

Social Studies 5

Guide

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Social Studies 5

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Social Studies

Grade 5

Atlantic Canada

Curriculum Guide
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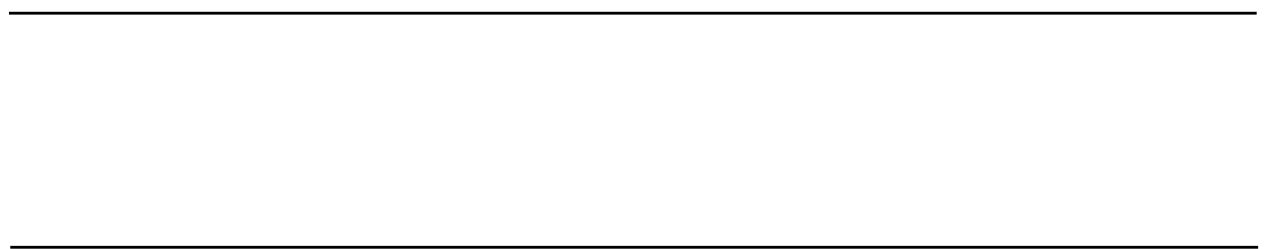


Table of Contents

Introduction	Background..... 1
	Aims of Social Studies..... 1
	Purpose of Curriculum Guide 2
	Guiding Principles 2
Program Design and Outcomes	Overview..... 3
	Essential Graduation Learnings (EGLs) 4
	General Curriculum Outcomes (GCLs) 6
	Processes..... 7
	Attitudes, Values, and Perspectives 8
Contexts for Learning and Teaching	The Learner..... 11
	Equity and Diversity 13
	Principles Underlying the Social Studies Curriculum..... 13
	The Social Studies Learning Environment 14
	Assessing and Evaluating Student Learning 24
Curriculum Overview	Entry–9 Social Studies 29
	Aims of Social Studies..... 29
	Grade 5: Specific Curriculum Outcomes 30
	How to Use the Four-Column Curriculum Layout 31
	Grade 5: Year Overview 33
Grade 5 Curriculum	Unit 1: Introduction 35
	Unit 2: Environment 43
	Unit 3: Social Structure..... 51
	Unit 4: Decision-Making 59
	Unit 5: Interactions 71
	Unit 6: My Society 79
Appendices	Appendix A: Concepts in Entry–9 Social Studies 89
	Appendix B: Process-Skills Matrix..... 90
	Appendix C: Inquiry Approach to Organizing Thinking Concepts and Skills 96
	Appendix D: Societies 99
	Appendix E: Beothuk Encampments 100
	Appendix F: Terminology and Teaching Structures 102
	Appendix G: Using Primary Sources in the Classroom 105
	Appendix H: Student Response Journals 108
	Appendix I: Portfolio Assessment 110
	Appendix J: Rubrics in Assessment 113
	Appendix K: Rubrics for Writing, etc..... 115

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, and at the same time, recognize and validate effective practices that already exist in many classrooms.

More specifically, this curriculum guide:

- provides detailed curriculum outcomes to which educators and others can 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 in the Atlantic Provinces;
- promotes the effective learning and teaching of social studies for students enrolled in grade 5 classrooms.

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 (KSCO);
- 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;
- promoting the use of diverse learning and assessment strategies.

Contexts for Learning and Teaching

The Learner

The adolescent years between the ages of 10 and 14 represent the developmental stage that leads to maturity or adulthood. Because educators have an important role in helping young people prepare for the adult world, they need to know and appreciate adolescent characteristics and their application to learning.

During the middle years, the adolescent learner experiences rapid and significant change with respect to physical, emotional, social, intellectual, and moral development. These changes are often intense and varied and, therefore, need to be acknowledged by those who direct and foster adolescents' development and learning.

While some general characteristics for adolescents have been identified, it should be recognized that these characteristics vary at each grade and age. Each adolescent is a unique individual and any attempt to classify must be regarded as extremely general. Nonetheless, the following scheme highlights for the educator some characteristics of young adolescents and outlines their implications for learning.

Physical

Adolescent development is marked by accelerated and variable growth rates. Strength, energy levels, stamina, and sexual maturity of boys and girls occur at different times and rates. Physical changes alter the way young adolescents perceive themselves, but these perceptions differ for boys and girls. The acceleration of growth and related physical changes make demands on the energies of early adolescents. In learning how to adjust to their "new body," they experience periods of over-activity and listlessness—a tendency that overtires them until they learn to moderate their activity.

