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Google Slides Lessons Preview





Saskatchewan Social Studies

Interactions & Interdependence– Grade 6

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!



FAMILY ROLES IN SASK.

LEARNING GOAL

We are learning to **compare family roles and chores in Saskatchewan with Portugal and Iceland** so we can **explain how culture shapes family life.**



AGREE OR DISAGREE

Move the box to "Agree" or "Disagree" for each sentence.

- | | |
|---|--------------------------|
| 1) Kids should start doing chores as soon as they are able. | ☐ |
| 2) An allowance should always be tied to doing chores. | ☐ |
| 3) Homework should never take more than one hour a night. | ☐ |
| 4) Family meals matter more than after-school activities. | ☐ |
| 5) Younger children should do the same chores as older kids. | ☐ |
| 6) Helping at home matters more than doing well at school. | ☐ |
| 7) Every family member should share chores, no matter age. | ☐ |
| 8) Students learn more life skills from chores than homework. | ☐ |



Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

CONSOLIDATION – 3-2-1 REFLECTION ACTIVITY

After learning about family roles and chores in Saskatchewan, Portugal, and Iceland, complete a 3-2-1 summary.

- Write 3 things you learned about family roles.
- Write 2 things you found interesting.
- Write 1 question you still have.





Saskatchewan Social Studies

Interactions & Interdependence- Grade 6

MATCHING ACTIVITY: DEFINITIONS

 Action

Term	Definition
	Taking an active part in local groups or events
	People and communities relying on each other
	What a family believes its members should do
	People who share traditions or a way of life
	A group that teaches teamwork and responsibility

- Interdependence
- Leadership Club
- Cultural Group
- Involvement
- Expectations

NETWORK

Example. Drag the correct label to show the answer.



- Mural Artist
- Painted Drum
- Elder Teacher
- Totem Pole
- Woven Blanket
- Mural

RANK

Rank these reasons multicultural

 Action

Most Important

Important

Important

Middling Importance

Middling Importance

Middling Importance

Not Important

Not Important

Least Important

Celebrates Multicultural Day	Builds understanding of others	Welcomes newcomers to Canada
Helps newcomers learn language	Shares foods from many cultures	Adds fun to school events
Preserves family traditions	Treats all cultures as equal	Displays traditional clothing



Saskatchewan Social Studies

Interactions & Interdependence- Grade 6

Sort: POP MUSIC OR TRADITIONAL

Look at each picture. Decide if it shows Pop Music or Traditional. Place each picture in the correct column.

Pop Music	Traditional



MATCHING ACTIVITY

Term	Definition
	A celebration that honours a place or history
	A custom passed down over many years
	A group of people who share a place
	The shared sense of who a group of people are
	The customs, art, and beliefs a group shares

Culture

Festival

Tradition

Community

Identity

True or False questions?

1) Métis families often live in extended household groups.	
2) Gaelic kinship mainly centres on the nuclear family.	
3) Métis family roles are fixed and never change.	
4) The Métis Feast includes food, stories, and dance.	
5) Gaelic social roles are inherited through lineage.	
6) In Gaelic families, relatives always share one home.	
7) Christenings and weddings are key Gaelic celebrations.	
8) Métis children never help with hunting or gathering.	
9) Métis grandparents may live under the same roof.	
10) Gaelic families place little value on family lineage.	

True

False





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Saskatchewan Social Studies Dynamic Relationships– Grade 6

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!



UNDERSTANDING POWER

LEARNING GOAL

We are learning to **identify sources and forms of power** so we can **explain how people and groups influence others.**



SENTENCE SCRAMBLE

Rearrange the words to make the complete sentence in the empty space.

grow warm summers in Wheat crops well

very here can turn Our winters cold

farms on can Drought lower many crops

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

CONSOLIDATION ACTIVITY: IF I WERE DECIDING

After learning about Saskatchewan's climate and farming, imagine you help run a farm near Regina.

What crop would you plant this year, and why, given the climate and the 125-day growing season?

Explain your decision in a few sentences.





Saskatchewan Social Studies

Dynamic Relationships– Grade 6

MATCH CLIMATE TO LIFE

Look at each picture or example. Drag the correct label to show the answer.



Summer Robe

Winter Coat

Flat Roof

Ice Skating

Camel Ride

Snow Roof

DIAMOND 9

RANK BY IMPORTANCE

Rank how well these elements capture nature's spirit.

