

# **Social Studies**

## *Grade 5*

### **Interim Edition**



*Curriculum Guide*  
**2012**



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# Introduction

## Background

The Atlantic Canada social studies curriculum was planned and developed by regional committees whose deliberations were guided by consideration of the learners and input from teachers. The regional committees consisted of teachers, other educators, and consultants with a diverse range of experiences and backgrounds in education. Each curriculum level was strongly influenced by current social studies research and developmentally appropriate pedagogy.

## Aims of Social Studies

The vision for the Atlantic Canada social studies curriculum is to enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and of an increasingly interdependent world.

An effective social studies curriculum prepares students to achieve all essential graduation learnings. In particular, social studies, more than any other curriculum area, is vital in developing citizenship. Social studies embodies the main principles of democracy, such as freedom, equality, human dignity, justice, rule of law, and civic rights and responsibilities.

The social studies curriculum provides opportunities for students to explore multiple approaches that may be used to analyze and interpret their own world and the world of others. Social studies presents unique and particular ways for students to view the interrelationships among Earth, its people, and its systems. The knowledge, skills, and attitudes developed through the social studies curriculum empower students to be informed, responsible citizens of Canada and the world, and to participate in the democratic process to improve society.

In particular, the social studies curriculum:

- integrates the concepts, processes, and ways of thinking drawn from the diverse disciplines of the social sciences (including history, geography, economics, political science, sociology, and anthropology). It also draws from literature and the pure sciences;
- provides the multidisciplinary lens through which students examine issues affecting their lives from personal, provincial, national, academic, pluralistic, and global perspectives.

## Purpose of Curriculum Guide

The overall purpose of this curriculum guide is to advance social studies education and social studies teaching and learning.

More specifically, this curriculum guide:

- provides curriculum outcomes to which educators and others refer when making decisions concerning learning experiences, instructional techniques, and assessment strategies in the grade 5 social studies program;
- informs both educators and members of the general public about the philosophy and scope of social studies education for grade 5.

## Guiding Principles

All kindergarten to grade 9 curriculum and resources should reflect the principles, rationale, philosophy, and content of the Foundation for the Atlantic Canada Social Studies Curriculum (1999) by:

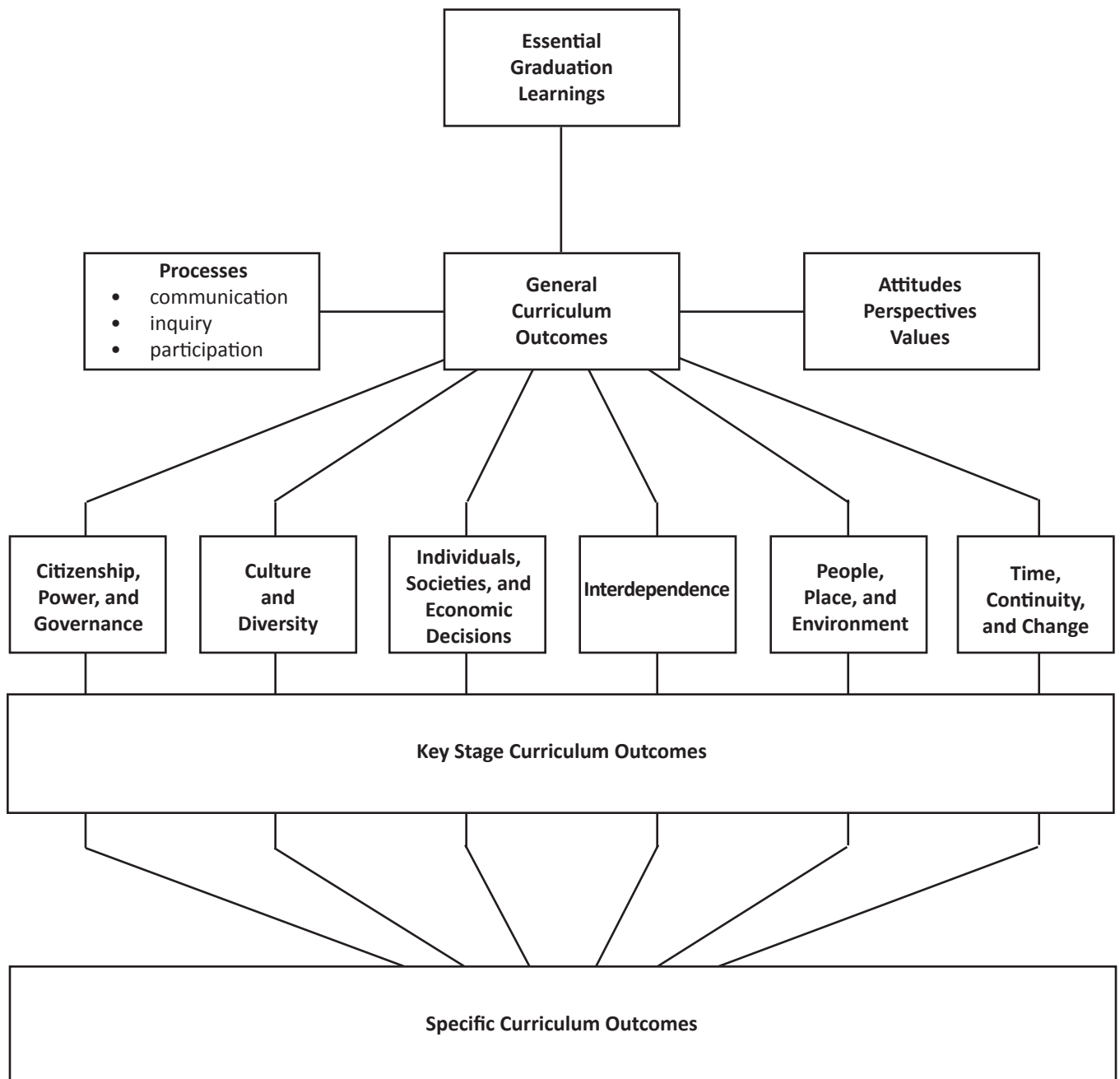
- being meaningful, significant, challenging, active, integrative, and issues based;
- being consistent with current research pertaining to how children learn;
- incorporating multiple perspectives;
- promoting the achievement of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), and Key-Stage Curriculum Outcomes (KSCOs);
- reflecting a balance of local, national, and global content;
- promoting achievement in the processes of communication, inquiry, and participation;
- promoting literacy through the social studies;
- developing knowledge, skills, and attitudes for lifelong learning;
- promoting the development of informed and active citizens;
- contributing to the achievement of equity and supporting diversity;
- supporting the realization of an effective learning environment;
- promoting opportunities for cross-curricular connections;
- promoting resource-based learning;
- promoting the integration of technology in learning and teaching social studies; and
- promoting the use of diverse learning and assessment strategies.



# Program Design

## Overview

This social studies curriculum is based on Foundation for the Atlantic Canada Social Studies Curriculum (1999). Specific Curriculum Outcomes (SCOs) were developed to be congruent with Key-Stage Curriculum Outcomes (KSCOs), General Curriculum Outcomes (GCOs), and Essential Graduation Learnings (EGLs). In addition, the processes of social studies, as well as the attitudes, values, and perspectives, are embedded in the SCOs.



## Essential Graduation Learnings

The Atlantic provinces worked together to identify abilities and areas of knowledge considered essential for students graduating from high school. These are referred to as Essential Graduation Learnings. Some examples of Key-Stage Outcomes in social studies that help students move towards attainment of the Essential Graduation Learnings are given below.

### ***Aesthetic Expression***

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

*By the end of grade 5, students will be expected to:*

- *give examples of contributions made to Canada by various individuals, groups, and cultures*

### ***Citizenship***

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

*By the end of grade 5, students will be expected to:*

- *identify examples of their rights and responsibilities as citizens*

### ***Communication***

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s), as well as mathematical and scientific concepts and symbols, to think, learn, and communicate effectively.

*By the end of grade 5, students will be expected to:*

- *use location, distance, scale, direction, and size to describe place*

### ***Personal Development***

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

*By the end of grade 5, students will be expected to:*

- *communicate ideas about their vision for the future*

***Problem Solving***

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

*By the end of grade 5, students will be expected to:*

- *demonstrate an understanding of cause and effect and change over time*

***Technological Competence***

Graduates will be able to use a variety of technologies; demonstrate an understanding of technological applications; and apply appropriate technologies for solving problems.

*By the end of grade 5, students will be expected to:*

- *identify and describe examples of interactions among people, technology, and the environment*

***Spiritual and Moral Development***

Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

*By the end of grade 5, students will be expected to:*

- *describe the ways people express their culture*

## General Curriculum Outcomes

The General Curriculum Outcomes (GCOs) for the social studies curriculum are organized around six conceptual strands. These General Curriculum Outcomes statements identify what students are expected to know and be able to do upon completion of study in social studies. Specific social studies concepts are found within the conceptual strands (see *Appendix A*). Examples of Key-Stage Curriculum outcomes by the end of grade 5 are given for each General Curriculum Outcome.

### ***Citizenship, Power, and Governance***

Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship, and the origins, functions, and sources of power, authority, and governance.

*By the end of grade 5, students will be expected to:*

- *recognize power and authority in their lives*
- *recognize that laws influence their personal lives*

### ***Culture and Diversity***

Students will be expected to demonstrate an understanding of culture, diversity, and world view, while recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

*By the end of grade 5, students will be expected to:*

- *give examples of how culture is transmitted*
- *give examples of stereotypes, discrimination, and pressure to conform and how they affect an individual*

### ***Individuals, Societies, and Economic Decisions***

Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

*By the end of grade 5, students will be expected to:*

- *give examples of goods and services provided by governments*
- *give examples of economic decisions made by individuals and families*

### ***Interdependence***

Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.

*By the end of grade 5, students will be expected to:*

- *demonstrate an understanding of the concept of sustainability*

### ***People, Place, and Environment***

Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

*By the end of grade 5, students will be expected to:*

- *use maps, globes, and pictures to describe location and place*
- *describe the movement of goods, people, and ideas within their community*

### ***Time, Continuity, and Change***

Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

*By the end of grade 5, students will be expected to:*

- *identify and use primary and secondary sources to learn and communicate about the past*
- *use basic concepts and vocabulary associated with time, continuity, and change*

## Processes

The social studies curriculum consists of three major processes: communication, inquiry, and participation. These processes are reflected in the “Suggestions for Learning and Assessment” found in social studies curriculum guides. These processes incorporate many skills—some of which are responsibilities shared across curriculum areas, whereas others are critical to social studies. See *Appendix B* for a Process-Skills Matrix.

### ***Communication***

Communication requires that students listen, read, interpret, translate, and express ideas and information.

### ***Inquiry***

Inquiry requires that students formulate and clarify questions, investigate problems, analyze relevant information, and develop rational conclusions supported by evidence.

### ***Participation***

Participation requires that students act both independently and collaboratively in order to solve problems, make decisions, and negotiate and enact plans for action in ways that respect and value the customs, beliefs, and practices of others.

## Attitudes, Values, and Perspectives

Attitudes relate to the ways in which people view something or behave toward it, often in an evaluative way. Social studies enables students to understand how attitudes are formed and how they influence individual behaviour.

In Atlantic Canada, social studies promotes the development of attitudes that value citizenship, the democratic process, fundamental human rights and freedoms, diversity, and the learning process. Students clarify these attitudes as they examine issues, communicate, and participate with each other within their schools and their local, national, and global communities.

Listed below are major attitudes, values, and perspectives in grade 5 social studies that have been organized according to the six conceptual strands and the three processes of the foundation document. Some attitudes, values, and perspectives are embedded in more than one strand or process—this is consistent with the integrative nature of social studies.

### *By Conceptual Strand*

#### **Citizenship, Power, and Governance**

- develop attitudes that balance rights with responsibilities
- value the benefits of active, participatory citizenship

#### **Culture and Diversity**

- value the positive interaction between individuals and groups
- appreciate and value the traditions of cultures

#### **Individuals, Societies, and Economic Decisions**

- appreciate the wide range of economic decisions that they make and their effects
- recognize the varying impact of economic decisions on individuals and groups

#### **Interdependence**

- appreciate the complexity of the interactions between human and natural systems
- value the need for individual as well as collective action to support peace and sustainability

#### **People, Place, and the Environment**

- value maps, globes, and other geographic representations as valuable sources of information and learning
- recognize the complexity of global interdependence

**Time, Continuity, and Change**

- value their society's heritage
- recognize that the collective history influences the present

***By Process***

**Communication**

- respectfully listen to others; respect other points of view
- value the importance of communication skills

**Inquiry**

- appreciate that there are a variety of strategies to solve problems and make decisions
- analyze problems from a variety of different perspectives

**Participation**

- value both independent and group work; take increasing responsibility for their own and the group's work
- learn to recognize, analyze, and respond appropriately to discriminatory practices and behaviours



# Contexts for Learning and Teaching

## Equity and Diversity

The social studies curriculum is designed to meet the needs and interests of all students. The curriculum should provide for the inclusion of the interests, values, experiences, and language of each student and of the many groups within our local, regional, national, and global communities.

The society of Newfoundland and Labrador, like all provinces of Canada, reflects a diversity of race, ethnicity, gender, ability, values, lifestyles, and languages. Schools should foster the understanding of such diversity. Social studies curricula promote a commitment to equity by valuing, appreciating, and accepting the diverse and multicultural nature of our society, as well as by fostering awareness and critical analysis of individual and systemic discrimination.

In a school setting characterized by mutual trust, acceptance, and respect, student diversity is both recognized and valued. All students are entitled to be respected and valued and, in turn, are responsible for respecting and valuing all other people. They are entitled to an educational system that affirms their gender, racial, ethnic, and cultural identity, and promotes the development of a positive self-image. Educators should ensure that classroom practices and resources positively and accurately reflect diverse perspectives and reject prejudiced attitudes and discriminatory behaviours.

## Principles Underlying the Social Studies Curriculum

The *Foundation for the Atlantic Canada Social Studies Curriculum* sets out a framework that describes the principles that characterize an empowering and effective social studies curriculum.

### ***Meaningful***

Meaningful social studies encourages students to learn through purposeful experiences designed around stimulating ideas, social issues, and themes, and discourages the memorization of disconnected pieces of information.

### ***Significant***

Significant social studies is student-centred and age appropriate. Superficial coverage of topics is replaced by emphasis on the truly significant events, concepts, and principles that students need to know and be able to apply in their lives.

### ***Challenging***

Challenging social studies involves teachers modelling high expectations for their students and themselves, promoting a thoughtful approach to inquiry, and demanding well-reasoned arguments.

### ***Active***

Active social studies encourages students to assume increasing responsibility for managing their own learning. Exploration, investigation, critical and creative thinking, problem solving, discussion and debate, decision making, and reflection are essential elements of this principle. This active process of constructing meaning encourages lifelong learning.

### ***Integrative***

Integrative social studies crosses disciplinary borders to explore issues and events, while using and reinforcing informational, technological, and application skills. This approach facilitates the study of the physical and cultural environment by making appropriate and meaningful connections to the human disciplines and to the concepts of time, space, continuity, and change.

### ***Issues-based***

Issues-based social studies considers the ethical dimensions of issues and addresses controversial topics. It encourages consideration of opposing points of view, respect for well supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action.

## The Social Studies Learning Environment

### *Instructional Approaches*

With the accelerating pace and scope of change, today's students cannot prepare for life by merely learning isolated facts. Problem solving, critical and creative thinking, and informed decision making are essential for success in the future. The social studies learning environment contributes significantly to the development of these critical attributes to prepare students as lifelong learners in the 21<sup>st</sup> century.

It is recognized that the most effective instructional approach is one that is eclectic in nature. The classroom teacher employs those instructional strategies deemed most appropriate given the needs of the learner, the learning outcomes, and the resources available. One cannot be prescriptive in favour of any single teaching method in grade 5 social studies since (1) students differ in interests, abilities, and learning styles, and (2) components of the course differ in terms of intent, level of conceptual difficulty, and the relative emphases on knowledge, skills, and values. Therefore, the discerning teacher will use a variety of methods in response to a variety of instructional situations.

Effective social studies teaching creates an environment that supports students as active, engaged learners. Discussion, collaboration, debate, reflection, analysis, and application should be integrated into activities when appropriate. Teaching strategies can be employed in numerous ways and combinations. It is the role of the teacher to reflect on the program outcomes, topics, resources, and nature of the class and individual students. They can then select approaches best suited to the circumstance.

In this regard, planning for instruction should be informed by a constructivist approach to learning, where students use prior knowledge as they construct new understanding. Teachers will lead students so that students can question and then search for answers as they move through the curriculum.

The grade 5 social studies curriculum challenges students to think critically. The course is structured so that students can inquire into why events, ideas, people or places are significant, what has changed over time, and why change occurred. These opportunities for inquiry should be enhanced by a hands-on approach to teaching, learning, and assessment where students use a variety of methods to show their understanding of these concepts.

The grade 5 social studies program builds an active learning approach for students, supporting lifelong learning skills such as problem solving, critical thinking, creative thinking, information analysis, and informed decision making. This program introduces methods and skills for social studies research and provides a context in which students can analyze and evaluate information and make appropriate interpretations.

## ***Inquiry and Analysis***

This curriculum guide will provide teachers with questions designed to encourage authentic inquiry and to promote in students the development of higher order and analytic thinking abilities.

### ***Inquiry***

Educational research suggests that students learn best when they actively and critically inquire into the subject matter. Teachers can engage students in learning about social studies by involving them in shaping questions to guide their study, giving them ownership over the directions of these investigations and requiring that students critically analyze subject matter and not merely retrieve information. In these ways, classrooms shift from places where teachers cover curriculum to places where students uncover the curriculum.

The uncovering of curriculum occurs only when students investigate questions that present meaningful problems or challenges to address. ‘Critical’ inquiry signals that inquiry is not merely the retrieval of information but requires reaching conclusions, making decisions, and solving problems. Although some students may enjoy gathering information, students’ depth of learning and engagement are enhanced when they are invited to think critically at each step of the investigation.

The following dimensions capture the range of inquiry-related competencies within the social sciences:

1. Ask questions for various purposes
2. Locate and select appropriate sources
3. Access ideas from oral, written, visual, and statistical sources
4. Uncover and interpret the ideas of others
5. Assess options and formulate reasoned opinions
6. Present ideas to others
7. Act cooperatively with others to promote mutual interests

Critical inquiry is embedded into these areas of competence at all grade levels. From kindergarten, students are explicitly taught and then expected to make reasoned decisions, develop interpretations and make plausible inferences based on evidence. See *Appendix C*.

### ***Analysis***

Recent scholarship in relation to effective teaching and learning in the social sciences confirms the view that there is a positive correlation between student engaged with authentic tasks and achievement. The research of Peter Seixas, Roland Case and Mike Denos, Kamilla Bahbahnani and Miem Tu Huynh, and others, suggests that the application of second order concepts to an area

of inquiry allows for effective and powerful learning. Extending from this body of knowledge, this curriculum articulates a set of six concepts related to analysis which is intended enable students to “think deeply” about the ideas they will encounter in this course:

1. Use Information (abbreviated UI)
2. Make Comparisons (abbreviated MC)
3. Identify Cause and Consequence (abbreviated CC)
4. Consider Perspective (abbreviated CP)
5. Determine Significance (abbreviated DS)
6. Make Value Judgments (abbreviated VJ)

These competencies are embedded in the social studies curriculum at all grade levels. Students are explicitly taught how to apply these concepts as part of the inquiry process. See *Appendix C*.

## ***Resource-Based Learning***

Effective social studies teaching and learning actively involves students, teachers, and teacher-librarians in the effective use of a wide range of print, non-print, and human resources. Resource-based learning fosters the development of individual students by accommodating their diverse backgrounds, learning styles, needs, and abilities. Students who use a wide range of resources in various media have the opportunity to approach a theme, issue, or topic in ways that allow for differences in learning styles and abilities.

Resource-based learning supports students as they develop information literacy: accessing, interpreting, evaluating, organizing, selecting, producing, and communicating information in and through a variety of media technologies and contexts. When students engage in their own research with appropriate guidance, they are more likely to take responsibility for their learning and to retain the information they gather for themselves.

In a resource-based learning environment, students and teachers make decisions about appropriate sources of information and tools for learning and how to access these. A resource-based approach raises the issues of selecting and evaluating a wide variety of information sources, with due crediting of sources and respect for intellectual property. The development of critical skills needed for these tasks is essential to the social studies processes.

The range of possible resources include:

- print – books, magazines, newspapers, documents, and publications
- visuals – maps, illustrations, photographs, pictures, and study prints
- artefacts – concrete objects, educational toys, and games
- individuals and community – interviews, museums, field trips

- multimedia – films, audio and video tapes, laser and video discs, television, and radio
- information technology – computer software, databases, CD-ROMs
- communication technology – Internet connections, bulletin boards, e-mail

## ***Literacy Through Social Studies***

Literacy has always been an important component of social studies education. In recent years, however, through the promotion of research in critical theory, the meaning of literacy has broadened to encompass all media and forms of communication. In today's social studies classrooms, learners are encouraged to examine, compose, and decode spoken, written, and visual texts to aid in their understanding of content and concepts and to better prepare them for full and effective participation in their community. Additionally, the goals of literacy include not only language development, but also critical engagement with text, visuals, and auditory information. These goals have implications for the role of the social studies teacher.

The ability to read is critical for success in school. Therefore, it is vital that social studies teachers develop and use strategies that specifically promote students' abilities to read, comprehend, and compose text, no matter what form that text might take. Similarly, writing as a process should be stressed as a means that allows students to communicate effectively what they have learned and what further questions they need to ask.

Critical literacy in social studies curriculum addresses several goals. Through the implementation of various strategies, teachers will develop students' awareness of stereotyping, cultural bias, author's intents, hidden agendas, silent voices, and omissions. Students are encouraged to be aware that authors construct texts with specific purposes in mind. Further critical literacy helps students comprehend texts at a deeper level by encouraging them to view content and ideas from a variety of perspectives and to interpret the various levels of meaning, both explicit and implicit, in a given text.

In this regard, the level and focus of questioning becomes very important. The depth of student response will often be determined by the depth of questioning and inquiry. Teachers need to pose high-level, open-ended questions that allow students to use their prior knowledge and experiences and provide opportunity for sustained engagement before, during, and after reading or viewing text.

Strategies that promote literacy through social studies include helping students comprehend the meaning of words, symbols,

pictures, diagrams, and maps in a variety of ways. Students will engage in many learning opportunities designed to challenge and enhance their communication in a variety of modes (such as writing, debating, persuading, and explaining) and in a variety of mediums (such as the artistic and technological). In the Social Studies classroom, all literacy strands are significant: reading, writing, speaking, listening, viewing, and representing.

In the context of social studies, literacy also addresses the promotion of citizenship. Literacy for active citizenship involves understanding different perspectives on key democratic struggles, learning how to investigate current issues, and participating creatively and critically in community problem-solving and decision-making. Exercising civic rights and responsibilities is a practical expression of important social values and requires specific personal, interpersonal, and advocacy skills. Through this important focus, the social studies program will help students become more culturally sensitive and effective cross-cultural communicators in a world of increasing cultural and linguistic diversity.

## ***Integration of Technology***

Technology, including Information and Communication Technology (ICT), plays a major role in the learning and teaching of social studies. Computers and related technologies are valuable classroom tools for the acquisition, analysis, and presentation of information. These technologies provide further opportunity for communication and collaboration, allowing students to become more active participants in research and learning.

ICT and related technologies (digital video and digital cameras, scanners, CD-ROMs, DVD ROMs, word processing software, graphics software, video-editing software, html editors, and the Internet (including the World Wide Web, databases, electronic discussions, e-mail, audio, and video conferencing) afford numerous possibilities for enhancing learning. Computers and other technologies are intended to enhance the learning of social studies. In that context, technological resources can provide a variety of opportunities.

- The Internet increases access to extensive and current information. Research skills are key to efficient use of these resources. Questions of validity, accuracy, bias, and interpretation must be applied to information available on the Internet.
- Interactions and conversations via e-mail, video and audio conferencing, student-created websites, and online discussion groups provide connections between students and people from cultures around the world. This exposure to first-hand information will enable students to directly employ inquiry skills.
- Students present what they have learned in a wide variety of

forms (e.g., graphs, maps, text, graphic organizers, websites, multimedia presentations) that fit their learning styles. These presentations can be shared with others, both in their classroom and beyond.

- Students are actively involved in their learning through controlling information gathering, processing, and presentation. For example, Geographic Information Systems (GIS) software enables students to collect data on a community, plot the data using Global Positioning Systems (GPS), and analyze and present their findings by creating maps that demonstrate their learning.

## ***Education for Sustainable Development***

Education for sustainable development (ESD) involves incorporating the key themes of sustainable development – such as poverty alleviation, human rights, health, environmental protection, and climate change – into the education system. ESD is a complex and evolving concept. It requires learning about the key themes from a social, cultural, environmental, and economic perspective and explores how those factors are inter-related and inter-dependent.

With this in mind, it is important that all teachers, including social studies teachers, attempt to incorporate these key themes in their subject areas. One tool that may be used is the searchable on-line database *Resources for Rethinking*, found at [r4r.ca/en](http://r4r.ca/en). It provides teachers with access to materials that integrate ecological, social, and economic spheres through active, relevant, interdisciplinary learning.



## Assessing and Evaluating Student Learning

Assessment is the systematic process of gathering data on student learning. Evaluation is the process of analyzing patterns in the data, forming judgments about possible responses to these patterns, and making decisions about future actions.

An integral part of the planned instructional cycle is the evaluation of learning and evaluation for learning. Evaluation of learning focuses on the degree to which students have achieved the intended outcomes and the extent to which the learning environment was effective toward that end. Evaluation for learning, given what evaluation of learning reveals, focuses on the designing of future learning situations to meet the needs of the learner.

The quality of assessment and evaluation has a link to student performance. Regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how the results are communicated send clear messages to students and other stakeholders about what is really valued—what is worth learning, how it should be learned, what elements of quality of performance are most important, and how well students are expected to perform.

### *Assessment*

To determine how well students are learning, assessment strategies are used to systematically gather information on the achievement of curriculum outcomes. In planning assessments, teachers should use a broad range of data sources, appropriately balanced, to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. Many sources of assessment data can be used to gather such information. Some examples include, but are not limited to the following:

formal and informal observations	interviews
work samples	rubrics
anecdotal records	simulations
conferences	checklists
teacher-made and other tests	questionnaires
portfolios	oral presentations
learning journals	role play
questioning	debates
essay writing	rating scales
performance assessments	case studies
peer and self-assessments	panel discussions
multimedia presentations	graphic representations

## ***Evaluation***

Evaluation is a continuous, comprehensive, and systematic process. It brings interpretation, judgments, and decisions to data collected during the assessment phase. How valid and reliable is the data gathered? What does the data suggest in terms of student achievement of course outcomes? Does student performance confirm instructional practice or indicate the need to change it? Are students ready to move on to the next phase of the course or is there need for remediation?

Teacher-developed assessments and the evaluations based on them have a variety of uses:

- providing feedback to improve student learning
- determining if curriculum outcomes have been achieved
- certifying that students have achieved certain levels of performance
- setting goals for future student learning
- communicating with parents about their children’s learning
- providing information to teachers on the effectiveness of their teaching, the program, and the learning environment
- meeting goals of guidance and administrative personnel

Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them. The evaluation of a student’s progress may be classified as pre-instructional, formative, or summative—depending on the purpose.

Pre-instructional evaluation is conducted before the introduction of unfamiliar subject matter or when learners are experiencing difficulty. It gives an indication of where students are and is not a measure of what they are capable of doing. The purpose is to analyze the student’s progress to date in order to determine the type and depth of instruction needed. This type of assessment is mostly conducted informally and continuously.

Formative evaluation is conducted throughout the process of instruction. Its elementary purpose is to improve instruction and learning. It is an indication of how things are going. It identifies a student’s strengths or weaknesses with respect to specific curriculum outcomes so that necessary adaptations can be made.

Summative evaluation occurs at the end of a designated period of learning. It is used, along with data collected during the formative stage, to determine learner achievement. This assessment is used in order to report the degree to which curriculum outcomes have been achieved.

## Guiding Principles

In order to provide accurate, useful information about the achievement and instructional needs of students, certain guiding principles for the development, administration, and use of assessments must be followed.

The *Principles for Fair Student Assessment Practices for Education in Canada* (1993)\* articulates five basic assessment principles:

- Assessment strategies should be appropriate for and compatible with the purpose and context of the assessment.
- Students should be provided with sufficient opportunity to demonstrate the knowledge, skills, attitudes, or behaviours being assessed.
- Procedures for judging or scoring student performance should be appropriate for the assessment strategy used and be consistently applied and monitored.
- Procedures for summarizing and interpreting assessment results should yield accurate and informative representations of a student's performance in relation to the curriculum outcomes for the reporting period.
- Assessment reports should be clear, accurate, and of practical value to the audience for whom they are intended.

These principles highlight the need for assessment that ensures:

- the best interests of the student are paramount
- assessment informs teaching and promotes learning
- assessment is an integral and ongoing part of the learning process and is clearly related to the curriculum outcomes
- assessment is fair and equitable to all students and involves multiple sources of information

While assessments may be used for different purposes and audiences, all assessments must give each student optimal opportunity to demonstrate what he/she knows and can do.

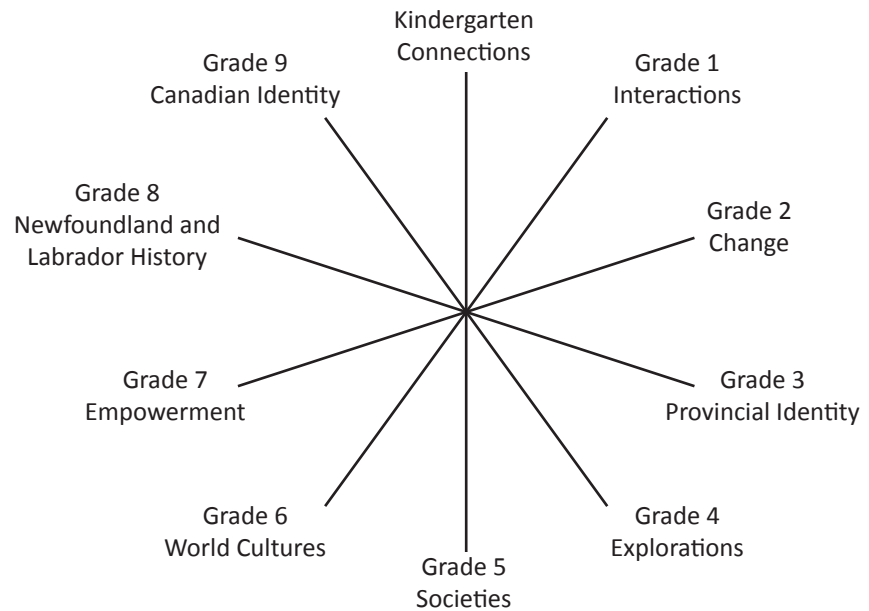
*\* The Principles for Fair Student Assessment Practices for Education in Canada was developed by a Working Group guided by a Joint Advisory Committee representing national educational organizations including (but not limited to): Canadian Teachers' Federation, Canadian Council for Exceptional Children, Provincial and Territorial Ministers, and Departments of Education. While there has not been a revision of the Principles since the original date of publication, the Principles are considered current by educational stakeholders and have been published in assessment documents with copyright dates of 2009. These Principles are informing best practice in the 21st century, e.g., the Principles are the foundation of the Student Evaluation Standards published in the United States by Corwin Press in 2003 and are referenced in the Alberta government's student assessment study (2009) to name but two examples. The Principles continue to be cited as their accompanying guidelines are timely and sound.*



# Curriculum Overview

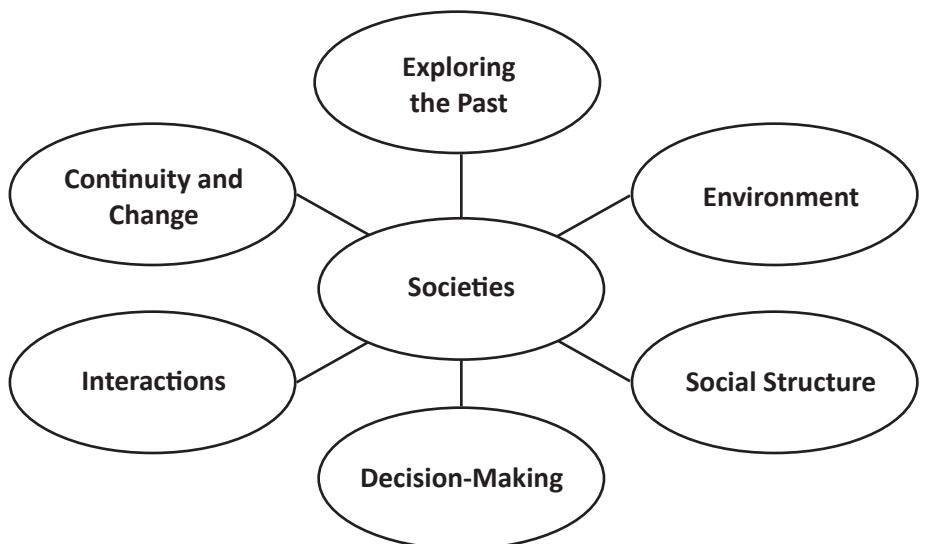
## Kindergarten to Grade Nine Social Studies

The social studies program for entry to Grade 9 is designed around ten conceptual organizers.



