

# Year-at-a-Glance

## Grade 6, Voices of Canada

**Chapters 1–8, Total # of weeks: 31\***

Week	Student Resource	Selection title/text pages/number of lessons	Line Masters	Current Events	Assessment
1	GETTING STARTED	What Are Democratic Values? What Principles Support Democracy? How Do Citizens Participate in Democracy? pp. 4 - 9 1- 2- 3-			
1	CHAPTER 1: Set Up	Shaping Society Together pp. 10 - 11 1-		St. Bring in Newspapers Margin Note p. 63	
1	Teaching Plan 1	What Are Society's Rules? Who Are the Members of Canadian Society? pp. 16 - 21 1- 2-	LM 1-1 GLM G-1		
2	Teaching Plan 2	Why Do We Need Government? pp. 14 - 17 1- 2- 3-	GLM G-2 GLM G-3 LM 1-2	Exploration How are Newspapers organized? Margin Note p. 74	
2/3	Teaching Plan 3	Why Is it Important to Contribute? pp. 18 - 25 1- 2- 3- 4- 5- 6-	LM 1-3 GLM G-4 GLM G-5 GLM G-6	CELM 1 Events vs. Stories Margin Note p. 77	

\*based upon 34 teaching weeks, 6 classes of 30 minutes a week

WEEK	TEACHER'S GUIDE	TEXT BOOK TITLE/PAGES NUMBER OF LESSONS	LINE MASTERS	Additional Materials	Notes
3	Chapter Closer	Explore More! Your Turn pp. 26 – 27 1- 2- 3- 4-			AM 1-2 AM 1-3 AM 1-4 AM 1-5 (Quiz)
4	CHAPTER 2: Set Up	Democracy in Action pp. 28 - 29 1-		Issues Margin Note p. 90	
	Teaching Plan 1	What Are Our Rights and Freedoms pp. 30 - 34 1- 2- 3- 4-	LM 2-1 LM 2-2 LM 2-3		
5	Teaching Plan 2	Democracy and Participation pp. 35 - 37 1- 2- 3-			
5/6	Teaching Plan 3	What Are Our Democratic Rights? pp. 36 - 45 1- 2- 3- 4- 5- 6- 7-	LM 2-4 GLM G-5		

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6/7	Teaching Plan 4	How Does Democracy Support the Rule of Law? How Can People Make a Difference? pp. 45 - 51 1- 2- 3- 4- 5-	LM 2-1	CELM 2 Issue Scavenger Hunt Margin Note p. 112	AM 2-2 AM 2-3 AM 2-4 AM 2-5 (quiz)
7	<b>CHAPTER 3:</b> Set Up	Democracy in Ancient Athens pp. 54 - 55 1-	LM 3-1 LM 3-2	Issues related to levels of government Margin Note 123	
7	Teaching Plan 1	Who Were The Ancient Athenians? Who Were Citizens in Ancient Athens? pp. 56 - 60 1- 2- 3-	GLM G-8 LM 3-3 LM 3-1 LM 3-2 LM 3-4		
8	Teaching Plan 2	Was Fairness Part of Athenian Democracy? How Were Athenian Citizens Involved in Decision Making? pp. 61 - 66 1- 2- 3- 4- 5-	LM 3-5 GLM G-9		AM 3-1
8/9	Teacher Plan 3	How Was the Council of 500 Democratic? How Were Athenian Courts Run pp. 67 - 73 1- 2- 3- 4-	LM 3-5	CELM 3 Government Support  Margin Note 137	

