

# ORC CURRICULUM MAP

## Grade 6 Social Studies

*Topics Included: Citizens Participating in Decision Making, Historical Models of Democracy:  
Ancient Athens and The Iroquois Confederacy*

*Resources Included: Britannica School: Elementary, Canada In Context, The Canadian  
Encyclopedia, TrueFLIX,*

*Published: January 24th, 2017*

*Updated: August 24th, 2017*

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## Background and Access Information

Learn Alberta's Online Reference Centre is a \$1.4 million collection of authoritative curricular aligned resources that are licensed on behalf of all students, staff, parents and public librarians learning/teaching/supporting the Alberta curriculum.

To Access the Online Reference Centre:

1. Go to [LearnAlberta.ca](http://LearnAlberta.ca)
  2. Select English or French
  3. Click on "Online Reference Centre" in the tab along the top of the screen
  4. In school while on a school device, users do not need to enter a username or password. Users are able to enter any database or website instantly.
  5. Access from a personal device in school or remotely from outside of the school will require the user to enter a username/password once to unlock all of the resources.
    - a. School District Username: LA\_\_\_ Password: \_\_\_\_\_  
(not case sensitive)
  6. Please share your district's ORC username/password with your students, parents of your students and fellow staff members. Please do not share the username and password information on an open website (a website that does not require the user to login).
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## How to Use This Guide

Attached please find a listing of databases found on Learn Alberta's Online Reference Centre (ORC) that directly support specific learner outcomes in the grade six social studies curriculum.

Formatting Overview:

### **Curricular Topic**

*Specific Learner Outcome (SLO)*

Name of the Database

Topic

Subtopic

Article Title

▫ Article Sections

If you have any questions regarding this guide or if you would like a guide for additional grades please contact Bethany Arsenault, ORC Coordinator at [barsenault@thealbertalibrary.ab.ca](mailto:barsenault@thealbertalibrary.ab.ca)

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# Grade 6 Social Studies

## Democracy: Action and Participation

### 6.1 Citizens Participating in Decision Making

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**General Outcome:** Students will demonstrate an understanding and appreciation of the dynamic between government and citizens as they engage in the democratic process.

**6.1.1: recognize how individuals and governments interact and bring about change within their local and national communities.**

- *recognize and respect the democratic rights of all citizens in Canada*
- *value the role of the Canadian Charter of Rights and Freedoms in protecting individual and collective rights and freedoms*
- *recognize the influence of historical events and legislation on democratic decision making in Canada*
- *value citizen participation in a democratic society*
- *value the contributions of elected representatives in the democratic process*

### **Resources for Students Reading Below Grade Level**

Britannica School: Elementary

- Articles
  - Social Studies
    - Government
      - Constitution
        - Trudeau, Pierre Elliott

## **Resources for Students Reading At or Above Grade Level**

### Canada In Context

- Government (View All)
  - [Canada/Constitution Act and Canadian Charter of Rights and Freedoms \(1982\)](#) (Topic Page)
    - [Canada's Constitution Act: Canadian Charter of Rights and Freedoms](#) (Gale Canada in Context, 2014) (Topic Overview Article)
      - Reference
        - [Canadian History: 1982-1992](#) (Gale Canada in Context, 2012)
        - [Canada's Constitution Acts: Charter of Rights and Freedoms](#) (Gale Canada in Context, 2014)
        - [The History of Canada: Part III \(1900-Present\)](#) (Gale Canada in Context, 2007)
        - [Canada's Parliament](#) (Gale Canada in Context, 2007)
        - [The Government of Canada](#) (Gale Canada in Context, 2016)
  - [Government of Canada](#) (Topic Page)
    - [The Government of Canada](#) (Gale Canada in Context, 2016) (Topic Overview Article)
      - Reference
        - [Overview: Canadian Government of Departments and Agencies](#) (Gale Canada in Context, 2007)
        - [The Prime Minister of Canada](#) (Gale Canada in Context, 2007)
        - [Legislative Branch of the Canadian Government](#) (Gale Canada in Context, 2011)
        - [Judicial Branch of the Canadian Government](#) (Gale Canada in Context, 2011)
        - [Gender Equality in Canada](#) (Gale Canada in Context 2009)
        - [Canada's "First Nations": Indians, Inuit, and Metis](#) (Gale Canada in Context, 2016)