Important

Middling Importance

Middling Importance

Middling Importance

Not Important

Not Important

Least Important

Storytelling song lyrics

Live music rhythm

Painting brushstrokes

Fast footwork in dance

Colourful costumes

Bright landscape colours

Traditional folk instruments

Titles like 'The West Wind'

Choice of forests and lakes

AGREE OR DISAGREE

Move the box to "Agree" or "Disagree" for each sentence.

1) Losing a language means losing important knowledge.

2) Every Canadian should learn a local Indigenous word.

3) Art is the best way to understand a culture.

4) Schools should teach more Indigenous languages.

5) Nature should guide the words a language creates.

6) Old stories matter as much as new technology.

7) Communities should work hardest to keep languages alive.

8) Everyone should learn about the Cree language in school.

Agree

Disagree





Saskatchewan Social Studies

Dynamic Relationships– Grade 6

MATCH CANADA'S LANDMARKS

Look at each picture or example. Drag the correct label to show the answer.



Great Lakes

Hudson Bay

Vancouver

Toronto

Rockies

Appalachians

CAUSE AND EFFECT

Read each cause. Match it with the effect it would have.

Cause	Effect
High unemployment among young workers in Ghana	A Parents move so their children get a better education
Political instability in a home country	B Ghana loses valuable skills and talent at home
Low wages compared to wealthier nations	C Migrants learn firsthand about opportunities in Canada
Weak school systems in some regions	D Families search for a safer, more stable place to live
Many skilled workers aged 25 to 34 migrating	E Workers expect to earn much more money abroad
News and phone calls from relatives already abroad	F Many young Ghanaians look for jobs in other countries

Drag the letters

Scenario 1

Your town has no computer lab; the city does.

A) Ask your school for more technology

B) Assume nothing can be done about it

Scenario 2

You just moved to a big city and feel lonely.

A) Join a program at the community centre

B) Stay inside and avoid meeting anyone new

Scenario 3

Rent in the city costs more than you expected.

A) Ignore it and hope it works out fine

B) Talk with your family about a budget

Scenario 4

A city job fair is offering positions for teens.

A) Skip it since you feel too young to work

B) Go and ask questions about the jobs

Scenario 5

Your school has fewer clubs than city schools.

A) Suggest a new activity at your school

B) Complain but never suggest a solution

Scenario 6

You hear city jobs are hard for teens to get.

A) Give up on ever finding a city job

B) Build skills now so you are ready later



Google Slides Lessons Preview





Saskatchewan Social Studies Power & Authority– Grade 6

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!



FORMS OF POWER

LEARNING GOAL

We are learning to **compare** force, authority, and influence so we can **identify** how power is used in everyday situations.





MATCHING ACTIVITY: DEFINITIONS

Term	Definition
	Physical actions or harsh words used to control.
	Power that comes from a recognized position.
	Affecting how others think or act through respect.
	The ability to affect other people's actions.
	A student given authority to lead classmates.

Class Rep

Influence

Force

Authority

Power

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

CONSOLIDATION – 3-2-1 REFLECTION ACTIVITY

After learning about the forms of power, show what you understand.

Write:

- 3 things you learned about force, authority, and influence.
- 2 things you found interesting.
- 1 question you still have.





Saskatchewan Social Studies Power & Authority– Grade 6

AGREE OR DISAGREE

Move the box to "Agree" or "Disagree" for each sentence.

1) A good leader must be the loudest person in the room.	
2) Being confident is more important than being kind.	
3) Only good leaders...	
4) A leader...	
5) School...	
6) Good...	
7) A...	
8) O...	

Action

Agree

Disagree

SCENARIOS – WHAT WOULD YOU DO?

Directions: Read each situation. Choose what you would do.

A	B
Scenario 1	
As Premier, factories want fewer safety checks.	
A) Keep strong safety rules for workers.	
B) Cut checks to save businesses money.	
Scenario 2	
Carbon emissions in your province are rising.	
A) Ignore it since change takes too long.	
B) Make a plan to reduce emissions.	
Scenario 3	
Schools say they need more funding for students.	
A) Freeze the education budget instead.	
B) Increase funding for education programs.	
Scenario 4	
Your party has led the province for 44 years.	
A) Listen to new ideas from other parties.	
B) Refuse to consider any new approaches.	
Scenario 5	
A reporter asks about your father's past.	
A) Refuse to talk about your family at all.	
B) Explain how it shaped your interests.	
Scenario 6	
Hospitals report long wait times for patients.	
A) Invest more in health care services.	
B) Tell hospitals to make do with less.	