## Grade Five Conceptual Framework

Grade 5 social studies is organized around the following units:



The conceptual framework for each unit in the grade 5 social studies program is expressed in the form of specific curriculum outcomes. The outcomes describe what students are expected to know, be able to do, and value by the end of the year.

*This page is left blank intentionally.*

## Pacing Guidelines

When planning for instruction it is critical for evaluation to be aligned with outcomes and instruction. Thus, the relative emphasis on units of instruction must be reflected in the assessment of students' work.

The following table of specifications is provided to help with instructional planning - for pacing and evaluation purposes.

<b>Unit</b>	<b>Instructional Time (weeks)</b>	<b>Instructional Time (%)</b>
Integrated Concepts and Processes	<i>integrated</i>	<i>integrated</i>
Unit One: Exploring the Past	3	8
Unit Two: Environment	6	16
Unit Three: Social Structure	6	16
Unit Four: Decision-Making	10	28
Unit Five: Interactions	8	22
Unit Six: Continuity and Change	4	10
<b><i>Total</i></b>	<b><i>37 weeks</i></b>	<b><i>100%</i></b>

# How to Use the Four Column Curriculum Layout

## Outcomes and Delineations

Each column contains one specific curriculum outcome and an accompanying set of delineations. The delineations provide specificity in relation to key ideas. Each delineation is given an entire two-page spread, which is offset by the ► symbol and is ***bolded and italicized***.

## Focus for Learning

The purpose of this feature is to assist teachers with instructional planning. The intent of this feature is to provide clarity in terms of scope and depth of treatment of ideas.

## Enduring Understanding

The intent of this feature is to summarize in one or two sentences the salient idea of the delineation.

## Sample Performance Indicator(s)


The intent of this feature is to provide a summative, higher order question, where the answer provided by the student would serve as a data source to help teachers assess the degree to which the student has achieved the outcome in relation the delineation.

Performance indicators are typically presented as a question, which may include an introduction to establish a context. To answer the question students are required to use both first order (knowledge) and second order concepts (analysis). Performance indicators would be assigned at the end of the teaching period allocated for the delineation.

CURRICULUM OUTCOMES

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Unit Three - Social Structure: *How are societies influenced by social structure?*

Curriculum Outcome	Focus for Learning																																																
<p><b>3.0 - Students are expected to explain the importance of social structure in a society from the middle ages</b></p> <p>► <b><i>3.1 locate and describe the society using geographic concepts</i></b></p> <p>3.2 explain the social structure of the society</p> <p>3.3 compare lifestyles of different groups within the society</p> <p>3.4 explain how human-environmental interactions influenced the society</p>	<p>Please see delineation 2.1 on pages 58 and 60 for an explanation of these concepts.</p> <p><b>Enduring Understanding</b></p> <p>At the completion of this section students should understand that each location on Earth has a particular combination of geographic features that help create a unique sense of place.</p> <p><b>Sample Performance Indicator(s)</b></p> <ul style="list-style-type: none"> <li>On the map provided, identify the location of the society from the middle ages that you are investigating in this unit (e.g., draw a box around the area). Then, using the reference maps provided: (a) Describe the area in terms of location and place. (b) Identify two possible benefits of living in this area. (c) Identify two possible challenges of living in this area. (See Appendix E - Investigating Place) (UI, CC, CP, DS)</li> </ul> <div style="text-align: center;">  <p><i>Sample map for illustration purposes only.</i></p> </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="3" style="text-align: center;">Investigating _____ in the Modern Era</th> </tr> <tr> <th colspan="3" style="text-align: center;">Location</th> </tr> </thead> <tbody> <tr> <td style="width: 33%;">Hemispheres</td> <td style="width: 33%;">Continent</td> <td style="width: 33%;">Latitude and Longitude*</td> </tr> <tr> <td colspan="3">Its closest neighbour to the (state cardinal direction) is _____.</td> </tr> <tr> <th colspan="3" style="text-align: center;">Place</th> </tr> <tr> <td colspan="3">Climate</td> </tr> <tr> <td colspan="3">Vegetation</td> </tr> <tr> <td colspan="3">Significant Geographic Feature(s)</td> </tr> <tr> <th colspan="3" style="text-align: center;">Benefits</th> </tr> <tr> <td style="width: 33%;">Geographic Feature</td> <td colspan="2">Influence on People's Lives</td> </tr> <tr> <td>#1</td> <td colspan="2"></td> </tr> <tr> <td>#2</td> <td colspan="2"></td> </tr> <tr> <th colspan="3" style="text-align: center;">Challenges</th> </tr> <tr> <td style="width: 33%;">Geographic Feature</td> <td colspan="2">Influence on People's Lives</td> </tr> <tr> <td>#1</td> <td colspan="2"></td> </tr> <tr> <td>#2</td> <td colspan="2"></td> </tr> </tbody> </table>	Investigating _____ in the Modern Era			Location			Hemispheres	Continent	Latitude and Longitude*	Its closest neighbour to the (state cardinal direction) is _____.			Place			Climate			Vegetation			Significant Geographic Feature(s)			Benefits			Geographic Feature	Influence on People's Lives		#1			#2			Challenges			Geographic Feature	Influence on People's Lives		#1			#2		
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CURRICULUM OUTCOMES

Unit Three - Social Structure: *How are societies influenced by social structure?*

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**Suggestions for Teaching and Assessment**

**Connect**

*For students ...*

- With a partner take a virtual tour of the location of a society from the middle ages (e.g., England). Record the geographic features you observed (i.e, landforms and bodies of water, features, vegetation, climate). For each feature observed, identify how it might influence people in the society in terms of benefits and challenges. Take your tour using satellite imagery such as Google Maps or Google Earth. Organize and present your findings using an idea web, or other presentation software. When you are finished, highlight the benefits in green and the challenges in yellow. (UI, CC, CP)

*For teachers ...*

- Ask students to compare the ancient society they studied in outcome 2.0 with the society they are studying in this outcome from the middle ages. Students should compare the locations using a double bubble or other graphic organizer. Consider the relative benefits and / or challenges of location, landforms and bodies of water, climate, and vegetation. (UI, MC)

**Consolidate**

*For students ...*

- You have now completed in-depth investigations of two places on Earth: (i) ancient (name of society) and (ii) (name of society) during the middle ages. Based on geographic features, in which location would you prefer to live? Identify two benefits and two challenges of living in this location. (Note: A PMI chart or similar organizer could be used for this type of comparison.) (UI, MC, CC)

Investigating Place	
If I had to live in either _____ or _____ I would choose _____.	
Benefits	
Geographic Feature	Influence on People's Lives
Challenges	
Geographic Feature	Influence on People's Lives

**Notes**

**Suggested Time:** 4 hours

**Authorized Resource(s)**  
**Investigating Past Societies**

- Chapter Three (pp. 45-49)

**Additional Activities**

See page 55.

**The PMI Strategy**

Sometimes where asked to classify an idea as either “positive” or “negative” students have an emotional reaction to the idea. As a result students’ perspectives narrow.

Plus Minus Interesting\*\* (PMI) is an analytic strategy that allows students the engage with ideas without being forced to classify them as either “positive” or “negative”. Thus students are able to broaden their perspective on an inquiry. Note that PMI is not intended to allow students to avoid making a final determination, but rather to ensure that this happens after both sides of an issue have been considered.

\*\*The interesting points are those which are neither good nor bad but are worth noticing.

\* Students should record the longitude and latitude of the extreme edges of the society’s boundaries. OR Students may record the coordinates for the location of one of the society’s important communities.

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**Notes**

This feature references supplementary information and possible resources for use by teachers.

**Sample Teaching and Assessment Strategies**

The purpose of this feature is to provide teachers with ideas for instruction and assessment. In this way instructional activities are recognized as possible sources of data for assessment purposes. Frequently, appropriate techniques and instruments for assessment purposes are recommended.

The ideas for this feature support a constructivist approach to learning. Suggestions for instruction and assessment are organized sequentially:

- **Activate** - suggestions that may be used to activate prior learning and establish a context for the instruction;
- **Connect** - suggestions that scaffold student learning to focus on the main ideas of the outcome; and
- **Consolidate** - suggestions that help student summarize their learnings before moving on to subsequent SCOs and / or delineations.



# Curriculum Outcomes



## Course Summary

The organizing concept for grade 5 social studies is “Investigating Past Societies”. Students will examine the roles of archaeologists and historians in investigating the past and will use historical inquiry to consider how primary sources are discovered, evaluated, and used to construct historical knowledge. This will enable students to gain an understanding of how we learn about the past.

Students will investigate various societies from different historical eras, namely, ancient, middle ages, the modern era. They will examine how environment influenced ancient societies and build upon this as they examine societies from the middle ages. They further their understandings of societies by examining the social structure of societies from the middle ages.

First Nations and Inuit societies are examined in-depth as students consider lifestyles and decision-making practices. British and French expansion into Canada during the modern era resulted in many interactions with First Nations and Inuit. These interactions brought many changes to Atlantic Canada.

The last unit of the course focuses student’s inquiry on the concept of continuity and change as they compare their society with past societies. Students should come to recognize that the society they live in today has similarities and differences from the societies studied in the different eras.

# Unit i

## Integrated Concepts and Processes (ICPs)

**Specific Curriculum Outcomes**    icp.0    Students are expected to demonstrate proficiency in utilizing concepts and processes from the social sciences.

### Overview

The social studies curriculum (K-12) is designed to enable students to explore the world in which they live using the disciplines of economics, geography, history and political science.

Associated with these disciplines are concepts and processes which are used in the social sciences as a whole. When planning for instruction it is important that educators provide students opportunity to:

- become proficient in applying these concepts and processes within the context of grade 5 social studies, and
- to develop capacity to transfer these concepts and processes to real life situations.

The specific curriculum outcome that is associated with this set of concepts and processes is labeled as “icp” because these concepts and processes are to be *integrated* throughout the curriculum as a whole. In the two-page spreads that follow, columns two and three provide clarification and examples of how this can be achieved.

Please see *Contexts for Teaching and Learning: Inquiry and Analysis* (pp. 14 - 15), and *Appendix C* (pp. 115-122) for further information.

### Instructional Time

This outcome is not to be taught in isolation. It is designed to be incorporated during the teaching of each specific curriculum outcome.

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

The GCOs shaded below are the primary area of focus for this unit.

<p><b>1. Citizenship, Power, and Governance</b></p> <p>Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship, and the origins, functions, and sources of power, authority, and governance.</p>	<p><b>2. Culture and Diversity</b></p> <p>Students will be expected to demonstrate an understanding of culture, diversity, and world view, while recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.</p>	<p><b>3. Individuals, Societies, and Economic Decisions</b></p> <p>Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.</p>
<p><b>4. Interdependence</b></p> <p>Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.</p>	<p><b>5. People, Place, and Environment</b></p> <p>Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.</p>	<p><b>6. Time, Continuity, and Change</b></p> <p>Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.</p>

The processes and skills of social studies used in this unit.

<p><b>Communication</b></p> <p>Students listen, read, interpret, translate, and express ideas and information.</p>	<p><b>Inquiry</b></p> <p>Students formulate and clarify questions, investigate problems, analyze relevant information, and develop rational conclusions supported by evidence.</p>	<p><b>Participation</b></p> <p>Students act both independently and collaboratively in order to solve problems, make decisions, and negotiate and enact plans for action in ways that respect and value the customs, beliefs, and practices of others.</p>
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## Integrated Concepts and Processes

### Curriculum Outcome

**icp.0 – The student will be expected to demonstrate proficiency in utilizing concepts and processes from the social sciences.**

► ***icp.1 use an inquiry model to create, explore and resolve significant questions***

icp.2 analyze events, ideas, issues, patterns and trends

icp.3 make judgments based on appropriate criteria

### Focus for Learning

This course provides students with the opportunity to explore issues that relate to past and present societies.

Students should be familiar with the inquiry process of asking and answering questions (see *Appendix C*). In this course, students are asked to consider *complex questions* (questions that do not have simple answers) and *issues* (questions that have multiple responses which may all seem plausible).

It is expected that students will develop proficiency with issues analysis, whereby they:

- identify the issue,
- activate prior learning,
- examine available data,
- state facts and make inferences based on the data,
- reach a conclusion that is carefully argued and supported with evidence,
- identify and respond to counter-arguments, and
- acknowledge strengths and weaknesses in their position.

In order to respond effectively to issues, it is important that students think deeply about the topic. In particular, students should have sufficient data to inform their inquiry and have opportunity to discuss the issue with others to aid in considering other points of view.

When there are two (or more) responses which seem equally plausible, students should be encouraged to explore the possibility of finding a mutually agreeable resolution that is “win-win” for all sides. Students should avoid compromise as a means to finding a resolution, but rather focus on underlying principles which are valued by both sides.

It is expected that students clearly articulate their arguments when establishing and supporting a position. While it is not always necessary to formulate a formal essay response, if abbreviated formats are used (such as jot notes or graphic organizers), students must ensure that there is a logical progression of ideas and a clear presentation of information as evidence to support their position.

Finally, it is important that students be afforded the opportunity to consider issues that have local as well as national significance. Time should also be allotted to revisit past issues as a means to inform students’ understanding of the present.

### Enduring Understanding

Examining and resolving issues enables a society to achieve the goals it values.



## Integrated Concepts and Processes

### Suggestions for Teaching and Assessment

*Note: The following are provided as examples of sample tasks that embody the ideas related to the inquiry process. These types of tasks are found throughout this section of the curriculum guide.*

**Activate** (from SCO 1.1 / 1.2 page 43)

For teachers ...

- Lead a whole class discussion around the question “How do we know what happened in the past?” A RAN chart can be used to record students’ responses. The questions raised by students should be revisited throughout the course.

Reading and Analyzing Nonfiction				
What I think I know	Confirmed	Mis-conceptions	New Learnings	Wonderings

**Connect** (from SCO 4.1 / 4.2 page 75)

For students ...

- Describe the geographic features of the area in which a First Nation or Inuit society lived. How might these features have influenced lifestyle? Be sure to consider the influence of environment on food, clothing, structures, etc.

The Influence of Place: Investigating <u>name</u> Society in the Middle Ages		
Geographic Feature	Possible Benefits	Possible Challenges

**Consolidate** (from SCO 3.1 page 67)

For students ...

- You have now completed in-depth investigations of two places on Earth: (i) ancient (name of society) and (ii) (name of society) during the middle ages. Based on geographic features, in which location would you prefer to live? Identify two benefits and two challenges of living in this location.

Investigating Place	
If I had to live in either _____ or _____ I would choose _____.	
Benefits	
Geographic Feature	Influence on People’s Lives
Challenges	
Geographic Feature	Influence on People’s Lives

### Notes

**Suggested Time:** integrated throughout course

### Appendix C

#### Literature Link

- ✓ Tools For Learning For Kids:  
Book 1 - *Doing Research*  
Book 2 - *Gathering Information*  
Book 3 - *Looking At and Organizing Information*  
Book 4 - *Passing On Information*

#### Powerful Questions

- ✓ focus inquiry
- ✓ generate curiosity
- ✓ lead to more questions
- ✓ provide a lot of information
- ✓ stimulate conversation

#### Engaging Students

Student inquiry may be further developed using tools such as a question matrix. This strategy can help students create their own inquiries and encourage deep thinking. See Appendix E: Questions I can ask ...

#### What does it mean to “think deeply”?

Deep thinking moves beyond preconceptions and allows for the examination of a subject from many different perspectives. It requires and promotes a comprehensive understanding of a subject. Deep thinking involves both creative and evaluative engagement. It is an effective way of identifying / developing new connections, ideas, and solutions.

## Integrated Concepts and Processes

### Curriculum Outcome

**icp.0 – The student will be expected to demonstrate proficiency in utilizing concepts and processes from the social sciences.**

icp.1 use an inquiry model to create, explore and resolve significant questions

► **icp.2 analyze events, ideas, issues, patterns and trends**

icp.3 make judgments based on appropriate criteria

### Focus for Learning

Throughout the K-12 social studies curriculum it is expected that students will be able to use the following concepts:

- use information (abbreviated UI)
- make comparisons (abbreviated MC)
- identify cause and consequence (abbreviated CC)
- consider perspective (abbreviated CP)
- determine significance (abbreviated DS)
- make value judgments (abbreviated VJ)

*Appendix C* provides a detailed explanation of concept.

These concepts are interrelated. For example, establishing the significance of an event is frequently a matter of perspective. In this regard, teachers should encourage *habits of mind* that support effective inquiry, such as:

- *open-mindedness* - being receptive to new ideas, arguments, etc.; unprejudiced
- *fair-mindedness* - just and impartial; not biased
- *a tolerance for ambiguity* - acknowledging that data may be interpreted to support more than conclusion
- *suspension of judgment* - involves waiting for all the facts before making a decision; the cornerstone of good research
- *the application of past knowledge to new situations* - this involves (i) looking beyond differences among concepts, events and ideas and noting how they may be connect, and (ii) learning from past experience and using that understating to make better decisions and / or think deeply about the matter at hand

Finally, it will be important for teachers to pose inquiries that challenge students to integrate the themes of multiple SCOs, thus enabling students to see the “big picture”of societies. In this way, students’ learning should emerge into an integrated whole, as opposed to disconnected pieces of information. In the context of grade five social studies, sample questions may include:

- What was the most significant event or idea during the ancient era that still influences societies today?
- Comparing two societies, what are the most notable similarities and differences?

### Enduring Understanding

When examining significant questions, the application of analysis and habits of mind improve the quality of possible responses.

## Integrated Concepts and Processes

### Suggestions for Teaching and Assessment

*Note: The following are provided as examples of sample tasks that embody the ideas related to inquiry and analysis. These concepts are found throughout columns two and three of the curriculum guide.*

**Activate** (from SCO 2.3 page 61)

*For teachers ...*

- Ask each student to reflect on how their lives are influenced by the environment. Consider aspects such as food, clothing, structures, recreation. Then, ask students to examine how lifestyles in an ancient society were influenced by environment. (UI, MC)

The Influence of Environment		
My Life	Area	Ancient Society
	<i>Food</i>	
	<i>Clothing</i>	
	<i>Structures</i>	
	<i>Recreation</i>	

**Connect** (could be used as with SCO 3.2 pages 68-71)

*For students ...*

- Debate the following question: Which group / order within a social structure is more important? Support your position with evidence. (UI, MC, CC, CP)

**Consolidate** (from SCO 4.2 page 77)

*For teachers ...*

- Engage students in a debate where they are asked to select what they feel is the one artefact that best demonstrates the resourcefulness of each First Nation and Inuit society studied in this outcome. *(Note that students may initially debate this selection in small groups. Students may then present their choice to the class, followed by a class vote or decision by consensus.)* (UI, DS)

### Notes

**Suggested Time:** integrated throughout course

### Appendix C

Reference PL site for more on ICPs

### Literature Links

- ✓ Tools For Learning: Skills, Models and Methods

### What are habits of mind?

Research suggests that efficient and effective thinkers use these strategies when confronted with problems where solutions are not immediately obvious.

As students encounter increasingly complex issues, it is important to help them apply these strategies as appropriate.

For example, “suspension of judgment” is a habit of mind frequently used by archaeologists and historians when investigating question about the past where there is insufficient information to reach a conclusion.

## Integrated Concepts and Processes

**icp.0 – The student will be expected to demonstrate proficiency in utilizing concepts and processes from the social sciences.**

icp.1 use an inquiry model to create, explore and resolve significant questions

icp.2 analyze events, ideas, issues, patterns and trends

► **icp.3 make judgments based on appropriate criteria**

### Elaboration

Students are frequently confronted with situations where they are asked to make a decision about what to believe or do. When students purposefully reflect on what is reasonable to believe, or what to do, they are thinking critically.

*“... the goal is to help students approach any task, problem or issue in an open-minded manner, to look carefully at the various options and to reach reasonable conclusions based on careful assessment of relevant factors.”*

(Embedding Critical Thinking Into Teaching and Learning, Alberta Education, 2008)

To think critically is essentially to engage in deliberations with the intention of *making a judgment* based on appropriate *criteria*.

By framing content in the context of problematic situations that invite students to think critically, student engagement can be increased. (Note: If a situation has only one plausible option, or a correct answer is obvious, then it does not meet the criteria for critical thinking).

As students progress through the K-12 social studies program it is expected that they will improve their ability to think critically.

In the area of social studies, here are some applications of this concept:

- What makes a good argumentative essay?
- What makes a sound solution to an economic problem?
- What makes a powerful question?
- What are the qualities of a reliable primary source?

See *Appendix C - Critical Thinking* (p. 122) for more information on developing tasks for students that involve critical thinking.

### Enduring Understanding

The ability to think critically is an essential intellectual ability that students need in order to analyse information, integrate diverse sources of data and solve problems in an increasingly complex and interdependent world.

## Integrated Concepts and Processes

### Suggestions for Teaching and Assessment

*Note: The following are examples of tasks that require critical thinking. These tasks are found throughout columns two and three of this curriculum guide.*

**Activate** (from SCO 3.2 page 69)

*For teachers ...*

- Using a think-pair-share strategy, provide students with six “character cards” representing examples of the roles found in each group / order for a given society. Ask students to organize the cards into groups. Then, ask students to explain the categories they used to classify each character as part of a whole class discussion. Examples of roles and categories include:

Social Group / Order	Sample Role
<i>Those Who Help Keep Us Healthy</i>	<ul style="list-style-type: none"> <li>dentist</li> <li>nurse</li> </ul>
<i>Those Who Help Keep Us Safe</i>	<ul style="list-style-type: none"> <li>fire fighter</li> <li>snowplow operator</li> </ul>
<i>Those Who Help Us Learn</i>	<ul style="list-style-type: none"> <li>museum guide</li> <li>teacher</li> </ul>

**Connect** (from SCO 6.1 page 85)

*For students ...*

- With a partner, take a virtual tour of some of the locations settled by English and French societies in the Atlantic region in the early 1700s. Record the geographic features you observed in each area. For each area, identify some of the benefits and challenges of living there. Identify which might be the most preferred location based on the criteria of (i) fewest challenges and (ii) greatest benefits. Summarize your findings in a chart or other visual representation. (UI, CC, CP)

Location:	
Description	
landforms:	bodies of water:
climate:	vegetation:
Evaluation	
Challenges	Benefits

**Consolidate** (from SCO 7.3 page 101)

*For students ...*

- Create a slide show that uses inferences from historical evidence to predict what your society might look like 100 years from now. Be sure to highlight important similarities and differences between your society today and your society in the future. (UI, MC, CC, DS)

### Notes

**Suggested Time:** integrated throughout course

### Appendix C

# Unit One: Exploring the Past

## *How do we learn about the past?*

**Specific Curriculum Outcome** 1.0 Students are expected to demonstrate an understanding of how we learn about the past.

**Overview** This unit introduces students to the concept of “historical inquiry”. Students will consider the value of historical knowledge. Students will also examine how primary sources are discovered, evaluated and used to construct historical knowledge. They will use this information to answer the question: “How do we learn about the past?” Students will also consider some of the difficulties in creating an accurate account from the past.

*Note:* It is strongly recommended that teachers integrate SCO 7 throughout the year.

**Instructional Time** It is recommended that 10 hours, approximately 3 weeks, of instructional time be used to work with students to achieve SCO 1.0. The range of dates highlighted below are offered as a suggestion.

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

The GCO shaded below is the primary area of focus for this unit.

<p><b>1. Citizenship, Power, and Governance</b></p> <p>Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship, and the origins, functions, and sources of power, authority, and governance.</p>	<p><b>2. Culture and Diversity</b></p> <p>Students will be expected to demonstrate an understanding of culture, diversity, and world view, while recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.</p>	<p><b>3. Individuals, Societies, and Economic Decisions</b></p> <p>Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.</p>
<p><b>4. Interdependence</b></p> <p>Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.</p>	<p><b>5. People, Place, and Environment</b></p> <p>Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.</p>	<p><b>6. Time, Continuity, and Change</b></p> <p>Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.</p>

Examples illustrating how the processes and skills of social studies may be used in this unit.

<p><b>Communication</b></p> <p><i>Examples of communication in this unit include</i></p> <ul style="list-style-type: none"> <li>organize data</li> <li>interpret visuals</li> <li>describe objects</li> </ul>	<p><b>Inquiry</b></p> <p><i>Examples of inquiry in this unit include</i></p> <ul style="list-style-type: none"> <li>form specific questions regarding a general area of inquiry</li> <li>develop strategies to gather information</li> <li>make predictions</li> </ul>	<p><b>Participation</b></p> <p><i>Examples of participation in this unit include</i></p> <ul style="list-style-type: none"> <li>contribute to discussions related to inquiries</li> <li>work collaboratively to answer an inquiry</li> <li>relate to others in peaceful, respectful, and non-discriminatory ways</li> </ul>
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Unit One - Exploring the Past: *How do we learn about the past?***Curriculum Outcome**

**1.0 - Students are expected to demonstrate an understanding of how we learn about the past.**

► **1.1 explain how primary sources are used to construct historical knowledge**

► **1.2 describe how archaeologists and historians help us understand the past**

1.3 describe the challenges of creating an accurate history from the past

1.4 write a history based on primary sources

**Focus for Learning**

This outcome introduces students to the discipline of history. The ideas and questions that students engage with in this section are important and complex. There is no expectation that students will develop complete answers to these questions at the beginning of the year. Therefore, it is recommended that students return to these questions at regular intervals to reflect on new understandings that they have developed and then revise or extend their earlier responses. Students should consider:

- Why is it important to learn about the past?
- How do we know about the past?
- What do archaeologists and historians do?
- How do we decide if something is historically significant?
- How is historical knowledge used in the present?

Students were introduced to primary and secondary sources in grade four social studies. This understanding should be revisited; examples and comparisons of both types of sources should be made.

Students should be introduced to the process of historical inquiry. As students engage in historical inquiry, they should come to understand:

- the role of an archaeologist in exploring the past;
- the role of a historian in exploring the past;
- that historical inquiry is guided by a research question (e.g., How were the lives of people in northern Labrador during the ancient era (3000 BCE to 500 CE) influenced by their environment?);
- that history does not focus on examining all aspects of the past, but rather on what is identified as *significant* (i.e., something may be said to be historically significant to the degree that it had: (i) deep consequences, (ii) for many people, (iii) over a long period of time); and
- that history focuses on elements of the past that, while not necessarily significant, are *revealing* (e.g., a dig site of a typical family's dwelling that contains many artefacts).

Integrated concepts and processes used in this section may include:

- *Use Information* — Why are primary sources important?
- *Make Comparisons* — What are the similarities and differences between primary and secondary sources? Between archaeologists and historians?

*(continued on page 44)*



## Unit One - Exploring the Past: *How do we learn about the past?*

### Suggestions for Teaching and Assessment

#### Activate

For students ...

- Imagine that you were walking to a friend's house, slipped, hit your head on the ground and became unconscious. After a few minutes you woke up, but couldn't remember anything about your life. What questions would you have? After you list your questions, circle all of the questions that have to do with the past. What does this tell you about the importance of history? (UI, CC, DS)
- Visit an archive and/or an archaeologist (or archaeological site) to learn how documents and images and/or objects from the past are preserved. (*Note: Students may use video conferencing, online chat, etc., if an archivist / archaeologist is not available in the local area. Alternatively students could view a motion picture or engage with interactive content where archaeologists or historians discuss their work.*) (UI)

For teachers ...

- Lead a class discussion around the question "How do we know what happened in the past?" A RAN chart can be used to record students' responses. The questions raised by students should be revisited throughout the course. (*See Appendix E - RAN Chart #1 and RAN Chart #2*) (UI)

Reading and Analyzing Nonfiction				
What I think I know	Confirmed	Mis-conceptions	New Learnings	Wonderings

- Review some of the tools that archaeologists and historians use in their work, such as primary and secondary sources, artefacts, timelines, excavation tools, etc., discussed in previous grades. (UI)

(continued on page 45)

### Notes

**Suggested Time:** 4 hours

#### Authorized Resource(s)

##### **Investigating Past Societies**

- Chapter One (pp. 1-16)

#### **Why study history?**

There are many answers to this question. However, in the context of social studies we learn about the past so that we can better understand and/or attempt improve the present and the future. When we study the past we can build on its successes and learn from its shortcomings.

#### **The RAN Strategy**

At times, students have incorrect, flawed or incomplete understandings of a concept. KWL charts do not provide opportunity to correct these mistaken beliefs. Developed by Tony Stead, the *Reading and Analyzing Nonfiction (RAN) Strategy* is a useful approach to help students improve the accuracy of their learning. (*See Appendix E: RAN Chart #1 and RAN Chart #2.*)



## Unit One - Exploring the Past: *How do we learn about the past?*

### Suggestions for Teaching and Assessment

*(continued from page 43)*

#### Connect

*For students ...*

- Bring an interesting object to class that may be unfamiliar to your classmates. Exchange your object with a partner and conduct an artefact analysis. After you complete your analysis, review your findings with your partner. How accurate were your inferences? *(See Appendix D - Artefact Analysis)* (UI,MC,CP)
- Debate the statement: “Archaeologists do not have the right to disturb burial sites of ancient societies.” Use a graphic organizer to record your ideas. A sample organizer is provided below. *(See Appendix F - Burial Site Debate)* (VJ)

<b>Archaeologists do not have the right to disturb the burial sites of ancient societies.</b>	
<b>Arguments For</b>	<b>Arguments Against</b>
<i>Archaeologists ... &lt;state your position&gt; ... because ... &lt;state your most compelling reason(s)&gt; ...</i>	

*For teachers ...*

- Create an “artefact box” or simulate an archaeological dig site. Have students practice artefact analysis. *(See Appendix D - Artefact Analysis)* (UI,MC,CP)
- Choose a historical image. Model how to analyze the image with students. *(See Appendix D - Visual Analysis)* (UI,MC,CP)

#### Consolidate

*For students ...*

- Create a personal timeline that highlights important events in your life. Use an image (artefact) to illustrate each event. (UI, DS)
- Create a web diagram to summarize what you have learned about the following: primary sources, secondary sources, archaeologists and historians. (UI)
- Use a double bubble organizer to compare: (i) primary sources and secondary sources, and (ii) the work of archaeologists and historians. *(See Appendix E - Making Comparisons: Double Bubble)* (MC)

### Notes

## Unit One - Exploring the Past: *How do we learn about the past?*

### Curriculum Outcome

**1.0 - Students are expected to demonstrate an understanding of how we learn about the past.**

1.1 explain how primary sources are used to construct historical knowledge

1.2 describe how archaeologists and historians help us understand the past

► **1.3 describe the challenges of creating an accurate history from the past**

► **1.4 write a history based on primary sources**

### Focus for Learning

Students should reflect on the challenges that archaeologists and historians face when constructing an understanding of the past.