- [Canada's Department of Nation Defense \(Gale Canada in Context, 2007\)](#)
- [Canada's Parliament \(Gale Canada in Context, 2007\)](#)
- [The Conservative Party of Canada \(Gale Canada in Context, 2015\)](#)
- [Privy Council of Canada \(Gale Canada in Context, 2011\)](#)
- [Office of the Governor General \(Gale Canada in Context, 2011\)](#)

### The Canadian Encyclopedia

- People
  - Aboriginal Peoples
    - [Aboriginal Self Government](#)
- Things
  - [Government](#)
  - [Parliament](#)
  - [Senate](#)
  - Government
    - [Cabinet](#)
    - [Prime Minister's Office](#)
  - History
    - [Canadian Charter of Rights and Freedoms](#)
    - [Constitutional History](#)

**6.1.2: demonstrate an understanding of the fundamental principles of democracy by exploring and reflecting upon the following questions and issues:**

- *What is democracy (i.e. justice, equity, freedoms, representation)?*
- *What are the similarities and differences between direct and representative democracy?*
- *What are the rights and responsibilities of citizens living in a representative democracy?*
- *How does Canada's justice system help protect your democratic and*

*constitutional rights?*

### **Resources for Students Reading Below Grade Level**

Britannica School: Elementary

- Articles
  - Social Studies
    - Society
      - Civilization
        - Citizenship
        - Democracy
        - Political Systems
          - Link in “Types of Government” Section
            - Ancient Greece
      - Prime Minister
      - Voting

### **Resources for Students Reading At or Above Grade Level**

Canada In Context

- Government (View All)
  - [Democracy](#) (Topic Page)
    - [Democracy \(Gale Student Resources in Context, 2015\)](#)  
(Topic Overview Article)
      - References
      - [Government Checks and Balances in Other Countries \(Gale Student Resources in Context, 2011\)](#)
      - Article Section: Canada
  - [Government of Canada](#) (Topic Page)
    - [The Government of Canada \(Gale Canada in Context, 2016\)](#) (Topic Overview Article)
      - Reference
        - [Legislative Branch of the Canadian Government \(Gale Canada in Context, 2011\)](#)
        - [Judicial Branch of the Canadian Government \(Gale Canada in Context, 2011\)](#)

## The Canadian Encyclopedia

- Things
  - [Canadian Human Rights Commission](#)
  - [Department of Justice](#)
    - History
      - [Representative Government](#)
      - [Responsible Government](#)
    - Law
      - [Administrative Law](#)
      - [Constitutional Law](#)
      - [Courts of Law](#)
      - [Criminal Law](#)

**6.1.3: analyze how the democratic ideals of equity and fairness have influenced legislation in Canada over time by exploring and reflecting upon the following questions and issues:**

- *How does the Canadian Charter of Rights and Freedoms protect the individual rights and freedoms of all Canadians?*
- *How does the Canadian Charter of Rights and Freedoms protect collective rights in Canada (i.e., Aboriginal rights, the linguistic rights of official language minorities)?*
- *How did the Treaty of La Grande Paix de Montreal and the Canadian Charter of Rights and Freedoms compare in the way that each addresses individual and collective identity and collective rights?*
- *Why is the Canadian Charter of Rights and Freedom entrenched in the Canadian Constitution?*

### **Resources for Students Reading At or Above Grade Level**

#### Canada In Context

- Government (View All)
  - [Government of Canada](#) (Topic Page)
  - Reference
    - [Canadian Activism \(UXL Multicultural: A Comprehensive](#)



[Resource of African Americans, Hispanic Americans and Native North Americans, 2003\)](#)

- [Gay and Lesbian Rights in Canada \(Gale Canada in Context, 2014\)](#)
- [Mental Illness: Costs and Consequences \(Gale Canada in Context, 2016\)](#)
- [Treatment of First Nations People \(Gale Canada in Context, 2009\)](#)
- [Gender Equality in Canada \(Gale Canada in Context, 2009\)](#)
- [Canada's "First Nations": Indians, Inuit, and Metis \(Gale Canada in Context, 2016\)](#)
- [Mental Health Care in Canada \(Gale Canada in Context, 2016\)](#)
- [Privacy Issues in Canada \(Gale Canada in Context, 2011\)](#)
- Social Issues (View All)
  - [Citizenship](#) (Topic Page)
    - [I am a Canadian: Three Perspectives of Dual Citizenship](#) (Topic Overview Article)
  - [Same-Sex Marriage](#) (Topic Page)
    - [Same-Sex Marriage in Canada \(Gale Canada in Context, 2012\)](#) (Topic Overview Article)
      - Reference
        - [Same-Sex Adoption in Canada \(Gale Canada in Context, 2016\)](#)
- Advanced Search: Great Peace of Montreal (Basic Content Level selected)
  - Magazines
    - [The Great Peace of Montreal \(Kayak – Canada's History Magazine for Kids, November-December 2009\)](#)

