Social Studies 3

Guide

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Social Studies 3

Curriculum Guide

2019

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Outcomes and Indicators

Students will investigate the location of Nova Scotia in Atlantic Canada.

Indicators:

- **Investigate** the location of the province in relation to the Atlantic Canadian region (COM, CT, TF)
- **Investigate** the province of Nova Scotia's location in relation to the significant bodies of water surrounding it (COM, CT, TF)

Students will investigate various groups including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, through their expressions of culture.

Indicators:

- formulate questions and generate ideas for research and inquiry about diverse people and cultures in the province (COM, CT, PCD)
- deduce ideas and synthesize facts from sources about peoples and cultures in the province (including Acadians, African Nova Scotians, Gaels, Mi'kmaq including Treaty Education, and additional diverse cultures) (COM, CT, PCD)

Students will implement strategies that promote positive interactions in the community.

Indicators:

- Ask **questions** to gather information about positive interactions among people (CZ, COM, PCD, CT)
- **Investigate** issues that could be helped by an action plan to promote positive interactions among people (CZ, COM, PCD, CT)
- **Analyse** the impact of positive actions in a selected community (CZ, COM, CT)

Students will investigate the rights and responsibilities of citizens in a democracy.

Indicators:

- **Investigate** what it means to be a responsible citizen, including digital citizenship (CZ, COM, PCD, CT)
- **Investigate** rights and responsibilities in various social settings, inclusive of Acadian, African Nova Scotian, Gaels, Mi'kmaq, and additional diverse cultural groups (CZ, COM, PCD, CT, TF)

Students will investigate the location of Nova Scotia in Atlantic Canada.

Background

This outcome focuses on physical and human geography. Learners will be expected to identify and locate their own province within the Atlantic region. Through the lens of their own province, learners will further develop a knowledge of maps and mapping skills by identifying and locating familiar places and landmarks on a simple map. They will use map signs, symbols, and legends to describe the location of their community and province.

Student understanding of location should be a relative one—i.e., students should be able to describe a location in relation to other places. It is not necessary or advisable for students at this level to describe location in terms of longitude and latitude coordinates. Student description of location need only involve the cardinal directions (i.e., N, S, E, and W) and very basic grid systems (e.g., B3, C6, F2).

Relative size may be considered by comparing a student's province to that of other provinces in the Atlantic region. For example, students might make statements such as "Nova Scotia is larger than Prince Edward Island but smaller than Newfoundland and Labrador."

Students have previously worked with globes and/or maps and should understand that they are representations of real places but reduced in size. Simple scales can now be introduced. For example, a map on which 1 cm represents 1 km would be appropriate for students, as would a question such as: "Measure the distance from Place A to Place B. How far apart are they?"

Indicators

- **Investigate** the location of the province in relation to the Atlantic Canadian region (COM, CT, TF)
- **Investigate** the province of Nova Scotia's location in relation to the significant bodies of water surrounding it (COM, CT, TF)

Concepts (and Guiding Questions)

Nova Scotia's location can be described in relation to the Atlantic region

- How can I describe Nova Scotia's location?
- The actual size of places can be represented on maps and globes by scale
- What sources of information would help you understand where NS is in relation to the Atlantic provinces, and Canada?
- How does the size of a province on a map relate to its actual size?

Skills

Investigate

Ask questions; locate several details to support an answer; organize and compare details; communicate findings.

Assessment, Teaching, and Learning

- Use the grids on the maps of Atlantic Canada and their province to locate places assigned by their teacher. Grids need to be for the province first, then expand to other places.

- Work in pairs to develop their own game based on a grid system. They will work with their partner to select a place on each of the maps: Atlantic Canada and province. They will then challenge another team to locate the places using grid clues. The winner will be the team to first locate all four places.
- Practise using cardinal directions by locating places on a map/globe using the cardinal directions given by the teacher. The teacher may start with their province and expand to well-known places throughout the region and the world.
- Work in pairs to use a map of their province to select possible places to visit, such as a ski resort, museum, park, swimming area, or archeological dig site. They will then challenge another team to locate the city or town by following the cardinal directions provided by them. The students will use their home towns as a starting point. When they have found the selected place, students will use the scale on the map to determine the distance between the two places by road.
- Choose a place anywhere in Atlantic Canada that they have visited or would like to visit in the future. Using a map, they will then choose a method of transportation and trace the shortest route. They can then determine the distance from their home. The map scale should be 1 cm=1 km.
- Using a map, complete the following statements:
    - My province is larger than the province of …
    - My province is smaller than the province of …
    - My province is just west of the province of …
    - My province is just east of the province of …
    - My province is closest to the _____ Ocean.
- Develop a trivia game. The class can divide into two teams. Each team will develop questions based on the location of their province in relation to other Atlantic Provinces.