First, students should deepen their understanding of *historical inquiry* as they explore the following ideas:

- more than just a study of the past, history is about “change over time”; historians consider how and why things change (cause) and the effects of change (consequence);
- historians also consider the idea of constancy, where for periods of time there is little or no change, and why that might occur; and
- archaeologists and historians organize their work by dividing time into periods; this course uses the concept of eras, and includes pre-history, ancient, middle ages, and modern.

Second, students should observe from their own historical inquiries that:

- our understanding of the past comes from interpreting primary and/or secondary sources;
- our knowledge of the past is incomplete because we do not always have access to sources of information (e.g., artefacts) to answer our questions;
- archaeologists and historians interpret the data they have available, and make inferences from this data; therefore, in many cases their conclusions are limited or incomplete;
- archaeologists and historians revise their conclusions when new information becomes available; therefore our understanding of the past is always changing, thus making archaeology and history exciting areas of study;
- because understanding the past involves interpretation and inference, the writing of history is an analytic and evaluative process; and
- the writing of history usually results in a narrative crafted from a particular perspective, thus containing biases and omissions.

Early in the year students should be introduced to the processes of: (i) artefact and image analysis, and (ii) conducting historical inquiry. Initial analysis and inquiry should be simple, and then become more complex throughout the year as students gain proficiency with these processes. Sample case studies can be found in *Appendix F*. Integrated concepts and processes used in this section may include:

*(continued on page 48)*

## Unit One - Exploring the Past: *How do we learn about the past?*

### Suggestions for Teaching and Assessment

#### Activate

*For students ...*

- Invite an archaeologist or historian to visit your class and discuss a specific project they have worked on. Be sure to ask about the challenges they faced with their project, and how they were addressed, if at all. (*Note: Consider options such as video conferencing if travel / distance is problematic.*) (DS)

*For teachers ...*

- Organize a field trip (in person or virtual) to explore a specific exhibit at a local museum. Discuss with students how artefacts are used in the exhibit to help people learn about the past. Using an organizer, such as a t-chart, identify information that each artefact provides, and questions that need to be answered but lack archaeological data (e.g., there were no artefacts found at the site related to art or music, therefore we do not know about this aspect of the lives of the people who lived there). (*See Appendix F - Analyzing a Museum Display*) (UI, DS)

#### Connect

*For students ...*

- Create comic art that (i) shows an archaeologist or historian working on a specific (real or imaginary) project, and (ii) identifies some of the questions that the archaeologist or historian faces. (*Note: Online comic art creations tools, such as [www.pixton.com](http://www.pixton.com), may also be used for this activity.*) (*See Appendix E - Comic Art Template*) (UI, CP, CC, DS)
- Conduct an oral history research project. (*See "Giving Our Past a Future."*) (UI, CP, DS)

(continued on page 49)

### Notes

**Suggested Time:** 4 hours

#### Authorized Resource(s)

##### ***Investigating Past Societies***

- Chapter One (pp. 1-16)

##### ***Giving Our Past a Future***

This booklet is designed to enable elementary students to conduct an oral history research project. It includes a Teachers' Resource.

##### ***Historical Eras***

- pre-history (up to approximately 3000 BCE)
- ancient (approximately 3000 BCE to 500 CE)
- middle ages (approximately 500 CE to 1500 CE)
- modern (approximately 1500 CE to the present)

## Unit One - Exploring the Past: *How do we learn about the past?*

### Curriculum Outcome

**1.0 - Students are expected to demonstrate an understanding of how we learn about the past.**

1.1 explain how primary sources are used to construct historical knowledge

1.2 describe how archaeologists and historians help us understand the past

► **1.3 describe the challenges of creating an accurate history from the past**

► **1.4 write a history based on primary sources**

### Focus for Learning

*(continued from page 46)*

- *Use Information* — Create a story from the past based on the artefacts available.
- *Consider Perspective* — How important might this object have been to the individual who used it?
- *Make Value Judgments* — Is there enough evidence to make an accurate inference?

### Enduring Understanding

At the completion of this section students should understand that our understanding of the past is limited and changes over time.

### Sample Performance Indicator(s)

- Given the following artefacts from a dig site, (a) make three inferences and (b) generate three questions that, if answered, would deepen our understanding of the people who inhabited the site. *(See Appendix F - Archaeological Dig Site 1, 2 or 3) (UI, CC, DS, VJ)*

The following task may be used as a performance indicator for the entire outcome, as it addresses the ideas found in delineations 1.1, 1.2, 1.3 and 1.4.

- ✓ Imagine that you are in the process of examining an artefact. A group of grade three students come over to your table and ask what you're doing. You tell them. Then they ask two questions ... what would you say to them in response?

*Question #1 - Why should we study the past?*

*Question #2 - Do we really know what happened in the past?*

## Unit One - Exploring the Past: *How do we learn about the past?*

### Suggestions for Teaching and Assessment

(continued from page 47)

For teachers ...

- Using a cooperative learning structure (e.g., think-pair-share), organize students with a partner to conduct an archaeological dig using an artefact box. Students should analyze each source to determine what can be learned and inferred about the location. Next, students should create a list of unanswered questions they have about the location. Finally, ask students to identify what they feel are their three most important learnings, inferences and unanswered questions. (See Appendix E - *Artefact Box Summary*) (UI, CP, DS)

Artefact Box Summary		
<i>Facts I Learned</i>	<i>Inferences I Made</i>	<i>Questions I Have</i>

- Prepare a scavenger hunt that will reveal a past society by locating clues (e.g., images of artefacts) about the society. When all clues/images have been located, students will tell the story of the society based on the evidence they have discovered. Ask students to identify areas where they have limited or no knowledge of the society (e.g., recreation, language, beliefs). (UI)

### Consolidate

For students ...

- Write / sketch a journal entry using one of following stems:
  - ✓ *The most challenging problem an archaeologist / historian faces is ... because ...*
  - ✓ *It is impossible to know everything about the past because ...*

For teachers ...

- Ask students create a time capsule, which contains five objects, that future archaeologists will use to tell the story of how they lived and what was important to them. When selecting objects have students consider what each object will tell future archaeologists about the students' life. What conclusions / inferences will the archaeologist be able to make based on the objects examined? What questions might the archaeologist have after examining the time capsule? (UI, CP, DS, VJ)

### Notes

#### **What is an artefact box?**

An artefact box uses objects to deepen students' ability to engage with inquiry. A teacher selects a theme and then places objects related to that theme within a container. Students analyze the objects and use that information to help tell a construct an understanding about theme of the inquiry.

## Unit Two: Environment

### *How are societies influenced by environment?*

**Specific Curriculum Outcome** 2.0 Students are expected to explain how environment influenced the development of an ancient society.

### Overview

All societies are influenced by their environment. Everything from the types of dwellings they construct and the way people make a living, to the recreation and sport of a society are influenced by its geography. In turn, the development of societies in a particular place affects that environment. In this unit students explore humans and their environment as they consider four questions:

- ✓ Where are some ancient societies located?
- ✓ Why did they develop there?
- ✓ How did the environment affect lifestyles?
- ✓ How did lifestyles affect the environment?

This unit focuses on how geographic features influenced ancient societies. Using Ancient Nubia as a case study, students examine the influence that environment had on the development of this society. Teachers may select an alternate society as a case study provided that environment is an important aspect of its development.

As students learn about the influence of environment on the development of a society from the ancient era, they also have the opportunity to examine human-environmental interactions. Finally, students will consider the notion that societies change over time, reflecting on why changes occurred and their consequences.

*Note:* It is strongly recommended that teachers integrate SCO 7 throughout the year.

### Instructional Time

It is recommended that 16 hours, approximately 6 weeks, of instructional time be used to work with students to achieve SCO 2.0. The range of dates highlighted below are offered as a suggestion.

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun



The GCOs shaded below are the primary area of focus for this unit.

<p><b>1. Citizenship, Power, and Governance</b></p> <p>Demonstrate an understanding of the rights and responsibilities of citizenship, and the origins, functions, and sources of power, authority, and governance.</p>	<p><b>2. Culture and Diversity</b></p> <p>Demonstrate an understanding of culture, diversity, and world view, while recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.</p>	<p><b>3. Individuals, Societies, and Economic Decisions</b></p> <p>Demonstrate the ability to make responsible economic decisions as individuals and as members of society.</p>
<p><b>4. Interdependence</b></p> <p>Demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.</p>	<p><b>5. People, Place, and Environment</b></p> <p>Demonstrate an understanding of the interactions among people, places, and the environment.</p>	<p><b>6. Time, Continuity, and Change</b></p> <p>Demonstrate an understanding of the past and how it affects the present and the future.</p>

Examples illustrating how the processes and skills of social studies may be used in this unit.

<p><b>Communication</b></p> <p><i>Examples of communication in this unit include</i></p> <ul style="list-style-type: none"> <li>• interpret images and maps</li> <li>• describe geographic characteristics of a region</li> <li>• read for information</li> </ul>	<p><b>Inquiry</b></p> <p><i>Examples of inquiry in this unit include</i></p> <ul style="list-style-type: none"> <li>• form questions to guide inquiry</li> <li>• gather information from maps</li> <li>• make inferences</li> </ul>	<p><b>Participation</b></p> <p><i>Examples of participation in this unit include</i></p> <ul style="list-style-type: none"> <li>• contribute to discussions that describe locations and places</li> <li>• adjust own behaviour to fit dynamics of various groups and situations</li> <li>• relate to others in peaceful, respectful, and non-discriminatory way</li> </ul>
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## Unit Two - Environment: *How are societies influenced by environment?*

### Curriculum Outcome

**2.0 - Students are expected to explain how environment influenced the development of an ancient society.**

► **2.1 *locate and describe the society using geographic concepts***

2.2 explain how geographic features contributed to the development of the society

2.3 explain how human-environmental interactions influenced the society

### Focus for Learning

This outcome begins by introducing students to the geographic concepts of *location* (e.g., “Where is it?”) and *place* (e.g., “What is it like?”).

Students may have prior learning in relation to the geographic concept of location. Specifically, they were introduced to concepts and skills related to absolute and relative location in the grades three and four social studies programs:

- using cardinal and intermediate directions to describe relative locations;
- using simple grid systems used to find absolute locations (e.g., B5);
- using continents to describe relative and absolute locations (i.e., North America, South America, Europe, Africa, Asia, Australia, Antarctica);
- using Equator and Prime Meridian, to describe relative locations;
- using hemispheres to describe absolute locations (Northern, Southern, Eastern, Western);
- using latitude and longitude to describe absolute locations.\*

Students may also have prior learning in relation to the geographic concept of place. Specifically, in the grades three and four social studies programs they learned to examine and describe locations in terms of Earth’s significant geographic features:

- landforms and bodies of water, (e.g., mountains, hills, plains, rivers, lakes, oceans);
- vegetation (e.g., forest, grasslands, tundra); and
- climate zones (i.e., polar, temperate, tropical).

When examining a society, students need to first locate and describe the society, applying the geographic concepts summarized above. As they engage in geographic inquiry they will form a context in which to integrate their learning for the remainder of the outcome. Students should make frequent use of a variety of maps (e.g., landforms and bodies of water, climate, vegetation, political) and be able to use each appropriately.

*(continued on page 54)*

## Unit Two - Environment: *How are societies influenced by environment?*

### Suggestions for Teaching and Assessment

#### **Activate**

##### *For students ...*

- Brainstorm a list of geographic features (e.g., rivers, mountains). (Note: As an extension, once a list have been generated, students can create categories and sort the features.)(UI)
- With a partner, brainstorm a list of terms that you could use to describe (i) relative locations and (ii) absolute locations. (UI)

##### *For teachers ...*

- On chart paper or bulletin board list the geography terms that students used to describe (i) locations and (ii) places. Identify various locations on Earth and ask students to practise describing each location and place using the terms listed in the chart. It is suggested that students scaffold from guided practice to working independently over the course of several classes. Students will need maps that show geographic features, such as landforms and bodies of water, vegetation and climate. Students may then create a foldable or picture book to summarize their learning. (UI, CP)

#### **Connect**

##### *For students ...*

- With a partner take a virtual tour of the location of an ancient society (e.g., Egypt and the Nile River). Record the geographic features you observed (landforms / bodies of water, features, vegetation, climate ). For each feature observed, identify how it might influence people in the society in terms of benefits and challenges. Take your tour using satellite imagery such as Google Maps or Google Earth. (UI, CC, CP)

*(continued on page 55)*

### Notes

**Suggested Time:** 4 hours

#### **Authorized Resource(s)**

##### ***Investigating Past Societies***

- Chapter Two (pp. 17-25)

#### ***Geographic Change Over Time***

Due to factors such as climate change or human-environmental interaction some places have changed over time. Therefore the depiction of geographic features (e.g., vegetation, desert) on a modern atlas may not accurately represent the same area in ancient times (e.g., change resulting from desertification).

## Unit Two - Environment: *How are societies influenced by environment?*

### Curriculum Outcome

**2.0 - Students are expected to explain how environment influenced the development of an ancient society.**

► **2.1 *locate and describe the society using geographic concepts***

2.2 explain how geographic features contributed to the development of the society

2.3 explain how human-environmental interactions influenced the society

### Focus for Learning

*(continued from page 52)*

It is expected that students will require both guided and independent practice to fully develop the ability to locate and describe areas of Earth. What students are introduced to in this section is continued in delineations 3.1, 4.1 and 6.1. As students regularly apply these concepts they will become more proficient and independent in their ability to describe locations and places in geographic terms.

Integrated concepts and processes used in this section may include:

- *Make Comparisons* — In what ways is (location) similar / different from our region of Newfoundland and Labrador?
- *Identify Cause and Consequence* — How might (geographic feature; e.g., climate) of (location) influence the people who live there?
- *Consider Perspective* — How might a person living in (location) view the location where we live? Explain.
- *Determine Significance* — Of the geographic features discussed, which might have the greatest influence on the people who live there? Why?

### Enduring Understanding

At the completion of this section students should understand that each location on Earth has a particular combination of geographic features that help create a unique *sense of place*.

### Sample Performance Indicator(s)

- The map below identifies three areas on Earth. (a) Describe each area in terms of location and place. (b) Identify two possible benefits and two possible challenges of living in each area. (c) In which location would you prefer to live? Why? (See Appendix F - *A Sense of Place*) (UI, MC, CC, CP)



## Unit Two - Environment: *How are societies influenced by environment?*

### Suggestions for Teaching and Assessment

(continued from page 53)

For teachers ...

- Organize students in pairs or small groups to complete the chart below. For each ancient society ask them to identify a significant geographic feature(s) that may have helped the society develop in that location. Students can share their charts with other groups and place the society studied on a common classroom map. (See Appendix E - *Ancient Societies: Locating and Describing Place*) (UI, CC, CP)

Ancient Society	Hemisphere / Continent	Landforms Bodies of Water	Climate	Vegetation
<i>India</i>				
<i>Nubian</i>				
<i>Maritime Archaic</i>				
<i>Mesopotamia</i>				
<i>Other</i>				

### Consolidate

For students ...

- Using images and text, create a small poster or media production (e.g. Photo Story) that helps explain the ways that place may influence the people who live there. Be sure to describe location (e.g., absolute) and place (e.g., landforms / bodies of water, vegetation and climate). (UI, CC, CP)

### Notes

#### **Ancient Societies**

Societies of ancient times tended to develop along the great rivers of the world, beginning as early as 5000 BCE. The four earliest were: Mesopotamia “the land between the rivers” (Tigris and Euphrates); Nubia on the Nile; India along the Indus River; and China in the valley of the Huang He (Yellow) River.

#### **Six Thinking Hats**

When asking students to consider benefits and challenges it may be useful to introduce them to the idea of Edward deBono’s “Six Thinking Hats.” In particular, the *yellow hat* is used to explore positives and benefits, while the *black hat* considers why something may not work.

## Unit Two - Environment: *How are societies influenced by environment?*

### Curriculum Outcome

**2.0 - Students are expected to explain how environment influenced the development of an ancient society.**

2.1 locate and describe the society using geographic concepts

► **2.2 explain how geographic features contributed to the development of the society**

2.3 explain how human-environmental interactions influenced the society

### Focus for Learning

Many ancient societies became established and grew around specific features, such as rivers. Discussion should focus on the more significant geographic feature(s) that influenced the development of the ancient society. Students should:

- identify and describe significant characteristics of the geographic feature(s), and
- explain how the geographic feature(s) contributed to the development of the society.

For example, in the case of a river valley society significant characteristics might include the river system (water, food, transportation), annual flooding (irrigation for food production), and cataracts (defense). The exploration of how resources are meet needs and wants is economic inquiry.

As students investigate the society they may observe that, over time, the society developed more sophisticated adaptations to make better use of geographic feature(s) (e.g., improvements in transportation, irrigation systems). As a link to delineation 7.1, students should consider how societies today are influenced by their environment.

It is important in the context of examining an ancient society that “ancient” not be deemed synonymous with “primitive.” “Ancient” simply indicates the time period during which the society existed and is not a comment on its level of development. It is important to help students avoid drawing conclusions which suggest that societies from the past were “inferior” because they lacked the technological innovations we see today. In fact, given the technologies available to a society at a given time, many accomplishments may be considered a testament of the society’s creativity, persistence and resourcefulness.

Integrated concepts and processes used in this section may include:

- *Make Comparisons* — How are people’s lives today influenced by (geographic feature)? How does this compare to how it affected people in the past?
- *Identify Cause and Consequence* — How did (geographic feature) influence ancient (name of society)? Explain.
- *Determine Significance* — Why was (geographic feature) geographically significant to ancient (name of society)?

*(continued on page 58)*

## Unit Two - Environment: *How are societies influenced by environment?*

### Suggestions for Teaching and Assessment

#### Activate

For students ...

- Before beginning to study ancient  (name of society) , use a map to identify three examples of geographic features found in that society ... one for landforms / bodies of water, vegetation, and climate. Next, for each example predict one benefit and one challenge the feature may provide. At the end of the study in this section, come back to see how accurate your predictions were. *(Note: This activity may be adapted using a graffiti strategy.) (See Appendix G - Making Predictions) (UI, CC)*

For teachers ...

- As a class activity, choose an ancient society and create a map of the area where their society was located. Use symbols to identify all geographic features. Next, organize students into a think-pair-share strategy to debate which feature might have been the most geographically significant for the society. Finally, record students' conclusions as part of a class discussion. *(Note: The purpose of this activity is to have students engage in the process of determining significance and reflect on the criteria used to establish significance. See Appendix G - Determining Geographic Significance.) (UI, DS)*

#### Connect

For students ...

- Select an ancient society and highlight its location on a map. Around the map add images and words that identify specific geographic features found at that location and show how each feature influenced the society. *(Note: This activity may be adapted where students create either a digital two-dimensional map or a physical three-dimension model.) (UI, CC)*

*(continued on page 59)*

### Notes

**Suggested Time:** 6 hours

#### Authorized Resource(s)

##### **Investigating Past Societies**

- Chapter Two (pp. 24-30)

#### **Geographic Features**

There are two types of geographic features: natural and human. Natural features are created by natural processes; for example, rivers and mountains. Human features are created by humans; for examples, buildings, roads, dams, or fields cleared for farming.

In the context of Grade Five Social Studies, the term 'geographic features' is limited to physical features.

#### **Economics**

Economics is one of the four academic disciplines upon which this social studies program is built. It is the study of how limited resources are used to meet people's needs and wants.

#### **Geographic Data**

It will be useful for students to examine large scale maps that provide more detailed information in terms of climate and vegetation.

Unit Two - Environment: How were past societies influenced by environment?

**Curriculum Outcome**

**2.0 - Students are expected to explain how environment influenced the development of an ancient society.**

2.1 locate and describe the society using geographic concepts

► **2.2 explain how geographic features contributed to the development of the society**

2.3 explain how human-environmental interactions influenced the society

**Focus for Learning**

*(continued from page 56)*

**Enduring Understanding**

At the completion of this section students should understand that in the ancient era societies developed in locations that were geographically advantageous.

**Sample Performance Indicator(s)**

- Imagine you are living in the ancient era. Your society was forced out of your area by a neighbouring society. Your society must now look for a new area in which to settle. What three geographic features do you want in your new location? Why would these features help your society? Identify two ways in which each feature might influence lifestyle in your society. Name at least once challenge it may pose. *(See Appendix F - Finding a New Home) (UI, DS)*

Finding a New Home		
<i>Geographic Feature</i>	<i>Possible Benefits</i>	<i>Possible Challenge(s)</i>
#1	a)	
	b)	
#2	a)	
	b)	
#3	a)	
	b)	



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## Unit Two - Environment: How were past societies influenced by environment?

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### Suggestions for Teaching and Assessment

*(continued from page 57)*

*For teachers ...*

- Find examples of songs, poems and works of visual art (e.g., paintings) that refer to geographic features that are / were significant to our province or country. Students should identify each feature and clarify why it may have been included in the work. Then, allow students opportunity to create works of art based on their understanding of the significance of geographic features for the ancient society they have studied. Present students' art in a school display. (UI, MC, CC, DS)
- Organize students to work with a partner or in a small group to create riddles about the geographic features of Nubian society. Students may then share their riddles and attempt to solve them by making inferences based on the clues and their prior knowledge. "What am I ... ?" (UI, CC)

### **Consolidate**

*For students ...*

- Design a mask to demonstrate what you have learned about an ancient society. Create symbols to represent important geographic features that influenced the society and use them to decorate your mask. *(Alternative: Have students create "post cards of Nubia" where each card highlight a geographic feature from Nubian society.)* (UI, CC, DS)

*For teachers ...*

- Help students summarize their learning by collaboratively creating a web diagram that highlights the benefits and challenges of the major geographic feature(s) they have investigated. Students may use a marker to highlight benefits in green and challenges in orange. (UI, CC)

### Notes

## Unit Two - Environment: How were past societies influenced by environment?

### Curriculum Outcome

**2.0 - Students are expected to explain how environment influenced the development of an ancient society.**

2.1 locate and describe the society using geographic concepts

2.2 explain how geographic features contributed to the development of the society

► **2.3 explain how human-environmental interactions influenced the society**

### Focus for Learning

Delineation 2.3 asks that students consider the geographic concept of *human-environmental interactions*. This includes (i) how environment influences human activity, and (ii) how human activity affects the environment.

People met their needs and wants through the exploitation of available resources. Students should examine specific ways in which an ancient society used resources to meet their needs related to:

- food,
- clothing,
- shelter (structures),
- tools / weapons
- transportation,
- communication,
- recreation, and / or
- economy.

Depending on the society being investigated, students may note examples of resource exploitation that resulted in environmental degradation, such as deforestation. Students should consider similarities and differences relating to human-environmental interaction today (see SCO 7).

Integrated concepts and processes used in this section may include:

- *Make Comparisons* — How are peoples' lives today influenced by (geographic feature)? How does this compare to how it affected people in the past?
- *Identify Cause and Consequence* — How might a loss of (resource) affect the lifestyles of ancient (name of society)?
- *Determine Significance* — Why are some locations more geographically significant than others? Which geographic feature(s) makes (location) important? Why?

### Enduring Understanding

At the completion of this section students should understand that peoples' way of life is influenced by the geographic features found in the environment, and vice versa.

*(continued on page 62)*

## Unit Two - Environment: How were past societies influenced by environment?

### Suggestions for Teaching and Assessment

#### Activate

For students ...

- Identify ways in which the environment influences the lifestyle of people in your community. For example, if you lived in Labrador City you might identify that mining provides jobs, and that the cold climate enables certain types of recreational activities in winter.

For teachers ...

- Provide each student time to reflect on how their lives are influenced by the environment. Consider aspects such as food, clothing, structures, recreation. Then, ask students examine how lifestyles in an ancient society were influenced by environment. (See Appendix E - *The Influence of Environment*) (UI, MC)

The Influence of Environment		
My Life	Area	Ancient Society
	<i>Food</i>	
	<i>Clothing</i>	
	<i>Structures</i>	
	<i>Recreation</i>	

#### Connect

For students ...

- Develop a set of hieroglyphs to show the lifestyle (e.g., clothing, transportation, occupation, trade) of the people of an ancient society. (CP, DS)
- Peoples' lifestyles in ancient societies were influenced by their environment. For the ancient society that you have studied, what were the four most important ways in which environment influenced lifestyles? Create a four-tab foldable to summarize your ideas. Be sure to use both images and jot notes in each tab. (UI, CC, DS)
- Design clothing suitable for Nubian daily living. Consider the resources available from which to make the clothing and the climate of the region. (UI, CC)

(continued on page 63)

### Notes

**Suggested Time:** 6 hours

#### Authorized Resource(s)

##### *Investigating Past Societies*

- Chapter Two (pp. 31-44)

## Unit Two - Environment: How were past societies influenced by environment?

### Curriculum Outcome

**2.0 - Students are expected to explain how environment influenced the development of an ancient society.**

2.1 locate and describe the society using geographic concepts

2.2 explain how geographic features contributed to the development of the society

► **2.3 explain how human-environmental interactions influenced the society**

### Focus for Learning

*(continued from page 60)*

### Sample Performance Indicator(s)

- It's a fact: environment influences lifestyles ... and lifestyles influence environment. Why does this happen? Present your response in the form of a cause and consequence diagram. *(See Appendix F - Human-Environmental Interactions)* (UI, CC)
- Humans need to use their environment to meet their basic needs. However, sometimes this causes harm to the environment? Is this okay? Why? (CC, DS, VI)

The following task may be used as a culminating activity for the entire outcome, as it addresses the ideas found in delineations 2.1, 2.2 and 2.3.

*It is 2000 BCE. You have been living in this river valley for twenty years. You have just finished your day's work and began thinking about when you first came here. Create a triptych (a three part painting/drawing) that shows:*

- the location of your society and the geographic feature(s) that have contributed to the society's development,*
- what it was like in the river valley twenty years ago when people first moved into it, and*
- what it is like in the river valley today. You may wish to consider the following:*

- |                          |                        |
|--------------------------|------------------------|
| ✓ <i>landscape</i>       | ✓ <i>daily routine</i> |
| ✓ <i>clothing</i>        | ✓ <i>trade</i>         |
| ✓ <i>tools / weapons</i> | ✓ <i>food</i>          |
| ✓ <i>transportation</i>  | ✓ <i>other</i>         |
| ✓ <i>occupations</i>     |                        |

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## Unit Two - Environment: How were past societies influenced by environment?

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### Suggestions for Teaching and Assessment

*(continued from page 61)*

*For teachers ...*

- Select an artefact from an ancient society and prepare a presentation, either digital, oral or paper, that tells what the artefact is and what the artefact suggests about lifestyle in an ancient society. (UI, CP, DS)

### **Consolidate**

*For students ...*

- The population of the ancient society in which you live is ten times larger than it was a few years ago. How might this affect the environment? Use images and/or written statements to show your ideas. (CC)
- Is there a challenge that your community is facing today related to the environment that is similar to a challenge faced by an ancient society? Explain.

*For teachers ...*

- Review the data collected in the activity above (see: Activate; *Teachers may ...*). Ask students to identify similarities and differences in terms of:
  - ✓ how environment affects lifestyle (past and present); and
  - ✓ how lifestyle affects environment (past and present).(See Appendix E - Making Comparisons: Double Bubble) (UI, MC, DS)

### Notes

## Unit Three: Social Structure

### *How are societies influenced by social structure?*

<b>Specific Curriculum Outcome</b>	3.0	Students are expected to explain the importance of social structure in a society from the middle ages.
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### Overview

All societies have a social structure. The term *social structure* is used to describe patterns of predictable behaviour between people in a society. Associated with these patterns of behaviour are various roles that people may occupy, expectations of how people might behave in a given role, and a hierarchy. Perhaps the oldest social structure is the family.

The unit begins with students locating societies from the middle ages around the world. Students will then use English society (i.e., England c. 1000 CE) as a case study to examine social structure. Teachers may choose to select an alternate society (e.g., Maya) as a case study provided that social structure is an important aspect of the society chosen. Students will locate the society and explain the social structure.

Next, students will look at the daily life of English society and how one's position in the social structure affected daily life. Important to this examination is how the environment impacted lifestyle and how lifestyle impacted the environment.

*Note:* It is strongly recommended that teachers integrate SCO 7 throughout the year.

### Instructional Time

It is recommended that 16 hours, approximately 6 weeks, of instructional time be used to work with students to achieve SCO 3.0. The range of dates highlighted below are offered as a suggestion.

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

The GCOs shaded below are the primary area of focus for this unit.

<p><b>1. Citizenship, Power, and Governance</b></p> <p>Demonstrate an understanding of the rights and responsibilities of citizenship, and the origins, functions, and sources of power, authority, and governance.</p>	<p><b>2. Culture and Diversity</b></p> <p>Demonstrate an understanding of culture, diversity, and world view, while recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.</p>	<p><b>3. Individuals, Societies, and Economic Decisions</b></p> <p>Demonstrate the ability to make responsible economic decisions as individuals and as members of society.</p>
<p><b>4. Interdependence</b></p> <p>Demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.</p>	<p><b>5. People, Place, and Environment</b></p> <p>Demonstrate an understanding of the interactions among people, places, and the environment.</p>	<p><b>6. Time, Continuity, and Change</b></p> <p>Demonstrate an understanding of the past and how it affects the present and the future.</p>

Examples illustrating how the processes and skills of social studies may be used in this unit.

<p><b>Communication</b></p> <p><i>Examples of communication in this unit include</i></p> <ul style="list-style-type: none"> <li>• communicate orally in small and large groups</li> <li>• use various forms of group communication, such as debating</li> <li>• present ideas using images and words</li> </ul>	<p><b>Inquiry</b></p> <p><i>Examples of inquiry in this unit include</i></p> <ul style="list-style-type: none"> <li>• access information from a variety of sources</li> <li>• compare and contrast</li> <li>• make predictions</li> </ul>	<p><b>Participation</b></p> <p><i>Examples of participation in this unit include</i></p> <ul style="list-style-type: none"> <li>• contribute to discussions that analyse the importance of roles in society</li> <li>• work with a partner to create a response to an inquiry</li> <li>• express personal convictions</li> </ul>
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Unit Three - Social Structure: *How are societies influenced by social structure?*

**Curriculum Outcome**

**3.0 - Students are expected to explain the importance of social structure in a society from the middle ages.**

▶ **3.1 *locate and describe the society using geographic concepts***

3.2 explain the social structure of the society

3.3 compare lifestyles of different groups within the society

3.4 explain how human-environmental interactions influenced the society

**Focus for Learning**

Please see delineation 2.1 on pages 58 and 60 for an explanation of these concepts.

**Enduring Understanding**

At the completion of this section students should understand that each location on Earth has a particular combination of geographic features that help create a unique sense of place.