## The Canadian Encyclopedia

- Events
  - Historical
    - [Patriation: The Constitution Comes Home](#)
- People

- Aboriginal Peoples
  - [Aboriginal Rights](#)
- Diverse Communities
  - [Lesbian, Gay, Bisexual and Transgender Rights in Canada](#)
- French Canadians
  - [Louis-Hector de Calliere](#)
- Things
  - [Peace, Order and Good Government](#)
  - History
    - [Constitution](#)
    - [Patriation of the Constitution](#)
    - [Representative Government](#)
    - [Responsible Government](#)
    - [Canadian Human Rights Commission](#)
    - [Peace of Montreal, 1701](#)
  - Law
    - [Constitution Act, 1982](#)
    - [Human Rights](#)
    - [Gay Rights Bill Passes](#)
    - [Gay Rights Upheld in Alberta](#)
    - [Judiciary](#)
    - [Supreme Court of Canada](#)
    - [Federal Court of Canada](#)
    - [Court of Law](#)
    - [Juvenile Justice Systems](#)

**6.1.4: Analyze the structure and functions of local governments in Alberta by exploring and reflecting upon the following questions and issues:**

- *How are representatives chosen to form a local government (i.e., electoral process)?*
- *What are the responsibility of local governments (i.e., bylaws, taxes, services)?*
- *How are local governments structured differently in rural and urban settings?*
- *What role is played by school boards (i.e., public, separate,*

*Francophone) within local communities?*

### **Resources for Students Reading At or Above Grade Level**

The Canadian Encyclopedia

- Things
  - [Municipal Administration](#)
  - [Municipal Finance](#)
  - [Municipal Government](#)
  - [Metropolitan Government](#)
  - [Municipal-Provincial Relations](#)
  - [Local Government](#)
    - Education
      - [School Boards](#)
      - [Public School](#)
      - [Separate School](#)
    - Politics
      - [Electoral Reform](#)
      - [Electoral Systems](#)
      - [Elections](#)

***6.1.5: analyze the structure and functions of Alberta’s provincial government by exploring and reflecting upon the following questions and issues:***

- *How is the provincial government structured?*
- *What is the role and status of the Lieutenant Governor within the provincial government?*
- *What are the responsibilities of the provincial government (i.e., laws, taxes, services)?*
- *How are representatives chosen at the provincial level of government (i.e., electoral process)?*
- *What are the differences between the responsibilities of a Member of Legislative Assembly (MLA) and a cabinet minister?*

## **Resources for Students Reading Below Grade Level**

Britannica School: Elementary

- Articles
  - Social Studies
    - Government
      - Law
        - Law (Article)
      - Taxation
        - Tax (Article)
    - Social Science
      - Tariff
    - Society
      - Civilization
        - Governor
          - Article Section: Introduction, Governors in the Commonwealth

## **Resources for Students Reading At or Above Grade Level**

Canada In Context

- [Government of Canada](#) (Topic Page)
- Reference
  - [Alberta Provincial Government \(Gale Canada in Context, 2011\)](#)
  - [Overview: The Government of Alberta \(Gale Canada in Context, 2007\)](#)

The Canadian Encyclopedia

- Places
  - Provinces and Territories
    - [Alberta](#)
    - Article Section: [Government and Politics](#)
- Things
  - Government

- [Cabinet](#)
- [Parliament](#)
- Law
  - [Police](#)
- [Lieutenant Governor](#)
- [Local Government](#)
- Politics
  - [Provincial Government](#)
  - [Local Elections](#)

**6.1.6: analyze how individuals, groups and associations within a community impact decision making of local and provincial governments by exploring and reflecting upon the following questions and issues:**