Early adolescents need experiences and opportunities that help them understand their own physical development. School should provide opportunities for constructive social interaction and establish a healthy, stable classroom environment. To channel their energy, young adolescents require a variety of physical activities that stress skill improvement and accommodate differences in size, weight, strength, and endurance. Because of the wide ranges in physical development between boys and girls, what is taught and how it is taught should reflect the range of needs and interests of students.

Social

Young adolescents are searching for greater autonomy as they attempt to define themselves independent of the family unit. As they become more socially interactive, many engage in risk-taking behaviours, family allegiance diminishes, and peer relationships take on increased importance. Conformity to the dress, speech, and behaviour of their peer group is quite common. They appear to fluctuate between a

demand for independence and a desire for guidance and direction. At this time authority still remains primarily with the family, but the adolescent will exercise the right to question or reject suggestions from adults.

Parental involvement in the lives of young adolescents is still crucial and should be encouraged. There is a need for many positive social interactions with peers and adults. Young adolescents benefit from opportunities to work with peers in collaborative and small-group learning activities, since a tremendous amount of their learning occurs in a social context. Yet, they require structure and clear limits as well as opportunities for setting standards for behaviour and establishing realistic goals. Activities such as role-playing and sociodramas allow them to explore ways of dealing with various situations that may arise.

Emotional

Young adolescents display widely different and often conflicting emotions. Their moods, temperaments, and behaviours are profound and intense. They seem to change from one moment to the next, they are often unpredictable, and their feelings tend to shift between superiority and inferiority. Appraisals of self are often overly critical and negative as they frequently make comparisons and see themselves deficient in many ways. This age group is extremely sensitive to criticism of any kind and is easily offended. Feelings of inadequacy, coupled with fear of rejection by their peer group, contribute to low self-esteem. Adolescents see their problems as unique and they often exaggerate simple occurrences.

To develop emotional confidence, adolescents need opportunities that allow them to release emotional stress and develop decision-making skills. Learning activities should be designed to enhance self-esteem, to recognize student accomplishments, and to encourage the development of positive attitudes. Young adolescents need opportunities to test their strengths and weaknesses as they explore issues that are of concern to them.

Intellectual

Intellectual development varies tremendously among early adolescents. While some are learning to handle more abstract and hypothetical concepts and to apply problem-solving approaches to complex issues, a great many are still in the stage of concrete operations. Adolescents have a present focus as opposed to a future orientation. During this stage they retain a certain egocentrism, which leads them to believe that they are unique, special, even invulnerable to harm. Adolescents may be unaware of the consequences of risk-taking behaviour. As their ability to process and relate information increases, there is a tendency to search for an understanding of rules and conventions and to question the relevance of what is taught.

Young adolescents need opportunities to develop their formal thinking skills and strategies if they are to move from concrete to abstract thinking. To develop the skills of critical analysis and decision making,

young adolescents should be exposed to experiential learning where they can apply skills to solve real-life problems, and question and analyze significant issues.

Aesthetic

Each person has an aesthetic dimension. Adolescents are exposed to artistic processes and products in a variety of genres and cultures. They are provided opportunities to create, perceive, and communicate through the arts. Critical thinking, analytical, and problem-solving skills are developed and applied in practical learning experiences. An appreciation for and experience in those things that constitute the arts add to an understanding of the world, culture, and community. Adolescents with an aesthetic sensibility value culture, environment, and personal surroundings.

Equity and Diversity

The Atlantic Canada 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 Atlantic Canada, like all 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

Empowering and effective social studies is meaningful, significant, challenging, active, integrative, and issues-based.

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

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 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 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

The Effective Social Studies Classroom

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.

An effective instructional environment incorporates principles and strategies that recognize and accommodate varied learning styles, multiple intelligences, and abilities that students bring to the classroom. Teaching approaches and strategies foster a wide variety of experiences to actively engage all students in the learning process. The nature and scope of social studies provide unique opportunities to do this. To meet these challenges, the social studies program reflects a wide range of elements.

Respectful of diversity

Students come to the classroom from backgrounds that represent the reality of Canada's diversity, whether it is in terms of social identity, economic context, race/ethnicity, or gender. The social studies learning environment affirms the positive aspects of this diversity. It fosters an understanding and appreciation of the multiple perspectives that this diversity can lend to the classroom. Regardless of backgrounds, students should be given equal access to educational opportunities.