**Sample Performance Indicator(s)**

- On the map provided, identify the location of the society from the middle ages that you are investigating in this unit (e.g., draw a box around the area). Then, using the reference maps provided: (a) Describe the area in terms of location and place. (b) Identify two possible benefits of living in this area. (c) Identify two possible challenges of living in this area. (See *Appendix E - Investigating Place*) (UI, CC, CP, DS)



*Sample map for illustration purposes only.*

Investigating _____ in the Modern Era		
<b>Location</b>		
Hemispheres	Continent	Latitude and Longitude*
Its closest neighbour to the (state cardinal direction ) is _____ .		
<b>Place</b>		
Climate		
Vegetation		
Significant Geographic Feature(s)		
<b>Benefits</b>		
Geographic Feature	Influence on People's Lives	
#1		
#2		
<b>Challenges</b>		
Geographic Feature	Influence on People's Lives	
#1		
#2		



## Unit Three - Social Structure: *How are societies influenced by social structure?*

### Suggestions for Teaching and Assessment

#### Connect

For students ...

- With a partner take a virtual tour of the location of a society from the middle ages (e.g., England). Record the geographic features you observed (i.e, landforms and bodies of water, features, vegetation, climate). For each feature observed, identify how it might influence people in the society in terms of benefits and challenges. Take your tour using satellite imagery such as Google Maps or Google Earth. Organize and present your findings using an idea web, or other presentation software. When you are finished, highlight the benefits in green and the challenges in yellow. (UI, CC, CP)

For teachers ...

- Ask students to compare the ancient society they studied in outcome 2.0 with the society they are studying in this outcome from the middle ages. Students should compare the locations using a double bubble or other graphic organizer. Consider the relative benefits and / or challenges of location, landforms and bodies of water, climate, and vegetation. (UI, MC)

#### Consolidate

For students ...

- You have now completed in-depth investigations of two places on Earth: (i) ancient (name of society) and (ii) (name of society) during the middle ages. Based on geographic features, in which location would you prefer to live? Identify two benefits and two challenges of living in this location. (Note: A PMI chart or similar organizer could be used for this type of comparison.) (UI, MC, CC)

Investigating Place	
If I had to live in either _____ or _____ I would choose _____ .	
Benefits	
Geographic Feature	Influence on People's Lives
Challenges	
Geographic Feature	Influence on People's Lives

#### Notes

**Suggested Time:** 4 hours

#### Authorized Resource(s)

##### **Investigating Past Societies**

- Chapter Three (pp. 45-49)

#### **Additional Activities**

See page 55.

#### **The PMI Strategy**

Sometimes when asked to classify an idea as either “positive” or “negative” students have an emotional reaction to the idea. As a result students’ perspectives narrow.

Plus Minus Interesting\*\* (PMI) is an analytic strategy that allows students to engage with ideas without being forced to classify them as either “positive” or “negative”. Thus students are able to broaden their perspective on an inquiry. Note that PMI is not intended to allow students to avoid making a final determination, but rather to ensure that this happens after both sides of an issue have been considered.

*\*\*The interesting points are those which are neither good nor bad but are worth noticing.*

*\* Students should record the longitude and latitude of the extreme edges of the society's boundaries. OR Students may record the coordinates for the location of one of the society's important communities.*

## Unit Three - Social Structure: *How are societies influenced by social structure?*

### Curriculum Outcome

**3.0 - Students are expected to explain the importance of social structure in a society from the middle ages.**

3.1 locate and describe the society using geographic concepts

► **3.2 explain the social structure of the society**

► **3.3 compare lifestyles of different groups within the society**

► **3.4 explain how human-environmental interactions influenced the society**

### Focus for Learning

All societies have some form of social structure. The choices and actions of individuals are influenced by the position they occupy in the society. As societies evolve over time, so do social structures. These are the primary concepts of political science found in this unit. SCO 5.0 buildings on these concepts by examining decision-making.

Students are expected to be able to explain the social structure of a society from the middle ages, and then consider how social structure influenced lifestyles. Specifically, students should be able to:

- create a visual representation (e.g., a diagram) to illustrate the social structure;
- briefly describe the roles and responsibilities associated with each group within the social structure (e.g., nobility, clergy, peasants), including the power and authority vested in each group (hierarchy);
- briefly describe the lifestyles of individuals in each group of the social structure;
- compare the lifestyles of individuals in each group of the social structure (note: comparisons of two or three groups is sufficient);
- infer how social structure influenced people's lives.

As students examine the relationship between social structure and lifestyle they should identify the ways that environment influenced peoples' lifestyles (e.g. clothing, food, structures), as well as the effect of lifestyles on the environment (e.g. deforestation); in other words, human-environmental interactions. This enables students to extend their exploration of this idea, which was introduced in delineation 2.3.

Integrated concepts and processes used in this section may include:

- *Use Information* — What evidence demonstrates the presence of a social structure in (name of society) during the middle ages?
- *Make Comparisons* — What is the most notable difference between (name of social group) and (name of social group) ?
- *Identify Cause and Consequence* — What caused a person to be a member of particular group in a social structure? What were the consequences of being a member of a particular group in a social structure?

*(continued on page 70)*

## Unit Three - Social Structure: *How are societies influenced by social structure?*

### Suggestions for Teaching and Assessment

#### Activate

For students ...

- Examine scenes of everyday life from a society during the middle ages. Describe the lifestyles you see. (UI)

For teachers ...

- Using a think-pair-share strategy, provide students with six “character cards” representing examples of the roles found in each group for a given society. Ask students to organize the cards into groups. Then, ask students to explain the categories they used to classify each character as part of a whole class discussion. Examples of roles and categories include: *(Note: this activity can be tiered for various levels of ability. For example, the activity can be made less challenging by providing students with the number and / or names of the categories in which the cards are to be sorted. The activity can be made more challenging by increasing the number of cards to be sorted from six to nine.) (See Appendix F - Roles in Society) (UI, MC, CC, CP)*

Social Group	Sample Role
<i>Those Who Help Keep Us Healthy</i>	<ul style="list-style-type: none"> <li>dentist</li> <li>nurse</li> </ul>
<i>Those Who Help Keep Us Safe</i>	<ul style="list-style-type: none"> <li>fire fighter</li> <li>snowplow operator</li> </ul>
<i>Those Who Help Us Learn</i>	<ul style="list-style-type: none"> <li>museum guide</li> <li>teacher*</li> </ul>

*\* Some roles may be classified in more than one category. For example, a teacher might also be classified as “someone who helps keep us healthy” as teachers play important part in health and physical education with students.*

- Given a list of roles in a society, have students discuss which role might be most important. Possible roles include: artists and designers, municipal workers, police, and teachers. Students should defend their choice with reasons based on the concept of cause and consequence. For example, a student might argue that in a large city, without municipal workers to repair roads, remove garbage and maintain a clean water supply, life would quickly become unbearable. The purpose of this activity is to introduce the idea that *all* roles in society are important, and that in order for a society to prosper each role must be taken seriously.

*(continued on page 71)*

### Notes

**Suggested Time:** 12 hours

#### Authorized Resource(s)

#### ***Investigating Past Societies***

- Chapter Three (pp. 50-66)

## Unit Three - Social Structure: *How are societies influenced by social structure?*

### Curriculum Outcome

**3.0 - Students are expected to explain the importance of social structure in a society from the middle ages.**

3.1 locate and describe the society using geographic concepts

▶ **3.2 explain the social structure of the society**

▶ **3.3 compare lifestyles of different groups within the society**

▶ **3.4 explain how human-environmental interactions influenced the society**

### Focus for Learning

*(continued from page 68)*

- *Consider Perspective* — How might (name of social group) feel about other social groups? What might account for this?
- *Determine Significance* — Which group within a social structure is more important? Explain.
- *Make Value Judgments* — Should individuals always obey the commands of those at a higher position in their group? From another group? Why?

### Enduring Understanding

At the completion of this section students should understand that (i) societies have a social structure, and (ii) a person's lifestyle is influenced by his/her position within the social structure.

### Sample Performance Indicator(s)

- Write a paragraph to explain the following statement: *In a society of the middle ages, the food one ate, the clothes one wore, and the dwelling one lived in, depended on the social group to which one belonged.* Use the writing frame provided to construct your response. (See Appendix G - Graphic Organizers) (UI, MC, CC)

The following task may be used as a culminating activity for the entire outcome, as it addresses the ideas found in delineations 3.1, 3.2, 3.3 and 3.4.

- ✓ *Create a web diagram that uses visuals and text to illustrate the importance of social structure to a society in the middle ages.* (UI, CC, DS)

## Unit Three - Social Structure: *How are societies influenced by social structure?*

### Suggestions for Teaching and Assessment

*(continued from page 69)*

#### **Connect**

*For students ...*

- Create a museum display of at least three artefacts from a society of the middle ages. On a card for each, describe each artefact, in terms of size, shape, material and so forth. Write a statement that explains how this society used the environment to meet their needs and wants. (UI, CC)
- Choose two groups within a society from the middle ages. Use a comparison chart (e.g., Venn diagram) to show the similarity(ies) and difference(s) in lifestyles of the two groups. *(See Appendix F: Comparing Lifestyles in the Middle Ages)* (UI, MC)

*For teachers ...*

- Examine the lifestyle of one group from a society in the middle ages. Consider: structures, clothing, food, entertainment, feast days. Students might work cooperatively using a jig-saw strategy. (UI, CP)
- After students have developed an understanding of groups within a society, ask students to select a role to play, based on social structure. Students can then mix throughout the class, and ask questions of each other to try and identify the role each occupies in the society. Students may only ask questions that require a yes or no response.
- Create a seasonal calendar (seasonal round) to show how a society was affected by environment (e.g., clothing, structures, transportation, trade). (UI, CC, DS)

#### **Consolidate**

*For students ...*

- Would you like to live as part of a society from the middle ages? Why? Use visuals and text in your response. Be sure to explain the social structure of the society. If you did want to live as part of the society, to which group would you like to belong? Why? (UI, CC, MC, CP)

*For teachers ...*

- Use a chart to compare the social structure of a society in the middle ages to the social structure in Canadian society. *(See Appendix F - Comparing Social Structures. Also, see 7.1 and 7.2)* (UI, MC)

### Notes

## Unit Four: Decision-Making

### *How are societies influenced by decision-making?*

- Outcomes**
- 4.0 Students are expected to explain the diversity of First Nation and Inuit societies in what later became Canada (c. 1000-1400 CE).
  - 5.0 Students are expected to explain the decision-making practices used by First Nation and Inuit societies in the Atlantic region (c. 1000-1400 CE).

### Overview

All societies utilize one or more decision-making processes. In this unit students will examine the various ways in which the indigenous peoples of the Atlantic region made decisions.

Students were introduced to Canada’s geographic regions in grade four social studies. In grade five social studies they develop an awareness that prior to European migrations (c. 1000-1400 CE), Canada was home to many First Nation and Inuit societies. SCO 4.0 asks students to locate First Nation and Inuit societies in each of Canada’s geographic regions, and examine the influence of environment on lifestyles. Particular attention will be given to First Nation and Inuit societies in the Atlantic region.

In SCO 5.0 students will consider the decision-making practices of First Nation and Inuit societies in the Atlantic region. Students will examine the types of decisions that First Nations and Inuit made, how decisions were made, and how social structure influenced the decision-making processes.

*Note:* It is strongly recommended that teachers integrate SCO 7 throughout the year.

### Instructional Time

It is recommended that 28 hours, approximately 10 weeks, of instructional time be used to work with students to achieve SCO 4.0 and SCO 5.0. The range of dates highlighted below are offered as a suggestion.

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

The GCOs shaded below are the primary area of focus for this unit.

<p><b>1. Citizenship, Power, and Governance</b></p> <p>Demonstrate an understanding of the rights and responsibilities of citizenship, and the origins, functions, and sources of power, authority, and governance.</p>	<p><b>2. Culture and Diversity</b></p> <p>Demonstrate an understanding of culture, diversity, and world view, while recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.</p>	<p><b>3. Individuals, Societies, and Economic Decisions</b></p> <p>Demonstrate the ability to make responsible economic decisions as individuals and as members of society.</p>
<p><b>4. Interdependence</b></p> <p>Demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.</p>	<p><b>5. People, Place, and Environment</b></p> <p>Demonstrate an understanding of the interactions among people, places, and the environment.</p>	<p><b>6. Time, Continuity, and Change</b></p> <p>Demonstrate an understanding of the past and how it affects the present and the future.</p>

Examples illustrating how the processes and skills of social studies may be used in this unit.

<p><b>Communication</b></p> <p><i>Examples of communication in this unit include</i></p> <ul style="list-style-type: none"> <li>organize data using visual representations</li> <li>draw maps</li> <li>present findings of an inquiry</li> </ul>	<p><b>Inquiry</b></p> <p><i>Examples of inquiry in this unit include</i></p> <ul style="list-style-type: none"> <li>interpret paintings and maps</li> <li>recognize significant issues and perspectives in an area of inquiry</li> <li>draw conclusions that are supported by evidence</li> </ul>	<p><b>Participation</b></p> <p><i>Examples of participation in this unit include</i></p> <ul style="list-style-type: none"> <li>promote sustainable practices (local, regional, national, global)</li> <li>participate in persuading, compromising, and negotiating to resolve conflicts/differences</li> <li>use appropriate conflict-resolution and mediation skills</li> </ul>
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## Unit Four - Decision-Making: *How are societies influenced by decision-making?*

### Curriculum Outcome

**4.0 - Students are expected to explain the diversity of First Nation and Inuit societies in what later became Canada (c. 1000-1400 CE).**

- ▶ **4.1 *locate and describe societies using geographic concepts***
- ▶ **4.2 *explain how human-environmental interactions influenced societies***

### Focus for Learning

Please see delineation 2.1 on pages 58 and 60 for an explanation of geographic concepts.

By c. 1400 CE it is estimated that there were 40-60 million people living in what is now called North and South America. Archaeological evidence confirms that these societies were in existence for thousands of years. Outcomes 4.0 and 5.0 focus on the experience of indigenous peoples during the middle ages.

When engaging in a study of the indigenous societies of Canada it is important to be mindful of the following points.

- First Nations and Inuit are distinct peoples.
- Beothuk, Innu, Mi'kmaq, and Wolastoqiyik (Maliseet) are spoken of collectively as First Nations.
- The attribution to all First Nations people, in general, of characteristics or practices that were, in fact, associated with only one or a few First Nations is inappropriate and must be avoided.
- It is proper when speaking of a particular First Nation to use the specific name of that First Nation, using the First Nation's own name rather than one used by others at or after the time of contact.
- The terms "Indian" and "Eskimo" are misnomers and are therefore inappropriate. The term "Indian" is restricted to certain governmental and legal contexts e.g., the "*Indian Act*."

This outcome introduces students to the diversity of First Nation and Inuit societies in what later became Canada. In delineation 4.1, students locate and describe the selected societies in geographic terms. This will help students deepen their ability to apply the geographic concepts of *location* and *place* (see delineation 2.1) and reinforce the geographic concept of *region* (introduced in grade four social studies). Students should limit their inquiry to one indigenous society per geographic region outside of the Atlantic region. In the Atlantic region, students should limit their inquiry to the indigenous peoples of Newfoundland and Labrador (i.e., Inuit, Innu, Beothuk, and Mi'kmaq).

Delineation 4.2 asks that students explore the influence of environment on the lifestyles of First Nation and Inuit societies (e.g., clothing, food, dwellings, tools). This will help students deepen their ability to apply the geographic concept of *human-environmental interactions* (see delineations 2.2, 2.3, 3.4 and 5.1). It is important

*(continued on page 76)*



## Unit Four - Decision-Making: *How are societies influenced by decision-making?*

### Suggestions for Teaching and Assessment

#### Activate

For students ...

- Examine artefacts (e.g., tools) from First Nation and Inuit societies during the middle ages. Once you have analyzed these artefacts, compare them. What might account for the similarities? The differences? What can you infer about the *place* that each society inhabited? The resourcefulness of each society? (UI, MC, CC)

For teachers ...

- Use a map showing the six geographic regions of Canada and identify at least one First Nation or Inuit society that inhabited each region. Share with students images of an artefact for each society. A RAN chart can be used to record students' comments. Questions raised by students should be revisited throughout the unit. (See Appendix E - RAN Chart #1 and #2) (UI)

Reading and Analyzing Nonfiction				
What I think I know	Confirmed	Mis-conceptions	New Learnings	Wonderings

#### Connect

For students ...

- Describe the geographic features of the area in which a First Nation or Inuit society lived. How might these features have influenced lifestyle? Be sure to consider the influence of environment on food, clothing, structures, etc. (See Appendix E - *The Influence of Place*) (UI, CC)

The Influence of Place: Investigating <u>name</u> Society in the Middle Ages		
Geographic Feature	Possible Benefits	Possible Challenges

(continued on page 77)

### Notes

**Suggested Time:** 14 hours

#### Authorized Resource(s)

##### *Investigating Past Societies*

- Chapter Four (pp. 67-92)

#### Additional Activities

See pages 59 and 61.

#### Literature Links

- ✓ An Inuk Boy Becomes a Hunter
- ✓ Anguti's Amulet
- ✓ Muinji'j Becomes A Man

## Unit Four - Decision-Making: *How are societies influenced by decision-making?*

### Curriculum Outcome

**4.0 - Students are expected to explain the diversity of First Nation and Inuit societies in what later became Canada (c. 1000-1400 CE).**

- ▶ **4.1 *locate and describe societies using geographic concepts***
- ▶ **4.2 *explain how human-environmental interactions influenced societies***

### Focus for Learning

*(continued from page 74)*

that students gain an appreciation of the varied and sustainable nature of economic decisions made by each society. To help make this concept tangible for students, it may be useful for teachers to highlight one or two significant adaptations for each society (e.g. Inuit - waterproof clothing) that enabled them to inhabit a particular place.

Students should continue to make extensive use of primary sources (e.g., archaeological data and oral tradition) as they investigate each society.

Integrated concepts and processes used in this section may include:

- *Use Information* — What do these artefacts tell us about (name of society)?
- *Make Comparisons* — What is similar / different about the lifestyles of these societies? What can we infer from this comparison?
- *Identify Cause and Consequence* — How did (name of society) use available resources to meet their needs and wants? How sustainable were these practices?
- *Determine Significance* — Which natural resources were most important for (name of society)? Why? How do you know?
- *Make Value Judgments* — What lessons can we learn from First Nation and Inuit societies during the middle ages to help us live more sustainably today?

### Enduring Understanding

At the completion of this section students should understand that during the middle ages the place we today call Canada was home to many diverse societies. These societies adapted harmoniously to the natural environment and prospered.

### Sample Performance Indicator(s)

- Canada is a place of diverse First Nation and Inuit societies. Imagine you are taking a trip across Canada c. 1400 CE. On a map, identify three societies you will visit. Write a journal entry for each of the societies you visit, telling how environment influences each society. Be sure to talk about the influence of the following geographic features: landforms and waterways, vegetation, and climate. (UI, CC)

## Unit Four - Decision-Making: *How are societies influenced by decision-making?*

### Suggestions for Teaching and Assessment

*(continued from page 75)*

- Compare how two indigenous societies used natural resources to meet their needs. What are their similarities and differences? *(Note: a double bubble organizer or other organizer could be used here as well.)* (UI, MC, CC)

The Influence of Place: How Societies Meet Their Needs		
<u>    </u> <i>(name)</i> Society	<b>Needs</b>	<u>    </u> <i>(name)</i> Society
	Food	
	Clothing	
	Structures	
	Transportation	
	Tools	

*For teachers ...*

- On a map of Newfoundland and Labrador identify First Nation and Inuit societies. Using various maps, ask students to locate and describe each area in geographic terms. Discuss how each feature helped and / or challenged the people who live there. *(UI, CC, CP, DS)*

### Consolidate

*For students ...*

- Choose the three societies that you think are most diverse in terms of lifestyles (e.g., north, coastal, plains / central). Identify their location on a map. Using a chart, show how these societies differ from one another. In a paragraph explain how environment accounts for these differences. (UI, MC, CC, CP, DS)

*For teachers ...*

- Engage students in a debate where they are asked to select what they feel is the one artefact that best demonstrates the resourcefulness of each First Nation and Inuit society studied in this outcome. *(Students may initially debate this question in small groups. Groups may then present their choice to the class, followed by a class vote or decision by consensus.)* (UI, DS)

### Notes

#### Enrichment Activity

Ask student to consider the following question:

*If the      *(name aspect, e.g., climate)* of the geographic region inhabited by      *(name society)* were      *(how changed)* then what features of this society would you expect might change? Explain.*

## Unit Four - Decision-Making: *How are societies influenced by decision-making?*

### Curriculum Outcome

**5.0 - Students are expected to explain the decision-making practices used by First Nation and Inuit societies in the Atlantic region (c. 1000-1400 CE).**

- ▶ **5.1 identify and describe examples of decision-making**
- ▶ **5.2 explain the social structures of societies**
- ▶ **5.3 explain how social structure influenced decision-making**

### Focus for Learning

Delineation 5.1 asks students to reflect on the range of issues that societies must address in order to survive and prosper. In particular, students should consider what decisions need to be made to meet peoples' needs and wants. While this outcome focuses on indigenous societies in the Atlantic region, students should take some time to consider that these are questions all societies - past, present and future - must answer. This discussion should include the following ideas:

- in order to survive, needs must supersede wants;
- the utilization of available resources is the primary way to meet needs;
- resources are limited, but our needs and wants are relatively unlimited, therefore we must use our resources *efficiently* in order to meet as many of our needs and wants as possible;
- societies in the past tended to make more efficient use of resources than societies today (i.e., wasted less of their resources); and
- in order to function, societies must also make decisions related to justice and individual and community rights and responsibilities.

Students will need to analyze and describe examples of social structure among First Nation and Inuit societies. Students do not need to examine all five societies from the Atlantic region. However, to satisfy the intent of delineation 5.2, students should compare at least two societies with obvious differences. In parallel with delineation 3.2, students should:

- create a visual representation (e.g., diagram) to illustrate the social structure; and
- briefly describe the roles and responsibilities associated with each group within the social structure, including the power and authority vested in each group / order (hierarchy).

As students examine social structure and reflect on the distribution of power and authority within the society (e.g., roles of men, women, Elders, leaders), they should consider why this distribution occurred (delineation 5.3). It should be noted that every individual within a society assumed some degree of responsibility, usually based on ability. As a result, everyone's role was valued. Therefore, when decisions affected the entire community, all were able to participate in the decision-making process because their perspective may have helped shed light on the issue at hand, and thus help improve the outcome of the decision. Thus, First Nation and Inuit societies tended to be quite *egalitarian*.

*(continued on page 80)*

## Unit Four - Decision-Making: *How are societies influenced by decision-making?*

### Suggestions for Teaching and Assessment

#### Activate

For students ...

- Think about decisions that are made every day that affect you. Who makes these decisions? Why? (*See Appendix F - Who Decides? Decisions that affect me!*) (MC, CC, CP)

Who decides? Decisions that affect me!				
I decide ...	People with authority (leaders) decide ...	Groups make by consensus ...	Groups make by majority vote...	Governments have made already using laws ...

- Examine an image depicting daily living in a First Nation or Inuit society. Based on what you observe in the image, what types of decisions might the society need to make? What are some possible ways in which the society might make these decisions? Have your teacher record your ideas in a RAN chart. (*See Appendix E - RAN Chart #1 and #2*) (UI, CC, CP)

Reading and Analyzing Nonfiction				
What I think I know	Confirmed	Mis-conceptions	New Learnings	Wonderings

For teachers ...

- Invite an Elder or tradition-bearer from a local First Nation or Inuit society to the class. Ask the person to tell a traditional story that shows how the society makes decisions. The Elder or tradition bearer could then explain some of the traditional forms of decision-making shown in the story. Students may compose a list of questions for the storyteller related to decision-making.

(continued on page 81)

#### Notes

**Suggested Time:** 14 hours

#### Authorized Resource(s)

##### *Investigating Past Societies*

- Chapter Five (pp. 93-112)

#### **Powerful Questions:**

- ✓ focus inquiry
- ✓ generate curiosity
- ✓ lead to more questions
- ✓ provide a lot of information
- ✓ stimulate conversation

#### **Key Term(s)**

*egalitarian*: (from the French *égal*, meaning equal) the principle that all people are equal and deserve equal rights and opportunities.

## Unit Four - Decision-Making: *How are societies influenced by decision-making?*

### Curriculum Outcome

**5.0 - Students are expected to explain the decision-making practices used by First Nation and Inuit societies in the Atlantic region (c. 1000-1400 CE).**

- ▶ **5.1 *identify and describe examples of decision-making***
- ▶ **5.2 *explain the social structures of societies***
- ▶ **5.3 *explain how social structure influenced decision-making***

### Focus for Learning

*(continued from page 78)*

It continues to be important to use primary source evidence (artefacts and oral tradition) to help students learn about decision-making and social structure.

Keep in mind that the ideas examined in SCO 5.0 are not new to students. For example, they have examined

- the concept of social structure earlier in this course,
- some of the ways that decisions can be made in grade three social studies (consensus and majority), and
- the role of government in helping people meet their needs and wants (grade three: provincial; grade four: federal).

Thus, this outcome affords students the opportunity to deepen their understanding of how these political ideas interrelate to enable a society to function.

Integrated concepts and processes used in this section may include:

- *Make Comparisons* — Why was consensus an important decision-making practice among First Nation and Inuit societies c. 500-1000 BP?
- *Determine Significance* — Why were many First Nation and Inuit societies egalitarian?
- *Make Value Judgments* — Is it important that societies today be egalitarian? Why?

### Enduring Understanding

At the completion of this section students should understand that many First Nation and Inuit societies are *egalitarian*.

### Sample Performance Indicator(s)

- It was important that First Nations and Inuit societies be egalitarian for two reasons. First ... (CC, CP, DS)

The following task may be used as a culminating activity for the entire unit, as it addresses the ideas found in outcomes 4.0 and 5.0.

*In this unit you have learned that First Nation and Inuit societies frequently made decisions by consensus. Identify and describe two benefits of following this practise today in your society.*

## Unit Four - Decision-Making: *How are societies influenced by decision-making?*

### Suggestions for Teaching and Assessment

*(continued from page 79)*

#### **Connect**

*For teachers ...*

- Discuss with students how a First Nation or Inuit society lived in harmony with the natural environment. Use a particular resource to illustrate this sustainable practice. Create a concept web or mind map as a record of the discussion. Compare this to a modern day example, such as moose hunting. Ask students to account for the differences between these two examples. Help students understand the relationship between decision-making and values. What can be learned from this comparison? (UI, MC, CC, DS, VJ)
- Invite an Elder from a local First Nation or Inuit society to visit the class. Ask the person to conduct a talking circle and discuss examples of why this form of decision-making was used. (CC, CP)

#### **Consolidate**

*For students ...*

- Choose one decision about daily life that would have to be made by a First Nation or Inuit society in the Atlantic region. Based on archaeological data and inferences, create a storyboard or comic art to show the process the society would use to make this decision. (UI, CC, CP)

*For teachers ...*

- Compare social structures and the decision-making processes studied in this outcome with those of other societies studied earlier in this course. Ask students to identify what is different and what is the same. What might account for this? (UI, MC, CC, CP)

### Notes

#### **Enrichment Activity**

Ask student to consider the following question:

*Identify a decision that would affect you, such as the use of cellular phones in school. How might this decision be affected by whether (i) all parties have an equal voice (e.g., students, teachers, principal, parents) or whether (ii) only those with authority make the decision (e.g., teachers and principal)?*

*What are some of the strengths and limitations of each approach to decision-making?*

## Unit Five: Interactions

### *How are societies influenced by interactions with other societies?*

#### Outcome

- 6.0 Students are expected to analyse interactions between British and French settlers and First Nation and Inuit societies in the Atlantic region (c. 1650-1800 CE).

#### Overview

This unit investigates early British and French societies in the Atlantic region (later known as Atlantic Canada) and their interactions with First Nations and Inuit during the modern era. The unit begins with students locating early British and French settlements in the Atlantic region using geographic skills. They will then study how the environment influenced where the British and French settled.

Next, students will use archaeological evidence and historical data to explore the lifestyles of early British and French settlers. In particular, they will consider how early settlers adapted to life in the Atlantic region.

Interactions between British and French settlers and First Nation and Inuit societies varied - being both beneficial and, at times, adversarial. Students will investigate examples of each of these types of interaction. Students will also examine how the expansion of English and French settlements throughout the region affected First Nation and Inuit societies.

*Note:* It is strongly recommended that teachers integrate SCO 7 throughout the year.

#### Instructional Time

It is recommended that 20 hours, approximately 8 weeks, of instructional time be used to work with students to achieve SCO 6.0. The range of dates highlighted below are offered as a suggestion.

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun



The GCOs shaded below are the primary area of focus for this unit.

<p><b>1. Citizenship, Power, and Governance</b></p> <p>Demonstrate an understanding of the rights and responsibilities of citizenship, and the origins, functions, and sources of power, authority, and governance.</p>	<p><b>2. Culture and Diversity</b></p> <p>Demonstrate an understanding of culture, diversity, and world view, while recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.</p>	<p><b>3. Individuals, Societies, and Economic Decisions</b></p> <p>Demonstrate the ability to make responsible economic decisions as individuals and as members of society.</p>
<p><b>4. Interdependence</b></p> <p>Demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.</p>	<p><b>5. People, Place, and Environment</b></p> <p>Demonstrate an understanding of the interactions among people, places, and the environment.</p>	<p><b>6. Time, Continuity, and Change</b></p> <p>Demonstrate an understanding of the past and how it affects the present and the future.</p>

Examples illustrating how the processes and skills of social studies may be used in this unit.

<p><b>Communication</b></p> <p><i>Examples of communication in this unit include</i></p> <ul style="list-style-type: none"> <li>describe characteristics of a region</li> <li>use various forms of group and inter-personal communications, such reaching consensus</li> <li>present a summary report or argument</li> </ul>	<p><b>Inquiry</b></p> <p><i>Examples of inquiry in this unit include</i></p> <ul style="list-style-type: none"> <li>interpret meaning and significance of information and arguments</li> <li>analyze and evaluate information for logic and bias</li> <li>test data, interpretations, conclusions, and arguments for accuracy and validity</li> </ul>	<p><b>Participation</b></p> <p><i>Examples of participation in this unit include</i></p> <ul style="list-style-type: none"> <li>express personal convictions</li> <li>communicate own beliefs, feelings, and convictions</li> <li>recognize human beings' mutual relationship in satisfying one another's needs</li> </ul>
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Unit Five - Interactions: *How are societies influenced by interactions with other societies?***Curriculum Outcome**

**6.0 - Students are expected to analyse interactions between British and French settlers and First Nation and Inuit societies in the Atlantic region (c. 1650-1800 CE).**

- ▶ **6.1 *locate and describe settler societies using geographic concepts***
- 6.2 explain how geographic features influenced settlers
- 6.3 compare interactions that occurred between settlers and First Nations and Inuit

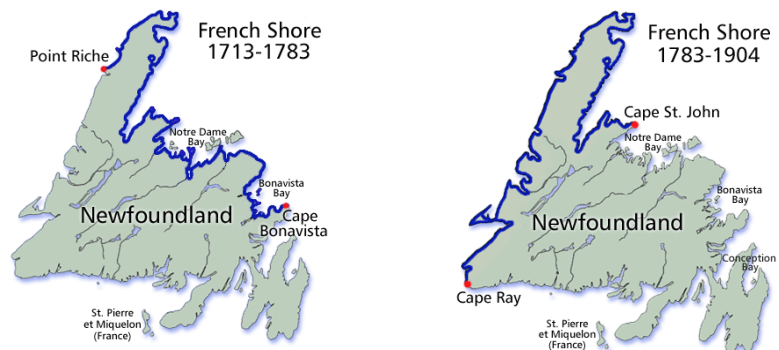
**Focus for Learning**

Please see delineation 2.1 on page 54 for an explanation of these concepts.