Can you answer these True or False questions?

1) Nenshi was Calgary's first Muslim mayor.	
2) His campaign relied mostly on expensive TV ads.	
3) Nenshi served three terms as mayor.	
4) He focused on issues like transportation and safety.	
5) Nenshi was already famous before his campaign began.	
6) He used social media to connect with voters.	
7) Nenshi ignored public spaces during his time as mayor.	
8) Calgary is a major North American city.	
9) Nenshi discouraged people from joining city affairs.	
10) His leadership became a model for other cities.	

True

False



Saskatchewan Social Studies

Power & Authority- Grade 6



LABEL CANADA'S RESOURCES

Look at each picture or example. Drag the correct label to show the answer.



Salmon

Cod

Lobster

Potash

Wheat

Gold

Rearrange the words to make the complete sentence.

Canada

Prime

its

as

led

Minister

Trudeau

2008

an

Trudeau

back

MP

in

became

many

kids

benefit

helps

new

Canadian

A

RANK BY IMPORTANCE

Rank these Merkel achievements by importance.

Welcomed
refugees in
2015

Led Germany
for 16 years

Led the CDU
political party

Supported
renewable
energy

Studied
physics and
chemistry

First woman
German
Chancellor

Handled the
Eurozone crisis

Rarely sought
the spotlight

Stayed calm
under pressure

Important

Important

Middling
Importance

Middling
Importance

Middling
Importance

Not Important

Not Important

Least
Important



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Saskatchewan Social Studies Resources & Wealth– Grade 6

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!



NEEDS VS. WANTS

LEARNING GOAL

We are learning to **tell the difference between needs and wants** so we can **make wise spending choices**.





SORTING ACTIVITY

Read each clue carefully. Decide if it describes Need or Want. Drag the correct label beside each clue.

	Need	Want
1) Buying a winter coat in a snowy city		
2) Getting a pet dog when you live alone		
3) Filling a prescription from the doctor		
4) Eating at a restaurant instead of cooking		
5) Buying groceries for the week		
6) Upgrading a phone that still works fine		
7) Renting a safe apartment to live in		
8) Getting the newest smartphone model		
9) Going to a Saskatchewan Roughriders game		

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

CONSOLIDATION: WRITE 2 QUIZ QUESTIONS

After learning about needs and wants, test what your classmates know.

Write two quiz questions, with answers, based on today's lesson about needs and wants.





Saskatchewan Social Studies Resources & Wealth– Grade 6

WAYS CANADIANS MEET NEEDS

Look at each picture or example. Drag the correct label to match the need.



Urban

Education

Community

Technology

Transport

Rural

DEFINITIONS

Term	Definition
	How easily people can get timely healthcare
	Number of infant deaths per 1,000 births
	Percent of people who can read and write
	Percent of people without jobs
	Average amount

Unemployment Rate

Per Capita Income

Infant Mortality

Mortality Rate

DIAMOND 9 RANK BY IMPORTANCE

Rank what most shapes a family's wants.

Most Important

Important

Important

Middling Importance

Middling Importance

Middling Importance

Not Important

Not Important

Least Important

Personal hobbies

Family income and money

Community values

Access to technology

Friends' opinions

Advertising and media

Cultural traditions

Local climate and weather

School and education focus



Saskatchewan Social Studies Resources & Wealth– Grade 6

SCENARIOS – WHAT WOULD YOU DO?

Directions: Read each situation. Choose what you would do.

Scenario	A	B
Scenario 1 Your family harvests extra saskatoon berries.	A) Keep them all for your own family.	B) Share them with neighbours and Elders.
Scenario 2 A big snowstorm cuts the power to your town.	A) Check on neighbours and share supplies.	B) Stay inside and wait it out alone.
Scenario 3 You win twenty dollars at a school raffle.	A) Use some to help a classmate in need.	B) Save it all for yourself.
Scenario 4 Your class plants a community garden.	A) Sell your share for the highest price.	B) Share the harvest with the whole class.
Scenario 5 An Elder offers to teach land skills.	A) Listen closely and ask questions.	B) Say you already know enough.
Scenario 6 Your town judges success by cars and houses.	A) Agree that owning more equals success.	B) Ask if community strength matters more.

Rearrange the words to make the complete sentence in the box.

doctors	for	has	sick	free	kids	Canada
kids	for	Laws	give	time	school	young
spo				play	kids	

SORT: THEN OR NOW

Look at each picture. Decide if it shows Then or Now. Place each picture in the correct column.

Then	Now