Inclusive and inviting

The social studies classroom should be a psychologically safe place in which to learn. It should be free from bias and unfair practices that may arise from perceptions related to ability, race, ethnicity, culture, gender, or socioeconomic status. Students come with different attitudes, levels of knowledge, and points of view. These differences should not be obstacles, but opportunities to rise above stereotypes and to develop positive self-images. Students should be provided collaborative learning contexts through which they can become aware of and transcend their own stereotypical attitudes and behaviours.

Engaging and interactive

If classrooms are to be places where there is respect for diversity and where learning is engaging and interactive, students will be expected to participate in inquiry and problem-solving situations. Students will be provided with direct and vicarious experiences to which they can apply social studies skills, strategies, and processes for purposeful ends. Rather than assume a passive role, students will bring their critical faculties to information and knowledge to shape information into meaningful patterns.

Relevant and significant

The Grade 5 curriculum should provide learning situations that incorporate student interests and encourage students to question their knowledge, their assumptions, and their attitudes. In so doing, they will come to understand and appreciate their own heritage and culture at a deeper level. Past history and contemporary studies play a key role since they provide the building blocks of social studies. In addition, the students' rational and critical involvement in learning about these plays an integral part in development of the person and citizen.

***Social Studies for EAL/
ESL Learners***

The social studies curriculum is committed to the principle that learners of English as an additional/second language (EAL/ESL) should be full participants in all aspects of social studies education. English proficiency and cultural differences must not be a barrier to full participation. The social studies curriculum provides materials that reflect accurately and fully the reality of Canada's diversity and fosters respect of cultural differences as an essential component. All students should study a comprehensive social studies curriculum with high-quality instruction and coordinated assessment.

The *Foundation for the Atlantic Canada Social Studies Curriculum* emphasizes communication, inquiry, and participation as essential processes in the social studies curriculum. All students and EAL/ESL learners in particular, need to have opportunities and be given encouragement and support for speaking, writing, reading, listening, interpreting, analyzing, and expressing ideas and information in social studies classes. Such efforts have the potential to help EAL/ESL

learners overcome barriers that will facilitate their participation as active citizens in Canadian society.

To this end:

schools should provide EAL/ESL learners with support in their dominant language and English language while learning social studies;

teachers, counsellors, and other professionals should consider the English-language proficiency level of EAL/ESL learners as well as their prior course work in social studies;

the social studies proficiency level of EAL/ESL learners should be solely based on their prior academic record and not other factors;

social studies teaching, curriculum, and assessment strategies should be based on best practices and build on the prior knowledge and experiences of students and on their cultural heritage;

the importance of social studies and the nature of the social studies program should be communicated with appropriate language support to both students and parents; and

educators should monitor enrolment and achievement data to verify that barriers have been removed and to determine whether EAL/ESL learners have gained access to, and are succeeding in, social studies courses.

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 of 21st century learners.

The range of possible resources includes:

print: books, magazines, newspapers, documents, and publications
 visuals: maps, illustrations, photographs, pictures, and study prints in paper and digital formats
 artifacts: concrete objects, educational toys, and games
 individuals and community: interviews, museums, field trips
 multimedia - digital audio, video and interactive media, television, and digital repositories and collections
 information and communication technology - computer and hand-held digital devices, computer software, email and data feeds, databases, secure online interactive environments provided by school boards and the Nova Scotia Department of Education databases,

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 and intellectual property use must be applied to information sources. 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., audio recordings, 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 original research and observation, 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.

Instructional Approaches

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 historical evidence and make their own interpretations.

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.

Social studies teachers have long emphasized a strong transmission approach. Content was heavily factual and descriptive, and instruction relied upon (1) direct instructional methods such as lecture, didactic questions, and drill, and; (2) independent study methods such as homework and responding to recall-level questions. Today's curriculum developers see the need for transactional and transformational orientations in instruction.

These approaches deliberately engage the learner through use of (1) experiential methods such as historical drama, role-play, and visits to historical sites, museums, and archives; (2) indirect instructional strategies such as problem solving, document analysis, and concept formation; and (3) interactive strategies such as debating, brainstorming, discussing, and interviewing.

The rationale for a balance of transmissional, transactional, and transformational approaches rests on the following assumptions:

Knowledge deemed to be of most worth rests less on the memorization of facts and more on the process of knowing.

The process of knowing relies largely upon inquiry and critical thinking - accessing and organizing information, detecting patterns in it, and arriving at generalizations suggested by the patterns.

Transformational and transactional approaches bring high motivational value to the classroom since they give students a high degree of ownership in the learning process.