As students discuss the movement of English and French into what is today known as Newfoundland and Labrador, note that:

- from the 1500s to late 1700s there were very few permanent settlers, often those who stayed out-migrated within a few years;
- settlement started on the northeast Avalon and spread slowly along the northeast coast;
- fishing stations normally developed in areas that were close to fishing grounds and had shorelines suitable for drying fish;
- the 1713 *Treaty of Utrecht* restricted the French fishery to a specific area, referred to as the French Shore, banned permanent French settlement in this area, and prevented English settlement in this area;
- French and Acadian settlement occurred later than English settlement (mid 1800s), involved a small number of settlers, and was concentrated mostly in the Bay St. George area;
- France gave up fishing rights in the 1904 *Entente Cordiale*.

This narrative should be introduced to students, but does not require detailed coverage.



Map source: [www.heritage.nf.ca/exploration/french\\_shore.html](http://www.heritage.nf.ca/exploration/french_shore.html)

(continued on page 86)

## Unit Five - Interactions: *How are societies influenced by interactions with other societies?*

### Suggestions for Teaching and Assessment

#### Connect

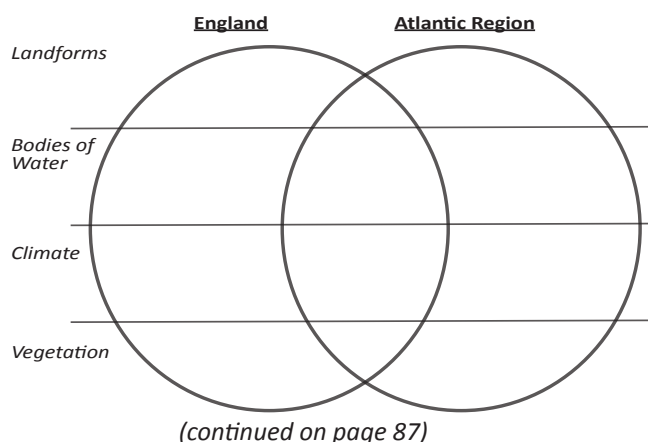
For students ...

- With a partner, take a virtual tour of some of the locations settled by English and French societies in the Atlantic region in the early 1700s. Record the geographic features you observed in each area. For each area, identify some of the benefits and challenges of living there. Identify which might be the most preferred location based on the criteria of (i) fewest challenges and (ii) greatest benefits. Summarize your findings in a chart or other visual representation. (*Note: Students should be directed to study one location in each province.*) (See Appendix E - *Evaluating Place*) (UI, CC, CP)

Location:	
Description	
landforms:	bodies of water:
climate:	vegetation:
Evaluation	
Challenges	Benefits

For teachers ...

- Ask students to compare the location of the society they studied in outcome 3.0 with a location they are studying in this outcome (e.g., Avalon Peninsula). Students may compare the locations using a graphic organizer. Consider location, landforms / bodies of water, climate, and vegetation. Then ask them if, given the choice, would they migrate from name country to start a new life in name location based on geographic factors alone, c. 1750. Discuss the reasons for their choice. (See Appendix F - *Would You?*) (UI, MC, CC)



#### Notes

**Suggested Time:** 4 hours

#### Authorized Resource(s)

##### ***Investigating Past Societies***

- Chapter Six (pp. 113-115)

#### ***Additional Activities***

See pages 59 and 61.

#### ***Literature Links***

- ✓ Thomas Doucet: Hero of Plaisance

#### ***England, Britain or United Kingdom?***

In 1536 the *Act of Union* joins England and Wales.

Prior to 1707, it is correct to use the term England. In 1707 the *Act of Union* joins Scotland with England and Wales to form the Kingdom of Great Britain.

In 1801 the Irish Parliament voted to join the Union, thus the Kingdom of Great Britain becomes the United Kingdom of Great Britain and Ireland.

Unit Five - Interactions: *How are societies influenced by interactions with other societies?*

**Curriculum Outcome**

**6.0 - Students are expected to analyse interactions between British and French settlers and First Nation and Inuit societies in the Atlantic region (c. 1650-1800 CE).**

- ▶ **6.1 locate and describe settler societies using geographic concepts**
- 6.2 explain how geographic features influenced settlers
- 6.3 compare interactions that occurred between settlers and First Nations and Inuit

**Focus for Learning**

*(continued from page 84)*

**Enduring Understanding**

At the completion of this section students should understand that each location on Earth has a particular combination of geographic features that help create a unique sense of place.

**Sample Performance Indicator(s)**

- On the map provided, identify the location of the society from the modern era that you are investigating in this unit (e.g., draw a box around the area). Then, using the reference maps provided: (a) Describe the area in terms of location and place. (b) Identify two possible benefits of living in this area. (c) Identify two possible challenges of living in this area. (See *Appendix E - Investigating Place*) (UI, CC, CP, DS)



*Sample map for illustration purposes only.*

Investigating _____ in the Modern Era		
<b>Location</b>		
Hemispheres	Continent	Latitude and Longitude*
Its closest neighbour to the (state cardinal direction) is _____ .		
<b>Place</b>		
Climate		
Vegetation		
Significant Geographic Feature(s)		
<b>Benefits</b>		
Geographic Feature	Influence on People's Lives	
#1		
#2		
<b>Challenges</b>		
Geographic Feature	Influence on People's Lives	
#1		
#2		

## Unit Five - Interactions: *How are societies influenced by interactions with other societies?*

### Suggestions for Teaching and Assessment

*(continued from page 85)*

#### Consolidate

For students ...

- You have now completed in-depth investigation of the geographic features of the Atlantic region. Based on your findings, in which part of the Atlantic region would you prefer to live? Identify two benefits and two challenges of living in this location. *(See Appendix F - Preferred Location)* (UI, MC, CC)

Preferred Location	
If I were migrating to the Atlantic region in the early 1700s I would choose to live in _____.	
Benefits	
Geographic Feature	Influence on People's Lives
Challenges	
Geographic Feature	Influence on People's Lives

- Imagine that you have left England and have arrived on the island of Newfoundland in Bonavista Bay. Write a journal entry or a letter to your family that have remained in England. In you text, discuss your thoughts on how the geographic features you observe may influence your life. *(Note: this activity may be continued in 6.2. See the second bullet under Consolidate on page 91.)* (UI, MC, CC)

### Notes

*\* Students should record the longitude and latitude of the extreme edges of the area's boundaries. OR Students may record the coordinates for the location of one of the society's important communities.*

Unit Five - Interactions: *How are societies influenced by interactions with other societies?***Curriculum Outcome**

**6.0 - Students are expected to analyse interactions between British and French settlers and First Nation and Inuit societies in the Atlantic region (c. 1650-1800 CE).**

6.1 locate and describe settler societies using geographic concepts

► **6.2 explain how geographic features influenced settlers**

6.3 compare interactions that occurred between settlers and First Nations and Inuit

**Focus for Learning**

In addressing delineation 6.2, students should focus their inquiry around two questions:

- *Why did individuals from Britain and France choose to migrate and settle in the Atlantic region?*
- *What was life like for early settlers?*

In grade three social studies students examined some of the factors that influence where people live (e.g., employment). Students should discuss some of the *push factors* and *pull factors* that help explain why people migrated from Europe to the Atlantic region. This also provides opportunity for students to connect past events to similar experiences today. (See SCO 7.0.)

When examining the lifestyles of early settlers, students should build on their prior learning in the course, considering the *needs* and *wants* of settlers (e.g., food, water, clothing, shelter). Discussion should include criteria used by settlers that would influence their choice of location for a new community (e.g., access to fishing grounds).

Students' sense of historical perspective will be deepened as they reflect on the various tasks that were involved in:

- establishing a new settlement (e.g., clearing land and building structures),
- earning a living in their new location (i.e., fishing, trapping, boat building), and
- subsistence living (i.e., seasonal round of activities to procure resources to meet a family's needs, such as hunting for food, cutting timber for fuel or building material, gathering berries).

Continue to use primary source evidence (artefacts and oral tradition) to help students learn about decision-making and social structure.

Integrated concepts and processes used in this section may include:

- *Use Information* — What does archaeological and historical data tell us about early European settlement in the Atlantic region?
- *Identify Cause and Consequence* — Why did people migrate from England / Britain and France to settle in the Atlantic region?
- *Consider Perspective* — What was it like to be an early settler?

*(continued on page 90)*

## Unit Five - Interactions: *How are societies influenced by interactions with other societies?*

### Suggestions for Teaching and Assessment

#### Activate

For students ...

- Imagine that you have to leave your home and travel to a distant place. Make a list of 10 objects you will take with you. Which three objects might be most important? Why? (CC, DS)

For teachers ...

- Discuss with students some of the reasons why people migrate. Classify these reasons as either *push factors* or *pull factors* using a t-chart or other graphic organizer. (Note: ♥ *Sensitivity is required with this topic as some students may have similar personal experience that is highly emotional and negative.*) (UI, MC, CC)

#### Connect

For students ...

- Imagine that you have migrated from Ireland to the island of Newfoundland in 1750. The town where you arrived is very crowded. You and some friends have decided to travel along the coast and build a new community. Working with a partner, complete the following tasks: (UI, CC, DS)
  - ✓ Create an idea web to identify your needs and wants, and explain what you will do in order to meet each need and want.
  - ✓ On a landform map of the island, identify where you will settle, highlighting important geographic features at that location.
  - ✓ Create a plan (map) of your community that shows where you will build the structures you need. For each structure, write a brief explanation of its purpose and why you decided to locate there.
- Create a visual that uses images and words to illustrate an example of the seasonal round of an English settler living in a newly established and very small community in Notre Dame Bay, c. 1780. (UI, CC, CP)

(continued on page 91)

### Notes

**Suggested Time:** 7 hours

#### Authorized Resource(s)

##### **Investigating Past Societies**

- Chapter Six (pp. 116-127)

## Unit Five - Interactions: *How are societies influenced by interactions with other societies?*

### Curriculum Outcome

**6.0 - Students are expected to analyse interactions between British and French settlers and First Nation and Inuit societies in the Atlantic region (c. 1650-1800 CE).**

6.1 locate and describe settler societies using geographic concepts

► **6.2 *explain how geographic features influenced settlers***

6.3 compare interactions that occurred between settlers and First Nations and Inuit

### Focus for Learning

*(continued from page 88)*

### Enduring Understanding

At the completion of this section students should understand that Europeans migrated to Newfoundland and Labrador to work in the fishery. People built communities close to fishing grounds. The lifestyles of early fishers were filled with many challenges.

### Sample Performance Indicator(s)

- You have just spent the summer working as a migratory fisher. Imagine that you are travelling on a ship from the French Shore\* back to France in August of 1780. A fierce storm drives your ship off course and it runs aground somewhere on the Labrador coast. There is no chance of rescue before next June. What will you need to do in order to survive the oncoming winter? Rank, in order of importance, the tasks that you must attend to in order to live through the next 10 months. (CC, DS)

*\* The French Shore is discussed on page 84.*



## Unit Five - Interactions: *How are societies influenced by interactions with other societies?*

### Suggestions for Teaching and Assessment

*(continued from page 89)*

*For teachers ....*

- Discuss with students some of the push factors and pull factors that encouraged people to migrate from Europe to Newfoundland, c. 1770. Create a web diagram to summarize the main ideas. (UI, MC)
- Ask students to create a list of geographic features that people would look for when selecting a location to build a community. Examine a landform map of a major bay and predict some locations where settlement might occur. Then ask students to compare these locations to a map of communities in that area. How accurate were their predictions? (MC, CC)
- Identify some of the earliest known European settlements in Newfoundland and Labrador on a map. Ask students to examine the geographic features of each area and identify the benefits and challenges of each location. *(Note: to help students develop a sense of the diversity of locations settled by Europeans, it is suggested that students examine at least two locations that have very different geographic settings. See Appendix E - Investigating Early European Settlement c. 1750.)* (CC, CP)

<b>Investigating Early European Settlement</b> (c. 1750)		
<b><i>Geographic Feature</i></b>	<b><i>Possible Benefits</i></b>	<b><i>Possible Challenges</i></b>

### **Consolidate**

*For students ...*

- How important was the natural environment for early settlers? Why? How does this compare to your life? (MC, CC, DS)
- After arriving in Bonavista Bay, you and your friends decided to build a new community on the coast, 10 kilometers westward from Cape Bonavista. Create a short dramatic work that depicts some of the benefits and challenges of building a new home and community. *(Note: this activity is continued from 6.1. See the second bullet under Consolidate on page 87)* (UI, CC, DS)

### Notes

Unit Five - Interactions: *How are societies influenced by interactions with other societies?***Curriculum Outcome**

**6.0 - Students are expected to analyse interactions between British and French settlers and First Nation and Inuit societies in the Atlantic region (c. 1650-1800 CE).**

6.1 locate and describe settler societies using geographic concepts

6.2 explain how geographic features influenced settlers

► **6.3 compare interactions that occurred between settlers and First Nation and Inuit societies**

**Focus for Learning**

This delineation provides opportunity for students to consider how historians use archaeological evidence, oral traditions, and primary sources to investigate interactions of British and French settlers with First Nation and Inuit societies in the Atlantic region.

It is important for students to recognize that early European exploration of the Americas has often been considered positive from a European perspective. During this time Britain, France and other European nations competed to exploit the resources and peoples of this region. It had a devastating effect on indigenous peoples.

While investigating the consequences of interactions in the Atlantic region it is important that students recognize both positive and negative consequences of interactions for all peoples. For example:

- the introduction of diseases – smallpox, influenza, and measles – decimated indigenous societies;
- the technological and medical contributions of First Nation and Inuit societies that enabled British and French settlers to adapt to their new environment. (e.g., use of botanicals for healing and technologies such as snow goggles).

Interactions of British and French settlers with First Nation and Inuit societies inevitably led to devastating consequences for the latter. It may be useful for students to examine in some depth a particular society, such as Beothuk, and highlight the extent of the consequences of European migration and settlement. A second indigenous society should be studied as well in order for students to make a comparison, although perhaps in less depth. This comparison is critical in enabling students to think deeply about the nature of societal interactions.

Integrated concepts and processes used in this section may include:

- *Use Information* — What does archaeological and historical data tell us about interactions between (name indigenous society) and European settlers?
- *Make Comparisons* — Were all interactions between indigenous peoples and European settlers the same? What might account for this?
- *Identify Cause and Consequence* — How did European settlement in the Atlantic region influence (name indigenous society)? What might Europeans have done to reduce the negative effects of their interactions with indigenous societies.

*(continued on page 94)*

## Unit Five - Interactions: *How are societies influenced by interactions with other societies?*

### Suggestions for Teaching and Assessment

#### Activate

*For students ...*

- Imagine that you have just finished establishing a new settlement along the coast of Labrador. One day you notice ships approaching under a foreign flag that is unfamiliar to you. How might you feel? What might you do in anticipation of their arrival? (CC, CP)

*For teachers ...*

- Identify, on a map the, traditional areas inhabited by First Nation and Inuit societies (c. 1400 CE) in the Atlantic region. Overlay the sites occupied by British and French settlers. What do you observe? Brainstorm with students possible responses and consequences. Summarize your analysis in an idea web. Highlight positive consequences in green and negative consequences in yellow. Ask students to work with a partner to reflect on the ideas raised in the discussion and draw conclusions. (*See Appendix F - Beothuk Land Use Maps*) (UI, CP, CC, DS, VJ)
- Discuss, with students, that as a class you will be looking at examples of interactions of British and French settlers with First Nation and Inuit societies from the Atlantic region. Create a chart to summarize these examples and identify the possible positive and negative consequences of these interactions. Note that as students work through this outcome, there may be times when they may wish to come back and modify their original assessments. (*See Appendix F - Interaction Analysis*) (UI, CP, CC, DS, VJ)

#### Connect

*For students ...*

- Read several stories / view visuals about British and French interactions with First Nation and Inuit societies in the Atlantic region. Make jot notes to describe each interaction, and classify it as either positive or negative. Create a visual to summarize what you learning from studying these examples of interaction. Be sure to consider various perspectives. (*See Appendix F - Interaction Analysis*) (UI, CP, CC, DS)

*(continued on page 95)*

### Notes

**Suggested Time:** 9 hours

#### Authorized Resource(s)

##### **Investigating Past Societies**

- Chapter Six (pp. 128-140)

Unit Five - Interactions: *How are societies influenced by interactions with other societies?***Curriculum Outcome**

**6.0 - Students are expected to analyse interactions between British and French settlers and First Nation and Inuit societies in the Atlantic region (c. 1650-1800 CE).**

6.1 locate and describe settler societies using geographic concepts

6.2 explain how geographic features influenced settlers

► **6.3 *compare interactions that occurred between settlers and First Nation and Inuit societies***

**Focus for Learning**

*(continued from page 92)*

- *Consider Perspective* — How might have indigenous societies have viewed European settlement in the Atlantic region? How might European settlers have felt about their move into the Atlantic region?
- *Determine Significance* — What is the most significant consequence of interactions between indigenous societies and British and French settlers in the Atlantic region during the 1700s?
- *Make Value Judgments* — Was the migration and settlement of Europeans into the Atlantic region a positive event? Why?

**Enduring Understanding**

At the completion of this section students should understand that the migration of British and French settlers into the Atlantic region had devastating consequences for indigenous societies.

**Sample Performance Indicator(s)**

- As British and French settlers migrated into the Atlantic region in the 1700s interactions occurred with First Nation and Inuit societies. Were these interactions mostly positive or negative? Why? Be sure to consider both perspectives. (UI, CC, DS, VJ)

The following task may be used as a culminating activity for the entire unit, as it addresses the ideas found in delineations 6.1, 6.2 and 6.3.

*You have studied the time period when large numbers of British and French migrated into the Atlantic region. A magazine has asked you to write an article about this time period. Your title is "There are Two Sides to Every Story". As you write your article, be sure to show where British and French settled; how they were influenced by the environment; and the effects of their interactions with First Nation and Inuit societies. Choose British or French to show one side of the story and one First Nation or Inuit society to show the second side of the story.*

*Be sure to refer to your journal entry (6.1) and dramatic work (6.2) to help you with this task.*

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**Unit Five - Interactions: *How are societies influenced by interactions with other societies?***

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**Suggestions for Teaching and Assessment**

*(continued from page 93)*

- Examine several examples of changing lifestyles in a First Nation or Inuit society that resulted from interactions with Europeans. In what ways might these changes be positive? Might any of these changes be negative? *(See Appendix F - Interaction Analysis)* (MC, CC, DS)

*Teachers may ...*

- Examine maps that show the locations of prehistoric and historic sites occupied by Beothuk. Discuss the changes observed. What can be inferred from this data? Examine a second example of changing occupation patterns for another First Nation or Inuit society, using maps from two different time periods. What inferences can be drawn from this information? What conclusions might be made from these two examples? *(See Appendix F - Beothuk Land Use Maps)* (UI, MC DS)

**Consolidate**

*For students ...*

- Some people would argue that both of the following statements are true. Explain.
  - ✓ First Nation and Inuit societies benefited from interactions with British and French in the Atlantic region.
  - ✓ First Nation and Inuit societies were devastated by interactions with British and French settlers in the Atlantic region.

**Notes**

# Unit Six: Continuity and Change

## *How do societies change over time?*

**Outcome** 7.0 Students are expected to compare past societies and present-day society.

**Overview** This unit allows students the opportunity to bring their learning about societies of the past to their present society. Students will examine their own society using the same lenses that they used to investigate societies from the past. They will illustrate the similarities and differences between past societies and their society.

As students make various comparisons between present and past societies, they should ultimately address the question “What lessons can we learn from past societies to help create a better future for our world?”

**Instructional Time** It is recommended that 16 hours, approximately 4 weeks, of instructional time be used to work with students to achieve SCO 6.0. The range of dates highlighted below are offered as a suggestion.

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

The GCOs shaded below are the primary area of focus for this unit.

<p><b>1. Citizenship, Power, and Governance</b></p> <p>Demonstrate an understanding of the rights and responsibilities of citizenship, and the origins, functions, and sources of power, authority, and governance.</p>	<p><b>2. Culture and Diversity</b></p> <p>Demonstrate an understanding of culture, diversity, and world view, while recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.</p>	<p><b>3. Individuals, Societies, and Economic Decisions</b></p> <p>Demonstrate the ability to make responsible economic decisions as individuals and as members of society.</p>
<p><b>4. Interdependence</b></p> <p>Demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.</p>	<p><b>5. People, Place, and Environment</b></p> <p>Demonstrate an understanding of the interactions among people, places, and the environment.</p>	<p><b>6. Time, Continuity, and Change</b></p> <p>Demonstrate an understanding of the past and how it affects the present and the future.</p>

Examples illustrating how the processes and skills of social studies may be used in this unit.

<p><b>Communication</b></p> <p><i>Examples of communication in this unit include</i></p> <ul style="list-style-type: none"> <li>• read critically</li> <li>• communicate ideas and information to a specific audience</li> <li>• express and support a point of view</li> </ul>	<p><b>Inquiry</b></p> <p><i>Examples of inquiry in this unit include</i></p> <ul style="list-style-type: none"> <li>• compare and contrast</li> <li>• synthesize facts</li> <li>• deduce ideas</li> </ul>	<p><b>Participation</b></p> <p><i>Examples of participation in this unit include</i></p> <ul style="list-style-type: none"> <li>• engage in a variety of learning experiences that include both independent study and collaboration</li> <li>• function in a variety of groupings, using collaborative and cooperative skills and strategies</li> <li>• respond to public issues (local, regional, national, global)</li> </ul>
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## Unit Six - Continuity and Change: *How do societies change over time?*

### Curriculum Outcome

**7.0 - Students are expected to compare past societies and present-day society.**

- ▶ **7.1 identify similarities and differences of past societies and present-day societies**
- ▶ **7.2 determine the most significant similarity(ies) and difference(s) of past societies and present-day societies**
- ▶ **7.3 predict how societies might change in the future**

### Focus for Learning

This course concludes by asking students to make comparisons in order to identify similarities and differences between their society and past societies (7.3). Students should continue to use evidence (e.g., artefacts, primary sources) as they explore examples of continuity and change. Also, students should now understand that societies today will also leave artefacts and primary sources that will tell future archaeologists and historians about our society.

Ideally, throughout the year students will have made some comparisons between past and present societies while investigating each SCO (7.1). Students are expected to make comparisons and identify both (i) continuity and (ii) change in each of the following areas:

- ✓ environment,
- ✓ social structure,
- ✓ decision-making, and
- ✓ interactions among peoples.

Once students note several examples of continuity and change in each area, they should then identify which examples are most significant in terms of *revealing* how societies change – or do not change – over time (7.2).

Finally, students should be given ample time (e.g., three to four hours) to reflect on what they have learned from their investigation of the past, and infer from that study the ways societies might change in the future (7.3). In fact, if students have addressed delineations 7.1 during each of SCOs 2, 3, 4, 5 and 6, a significant amount of time may be saved here, thus allowing for a deep and sustained inquiry into delineation 7.3.

As students make comparisons between present and past societies, they should ultimately address the question “What lessons can we learn from past societies to help create a better future for our world?” In fact, the question “What is the most important lesson that we can learn from the study of past societies?” should be posed and discussed at regular intervals throughout the year.

Integrated concepts and processes used in this section may include:

- *Use Information* — What evidence can we observe in societies today related to (i) the influence of environment, (ii) social structure, (iii) decision-making, and (iv) interactions?
- *Make Comparisons* — How similar / different are we compared to past societies?

*(continued on page 100)*



## Unit Six - Continuity and Change: *How do societies change over time?*

### Suggestions for Teaching and Assessment

#### Activate

*For students ...*

- With a partner, discuss the following: “How might a time traveller from a past society view our society today? What might they ... (UI, MC)
  - ✓ observe that is similar to their society?
  - ✓ consider “an improvement”?
  - ✓ consider as “problems”?

*For teachers ...*

- Choose a society from each of the time periods studied. In an organizational chart identify each society. In a sentence or two summarize the similarities and differences with your society. (UI, MC)

#### Connect

*For students ...*

- As you have done with past societies, make a list of the geographic features in the area in which you live. Write a short description showing how each feature influences your lifestyle and how lifestyle affects each feature. Do geographic features have the same effect on your daily life as they did in past societies? (UI, MC, CC)
- Identify the social structure that exists within your society. Compare the social structure to past society. What is similar? What is different? What might account for this? (UI, MC)
- How are decisions made in your society today? Compare these practices with decision-making in a past society. Create a visual organizer to display your information. Use images and words to illustrate your research. Be sure to highlight the most significant differences (positive and/or negative) between the societies. (UI, MC, DS)
- Why is it important that interactions between societies be positive? Use one positive example and one negative example to support your answer. (UI, MC, CC, CP, DS, VJ)

*For teachers ...*

- Using a think-pair-share cooperative strategy, have students, predict what their society might be like 50 years from now based on what they have observed about change over time. (UI, CC)

*(continued on page 101)*

### Notes

**Suggested Time:** 9 hours

#### Authorized Resource(s)

##### ***Investigating Past Societies***

- Chapter Seven (pp. 141-155)

## Unit Six - Continuity and Change: *How do societies change over time?*

### Curriculum Outcome

**7.0 - Students are expected to compare past societies and present-day society.**

- ▶ **7.1 identify similarities and differences of past societies and present-day societies**
- ▶ **7.2 determine the most significant similarity(ies) and difference(s) of past societies and present-day societies**
- ▶ **7.3 predict how societies might change in the future**

### Focus for Learning

*(continued from page 98)*

- *Identify Cause and Consequence* — Have past societies influenced societies today? In what way(s)? Explain.
- *Consider Perspective* — How might a time traveller from a past / future society view societies today? What might they consider “an improvement”? In what areas might they observe “problems”?
- *Determine Significance* — What is the most important lesson that we can learn from the study of past societies?
- *Make Value Judgments* — Are our choices today helping to create a better society in the future? What values should guide our choices?

### Enduring Understanding

At the completion of this section students should understand that past societies are both similar and different from societies today. Some similarities / differences may be positive, while others may be negative.

### Sample Performance Indicator(s)

- What are the most important ideas / lessons that you have learned about societies? How can we use this knowledge to help make the future better for all societies? (*See Appendix F - Exploring Past Societies: What We Can Learn*) (UI, MC, CC, DS, VJ)
- Use a triptych (three side-by-side images) that shows your society in the centre, a past society on the left, and your prediction of a society in the future on the right. Select at least two themes from this course and illustrate how societies change over time.

<i>Themes include:</i>	✓ <i>social structure</i>
✓ <i>human-environmental interactions</i>	✓ <i>decision making</i>
	✓ <i>interactions</i>

Be sure to explain your reasoning for each of your predictions. Keep in mind that your predictions should be based on inferences from evidence. (UI, MC, CC, DS)

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**Unit Six - Continuity and Change: *How do societies change over time?***

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**Suggestions for Teaching and Assessment**

*(continued from page 99)*

**Consolidate**

*For students ...*

- Create a diptych (a side-by-side image) or foldable titled “Societies – the Same and Different”. Compare two societies choosing among past, present and / or an imagined future society. On one side use images that show how the two societies are the same; on the other side use images that show how the societies are different. Be sure to consider the themes of human-environmental interactions, social structure, decision making, and interactions. (UI, MC)
- Create a slide show that uses inferences from historical evidence to predict what your society might look like 100 years from now. Be sure to highlight important similarities and differences between your society today and your society in the future. (UI, MC, CC, DS)

*For teachers ...*

- Organize students in small or large groups to debate the following questions:
  - ✓ When making decisions that affect the future, who should be involved in the decision-making process?
  - ✓ Should decisions on issues that affect the future be made by majority vote or consensus?

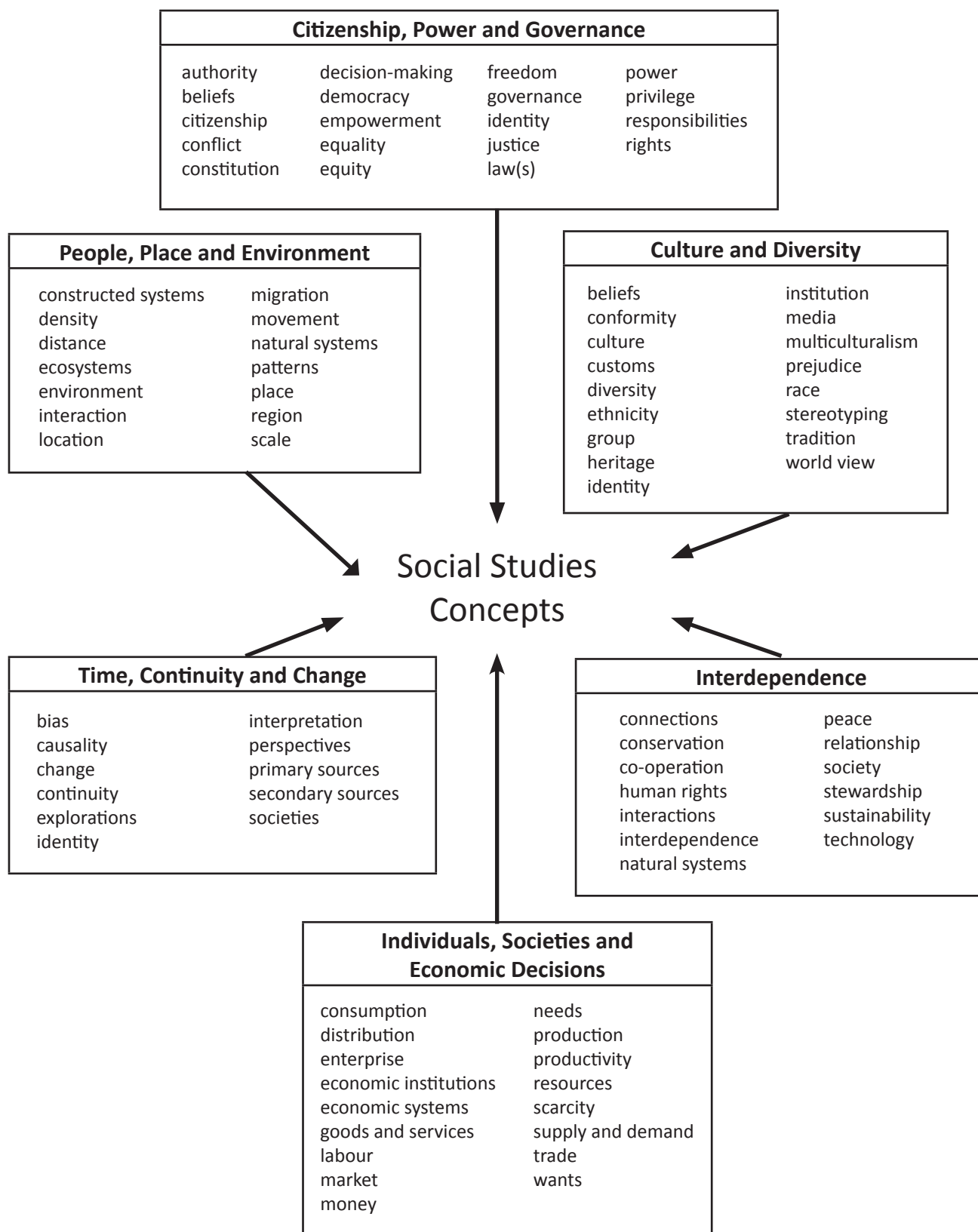
**Notes**



# Appendices



# Appendix A: Social Studies Concepts







## Appendix B: Process-Skills Matrix

Social studies curricula consists of three main process areas: communication, inquiry, and participation. Communication requires that students listen to, read, interpret, translate, and express ideas and information. Inquiry requires that students formulate and clarify questions, investigate problems, analyze relevant information, and develop rational conclusions supported by evidence. Participation requires that students act both independently and collaboratively in order to solve problems, make decisions, and negotiate and enact plans for action in ways that respect and value the customs, beliefs, and practices of others.