- *How can individuals, groups and associations within a community participate in the decision-making process regarding current events or issues (i.e., lobbying, petitioning, organizing and attending local meetings and rallies, contacting elected representatives)?*

### **Resources for Students Reading At or Above Grade Level**

The Canadian Encyclopedia

- People
    - Aboriginal Peoples
      - [Aboriginal Peoples: Political Organization and Activism](#)
  - Things
    - Events
      - Strikes and Protests
        - [Idle No More](#)
        - [Political Protest](#)
    - Politics
      - [Lobbying](#)
      - [Pressure Group](#)
  - Keyword Search: Protests
    - [Choking the Oil Sands](#)
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## 6.2 Historical Models of Democracy: Ancient Athens and The Iroquois Confederacy

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**General Outcome:** Students will demonstrate an understanding and appreciation of the democratic principles exemplified by ancient Athens and the Iroquois Confederacy.

**6.2.3: analyze the structure and functions of the democratic system in ancient Athens by exploring and reflecting upon the following questions and issues:**

- How was the government of ancient Athens structured?
- How did the structure of the government in ancient Athens provide the opportunities for citizens to participate in decision making?
- How did identity, status and class structure impact citizenship in ancient Athens?
- How did the social structure of ancient Athens impact its political structure?
- To what extent were democratic ideals of equity and fairness part of the structure of government and society in ancient Athens?

### **Resources for Students Reading Below Grade Level**

Britannica School: Elementary

- Articles
  - Social Studies
    - Government
      - City-State
        - Greece, Ancient
          - Article Sections: Introduction, Democracy and Culture in Athens

## **Resources for Students Reading At or Above Grade Level**

### Canada In Context

- Keyword Search: Athens (Basic Content Level selected)
  - Reference
    - [Ancient Greece \(Gale Student Resources in Context, 2015\)](#)
    - [I Am a Canadian: Three Perspectives on Dual Citizenship \(Gale Canada in Context, 2009\)](#)
      - Article Section: Citizenship of the Past
  - Magazines
    - [Was he good or bad? \(Calliope, April 2013\)](#)
    - [Meet Peisistratos \(Calliope, February 2013\)](#)
    - [The birth of democracy: in ancient Athens, a leader names Pericles helped create a form of government controlled by the people \(Junior Scholastic/Current Events, December 10, 2012\)](#)
    - [Judging right and wrong in Athens \(Calliope, October 2008\)](#)
    - [The history of democracy \(Creative Kids, Fall 2008\)](#)
- Advanced Search: Athens "AND" democracy (Basic content selected)
  - Magazine
    - [The birth of democracy: a precedent for the world \(Calliope, May-June 2011\)](#)

### TrueFLIX

- Ancient Civilizations
  - Ancient Greece
    - Chapter: (3) The Growth of Government

### ***6.2.4: analyze the structure and functions of the Iroquois Confederacy by exploring and reflecting upon the following questions and issues:***

- How was the Iroquois Confederacy structured?
- What was the role and status of women within the Iroquois Confederacy?
- What are the advantages and disadvantages of consensus as a decision-making model for government?

- How did the Six Nations use the consensus-building process?
- How did Wampum Belt address collective identity?
- How did the social structure of the Iroquois Confederacy impact its political structure?
- To what extent did the decision-making process within the Iroquois Confederacy reflect democratic ideals of equity and fairness?

### **Resources for Students Reading Below Grade Level**

Britannica School: Elementary

- Canada in Focus
  - History and Culture
    - Peoples
      - Iroquois
        - Link in the Article
          - Hiawatha

### **Resources for Students Reading At or Above Grade Level**

Canada In Context

- Advanced Search: Iroquois Confederacy (Basic Content Level selected)
  - Reference
    - [Iroquois Confederacy \(Haudenosaunee Nation\) \(UXL Encyclopedia of Native American Tribes, 2012\)](#)

The Canadian Encyclopedia

- People
  - Aboriginal Peoples
    - [Haudenosaunee \(Iroquois\)](#)
    - [Hiawatha](#)
    - [Onondaga](#)
    - [Seneca](#)
    - [Cayuga](#)
    - [Oneida](#)
    - [Mohawk](#)



- [Wampum](#)
- Aboriginal People: Eastern Woodlands
  - Article Section: [Traditional Culture](#)