, evidence and information using different types of graphic organizers as appropriate.

Evaluate and draw conclusions, synthesize data, evidence, and/or information, and make informed critical judgements based on that data, evidence, and/or information.

Communicate judgements, decisions, conclusions, predictions, and/or plans of action clearly and logically.

Historic Walk Through Rural Simcoe County

Tents will be set up in this order:

First Nations, Metis, Pioneer Settlement, Present Day and Future

Grade 1 **Present Day**

Where does your family go to buy food?

What might happen if the store (farmers, market, farm) were no longer there?

Grade 2 **First Nations**

Why were First Nations people unable to have pow wows at one time?

What reaction did First Nations people have to this law?

What First Nations lived on this land before your community was established?

How can we show that on a map?

Grade 3 **First Nations**

Describe some of the similarities and differences in various aspects of everyday life (e.g., housing, clothing, food, spiritual/religious practices, work, recreation, the role of children) of selected groups living in Canada between 1780 and 1850. (e.g., First Nations, Metis, farmers.)

What were some differences in the ways First Nations and settlers viewed childhood.

What types of challenges were particular to First Nations people?

Why did the settlers depend on First Nations medicine?

Identify the First Nations communities that lived in Simcoe County.

Describe some key aspects of life in First Nation communities during 1780 – 1850 including the roles of men, women, and children with reference to diet, how food was

obtained, clothing, housing, recreation, education, the division of labour between men, women and children.

What natural resources are available in the local First Nations community?

Where is the nearest reserve community located?

Grade 3 **Metis**

Describe some of the similarities and differences in various aspects of everyday life (e.g., housing, clothing, food, spiritual/religious practices, work, recreation, the role of children) of selected groups living in Canada between 1780 and 1850. (e.g., First Nations, Metis, farmers.)

Who are the Metis? How are they different from First Nations? What are some ways in which both groups have contributed to Canadian identity?

Identify the Metis communities that lived in Simcoe County.

Describe some key aspects of life in Metis communities during 1780 – 1850 including the roles of men, women and children with reference to diet, how food was obtained, clothing, housing, recreation, education, the division of labour between men, women and children.

Grade 3 **Pioneer Settlement**

Describe some of the similarities and differences in various aspects of everyday life (e.g., housing, clothing, food, spiritual/religious practices, work, recreation, the role of children) of selected groups living in Canada between 1780 and 1850. (e.g., Pioneers)

What were some differences in the way First Nations and Settlers viewed childhood?

What are the main differences between your day to day life and the life of a child living in Upper Canada in 1800?

Where did people get their water? How did they light and heat their homes?

What was the life like of a farmer in Upper Canada? (Describe)

What challenges faced settlers living far from towns?

What do the journals of Elizabeth Simcoe and other settlers tell us about settlers' dependence on First Nations medicine?

Describe some key aspects of life in Pioneer Communities during 1780 – 1850 including the roles of men, women, and children with reference to diet, how food was obtained,

clothing, housing, recreation, education, the division of labour between men, women and children.

Grade 3 **Present Day**

What are the main differences between your day to day life and the life of a child living in Upper Canada in 1800?

Where do people today get their water? How do they light and heat their homes?

What county is our community in? What are some of the responsibilities of a municipality?

Describe major types of land use e.g., agriculture – how it provides us with a variety of food for local consumption and export.

Grade 3 **Future**

What types of development might result in water pollution?

What criteria might you use to judge the impact of land use?

Grade 4 **First Nations**

What is the social organization in a matriarchal First Nations society?

What impact did the First Nations Civilization have on its environment?

What did creation stories of a local First Nation tell you about their traditional relationship with the land and with all living things?

What were the reasons behind some of the treaties between various First Nations in the Americas prior to European contact?

Interview a First Nations person – how do they feel about environmental stewardship?

Grade 4 **Present Day**

What farming techniques used by ancient people are still practised by Canadian farmers?

Grade 5 **First Nations**

What are some First Nations items that were adopted by Europeans?

In what ways might the TEK (Traditional Ecological Knowledge) of today's First Nations be relevant to an environmental issue such as climate change?

What is the jurisdiction of a band council?

Grade 5 **Pioneer Settlement**

Why did early settlers rely on the TEK (Traditional Ecological Knowledge) of First Nations people?

Grade 6 **First Nations**

What are some of the actions that have been taken by First Nations individuals or organizations to improve the status of First Nations people in Canada?

Formulate questions to guide investigations into different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada (e.g., the development of the reserve system from the perspective of First Nations, European settlers).

Identify various types of communities that have contributed to the development of Canada. e.g. First Nations

Grade 6 **Metis**

Identify various types of communities that have contributed to the development of Canada. e.g., Metis

Grade 7 **First Nations**

What social attitudes were reflected in the forced removal of First Nations communities on the arrival of Loyalists or European immigrants?

Analyse some of the challenges facing First Nations people with continuing competition for land and resources and ways in which people responded to those challenges.

Analyse the displacement experienced by First Nations from the loss of territory due to increased settlement.

Grade 7 **Metis**

What social attitudes were reflected in the forced removal of Metis communities on the arrival of Loyalists or European immigrants?

Analyse some of the challenges facing Metis people with continuing competition for land and resources and ways in which people respond to those challenges

Analyse the displacement experienced by the Metis from the loss of territory due to increased settlement.

Grade 7 **Pioneer Settlement**

Analyse some of the challenges facing settlers with continuing competition for land and resources and ways in which people respond to those challenges.

What were some of the challenges new immigrants faced on arriving in Canada? What were some responses to those challenges?

Grade 7 **War of 1812**

Analyse the displacement experience by various groups who were living on or who came to Canada between 1800 and 1850. e.g., displacements resulting from damage to property during the War of 1812.

Formulate questions to guide investigations into perspectives of different groups on some significant events developments, and/or issues that affected Canada and/or Canadians. e.g., the War of 1812

What was the reaction of different groups to the call to arms in 1812?

On a map locate major battles of 1812.

What types of maps might you use to gather information on immigrants entering Canada? When you examine this map, what do you notice about the location of the main battles of the War of 1812?

Identify factors leading to some key events and/or trends that occurred in and/or affected Canada like the War of 1812 and describe the historical significance of this event.

What were the major causes of the War of 1812? What impact did the war have on Canadian identity? Why did Tecumseh support the British in the War of 1812?

Identify key political and legal changes that occurred and/or affected Canada during this period. e.g., alliances between First Nations and British Forces during the War of 1812 and explain the impact on some of these changes and various individuals, groups and/or communities.

What were relations like between First Nations, colonists and the colonial administration during the War of 1812?