These processes are reflected in the “Sample Learning and Assessment Strategies” that are elaborated in the curriculum guide. These processes constitute a number of skills; some that are shared responsibilities across curriculum areas, and some that are critical to social studies.

**Process: Communication**

<b>Skill</b>	<b>Critical Responsibilities for Social Studies</b>	<b>Shared Responsibilities</b>
Read critically	<ul style="list-style-type: none"> <li>• detect bias in historical accounts</li> <li>• distinguish fact from fiction</li> <li>• detect cause-and-effect relationships</li> <li>• detect bias in visual material</li> </ul>	<ul style="list-style-type: none"> <li>• use picture clues and picture captions to aid comprehension</li> <li>• differentiate main and subordinate ideas</li> <li>• use literature to enrich meaning</li> </ul>
Communicate ideas and information to a specific audience	<ul style="list-style-type: none"> <li>• argue a case clearly, logically, and convincingly</li> </ul>	<ul style="list-style-type: none"> <li>• write reports and research papers</li> </ul>
Employ active listening techniques	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• listen critically to others' ideas or opinions and points of view</li> <li>• participate in conversation and in small group and whole group discussion</li> </ul>
Develop mapping skills	<ul style="list-style-type: none"> <li>• use a variety of maps for a variety of purposes</li> <li>• use cardinal and intermediate directions to locate and describe places on maps and globes</li> <li>• construct and interpret maps that include a title, legend, compass rose, and scale</li> <li>• express relative and absolute location</li> <li>• use a variety of information sources and technologies</li> <li>• express orientation by observing the landscape, by using traditional knowledge, or by using a compass or other technology</li> </ul>	

**Process: Communication** (continued)

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Express and support a point of view	<ul style="list-style-type: none"> <li>form opinions based on critical examination of relevant material</li> <li>restate major ideas on a complex topic in concise form</li> </ul>	<ul style="list-style-type: none"> <li>differentiate main and subordinate ideas</li> <li>respond critically to texts</li> </ul>
Select media and styles appropriate to a purpose	(see shared responsibilities)	<ul style="list-style-type: none"> <li>demonstrate an awareness of purpose and audience</li> </ul>
Use a range of media and styles to present information, arguments, and conclusions	<ul style="list-style-type: none"> <li>use maps, globes, and geotechnologies</li> <li>produce and display models, murals, collages, dioramas, artwork, cartoons, and multimedia</li> <li>interpret and use graphs and other visuals</li> </ul>	<ul style="list-style-type: none"> <li>present information and ideas using oral and/or visual materials, print, or electronic media</li> </ul>
Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Present a summary report or argument	<ul style="list-style-type: none"> <li>use appropriate maps, globes, and graphics</li> </ul>	<ul style="list-style-type: none"> <li>create an outline of a topic</li> <li>prepare summaries</li> <li>take notes</li> <li>prepare a bibliography</li> </ul>
Use various forms of group and inter-personal communications, such as debating, negotiating, establishing a consensus, clarifying, and mediating conflict	<ul style="list-style-type: none"> <li>participate in persuading, compromising, debating, and negotiating to resolve conflicts and differences</li> </ul>	<ul style="list-style-type: none"> <li>participate in delegating duties, organizing, planning, and taking action in group settings</li> <li>contribute to developing a supportive climate in groups</li> </ul>

**Process: Inquiry**

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Frame questions or hypothesis that give clear focus to an inquiry	<ul style="list-style-type: none"> <li>• identify relevant primary and secondary sources</li> <li>• identify relationships among items of historical, geographic, and economic information</li> <li>• combine critical social studies concepts into statement of conclusions based on information</li> </ul>	<ul style="list-style-type: none"> <li>• identify relevant factual material</li> <li>• identify relationships between items of factual information</li> <li>• group data in categories according to criteria</li> <li>• combine critical concepts into statement of conclusions based on information</li> <li>• restate major ideas concisely</li> <li>• form opinion based on critical examination of relevant information</li> <li>• state hypotheses for further study</li> </ul>
Solve problems creatively and critically	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• identify a situation in which a decision is required</li> <li>• secure factual information needed to make the decision</li> <li>• recognize values implicit in the situation and issues that flow from them</li> <li>• identify alternative courses of action and predict likely consequences of each</li> <li>• make decision based on data obtained</li> <li>• select an appropriate strategy to solve a problem</li> <li>• self-monitor decision-making process</li> </ul>
Apply a variety of thinking skills and strategies	<ul style="list-style-type: none"> <li>• determine accuracy and reliability of primary and secondary sources and geographic data</li> <li>• make inferences from primary and secondary materials</li> <li>• arrange related events and ideas in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>• determine accuracy and reliability of data</li> <li>• make inferences from factual material</li> <li>• recognize inconsistencies in a line of argument</li> <li>• determine whether or not information is pertinent to subject</li> </ul>
Recognize significant issues and perspectives in an area of inquiry	<ul style="list-style-type: none"> <li>• research to determine multiple perspectives on an issue</li> </ul>	<ul style="list-style-type: none"> <li>• review an interpretation from various perspectives</li> <li>• examine critically relationships among elements of an issue/topic</li> <li>• examine and assess a variety of viewpoints on issues before forming an opinion</li> </ul>
Identify sources of information relevant to the inquiry	<ul style="list-style-type: none"> <li>• identify an inclusive range of sources</li> </ul>	<ul style="list-style-type: none"> <li>• identify and evaluate sources of print</li> <li>• use library catalogue to locate sources</li> <li>• use Internet search engine</li> <li>• use periodical index</li> </ul>

**Process: Inquiry** (continued)

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Gather, record, evaluate, and synthesize information	<ul style="list-style-type: none"> <li>• interpret history through artefacts</li> <li>• use sources of information in the community</li> <li>• access oral history, including interviews</li> <li>• use map- and globe-reading skills</li> <li>• interpret pictures, charts, tables, and other visuals</li> <li>• organize and record information using timelines</li> <li>• distinguish between primary and secondary sources</li> <li>• identify limitations of primary and secondary sources</li> <li>• detect bias in primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• use a variety of information sources</li> <li>• conduct interviews</li> <li>• analyze evidence by selecting, comparing, and categorizing, information</li> </ul>
Interpret meaning and significance of information and arguments	<ul style="list-style-type: none"> <li>• interpret socioeconomic and political messages of cartoons and other visuals</li> <li>• interpret socioeconomic and political messages of artistic expressions (e.g., poetry, literature, folk songs, plays)</li> </ul>	<ul style="list-style-type: none"> <li>• identify ambiguities and inconsistencies in an argument</li> <li>• identify stated and unstated assumptions</li> </ul>
Analyze and evaluate information for logic and bias	<ul style="list-style-type: none"> <li>• distinguish among hypotheses, evidence, and generalizations</li> <li>• distinguish between fact and fiction and between fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>• estimate adequacy of the information</li> <li>• distinguish between relevant and irrelevant information</li> </ul>
Test data, interpretations, conclusions, and arguments for accuracy and validity	<ul style="list-style-type: none"> <li>• compare and contrast credibility of differing accounts of same event</li> <li>• recognize value and dimension of interpreting factual material</li> <li>• recognize the effect of changing societal values on interpretation of historical events</li> </ul>	<ul style="list-style-type: none"> <li>• test validity of information using such criteria as source, objectivity, technical correctness, currency</li> <li>• apply appropriate models, such as diagramming, webbing, concept maps, and flow charts to analyze data</li> <li>• state relationships between categories of information</li> </ul>
Draw conclusions that are supported by evidence	(See shared responsibilities)	<ul style="list-style-type: none"> <li>• recognize tentative nature of conclusions</li> <li>• recognize that values may influence their conclusions/interpretations</li> </ul>
Make effective decisions as consumers, producers, savers, investors, and citizens	<ul style="list-style-type: none"> <li>• access, gather, synthesize, and provide relevant information and ideas about economic issues</li> <li>• generate new ideas, approaches, and possibilities in making economic decisions</li> <li>• identify what is gained and what is given up when economic choices are made</li> <li>• use economic data to make predictions about the future</li> </ul>	

**Process: Participation**

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Engage in a variety of learning experiences that include both independent study and collaboration	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• express personal convictions</li> <li>• communicate own beliefs, feelings, and convictions</li> <li>• adjust own behaviour to fit dynamics of various groups and situations</li> <li>• recognize human beings' mutual relationship in satisfying one another's needs</li> <li>• reflect upon, assess, and enrich their learning process</li> </ul>
Function in a variety of groupings, using collaborative and cooperative skills and strategies	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• contribute to development of a supportive climate in groups</li> <li>• serve as leader or follower</li> <li>• assist in setting goals for group</li> <li>• participate in making rules and guidelines for group life</li> <li>• participate in delegating duties, organizing, planning, and taking actions in group settings</li> <li>• participate in persuading, compromising, and negotiating to resolve conflicts/differences</li> <li>• use appropriate conflict-resolution and mediation skills</li> <li>• relate to others in peaceful, respectful, and non-discriminatory ways</li> </ul>

**Process: Participation** (continued)

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Respond to class, school, community, or national public issues	<ul style="list-style-type: none"> <li>• keep informed on issues that affect society</li> <li>• identify situations in which social action is required</li> <li>• work individually or with others to decide on an appropriate course of action</li> <li>• accept and fulfill responsibilities associated with citizenship</li> <li>• articulate personal beliefs, values, and world views with respect to given issues</li> <li>• debate differing points of view regarding an issue</li> <li>• clarify preferred futures as a guide to present actions</li> </ul>	
Relate to the environment in sustainable ways and promote sustainable practices on a local, regional, national, and global level	<ul style="list-style-type: none"> <li>• recognize economic factors associated with sustainability (see shared responsibilities)</li> <li>• identify ways in which governments can affect sustainability practices</li> </ul>	<ul style="list-style-type: none"> <li>• develop personal commitment necessary for responsible community involvement</li> <li>• employ decision-making skills</li> <li>• contribute to community service or environmental projects in schools and communities or both</li> <li>• promote sustainable practice in families, schools, and communities</li> <li>• monitor personal contributions</li> </ul>



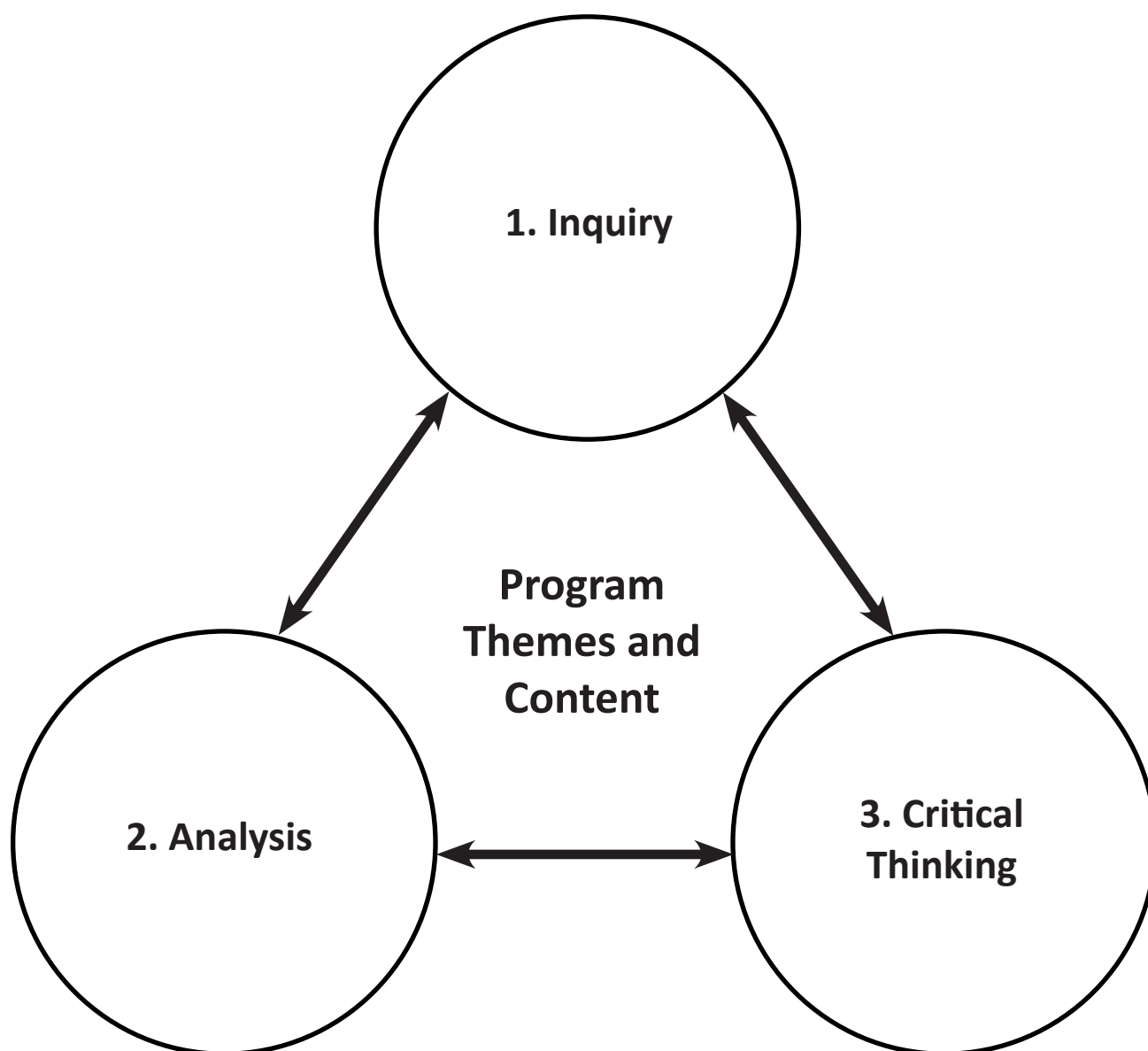


# Appendix C: Integrated Concepts and Processes

## Introduction

Students' depth of learning is enhanced when they think critically. Through the use of inquiry and analysis, students are explicitly taught, then expected to, make plausible inferences, develop interpretations, and make reasoned decisions based on evidence.

The diagram presented below is intended to illustrate the application of inquiry and analysis to content - tasks that foster critical thinking.



# 1. Inquiry

## ***Step 1: Ask questions for various purposes***

Inquiry begins with meaningful questions that connect to the world around us. Powerful\* questions framed by teachers in earlier grades, then modelled by students as they become critical thinkers, lead to an inquiry-based classroom.

Ask questions for various purposes	
4	Formulate questions to gather information for various purposes, including questions to guide simple library and internet research.
5	Formulate questions to gather information for various purposes, including main questions and a few sub-questions to guide basic library and internet research.  Sample questions: <i>What was the social structure of English society? How are ancient societies similar to my society today? Why did the French come to Atlantic Canada?</i>
6	Formulate questions to gather various kinds of information and respectfully challenge ideas, including the development of main questions and a few sub-questions to guide basic primary and secondary research.

\*Criteria for powerful questions

- give you lots of information
- are specific to the person or situation
- are open-ended—can't be answered by yes or no
- may be unexpected
- are usually not easy to answer

This list of criteria was generated by a multi-aged class of K-3 students at Charles Dickens Annex in Vancouver, British Columbia. (From *Critical Challenges for Primary Students*. The Critical Thinking Consortium, 1999.)

## ***Step 2: Locate and select appropriate sources***

In a classroom where critical inquiry is important, students will use specific criteria to judge and select valuable and appropriate sources of information to use in their research tasks.

Locate and select appropriate sources	
4	Choose the most relevant and dependable source of information from simple sets of related fictional and non-fictional (factual) options for various questions.
5	Use simple onsite and online search strategies on easily accessible topics to locate several sources of information. Choose the most relevant, helpful and dependable sources and cite them simply.  Sample onsite and online search strategies: <i>book cover, table of contents, index, Google key word search</i>
6	Use basic onsite and online search strategies on easily accessible topics to locate several sources of information. Choose the most relevant, helpful and dependable sources and cite the references simply.

### Step 3: Access ideas from oral, written, visual and statistical sources

Once students have located appropriate sources, they must learn to extract relevant information from the source. At the primary level, students will identify obvious details, then at later grades move on to determining main ideas and drawing inferences, using their understanding of language and text forms to draw out and construct meaning.

Access ideas from oral, written, visual, and statistical sources	
4	Use simple visual and print reading strategies and an understanding of simple text features to identify a number of obvious and less obvious details and locate the main idea when directly stated in basic visual, oral and written sources.
5	Use simple visual and print reading strategies and simple textual aids to locate main ideas and various supporting details, and identify obvious conclusions in a range of basic sources, including graphic representations, digital and print reference texts, and oral reports.  Sample visual and print reading strategies: <i>reread to confirm or clarify meaning, make predictions based on reasoning and related reading</i>  Sample text features: <i>indexes, maps, charts, lists, photographs, menus</i>  Sample very simple clues: <i>headings, key words, visual organization</i>  Sample main idea: <i>This thematic map shows that Nubia was settled because of its geographic features.</i>  Sample obvious inferences: <i>What can we infer about the contents of a book by examining the illustrations and words on the book cover? What can we infer about the individuals in the story or photograph by examining the details of the image or the descriptions in the text?</i>
6	Apply a comprehensive range of visual and print reading strategies and understanding of various text structures to locate main ideas and appropriate supporting details and identify less obvious conclusions in a wide range of oral, written, visual and statistical sources.

### Step 4: Uncover and interpret the ideas of others

Students are now ready to do the work of the social scientist rather than learn about events or places. This entails examining evidence, determining its significance and implications, and then offering plausible interpretations of the evidence.

Uncover and interpret the ideas of others	
4	Paraphrase a few pieces of information, offer interpretations, and identify simple comparative, causal and chronological relationships from material found in basic oral, print and visual sources.
5	Concisely paraphrase a body of information, offer interpretations, and identify simple comparative, causal and chronological relationships from material found in basic oral, print and visual sources.  Sample simple comparative relationship: <i>How is housing different now compared to the middle ages?</i>  Sample simple causal relationship: <i>What influenced the British to come to Atlantic Canada?</i>  Sample basic oral, print and visual sources: <i>oral accounts, basic data, historical photographs</i>
6	Concisely paraphrase a body of information, offer plausible interpretations, recognizing the obvious perspective and values represented, and identify basic comparative, causal and chronological relationships.

### Step 5: Assess options and formulate reasoned opinions

Tasks that encourage students to explore and assess various options and then reach their own conclusions or develop their own informed opinions are more likely to deepen understanding and increase student engagement. Students create new knowledge by combining prior knowledge with current learning.

Assess options and formulate reasoned opinions	
4	Identify several possible options when presented with a basic issue or decision opportunity; identify the pros and cons of each option using provided or self-generated criteria; and choose a best option, offering plausible reasons for the choice.
5	Identify several possible options when presented with a basic issue or decision opportunity, identify the pros and cons of each option using provided or self-generated criteria; and choose a best option, offering plausible reasons for the choice and for not choosing the other options.  Sample basic issue or decision opportunity: <i>Is our school located in a “city” or a “suburb”? A “town” or a “village”? What distinguishing features (i.e., geographic evidence) supports that interpretation?</i>
6	When considering an issue or decision opportunity with multiple feasible options, explore in an open-minded way possible options and supporting reasons, rate the main options in light of agreed upon criteria, and choose a best option, supported with several plausible reasons.

### Step 6: Present ideas to others

Students must learn to think carefully and critically about how they share their views and beliefs with others. The tasks may be limited in scope and short in duration or may have a much broader purpose and audience. This audience may be a familiar one or may extend to the broader community.

Present ideas to others	
4	Use simple preparation strategies and presentation strategies to plan and produce a simple oral, written or graphic presentation on important, interesting or relevant ideas.
5	Use simple preparation strategies and presentation strategies to plan and produce a clear, focused, and engaging visual, oral or written presentation.  Sample simple preparation strategies: <i>edit, practice, draft versions</i>  Sample simple presentation strategies: <i>simple structure or organization to stay focused, formal or informal tone, non-verbal cues (e.g., facial expression to indicate agreement or confusion during a discussion), basic visual aids (e.g., posters, maps, globes), simple vocal effects (e.g., tone, pace, pitch, volume, sound effects)</i>  Sample oral presentation: <i>audio commercial, skit</i>  Sample written presentation: <i>paragraphs, step-by-step procedure, biographical sketch, diary entries</i>  Sample visual presentation: <i>CD or book covers, storyboard, illustrated pamphlet, protest t-shirt or button</i>
6	Use a range of preparation strategies and presentation strategies to plan and produce a clear, focused and engaging visual, oral or written presentation.

**Step 7 (ongoing): Act cooperatively with others to promote mutual interests**

At the heart of social studies education is the expectation that students' understanding of the world will translate into positive and constructive action. To achieve this end, students must be taught how to engage in positive collective action.

<b>Act cooperatively with others to promote mutual interests</b>	
<b>4</b>	Cooperate in small group settings by adopting simple group and personal management strategies and very simple interactive strategies.
<b>5</b>	Collaborate in group and team settings by making use of simple group and personal management strategies and basic interactive strategies.  Sample simple group and personal management strategies: <i>take turns, share with others, carefully follow directions, stay on task, monitor behaviour in light of an agreed-upon objective</i>  Sample basic interactive strategies: <i>praise others, ask for clarification, assume various roles and responsibilities</i>
<b>6</b>	Collaborate in group and team settings by making use of a range of group and personal management strategies and basic interactive strategies, and jointly develop simple plans to carry out assigned tasks.

## 2. Analysis

### **Form: Use Information (UI)**

In social studies, inquiry is based on working with data. Students need to be able to both extract obvious information and to make inferences, when working with a variety of sources. At the elementary level students begin to use single and multiple pieces of data not only to answer questions, but also to construct explanations and make reasoned judgments. Students should also learn to assess the quality of data, and to recognize the limits of various sources in answer questions or constructing arguments.

Sources of data may include: informational text, maps, numeric data (charts and graphs), photographs, oral interviews, etc..

*Sample Questions:*

- *Does the information relate to the question I'm trying to answer?*
- *Which of the books is most useful in answering each of the questions?*
- *Is the source reliable?*
- *What was the author's purpose when creating this image?*
- *What does the source not address?*
- *Is there enough relevant information to draw a conclusion?*

### **Form: Make Comparisons (MC)**

Investigation within social studies frequently involves make comparisons – enabling the observer to note similarities and differences. Comparisons can be made between different times, different peoples, different places or even different decisions.

Comparisons raise important questions, such as “Why did this happen?” or “Why didn't x-y-z happen?” In some cases comparisons help observers identify possible patterns or trends, which are essential understanding in making inferences and accurate predictions or generating possible solutions.

*Sample Questions:*

- *In what ways are meals different today than 100 years ago?*
- *How similar are North America and Europe?*
- *How have these cities changed over time? Is there a pattern? What accounts for this?*
- *Why was there little change in X for over 500 years?*

### **Form: Identify Cause & Consequence (CC)**

In order to understand an event, idea, issue, place or trend it is necessary to be aware of the forces that contributed to it, as well as its results.

At the elementary level it is sufficient for student to be able to identify obvious causes and consequences. By the intermediate level students should able to distinguish between *immediate causes* and *underlying factors*, as well as *anticipated consequences* and *unanticipated consequences*, and *short-term consequences* and *long-term consequences*.

*Sample Questions:*

- *What causes lead to this event?*
- *What were the consequences of the decision?*
- *Were there unexpected consequences?*
- *How did people deal with the situation?*

### **Form: Consider Perspective (CP)**

In order to think deeply about an event, idea, issue, place or trend it is important to suspend personal interpretations and judgments and authentically consider the matter at hand in terms of other view points.

Typically, this is understood to include consideration of stakeholders who have a vested interest in an issue. However, some analysis will require consideration of spatial and/or temporal perspectives. Students need to reflect on *how* others view an event, idea or place, as well as try to understand *why* the person may view the event, idea or place in that way.

*Sample Questions:*

- *Who will be affected by this decision? What are their views? Why does each group view the situation that way?*
- *How might a person living in another country view this problem? Why might they see it that way?*
- *Why did people living at the time period feel that this action was appropriate?*

### **Form: Determine Significance (DS)**

When we are determining significance we are essentially asking two questions: “Is this important?” and “Why?”

An event, idea, issue, place or trend is said to be important to the degree it influences the lives of people. The deeper the influence, the more important the event. Thus, when we determine importance we are making a judgment that is relative.

In order to make this type of assessment, students must use appropriate criteria: magnitude, scope and duration. At the elementary level appropriate synonyms should be used for these terms. See sample questions for examples.

*Sample Questions:*

- *Is this important? Why? To whom?*
- *How serious are the influences? (magnitude)*
- *How many people are influenced? (scope)*
- *How lasting are the influences? (duration)*
- *Which resource is most important to the citizens of our province? Explain.*
- *Was the exploration of North America by Europeans significant? Why?*

### **Form: Make Value Judgments (VJ)**

Sometimes inquiries in social studies raise questions related to ideas of right and wrong or community standards. This requires that students wrestle with the ethical and moral dilemmas associated with a particular events, ideas, issues, or trends.

While not all inquiries involve moral or ethical issues, it is important to raise – where appropriate – questions that ask students to consider what values might or should be considered in relation to the inquiry. It is this type of analysis that reaches to the heart of social studies.

*Sample Questions:*

- *Is this the right thing to do?*
- *Who should take responsibility for the consequences of the action?*
- *Was this a good law?*
- *Does this make the most effective use of the resource?*
- *Is everyone being treated fairly?*

### 3. Critical Thinking

To think critically is essentially to engage in deliberations with the intention of making a judgment based on appropriate criteria.

By framing curriculum outcomes and content as problematic situations that invite students to think critically, student engagement can be significantly increased. When designing a task where students are invited to think critically, there are four questions that should be addressed:

- 1. Does the task require a reasoned judgment?** In order for students to think critically they must make a judgment based on one or more criteria. At the elementary level it is common for the criteria to be embedded within the question. For example, “Which of the solutions would help the greatest number of people?” or “Which of the heroes was the bravest?” In these examples we also note that the situation must be problematic – there cannot be an obvious answer. Rather students must select among plausible alternatives using appropriate criteria.
- 2. Do students have sufficient information?** In order to make an assessment, students must have enough (and not too much) data to work with. Without enough information to use as evidence, students will likely become frustrated. For example, asking students “Who was the greatest explorer of all time?” is a task that could require the student to read hundreds of pages of information before coming up with an answer. By contrast, asking students “Which of the four explorations studied in this chapter was most significant?” is much more manageable. At the elementary level it is frequently desirable to have students use a single source of supplied information.
- 3. Is the task viewed as meaningful by the student?** Tasks that invite students to think critically should be engaging. Social studies encourages students to learn through purposeful experiences designed around stimulating ideas, social issues, and themes, and discourages the memorization of disconnected pieces of information. Superficial coverage of topics is replaced by emphasis on the truly significant events, concepts, and principles that students need to know and be able to apply in their lives.
- 4. Is the task related to the course outcomes?** There are many interesting and “neat” ideas and activities that students might enjoy – and which involve critical thinking – but may not necessarily be related to the course’s specific curriculum outcomes. However, with a little imagination and some editing, the task may be tweaked so that it does address the outcome.

*...all our knowledge results from questions,  
which is another way of saying that  
question-asking is our most important intellectual tool.  
(Neil Postman)*



# Appendix D: Using Primary Sources

## Suggested Uses

Primary sources provide students with opportunities to have more direct encounters with past events and people. Students can link to the human emotions, aspirations, and values that prevailed in another time. Key to these learning opportunities is the use of such primary sources as written documents, press releases, newspaper articles, journals, diaries, letters, songs, poetry, digital recordings, photos, drawings, posters, cartoons, advertisements, tables of statistics, charts, and maps. The following chart illustrates instructional approaches that primary source documents can support.

<b>Suggested Uses of Primary Documents in the Classroom</b>	
<b><i>Instructional Approach</i></b>	<b><i>Commentary</i></b>
Visualization	Create a visually rich classroom by setting up a mini-museum of local history to include not only artefacts, but photos, posters, letters, and other original documents. These documents may be changed as units change.
Focusing	At the beginning of each unit or outcome within a unit, refer to a document as a “window” into the theme.
Reading and Viewing	Provide students with a graphic organizer to help them understand the content of an original document.
Listening	Provide students with an audio or video recording to give them a sense of being “present” at an event.
Writing	A document may be used to prompt a writing activity; provide students with a self-checklist.
Finding Connections	Students can be given an opportunity to analyze two or more documents to (1) see relationships and/or differences between what they are saying, and (2) draw conclusions from this analysis.
Reflection	Students should be encouraged to make a journal entry, at appropriate times, as they reflect upon the feelings and values that may be evoked by certain documents (see Student Response Journals, Appendix G).
Assessment	The use of documents in constructed-response questions in an assignment or an examination enhance the quality of the assessment. Students can use the documents, not only to recall previously learned knowledge, but to apply and integrate that knowledge.

## Analyzing Primary Sources

Primary sources exist in many forms. The following are suggested graphic organizers that the student may use to analyze an artefact, a visual, a sound recording, a cartoon, a poster and a historical document. Although the questions and exercises may differ slightly from one graphic to another, the underlying approach is the same: namely, to identify facts relating to a specific situation, issue, or problem; to find relationships among the facts and the patterns in these relationships; and to give an interpretation and draw a conclusion.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Artefact Analysis

Questions	Observations
<p><b>Description</b></p> <ul style="list-style-type: none"><li>✓ What is it made from?</li><li>✓ How does it look and feel? Consider: <i>size, shape, color, texture, mass, sound, markings, decorations, smell, condition</i></li><li>✓ Is the object complete?</li><li>✓ How might the object have been constructed?</li></ul>	
<p><b>Analysis</b></p> <ul style="list-style-type: none"><li>✓ What might it have been its purpose?</li><li>✓ Who might have used it?</li><li>✓ Where might it have been used?</li><li>✓ When might it have been used?</li><li>✓ Is this similar to objects used today?</li></ul>	
<p><b>Inference</b></p> <ul style="list-style-type: none"><li>✓ What does it suggest about technology of the time in which it was made and used?</li><li>✓ What does it suggest about the people who made and used it?</li><li>✓ How important might this artefact have been? Why?</li></ul>	
<p><b>Conclusion</b></p> <ul style="list-style-type: none"><li>✓ Based on your description, analysis and inferences what do think your artefact is?</li><li>✓ What information supports your conclusion?</li></ul>	

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Visual Analysis

Questions	Observations
1. Describe the setting and time.	
2. Identify the people and objects. How are they arranged?	
3. What's happening in the visual?	
4. Was there a purpose for making this visual? Explain.	
5. What would be a good caption for the visual?	
6. From this visual, I have learned that ...	

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Sound Recording Analysis

Questions	Observations
1. Who is the intended audience?	
2. Why was the recording made? How do you know?	
3. What is the content of the recording?	
4. What questions does the recording leave unanswered?	
5. What information do you get from the recording that you would not get from a written transcript?	

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Cartoon Analysis

Question	Observation
1. What symbols are used in this cartoon?	
2. What does each symbol represent?	
3. What do the words (if any) mean?	
4. What is the main message of the cartoon?	
5. Why is the cartoonist trying to get this message across?	