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9	Chapter Closer	Explore More! Your Turn pp. 74 - 75 1- 2- 3- 4-	LM 8-4 LM 3-1 LM 3-2		AM 3-2 AM 3-3 AM 3-4 AM 3-5 (quiz)
10	<b>CHAPTER 4:</b> Set Up	The Iroquois Confederacy pp. 76 -77 1-		Letters to the Editor  Margin Note 150	
10	Teaching Plan 1	What Was Iroquois Society Like? pp. 78 - 80 1- 2- 3-	LM 4-1 LM 4-2 LM 4-3 GLM G-10		
10/11	Teaching Plan 2	What Was Wampum Used For? pp. 81 - 85 1- 2- 3- 4-	LM 4-4 LM 4-2		AM 4-1
11	Teacher Plan 3	How Was the Confederacy Structured? pp. 86 - 88 1- 2-	LM 4-2		
11/12	Teaching Plan 4	How Were Decisions Made in the Confederacy? pp. 89 - 97 1- 2- 3- 4- 5-	LM 4-2 LM 4-5	LM 4-6 Analyzing Letters to the Editor  Margin Note 171	

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12	Chapter Closer	Explore More! Your Turn pp. 98 - 99 1- 2- 3- 4-	GLM G-11a GLM G-11b		AM 4-2 AM 4-3 AM 4-4 AM 4-5 (quiz)
13	<b>CHAPTER 5:</b> Set Up	How Does Local Government Work? pp. 100 - 101 1-	LM 5-1	Issue Search Margin Note 181	
13	Teaching Plan 1	Why Do We Have Local Government? pp. 102 - 109 1- 2- 3- 4- 5-	LM 5-2 LM 5-3 LM 5-4 GLM G-12 LM 5-5	CELM 5 Evaluating an Issue  Margin Note 192	
14	Teaching Plan 2	How Are Local Governments Organized? pp. 110 - 113 1- 2- 3-	GLM G-10		
14	Teaching Plan 3	How Are Local Governments Elected? How Can You Participate at the Local Level? pp. 114 - 120 1- 2- 3-	GLM G-3 LM 5-6 LM 5-7 GLM G-7	CELM 4 Evaluating an Issue  Margin Note p. 200	AM 5-1

WEEK	TEACHER'S GUIDE	TEXT BOOK TITLE/PAGES NUMBER OF LESSONS	LINE MASTERS	Additional Materials	Notes
15	Teaching Plan 4	Why Do We Have School Boards? pp. 121 - 125 1- 2- 3- 4- 5-	GLM G-10 GLM G-16 GLM G-18		
15/16	Chapter Closer	Explore More! Your Turn pp. 126-127 1- 2- 3- 4-			AM 5-2 AM 5-3 AM 5-4 AM 5-5 (quiz)
16	<b>CHAPTER 6:</b> Set Up	How Provincial Government Works pp. 128-129 1-	LM 6-1 LM 6-2		
16/17	Teaching Plan 1	Why Do We Need a Provincial Government? pp. 130 - 133 1- 2- 3- 4-	LM 6-1 LM 6-3 LM 6-4 LM 5-4	CELM 5 Points of View Margin Note 222	
17/18	Teaching Plan 2	How Is the Provincial Government Elected? pp. 134-141 1- 2- 3- 4- 5- 6-	LM 6-5 GLM G-3		

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18	Teaching Plan 3	What is the Role of the Lieutenant Governor? pp. 142 - 145 1- 2- 3- 4-	LM 6-6	CELM 5 Points of View Margin Note 230	
19	Teaching Plan 4	How Is the Alberta Government Structured? pp. 146 -148 1- 2- 3- 4-	LM 6-7 LM 6-6 LM 6-8		
19/20	Teaching Plan 5	How Can People Participate at the Provincial Level? pp. 149 -151 1- 2- 3- 4- 5-	LM 6-9 LM 6-1		
20	Chapter Closer	Explore More! Your Turn pp. 152 - 153 1- 2- 3- 4-	LM 6-10 LM 6-1		AM 6-2 AM 6-3 AM 6-4 AM 6-5 (quiz)
21	<b>CHAPTER 7:</b> Set Up	Making a Just and Fair Canada. pp. 154 - 155 1-	LM 7-1	Issues Margin Note 245	

