

Strand 6 OUR PLACE IN THE NATION

NOTE:

A K-6 Elementary Social Studies curriculum, *Our Students, Our Future: An Educational Framework* was implemented in 1991. New NWT Social Studies curricula were developed and mandated for Grade 4 in 2008, Grades 1-3 in 2009 and Grade 5 in 2012. The mandated Grade 6 curriculum is the same one as contained within the 1991 K-6 curriculum and summarized below.

Rationale

Students will study Strand 6 so they come to understand that they are part of a large northern nation, Canada, which is made up of many different regions and many different peoples and so they come as well to appreciate their own place in that nation.

General Focus:

- Theme A is a political study focused on territorial and provincial government.
- Theme B is a geographical, economic and sociological study of the regions of Canada, and
- Theme C is a sociological study of Canada, with only enough historical/anthropological content to explain the present character of the nation.

Central Questions

- What are the structures and processes of the NWT government? (A)
- How is the NWT, its government and people, linked to Canada? (A)
- What are the main characteristics of the political and physical regions of Canada?(B)
- Who are Canadians? (C)

Issues for Inquiry

- Should territories make province hood a primary goal? (A)
- Should Canadians be more concerned about changes to their environment? (B)
- Should Canada's regions remain together as one country? (B)
- Should modern political boundaries divide the traditional territories of aboriginal peoples? (B)
- Should Canadians support a policy of continuing immigration? (C)
- Should Canadians support a policy of official multiculturalism? (C)

Students should do the following:

- use written and visual materials to study the government of the NWT (A)
- contrast the powers of territorial and provincial governments (A)
- draw conclusions about the effectiveness of the government of the NWT (A)
- analyze and assess a viewpoint, expressed by a member of the Legislative Assembly (A)
- use maps, written and visual materials to study the political and physical regions of Canada (B)
- draw inferences about the nature of each region from graphs, tables and charts (B)
- analyze instances where Canadians have attempted to preserve their environment, or modify and adapt to a changing environment (B)
- work in small groups to analyze and report on regional differences (B)
- use maps and globes to locate Canada in North America and in the world (B)
- use maps, written and visual materials to study the peoples of Canada (C)
- create time-lines, retrieval charts and maps to demonstrate the settlement of Canada over time (C)
- create a mural illustrating the peoples of Canada, their languages, lifestyles and economic activities (C)
- generalize from facts to define a Canadian (C)
- write a research paper on one of Canada's provinces or cultural groups, giving credit to sources for specific information (BC)
- analyze links between the NWT and other parts of Canada (ABC)
- develop and pursue a problem-solving strategy to answer an outstanding question about some element of Canadian culture (BC)
- develop and pursue a decision-making strategy to make a tentative choice about a territorial government issue (A)

Related Questions

- What is the structure of the government of the NWT? of the court system? (A)
- How is the Legislative Assembly chosen? What matters is it responsible for? (A)
- How has the territorial government changed over the years and how is it still changing (A)
- How does the territorial government differ from a provincial government? (A)
- What is the relationship of the NWT and its government to the federal government? (A)
- What are the main physical regions of Canada? Where are they located (B)
- What are the distinctive geographic characteristics of each region? (B)
- What are the different political regions and main population centres of Canada? Where are they located? (B)
- How do geographical features affect people's lives in each region? (B)
- How do Canadians in each region depend upon Canadians in other regions to satisfy their needs? (B)
- Who were the various peoples who make up Canada? (C)
- Where did these various peoples come from and why? (C)
- Who were the first peoples to live in Canada and where are they now located? (C)

- Where have other immigrants come from and where have they settled? (C)
- What are the official languages of Canada and why? (C)
- What benefits can arise from multicultural immigration? (C)
- What problems afflict Canada because of its sociological makeup? (C)
- What are features of this nation that make many people of all different origins feel they are Canadians? (C)
- In what ways are the people of the NWT also Canadians? (ABC)