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Poster Analysis

Question	Observation
1. Study the poster and note of all the images, colors, dates, characters, references to places, etc.	
2. Describe the idea that the information seems to point to; compare it to ideas others may have.	
3. Write a sentence to give the central purpose of the poster.	
4. Would it have been effective? Explain.	

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Historical Document Analysis

Question	Observation	For further research ...
1. When was the document created?		
2. Where was the document created?		
3. How was the document created?		
4. What are the main points made by the author / editor in the document?		
5. What inferences can be made about the time period (era) in which the document was created?		
6. What was happening around the world during this time period?		





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# Appendix E: Graphic Organizers

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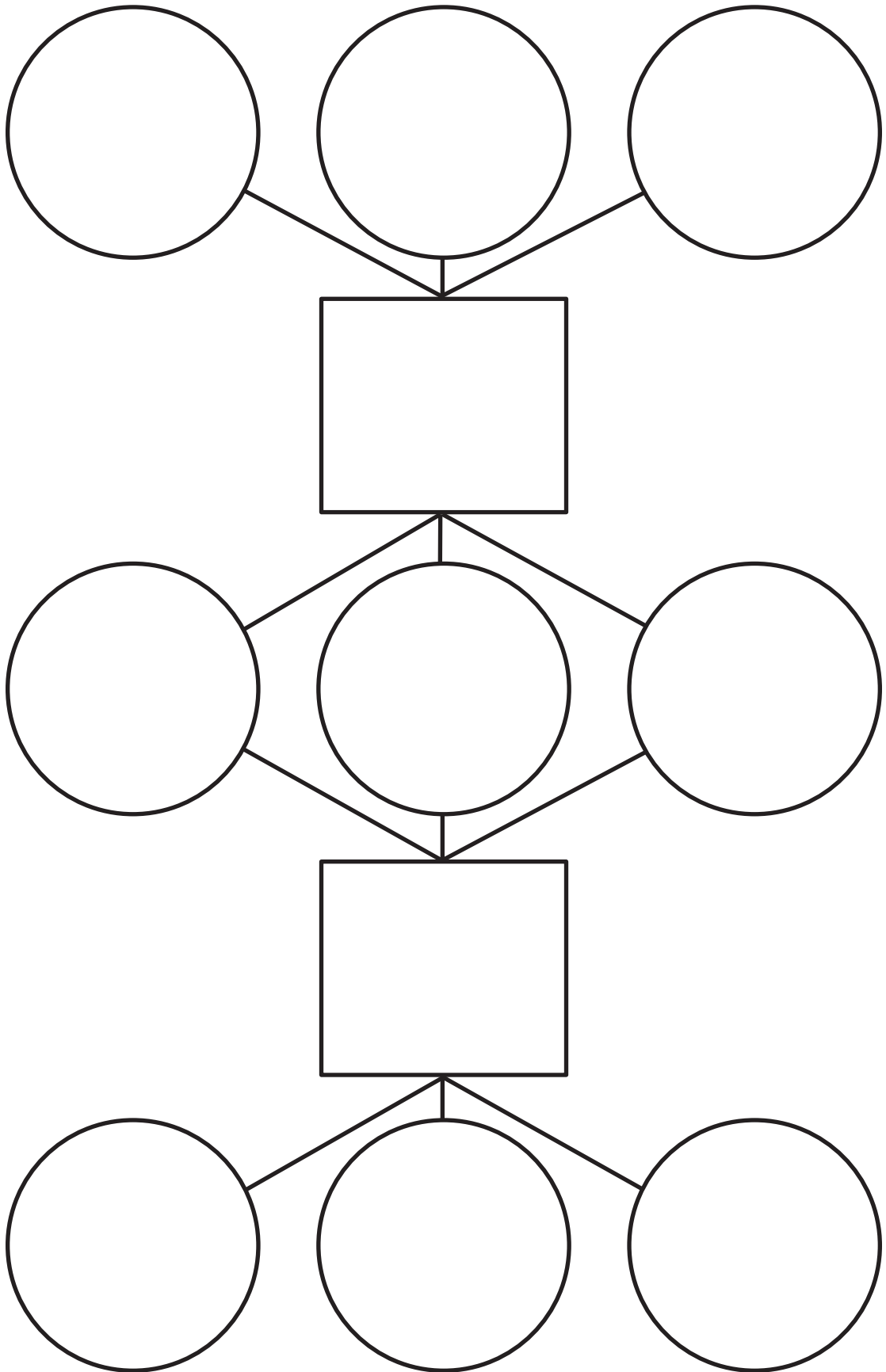


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

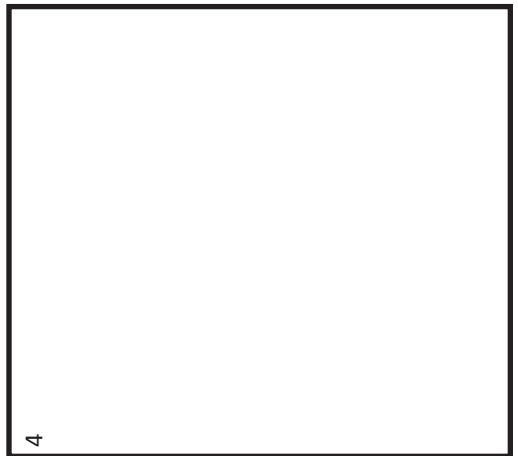
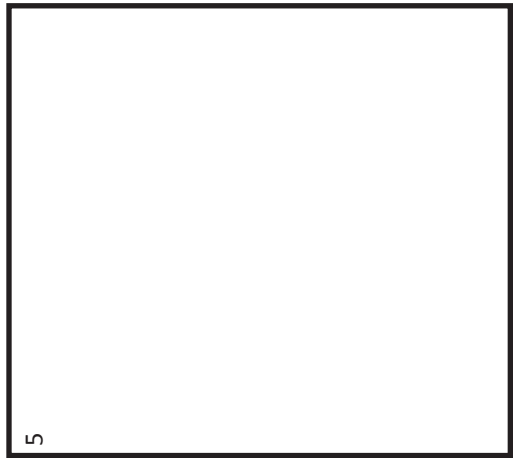
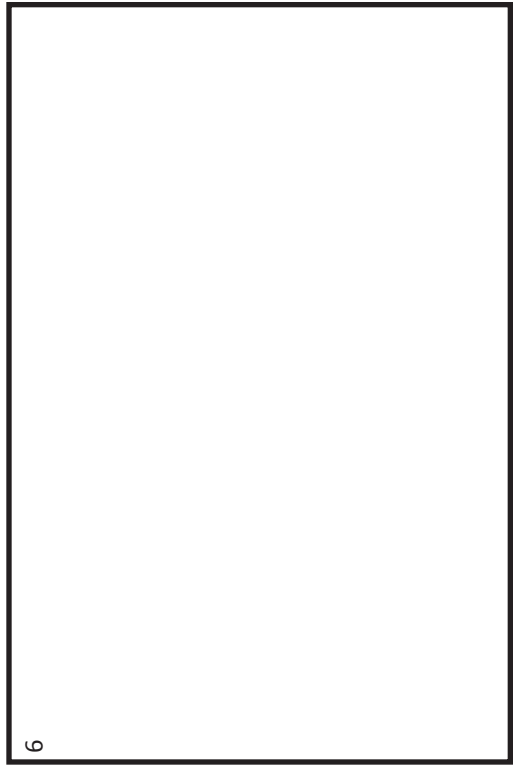
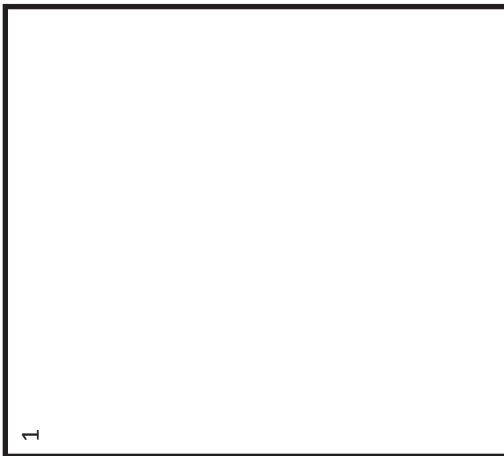
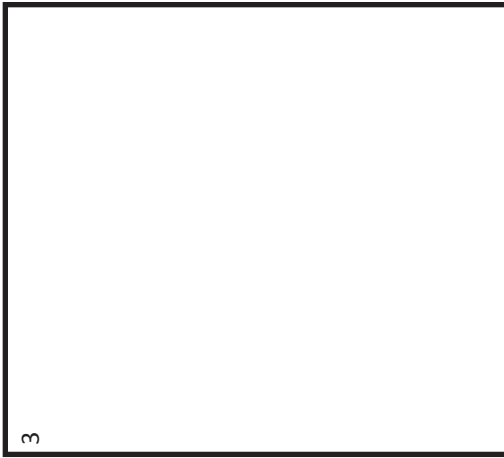
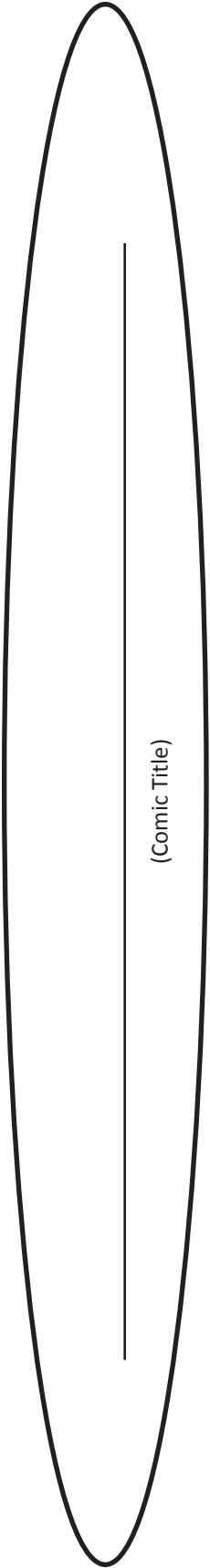
Making Comparisons: Double Bubble

Title: \_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Artefact Box Summary (Box # \_\_\_\_\_)

Facts I Learned	Inferences I Made	Questions I Have

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## RAN Chart #1

Topic: _____		
What I Think I Know	Confirmed	Misconceptions
<b>New Learnings</b>		
<b>Wonderings</b>		

Adapted from "Reading and Analyzing Nonfiction" (RAN) developed by Tony Stead  
See *Reality Checks: Teaching Reading Comprehension with Nonfiction* (2006), pp. 16-18

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## RAN Chart #2

Topic: _____				
What I Think I Know	C	M	New Facts I Have Learned	Wonderings

Adapted from "Reading and Analyzing Nonfiction" (RAN) developed by Tony Stead  
See *Reality Checks: Teaching Reading Comprehension with Nonfiction* (2006), pp. 16-18

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Questions I can ask ...

	<b>Event</b>	<b>Situation</b>	<b>Choice</b>	<b>Person</b>	<b>Reason</b>	<b>Means</b>
<b>Know</b>	<b>Present</b>	What is ... ? Where / When is ... ?	Which is ... ?	Who is ... ?	Why is ... ?	How is ... ?
	<b>Past</b>	What did ... ? Where / When did ... ?	Which did ... ?	Who did ... ?	Why did ... ?	How did ... ?
<b>Analyse</b>	<b>Possibility</b>	What can ... ? Where / When can ... ?	Which can ... ?	Who can ... ?	Why can ... ?	How can ... ?
	<b>Probability</b>	What would ... ? Where / When would ... ?	Which would ... ?	Who would ... ?	Why would ... ?	How would ... ?
<b>Create</b>	<b>Prediction</b>	What will ... ? Where / When will ... ?	Which will ... ?	Who will ... ?	Why will ... ?	How will ... ?
	<b>Imagination</b>	What might ... ? Where / When might ... ?	Which might ... ?	Who might ... ?	Why might ... ?	How might ... ?

Adapter from The Question Matrix designed by Chuck Weidenhold  
 See: [www.decd.sa.gov.au/assessment/pages/assessmentstrategies/question/](http://www.decd.sa.gov.au/assessment/pages/assessmentstrategies/question/)



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## The Influence of Environment

My Life	Area	Ancient Society
	<i>Food</i>	
	<i>Clothing</i>	
	<i>Structures</i>	
	<i>Recreation</i>	

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Ancient Societies: Locating and Describing Place

<b>Vegetation</b>			
<b>Climate</b>			
<b>Landforms &amp; Bodies of Water</b>			
<b>Hemisphere &amp; Continent</b>			
<b>Ancient Society</b>			

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## The Influence of Place

### Investigating \_\_\_\_\_ Society in the Middle Ages

Describe the geographic features of the area in which the First Nation or Inuit society lived. How might these features have influenced lifestyle? Be sure to consider the influence of environment on food, clothing, structures, etc.

<i>Geographic Feature</i>	<i>Possible Benefits</i>	<i>Possible Challenges</i>

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Who Decides? Decisions That Affect Me!

Think about decisions that are made every day that affect you. Who makes these decisions? Why?

Governments have made already using laws ...			
Groups make by majority vote...			
Groups make by consensus ..			
People with authority (leaders) decide ..			
I decide ...			

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Evaluating Place

With a partner, take a virtual tour of two locations settled by English and / or French societies in the Atlantic region in the early 1700s. For each area record the geographic features you observed in each area, and the possible benefits and challenges of living there. Which would be the preferred location to build a settlement based on the criteria of (i) *fewest challenges* and (ii) *greatest benefits*? Explain.

Location #1:	
<b>Description</b>	
landforms:	bodies of water:
climate:	vegetation:
<b>Evaluation</b>	
Challenges	Benefits

Location #2:	
<b>Description</b>	
landforms:	bodies of water:
climate:	vegetation:
<b>Evaluation</b>	
Challenges	Benefits

The preferred location to build a settlement is \_\_\_\_\_ because ...

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Investigating Place: \_\_\_\_\_

On the map provided draw a box around the location of the society you are investigating in this unit. Then, using reference maps, (a) describe the area in terms of location and place, (b) identify two possible benefits of living in this area, and (c) Identify two possible challenges of living in this area.



<b>Location</b>	
Hemispheres	Continent
Closest neighbour to the _____ (state cardinal direction) is _____.	
<b>Place</b>	
Climate	
Vegetation	
Significant Geographic Feature(s)	
<b>Benefits</b>	
Geographic Feature	Influence on People's Lives
#1	
#2	
<b>Challenges</b>	
Geographic Feature	Influence on People's Lives
#1	
#2	

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Investigating Early European Settlement (c. 1750)

Location #1: _____		
<i>Geographic Feature</i>	<i>Possible Benefits</i>	<i>Possible Challenges</i>

Location #2: _____		
<i>Geographic Feature</i>	<i>Possible Benefits</i>	<i>Possible Challenges</i>

The two locations share the following similarity ...

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The main difference between these two locations ...

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# Appendix F: Case Studies

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Analyzing a Museum Display

<b>What artefacts are used in this exhibit to tell a story from the past? What parts of the story are missing?</b>	
<b><i>Museum:</i></b> _____	<b><i>Exhibit:</i></b> _____
<b><i>Artefacts and What They Tells Us</i></b>	<b><i>Questions We Need Evidence To Answer</i></b>

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Burial Site Debate

<b>Archaeologists do not have the right to disturb the burial sites of ancient societies.</b>	
<i>Arguments For</i>	<i>Arguments Against</i>
Archaeologists _____ because ...	
_____	
_____	
_____	
_____	

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Using Archaeological Data (Site A)

Imagine you are an archaeologist. You have just finished excavating two sites. A list of what was found at each site is given below.

Dig Site A	Dig Site B	
<ul style="list-style-type: none"><li>• animal skin coat</li><li>• arrow head</li><li>• boat</li><li>• comb</li><li>• cooking pot</li><li>• flute</li><li>• knife blade</li><li>• oil lamp</li><li>• soapstone stove</li><li>• spear</li></ul>	<ul style="list-style-type: none"><li>• arrow head</li><li>• arrow head</li><li>• arrow head</li><li>• arrow head</li><li>• arrow head</li><li>• arrow head</li><li>• arrow head</li><li>• arrow head</li><li>• arrow head</li><li>• arrow head</li><li>• arrow head</li><li>• arrow head</li><li>• arrow head</li><li>• arrow head</li><li>• arrow head</li></ul>	<ul style="list-style-type: none"><li>• fire pit</li><li>• spear point</li><li>• spear point</li><li>• spear point</li><li>• spear point</li><li>• spear point</li><li>• spear point</li><li>• spear point</li><li>• spear point</li></ul>

Which site gives you the best archaeological data to write a complete understanding about the past?

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Explain your reasoning.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Using Archaeological Data (Site B)

Imagine you are an archaeologist. You have just finished excavating two sites. A list of what was found at each site is given below.

Dig Site A	Dig Site B	
<ul style="list-style-type: none"><li>• arrow head</li><li>• ax head</li><li>• bear skin coat</li><li>• game pieces</li><li>• kayak</li><li>• cooking pot</li><li>• knife blade</li><li>• oil lamp</li><li>• soapstone stove</li><li>• spear point</li></ul>	<ul style="list-style-type: none"><li>• arrow head</li><li>• arrow head</li><li>• arrow head</li><li>• arrow head</li><li>• arrow head</li><li>• arrow head</li><li>• arrow head</li><li>• arrow head</li><li>• bone spear shaft</li><li>• bone spear shaft</li><li>• cooking pot</li><li>• cooking pot</li></ul>	<ul style="list-style-type: none"><li>• drinking cup</li><li>• drinking cup</li><li>• fire pit</li><li>• sewing needle</li><li>• sewing needle</li><li>• spear point</li><li>• spear point</li><li>• spear point</li></ul>

Which site gives you the best archaeological data to write a complete understanding about the past?

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Explain your reasoning.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Dig Site Analysis (Location # \_\_\_\_ )

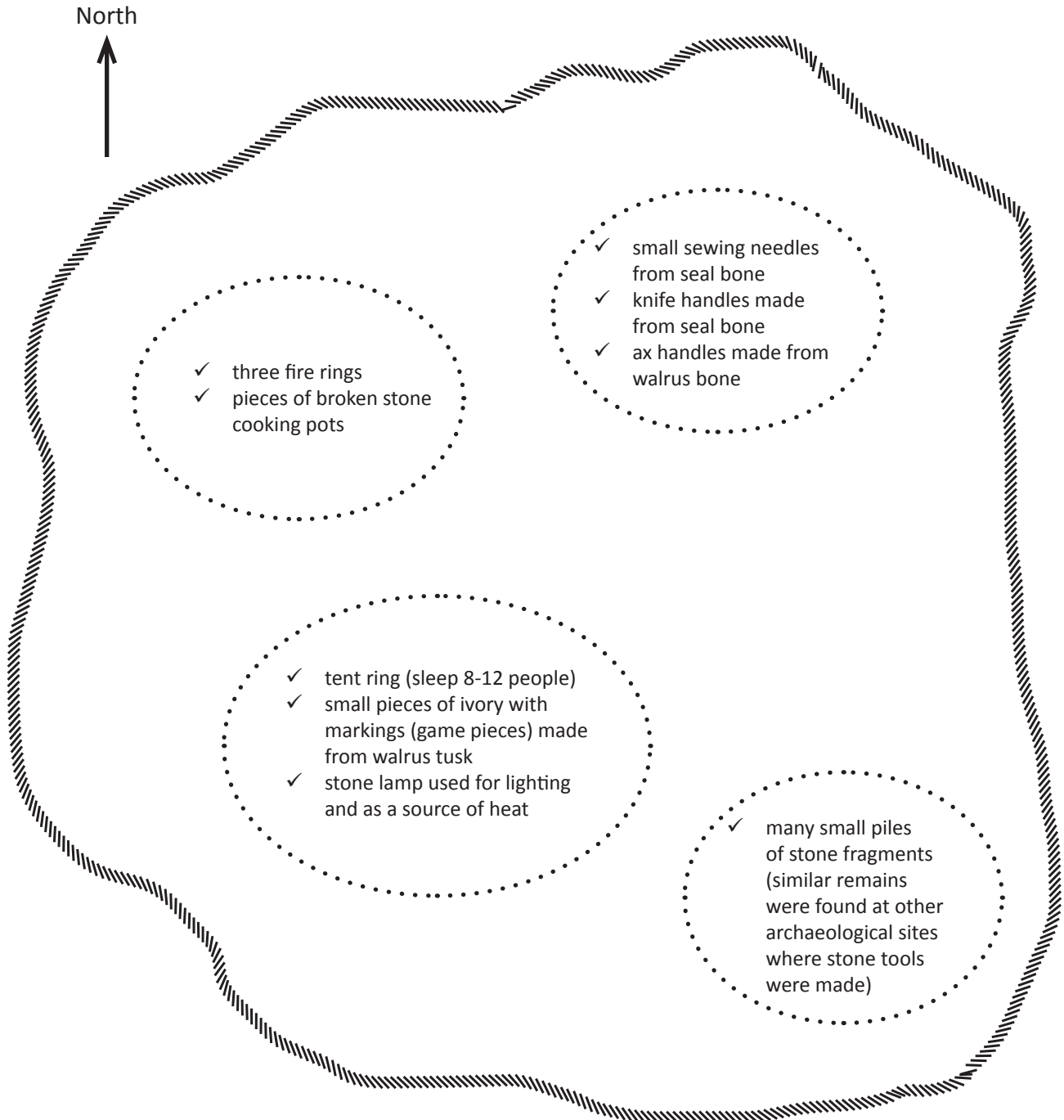
✓	Inferences	Questions	✓

After you complete your analysis:

1. place a check mark (✓) next to the three inferences that tell us most about this society, and
2. place a check mark (✓) next to the three questions that, if answered, would help us know better understand this society.

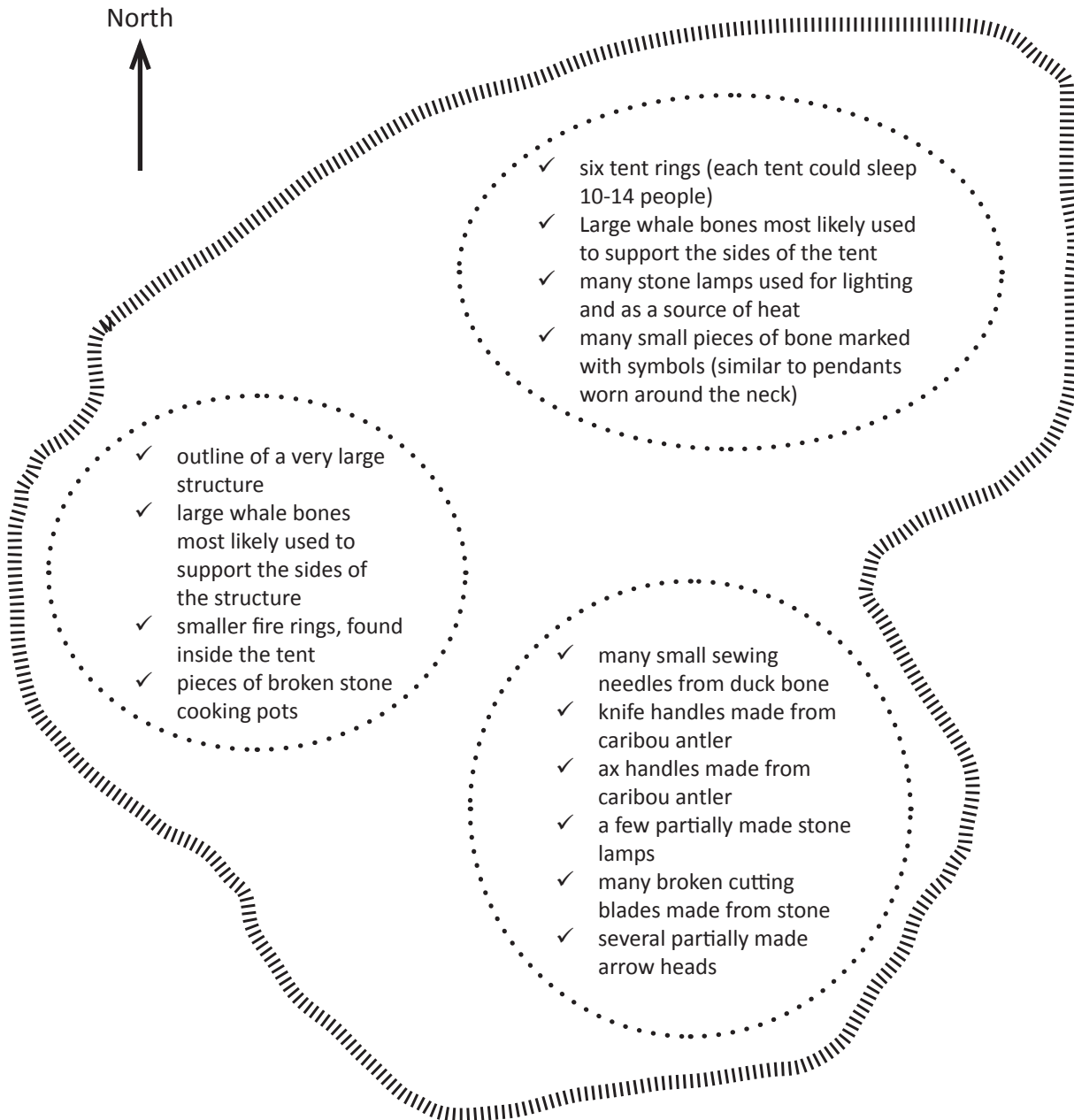
## Archaeological Dig Site #1

Imagine you are an archaeologist. You have just finished excavating the site described below. What inferences can you make about the people who occupied this site? What questions would you like to have answered in order to better understand this society? Record your ideas on the page called *Dig Site Analysis*.



## Archaeological Dig Site #2

Imagine you are an archaeologist. You have just finished excavating the site described below. What inferences can you make about the people who occupied this site? What questions would you like to have answered in order to better understand this society? Record your ideas on the page called *Dig Site Analysis*.





## Archaeological Dig Site #3

Imagine you are an archaeologist. You have just finished excavating the Site A described below. What inferences can you make about the people who occupied this site? What questions would you like to have answered in order to better understand this society? Record your ideas on the page called *Dig Site Analysis*.

Site B

Site C

North

Land

Water

Dig Site

Scale 1 cm = 100 km

**Artefacts found at Site A**

- 8 tent rings (each tent could sleep 4-6 people)
- outline of large structure that could hold 40-50 people
- 200 cutting blades and spear points made from chert (Site B is the closest location where chert can be found)
- 20 cooking pots and 30 lamps made from soapstone (Site C is the closest location where soap stone can be mined)
- many tools made from caribou antler and seal bone
- sewing needles made from the bones of seabirds
- the remains of waterproof boots and coats made from walrus hide

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## A Sense of Place

The map below identifies three areas on Earth. (a) Describe each area in terms of location and place. (b) Identify two possible benefits and two possible challenges of living in each area. (c) In which location would you prefer to live? Why? Record your ideas on the graphic organizer and space provided.

Be sure to use the following types of maps to help with your analysis:

- physical
- vegetation
- climate



I would Prefer to live in \_\_\_\_\_ because ...

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## A Sense of Place

A. Finland	
Hemisphere	Continent
Landforms	Possible Benefits
Bodies of Water	
Climate	Possible Challenges
Vegetation	

B. Egypt	
Hemisphere	Continent
Landforms	Possible Benefits
Bodies of Water	
Climate	Possible Challenges
Vegetation	

C. Brazil	
Hemisphere	Continent
Landforms	Possible Benefits
Bodies of Water	
Climate	Possible Challenges
Vegetation	

## Finding a New Home

Imagine you are living in the ancient era. Your society was forced out of your area by a neighbouring society. You must now look for a new area in which to settle.

- ✓ What three geographic features do you want in your new location?
- ✓ Why would these features help your society?
- ✓ Identify two ways in which each feature might influence lifestyle in your society.
- ✓ Name at least once challenge it may pose.