Students will investigate various groups including Acadians, African Nova Scotians, Gaels, and Mi'kmaq through their expression of culture.

Background

It is through cultural expression that diverse peoples communicate aspects of their heritage, traditions, and culture. Language is the key to communicating and preserving cultural expression. Today, many diverse peoples are engaged in ongoing efforts to preserve their language. While each expression of culture is unique, some aspects may not be so different. Indeed, while the differences between peoples are often more apparent than the similarities, it is important to have learners consider both. With this outcome, learners are provided the opportunity to experience and appreciate a variety of ways to express culture (e.g., language, stories, folk tales, songs, music, poetry, dance, visual art). Such cultural expressions should be infused throughout the learning experiences. It is important, however, to move beyond a surface celebration of culture (e.g., food and fashion) and examine deeper aspects of cultural expression (e.g., language, stories, visual art).

Students are provided with the opportunity to experience and appreciate a vast array of expressions of culture, e.g., language, stories, folk tales, songs, music, poetry, dance, and visual art. Such cultural expressions should be infused throughout the study. It is important, however, to move beyond a surface celebration of culture (e.g., food and fashion) and examine deeper aspects of cultural expression (e.g., language, stories, visual art).

It is through cultural expression that diverse peoples transmit aspects of their heritage, traditions, and culture. Though they may be unique, some aspects of expressions, as well as their underlying motivations, may not be so different. Indeed, while the differences between peoples are often more apparent than the similarities, it is important to have students consider both.

A key factor in expressing and preserving cultural expression is language. Today, many diverse peoples are engaged in ongoing efforts to preserve their language.

Indicators

- Ask **questions** about diverse people and cultures in the province (COM, PCD, CT)
- **Investigate** the expression of cultures in the province, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultural groups. (COM, PCD, CT)

Concepts (and Guiding Questions)

Expressions of culture are rooted in traditions
- What are the ways people express their culture? (E.g., stories, music, art, language)

Skills

Investigate
Ask questions; locate several details to support an answer; organize and compare details; communicate findings.

Question
Generate broad questions that arise from a problem. Narrow broad questions to create a question to investigate.

Assessment, Teaching, and Learning

- Share a folk tale, story, poem, song, or dance from a people living in their province. Discuss what it tells us about that culture.
- Choose a word or expression from your culture and find an equivalent for it in three other languages spoken in your province.
- Examine a piece of art from another culture. In a sentence or two, tell what this piece says about the culture.
- Create a piece of art that shows cultural diversity in your province.

Students will implement strategies that promote positive interactions in the community.

Background

In this outcome students examine the importance of positive interactions among people and the importance of respecting and valuing racial and cultural diversity. Students should consider the many ways people can work together by providing examples from their community or area where positive interactions are demonstrated (e.g., participation in community events such as cultural festivals, Relay for Life, building playgrounds, Habitat for Humanity). Students then identify the benefits of these positive interactions in their community.

Students then study the concept of stereotyping. Stereotyping exaggerates the uniformity within a group and the differences among groups. Teachers may wish to approach this concept by looking at ageism, and subsequently consider cultural stereotypes. Care must be taken not to inadvertently introduce or reinforce stereotypes, i.e., examples given should be appropriate for the students' age.

The examples of stereotyping provide a good segue to generating a class action plan to promote positive interactions among people. While it is important for the teacher to help provide ideas, students should be active participants in the planning. The plan might involve helping out at a retirement home (ageism), working at a food bank (poverty), or creating an awareness campaign (racism).

The steps in a typical class action plan might include

1. brainstorming plan ideas
2. selection of the plan idea
3. identification of the tasks involved in the plan
4. assignment of roles
5. carrying out the plan

Teacher note: It is important for teachers to review the Nova Scotia Department of Education's *Racial Equity/Cultural Proficiency Framework*, as this outcome aligns with the principles of cultural proficiency.