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12	Teaching Plan 1	Why Do Values Change Over Time? pp. 156 - 163 1- 2- 3- 4- 5-	LM 7-2 GLM G-13		
22	Teaching Plan 2	How Are Our Constitutional Rights Protected? pp. 164 - 167 1- 2- 3- 4- 5-	GLM G-13		
22/23	Teaching Plan 3	Why Are Collective Rights Protected? pp. 168 - 173 1- 2- 3- 4- 5- 6-	GLM G-14		
23/24	Teaching Plan 4	What Was <i>La Grande Paix de Montréal</i> ? pp. 174 -181 1- 2- 3- 4- 5- 6-	LM 7-3 LM 7-4		AM 7-1

WEEK	TEACHER'S GUIDE	TEXT BOOK TITLE/PAGES NUMBER OF LESSONS	LINE MASTERS	Additional Materials	Notes
25/26	Teaching Plan 5	What Effect Have Collective Rights Had on Inuit? pp. 182 - 183 1- 2- 3-	GLM G-14	CELM 6 Equality & Fairness  Margin Note p. 273	
26	Chapter Closer	Explore More! Your Turn pp. 184 - 185 1- 2- 3- 4-			AM 7-2 AM 7-3 AM 7-4 AM 7-5 (quiz)
27	<b>CHAPTER 8: Set Up</b>	Voice For Change pp. 186 - 187 1-	LM 8-1	Editorial Cartoons Margin Note p. 283	
27	Teaching Plan 1	What Is Accountability? How Can Groups Affect Decision Making? pp. 188 - 195 1- 2- 3- 4- 5-	LM 8-3 LM 8-4 GLM G-7	CELM 7 CELM 8 Editorial Cartoons Margin Note pp. 295 & 296	AM 8-1
28	Teaching Plan 2	What Is a Grassroots Organization? pp. 196 - 199 1- 2- 3-	LM 8-5 LM 8-6 GLM G-15 LM 8-7		
28/29	Teaching Plan 3	Giving People a Say pp. 200 - 205 1- 2- 3- 4-	LM 8-5 LM 8-8		

\*based upon 34 teaching weeks, 6 classes of 30 minutes a week

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29	Teaching Plan 4	What Are the First Nations Authorities? pp. 206 – 208 1- 2- 3-	LM 8-9		
29/30	Teaching Plan 5	Making Democracy Work pp. 209 – 213 1- 2- 3- 4-	GLM G-10 GLM G-16 GLM G-17 GLM G-4 GLM G-5 GLM G-18		
30	Chapter Closer	Explore More! Your Turn pp. 214-215 1- 2- 3- 4-	GLM G-10 GLM G-16 GLM G-17 GLM G-4 GLM G-5 GLM G-18 GLM G-7		AM 8-2 AM 8-3 AM 8-4 AM 8-5 (quiz)
31	Wrapping Up	pp. 216 - 217 1- 2-			AM G-7

WEEK	TEACHER'S GUIDE	TEXT BOOK TITLE/PAGES NUMBER OF LESSONS	LINE MASTERS	Additional Materials	Notes
32	Take Action – Make a Difference	Take Action Make a Difference Introduction pp. 1-3 1- 2- 3-			
32	Teaching Plan 1	Action Step 1: Identify Your Concern pp.4 - 9 1- 2-	TALM 1	Newspapers Community newsletters brochures	
33	Teacher Plan 2	Action Step 2: Research Your Concern pp. 10 -15 1- 2-	TALM 2		
33	Teaching Plan 3	Action Step 3: Find Out Who Supports You pp. 16 - 21 1- 2-	TALM 3	timer	
33	Teaching Plan 4	Action Step 4: Create a Plan pp. 22 - 27 1- 2-	TALM 4	10 – 15 retractable pens	
34	Teaching Plan 5	Action Step 5: Take Action pp. 28 – 33 1- 2-	TALM 5	Props for a newscast	

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34	Teaching Plan 6	Action Step 6: Evaluate the Plan pp. 34 – 39 1- 2-	TALM 6		
34	Teaching Plan 7	Action Step 7: Apply Your Learning pp. 40 – 45 1- 2-	TALM 7	Sticky Notes Note Paper	