<b><i>Geographic Feature</i></b>	<b><i>Possible Benefits</i></b>	<b><i>Possible Challenge(s)</i></b>
#1	a)	
	b)	
#2	a)	
	b)	
#3	a)	
	b)	

NAME: \_\_\_\_\_

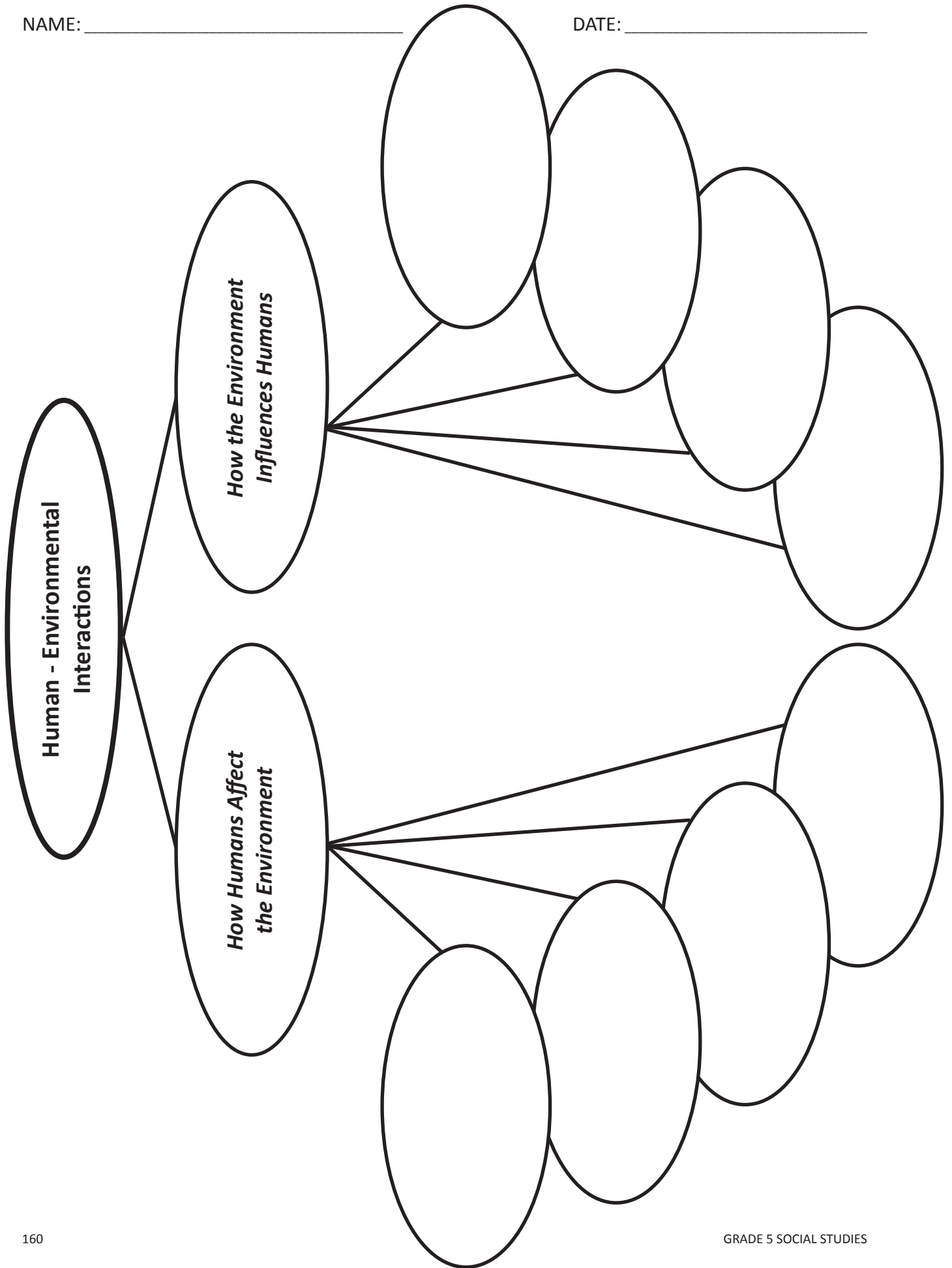
DATE: \_\_\_\_\_

## Geographic Features: Predicting Benefits and Challenges

<b>Feature #1:</b> (Landform or Body of Water)	
Possible Benefit	Possible Challenge
<b>Feature #2:</b> (Climate)	
Possible Benefit	Possible Challenge
<b>Feature #3:</b> (Vegetation)	
Possible Benefit	Possible Challenge

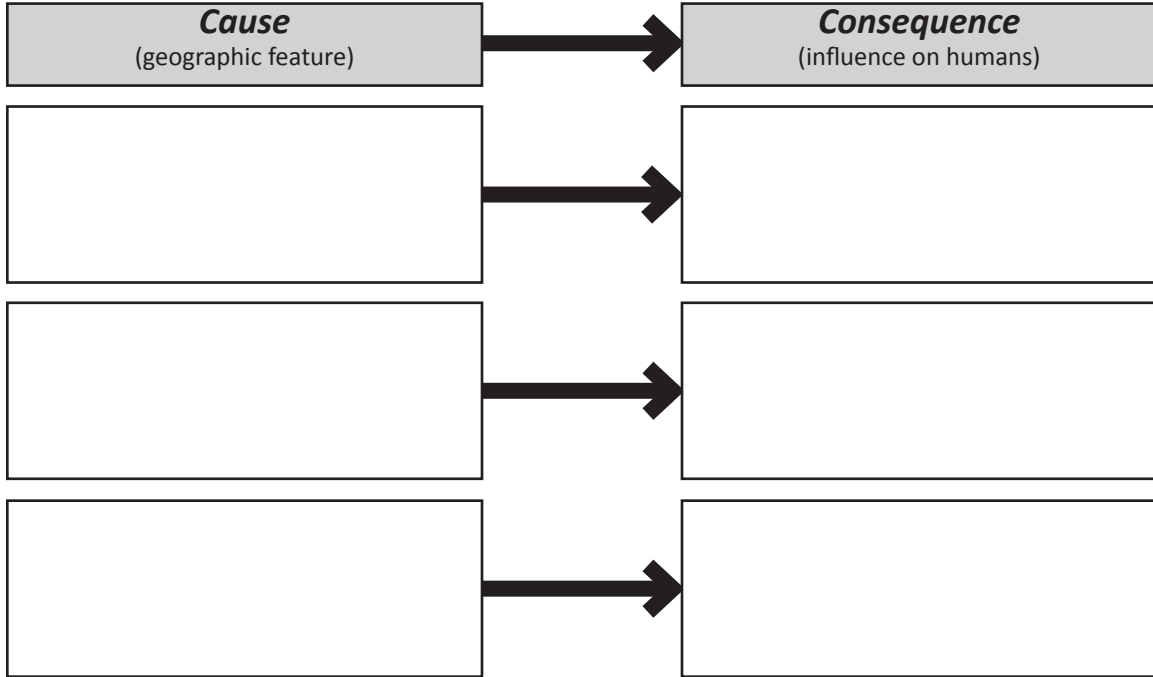
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

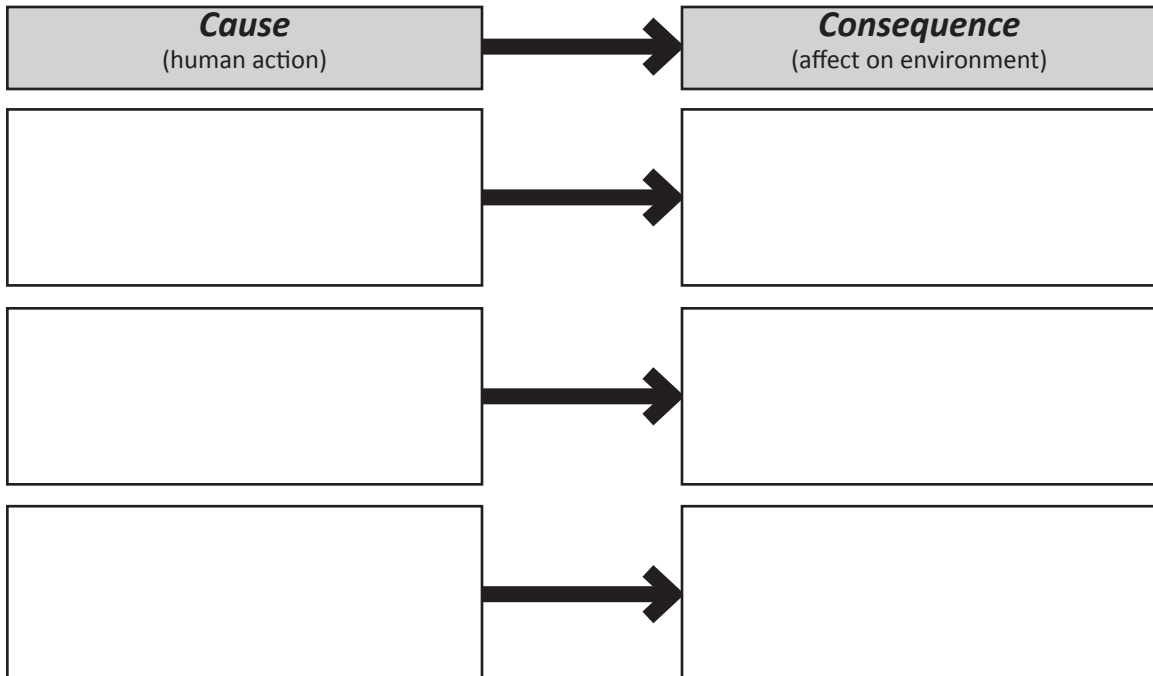


## Human - Environmental Interactions

### How the environment influences human activity



### How human activity affects the environment.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Roles in Society



Dentist



Fire Fighter



Museum Guide



Nurse



Snowplow Operator



Teacher



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Comparing Lifestyles in the Middle Ages

\_\_\_\_\_ order

\_\_\_\_\_ order

**Food**

**Clothing**

**Dwellings**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Comparing Social Structures

<b>Canadian Society</b> <i>(Today)</i>	<b>Criteria</b>	<b>_____ Society</b> <i>(Middle Ages)</i>
	<i>What are the social groups ?</i>	
	<i>What is the role of each group?</i>	
	<i>What determines to which group a person belongs?</i>	
	<i>Can people move from one group to another?</i>	
	<i>What is the lifestyle of the groups' members?</i>	

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Would You?

Given the choice, would you migrate from England to start a new life in

\_\_\_\_\_ based on geographic factors alone, c. 1750?

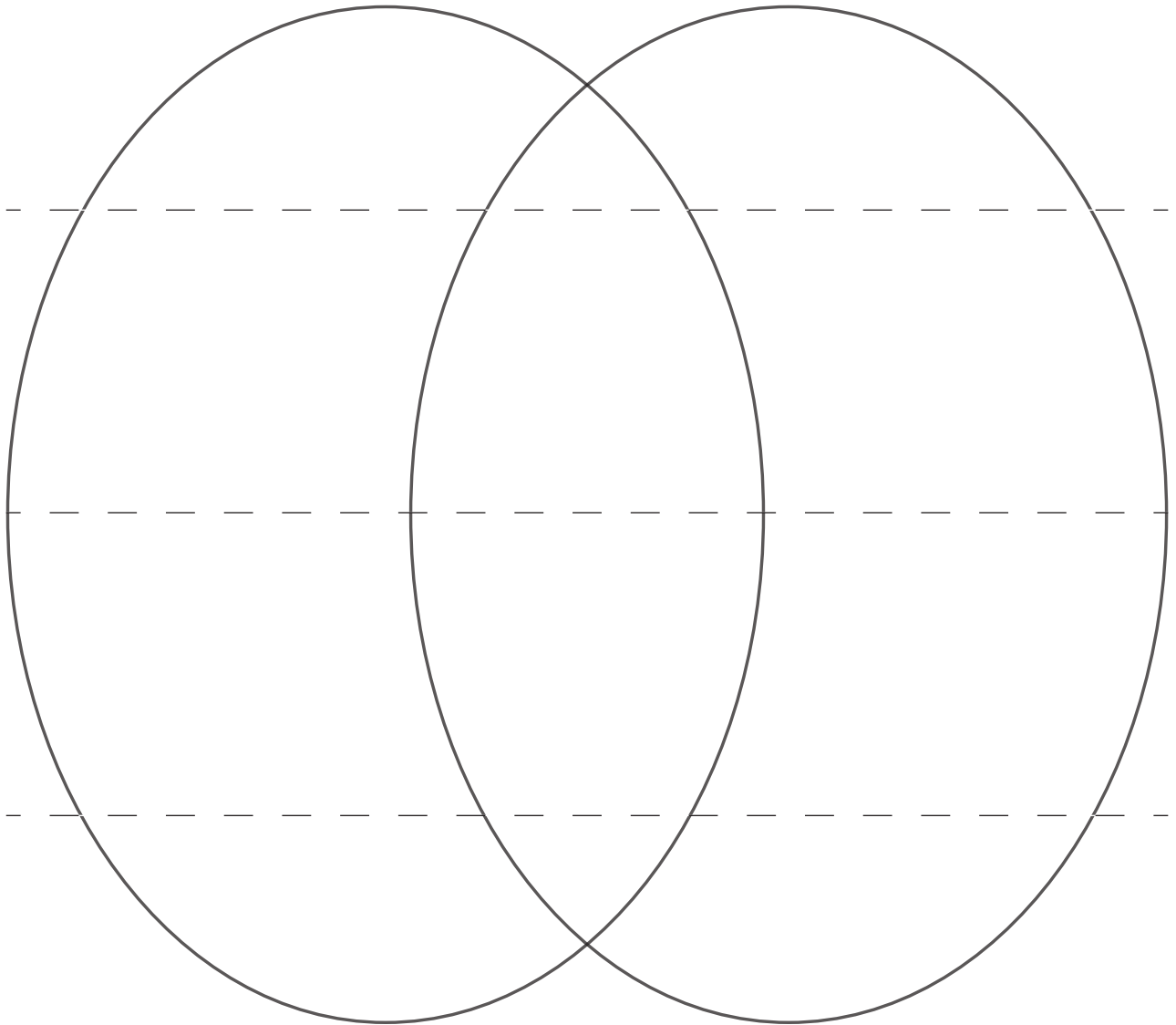
England \_\_\_\_\_

*Landforms*

*Bodies of Water*

*Climate*

*Vegetation*



Based on geographic factors alone I \_\_\_\_\_ move to from England to

\_\_\_\_\_ because ...

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Preferred Location

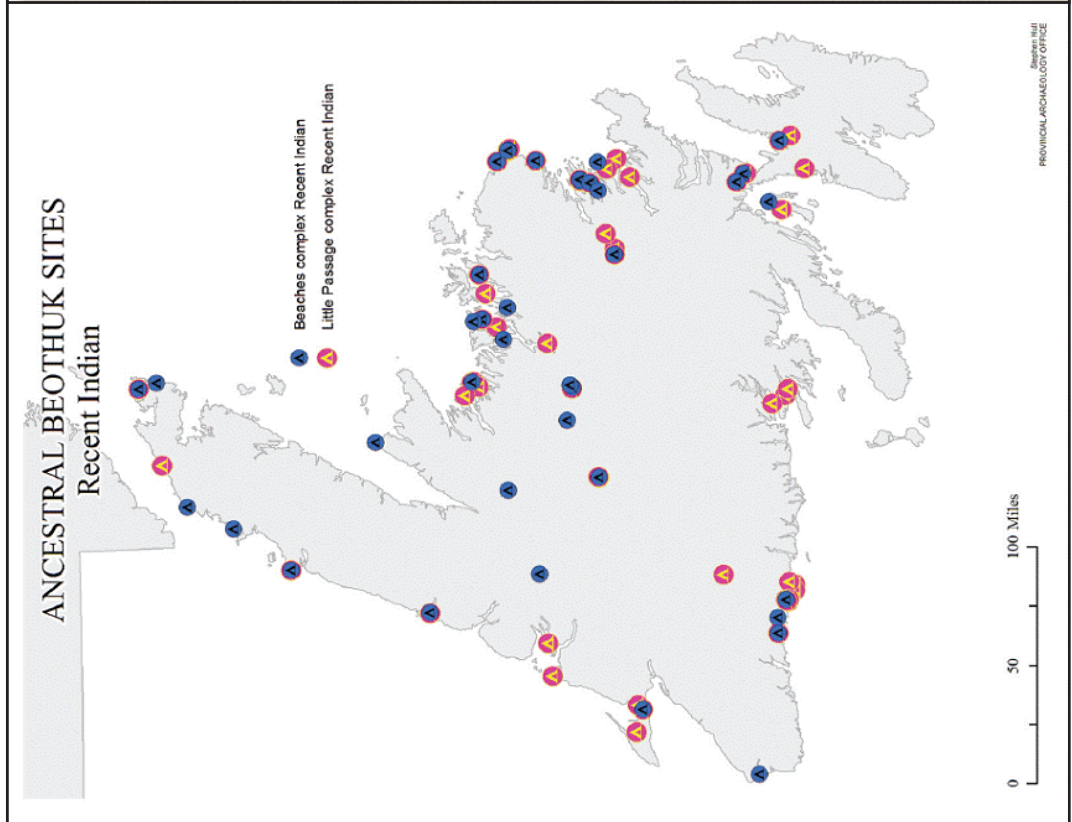
You have now completed in-depth investigation of the geographic features of the Atlantic region. Based on your findings, in which part of the Atlantic region would you prefer to live? Identify two benefits and two challenges of living in this location.

If I were migrating to the Atlantic region in the early 1700s I would choose to live in _____ .	
<b><i>Benefits</i></b>	
Geographic Feature	Influence on People's Lives
<b><i>Challenges</i></b>	
Geographic Feature	Influence on People's Lives

## Beothuk Land Use Maps

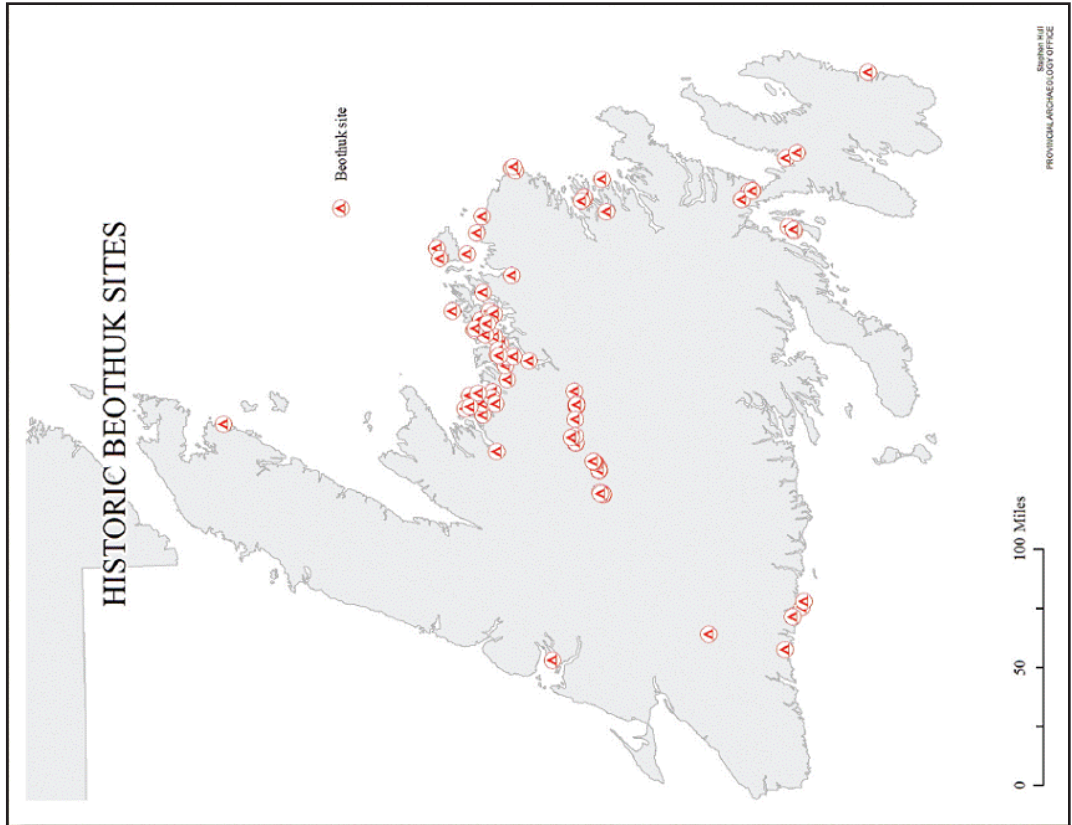
### Map #1 - Ancestral

The symbols on the map mark some of the areas of Beothuk activity before European contact. Archaeological explorations show that Beothuk exploited every coast and major river system of the island.



### Map #2 - Historic

This map shows that by the 1750s Beothuk camps and burial sites were clustered around the coast of Notre Dame Bay, the Exploits River, and Red Indian Lake. Archaeologists have discovered isolated sites elsewhere but most had been abandoned by the 1600s.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Interaction Analysis

Interaction # _____	Date:	Location:	Who:
Summary of Interaction			
Positive Consequences:		Negative Consequences:	
Conclusion:			

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Exploring Past Societies: What We Can Learn

What are the most important ideas / lessons that you have learned about societies?  
How can we use this knowledge to help make the future better for all societies? `

Important Idea / Lesson	Area	Change for Future
<p><i>From _____ I (name society) learned that ...</i></p>	<p>human- environmental interactions</p>	
<p><i>From _____ I (name society) learned that ...</i></p>	<p>social structure</p>	
<p><i>From _____ I (name society) learned that ...</i></p>	<p>decision- making</p>	
<p><i>From _____ I (name society) learned that ...</i></p>	<p>interactions among peoples</p>	





## Appendix G: Student Response Journals

A personal response journal requires students to record their feelings, responses, and reactions as they read text, encounter new concepts, and learn. This device encourages students to critically analyze and reflect upon what they are learning and how they are learning it. A journal is evidence of “real life” application as a student forms opinions, makes judgments and personal observations, poses questions, makes speculations, and provides evidence of self-awareness. Accordingly, entries in a response journal are primarily at the application and integration thinking levels; moreover, they provide the teacher with a window into student attitudes, values, and perspectives. Students should be reminded that a response journal is not a catalogue of events.

It is useful for the teacher to give students cues (i.e., lead-ins) when the treatment of text (e.g., the student resource, other print material, visual, song, video, and so on), a discussion item, learning activity, or project provides an opportunity for a journal entry. The following chart illustrates that the cue, or lead-in, will depend upon the kind of entry that the learning context provides. If necessary, students may be given the key words to use to start their entries. The following chart provides samples of possible lead-ins, but the list should be expanded as the teacher works with students.

Student Response Journals		
Possible Type of Entry	Cue	Sample Key Lead-ins
<i>Speculative</i>	<ul style="list-style-type: none"> <li>What might happen because of this?</li> </ul>	<ul style="list-style-type: none"> <li>I predict that ...</li> <li>It is likely that ...</li> <li>As a result, ...</li> </ul>
<i>Dialectical</i>	<ul style="list-style-type: none"> <li>Why is this quotation (event, action) important or interesting?</li> <li>What is significant about what happened here?</li> </ul>	<ul style="list-style-type: none"> <li>This is similar to ...</li> <li>This event is important because it ...</li> <li>Without this individual, the ...</li> <li>This was a turning point because it ...</li> <li>When I read this (heard this), I was reminded of ...</li> <li>This helps me to understand why ...</li> </ul>
<i>Metacognitive</i>	<ul style="list-style-type: none"> <li>How did you learn this?</li> <li>What did you experience as you were learning this?</li> </ul>	<ul style="list-style-type: none"> <li>I was surprised ...</li> <li>I don't understand ...</li> <li>I wonder why ...</li> <li>I found it funny that ...</li> <li>I think I got a handle on this because ...</li> <li>This helps me to understand why ...</li> </ul>
<i>Reflective</i>	<ul style="list-style-type: none"> <li>What do you think of this?</li> <li>What were your feelings when you read (heard, experienced) that ...?</li> </ul>	<ul style="list-style-type: none"> <li>I find that ...</li> <li>I think that ...</li> <li>I like (don't like) ...</li> <li>The most confusing part is when ...</li> <li>My favourite part is ...</li> <li>I would change ...</li> <li>I agree that ... because ...</li> </ul>



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## Appendix H: Portfolio Assessment

Portfolio assessment is based on a collection of a student’s work products across a range of outcomes that gives evidence or tells a story of his or her growth in knowledge, skills, and attitudes throughout the school year. It is more than a folder stuffed with pieces of student work. It is intentional and organized. As a student assembles a portfolio, the teacher should help to:

- establish criteria to guide what will be selected, when, and by whom
- show evidence of progress in the achievement of course outcomes and delineations
- reference the pieces of work to these outcomes and delineations
- keep in mind other audiences (e.g., teachers, administrators, and parents)
- understand the standards on which the portfolio will be assessed

A portfolio may have product-oriented and process-oriented dimensions. The purpose of a product-oriented focus is to document the student’s achievement of outcomes; the “artefacts” tend to relate to the concepts and skills of the course. The purpose of a process-orientation focuses more on the “journey” of acquiring the concepts and skills; the artefacts include students’ reflections on what they are learning, problems they encountered, and possible solutions to problems. For this orientation, journal entries form an important part of the portfolio.

<b>Guidelines for the Student</b>	<b>Commentary for the Teacher</b>
<p><b>Task</b></p> <p>One of the purposes of grade 5 social studies is to help you to use problem solving and thinking skills in solving real life situations. You are required to retain samples of your work that relate to this theme and arrange them into a portfolio to show your progress towards the goals set.</p>	<p>Explain to the students that the portfolio can have a range of artefacts in it and that they have to be carefully selected according to the purpose set. Help each student to select a particular theme that may extend across more than one unit to include a cluster of outcomes.</p>
<p><b>Learning Goals</b></p> <p>After you have selected an item for your portfolio, we will meet to write down the goals that are worth achieving. For example: What knowledge and skills have you gained? What will be your reflections on what you are learning and how you are learning?</p>	<p>In your conference with the student, you should try to balance student interest with what you deem to be essential outcomes in the course.</p> <p>To help the student focus on the knowledge to be learned, write the outcomes in student language. Then identify the skills that you consider essential in the acquisition of the knowledge.</p> <p>Tell the student that he or she will be required to write about the process of learning—reflections about what is learned and how it is learned. Develop a checklist of the knowledge, skills, and attitudinal related outcomes as a student guide.</p>
<p><b>Contents</b></p> <ul style="list-style-type: none"> <li>• Cover page (with your name and note to the viewer)</li> <li>• Table of contents</li> <li>• An explanation of why you chose this theme</li> <li>• A completed checklist you used to guide your work</li> <li>• Work products</li> <li>• Graphics with audio (can be in CD format)</li> <li>• A reflections journal</li> <li>• A self-assessment of your work</li> <li>• An assessment by a peer</li> <li>• A rubric used in the assessment</li> </ul>	<p>Explain that the portfolio is not a place to hold all of his or her work. In consultation with you, he or she will select the kinds of work to be included—work samples and other artefacts that reflect his or her best effort and are tied to the course outcomes.</p>
<p><b>Conferences</b></p> <p>You and I will meet periodically to review your progress and to solve problems you may have. If you should face an unexpected problem that is blocking your work, you will be responsible for bringing it to my attention so that we can find a solution that will get you going again.</p>	<p>Provide the student with a conferencing schedule.</p>

<b>Guidelines for the Student</b>	<b>Commentary for the Teacher</b>
<p><b>Evaluation</b></p> <p>In June, you may be required to hand in your portfolio for final evaluation.</p>	<p>It will be useful to give the student the weighting or share of the percentage assigned to the unit(s) of which the portfolio is a part.</p> <p>Provide the criteria for how the portfolio will be assessed. If a rubric is going to be used, provide it also for the student to use in his or her self-assessment.</p>
<p><b>Communication</b></p> <p>Who will be your audience and how will they get to know about your portfolio? In our first conference we will have an opportunity to discuss this question.</p>	<p>The skills list for grade 5 social studies includes: expressing and supporting a point of view; selecting media and styles appropriate to a purpose; using a range of media and styles to present information, arguments, and conclusions; and presenting a summary report or argument. To make these outcomes more specific, conference with the student about how he or she would like to 'publicize' the portfolio. Some students can make the portfolio completely an electronic one. In such an instance, the portfolio can be posted on the school website.</p>



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# Appendix I: Glossary

**Ancient Era** (1.3 / 1.4) - the historical period from 300 BCE to 500 CE

**Archaeologist** (1.1 / 1.2) - an anthropologist who studies prehistoric people and their culture

**Archaeology** (1.1 / 1.2) - is the study of human activity based on the analysis of the objects and changes to the environment resulting from human activity

**Artefact Box** (1.1 / 1.2) - An artefact box uses objects to deepen students' ability to engage with inquiry. A teacher selects a theme and then places objects related to that theme within a container. Students analyze the objects and use that information to help a construct an understanding about theme of the inquiry.

**Authority** (3.2 / 3.3) - the right to give orders, make decisions, and enforce obedience

**Change** (1.3 / 1.4) - to make or become different; identifying and understanding (both causes and consequences) the concept of change is a critical ability in social studies

**Consequence** (1.3 / 1.4) - a result or effect resulting from an action or condition; in social studies consequences may be classified in several different ways, such as *anticipated* and *unanticipated*, or *short-term* and *long-term*; identifying and understanding the concept of consequence is a critical ability in social studies

**Constancy** (1.3 / 1.4) - enduring and unchanging; in the context of social studies it is important to understand why change does not occur

**Desertification** (2.1) - a process where fertile land becomes desert (environmental degradation); typically results from drought, deforestation, and/or unsustainable agriculture practices

**Economics** (2.2) - the study of how limited resources are used use to meet (relatively) unlimited needs and wants; economics is focused around three questions: *What will we make? How will we make it? Who gets how much?*; it is one of the four academic disciples upon which this social studies program is built (also see geography, history, and political science)

**Efficient / Efficiency** (5.1) - skillfulness to avoid wasting resources, both physical (e.g., wood, water) and human (e.g., time, effort); using resources in order to maximize the production of goods and services

**Egalitarian** (5.2 / 5.3) - believing in the principle that all people are equal and deserve equal rights and opportunities

**Era** (1.3 / 1.4) - a major division of time; eras are used by social scientists to help organize chronological thinking based on similar / shared characteristics; eras used in this course include pre-history, ancient, middle ages and modern; an era is usually divided into two or more periods

**Geography** (2.1) - the study of Earth's physical features and human interactions with these features; geography is focused around three questions: *Where are things located? Why are they found there? Why is this important?*; it is one of the four academic disciples upon which this social studies program is built (also see economics, history, and political science)

**Geographic Feature(s)** (2.1) - in the context of this course refers to natural elements such as landforms, bodies of water, vegetation, soil and climate; may also include elements created by humans, such as roads or building

**Historian** (1.1 / 1.2) - a person who is an authority on the past and who studies it and writes about it using primary and secondary sources

**Historical Inquiry** (1.3 / 1.4) - the process of developing an understanding of the past, guided by the asking of historical questions; historical questions are resolved using traces of the past, such as primary sources

**History** (1.2 / 1.3) - the study of significant events, ideas and people of the past

**Hierarchy** (3.0) - an arrangement, classification, organization or system in which people or groups are ranked according to relative importance

**Hieroglyphs** (2.3) - a writing system using pictures or symbols

**Habits of Mind** (icp 0.2) - a way of engaging with problems when answers are not immediately known

**Indigenous** (4.1) - the earliest know inhabitants of an area

**Large Scale Map** (4.1 / 4.2) - a map that shows a relatively small area in detail; tend to provide an accurate description of an area

**Location, Absolute** (2.1) - coordinates used to describe / identify an exact location on Earth's surface, such as latitude and longitude or a street address

**Location, Relative** (2.1) - describing the location of a place based on its proximity to another known location, such as "Gander is east of Corner Brook"; describes a place with respect to its environment and its connection to other places

**Location, geographic concept of** (2.1) - geographic inquiry begins with knowing the position of areas, which can be stated in absolute or relative terms

**Middle Ages** (1.3 / 1.4) - the era between ancient and modern, approximately 500 to 1500 CE

**Modern Era** (1.3 / 1.4) - the era following middle ages, approximately 1500 CE and to the present day

**Oral History Research** (1.1 / 1.2) - the collection and study of historical data using interviews conducted with people who participated in or observed past events; memories and perceptions of past event are preserved for future generations; obtains data from different perspectives; typically enriches written sources

**Period** (1.3 / 1.4) - a portion of time in an era characterized by the same prevalent features or conditions

**Place, geographic concept of** (2.1) - geographic inquiry involves being able to describe the physical and human characteristics of a location; physical characteristics include landforms, bodies of water, vegetation and climate; human characteristics describe features created as the result of human activity, such as transportation and communication systems, building, or agricultural fields



**Political Science** (3.2) - the study of social relations involving power and authority, including government; the study of how the “human world” works, and how it governs itself; political science is focused around three questions: *How will we organize ourselves? What will we do? How will we decide?*; it is one of the four academic disciplines upon which this social studies program is built (also see economics, history, and geography)

**Power** (3.2 / 3.3) - the ability to influence or control the behavior of others or the course of events

**Pre-history** (1.3 / 1.4) - the era before ancient, includes all of human experience before 3500 BCE

**Primary Source** (1.1 / 1.2) - documents or first-hand accounts of an event, include oral accounts, created in the past by people living at the time

**Pull Factor** (6.2) - conditions that encourage people to move into an area

**Push Factor** (6.2) - conditions that encourage people to leave an area

**RAN Strategy** (1.1 / 1.2) - an abbreviation for Reading and Analyzing Nonfiction (RAN); this strategy, developed by Tony Stead, help students improve the accuracy of their learning when integrating prior knowledge and new knowledge

**Region** (4.1) - an geographic area that shares a common characteristic

**Resourcefulness** (4.1 / 4.2) - the quality of being able to cope with a difficult situation.

**Secondary Source** (1.1 / 1.2) - materials created based on primary (and other secondary) sources; secondary sources are at least one step removed from the original event

**Sense of Place** (2.1) - a combination of characteristics (natural and / or physical, both tangible and intangible) that make a place unique and helps a person develop perspective of what it means to live at that location

**Small Scale Map** (4.1./4.2) - a map that shows a relatively large area with minimal detail; tend to be less accurate than large scale maps because they try to integrate and simplify a large amount of data in a small space

**Social Order** (3.2 / 3.3) - an identifiable group within a society that share common characteristics and patterns of behaviour

**Social Structure** (3.2 / 2.2) - the way in which people within a culture are organized into smaller groups; each smaller group has its own particular functions

**Society** (2.1): a community or group of people living in a particular region that have shared customs, laws, and organizations.

**Structure** (2.2) - a building or other object constructed from several parts

**Web Diagram** (1.1 / 1.2) - a visual that represents the relationship among ideas or parts of a whole; web diagrams help children understand the connectedness of concepts, events and ideas

**Writing Frame** (1.1 / 1.2) - an outline given to students to guide and support the writing of nonfiction text