Indicators

- Ask **questions** to gather information about positive interactions among people (CZ, COM, PCD, CT)
- **Investigate** issues that could be helped by an action plan to promote positive interactions among people (CZ, COM, PCD, CT)
- **Analyse** the impact of positive actions in a selected community (CZ, COM, CT)

Concepts (and Guiding Questions)

Positive interactions among people have benefits
- How does showing respect help foster a welcoming and supportive community?
- How do we determine the issues that require positive actions in a community?

Skills

Implement
Select - Locate several details to support an answer
Plan -Identify steps to solve the problem. Execute the steps, modifying as necessary.

Evaluate - Review steps and results from an investigation or problem solving. Reflect on and communicate alternative solutions or findings. Begin to identify potential new problems or issues.
Apply - Carry out or complete a procedure/ technique

Question
Generate broad questions that arise from a problem. Narrow broad questions to create a question to investigate.

Investigate
Ask questions; locate several details to support an answer; organize and compare details; communicate findings.

Analyse
Gather and select appropriate information. Consider the appropriateness of information. Communicate findings.

Assessment, Teaching, and Learning
▪ Brainstorm as a class to determine the meaning of the word "stereotyping" and develop a definition. Give examples of stereotyping that they have either experienced themselves or have seen or read about.
▪ In small groups, discuss and record the negative impacts of stereotyping. Students can connect this to a story they have read in class or at home. Alternatively, students may choose to read aloud an excerpt from a book that shows stereotyping.
▪ Discuss and record in small groups various events in their communities where people come together to work for a cause, e.g., build playgrounds or ball fields, develop heritage sites, Relay for Life, Habitat for Humanity, raise funds for victims. Come together as a class to share these events and determine the benefits of these positive interactions.
▪ Identify a need within their school community and develop an action plan to bring people together to address this need.
▪ Engage with an appropriate book as a read-aloud. The selected book should address the topic of stereotyping. Engage students with a discussion of the examples of stereotyping the book provides. Read about positive and negative interactions and identify how they can change the negative into positive.
▪ Create a digital ad for positive interactions among students.
▪ Create a cartoon for the school newsletter that shows positive interactions among students.
▪ Make a quilt square that has an image of positive interactions.
▪ As a class, develop an action plan to address an issue of stereotyping.
  • Brainstorm ideas (e.g., for ageism you could help out at a retirement home, for poverty, work at a food bank, for racism, create an awareness campaign).
  • Select a plan.
  • Identify the tasks that need to be done.
  • Assign roles.
  • Carry out the plan.
  • Evaluate the success of the plan.

Students will investigate the rights and responsibilities of citizens in a democracy.

Background

Citizenship is a complex concept. At grade 3, it is best to approach this concept in a concrete manner by looking at active citizens and the characteristics they possess. By focusing on people (e.g., Terry Fox, Martin Luther King, Viola Desmond, and especially local examples of youth) and the characteristics they exhibit (e.g., community interest and involvement, ethical behaviour, standing up for the rights of others), students are more likely to comprehend aspects of citizenship. This will springboard an examination of rights and responsibilities of citizens, a concept last discussed in grade 1.

Indicators

- **Investigate** what it means to be a responsible citizen, including digital citizenship (CZ, COM, PCD, CT)
- **Investigate** rights and responsibilities in various social settings, inclusive of Acadian, African Nova Scotian, Gaels, Mi'kmaq, and additional diverse cultural groups (CZ, COM, PCD, CT, TF)

Assessment, Teaching, and Learning

- Discuss in small groups what rights/freedoms they have because they live in a democracy like Canada. Share these ideas with the class and develop a definition of democracy.
- Break into small groups to talk about individuals in their lives who use their time and talents to make a difference in the lives of others. As a class, they will make a chart of the characteristics that are common to these people.
- As a class, make a list of well-known individuals who are examples of active citizens (e.g., Terry Fox, Rick Hanson, local example) and the characteristics that they exhibit (e.g., community involvement, rights of others, draw attention to problems). The students will work in pairs to research such a person and add this information to the class Active Citizenship Web Page.
- Use books and read aloud stories about active citizens. They can discuss the characteristics and activities of active citizens.
- As a class, discuss and list what rights children have in their province and country. List a responsibility for each right.
- As an active citizen, develop a plan for them to contribute to their community or to a local, provincial, or national cause.
- Listen to active citizens speaking to them about their contributions to various causes and determine their motivation for doing what they do.

Concepts (and Guiding Questions)

Learners are citizens with rights and responsibilities.

- What are rights?
- What are responsibilities?
- How are they the same/different?

Skills

Ask questions; locate several details to support an answer; organize and compare details; communicate findings.