Transformational and transactional approaches allow for the active participation of students as they evaluate the relevance of what they are learning, bring their perspectives and prior knowledge to the process, and are involved in decisions about what they are learning.

In spite of the merits of transactional and transformational orientations, a limited degree of transmission still has a place in Social Studies 5. Direct instruction may be used to introduce or review a topic, break down a complex concept into simpler constructs, or prepare for comprehensive assessment.

A number of strategies can be used to support the program goals and active learning approaches. Fundamentally, Social Studies 5 supports an inquiry and resource-based approach. The authorized text and resources for teachers and students are intended as sources of information and organizational tools to guide study, activities, and exploration of topics. Teachers and students can integrate information drawn from varied local and regional sources.

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, students will be introduced to the constructivist approach to learning where student knowledge is built upon so that students can derive answers to inquiry questions based upon prior and new knowledge. Teachers will lead students so that students can question and then search for answers as they move through the curriculum. While students need a background to understand new ideas, they should also be given many opportunities to construct new meaning as they examine the methodologies of historical investigations; the creation and growth of societies; evaluate how humans have impacted earth; and identify why people, events, and ideas in our history were significant.

The Social Studies 5 curriculum challenges students to think critically. The course is structured so that students can begin to inquire into why events or people or ideas in our history are significant, what has changed over time, and why that change has occurred. In the geography

sections, students look at the significance of place and the interaction of humans and the environment. These opportunities to inquire into our past as a way to understand the present are enhanced by a hands-on approach to teaching, learning, and assessment where students use both traditional and non-traditional methods to show their understanding of the concepts.

This curriculum guide will provide teachers with both historical and geographic inquiry questions for each specific curriculum outcome to engage students in inquiry. Teachers may use these questions to focus a study.

***Inquiry Approach to
Organizing Thinking
Concepts and Skills***

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 essentially 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:

Ask questions for various purposes

Locate and select appropriate sources

Access ideas from oral, written, visual, and statistical sources

Uncover and interpret the ideas of others

Assess options and formulate reasoned opinions

Present ideas to others

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.

Historical Thinking Concepts

Six historical thinking concepts called “Benchmarks of Historical Thinking” have been identified by Peter Seixas through his work at the University of British Columbia’s Centre for the Study of Historical Consciousness. These six concepts were designed to help students think more deeply about the past and how it can be linked to the present. Teachers can use these Historical Thinking Concepts to extend and deepen the learning of the SCO. The concept is noted in the applicable elaboration and is best achieved when embedded within the lesson. The six concepts include:

1. Historical Significance – looks at why an event, person, or fact from the past is important. (E.g., What is the significance of a particular person in history? What would have happened if this person had not existed? Compare two places and develop arguments on which place had a greater significance.)

2. Evidence – looks at primary and secondary sources of information. (E.g., What do primary documents tell about living in a particular time period?)

3. Continuity and Change – considers what has changed with time and what has remained the same. (E.g., What cultural traditions have remained the same and what traditions have been lost over time?)

4. Cause and Consequence – examines events that have created an influence in some way. (E.g., How has the exchange of technologies over time changed the traditions of a culture?)

5. Historical Perspective – explores the idea of being able to put oneself in another person’s place in the past. (E.g., What would life have been like in China when the Chinese Communist Party took office?)

6. Moral Dimension – assists in making ethical judgments about past events (E.g., What are we able to learn from the past? What would human rights activists say about that practice today?)

Source: Seixas, Peter. *Benchmarks of Historical Thinking: A Framework for Assessment in Canada*. Centre for the Study of Historical Consciousness. UBC (2006)

Geographical Thinking Concepts

As with the Historical Thinking Concepts, the Critical Thinking Consortium has identified six (6) Geographical Thinking Concepts to help students think about geography. Teachers can use these Geographical Thinking Concepts to extend and deepen the learning of the SCO. The concept is noted in the applicable elaboration and is best achieved when embedded within the lesson. The six concepts include:

- 1. *Geographical Importance*** – assesses the absolute or relative significance of geographic places, features, and phenomena and determines the weight that various geographic factors or considerations deserve when making decisions. (E.g., Why is the polar cap worth claiming?)
- 2. *Evidence and Interpretation*** – examines how adequately the geographic evidence justifies the interpretations offered and what interpretations might be made from the evidence provided. (E.g., Given a set of statistics about an unidentified country, what can you tell about that place? What reliable conclusions can you draw about it?)
- 3. *Patterns and Trends*** – considers what changes and what remains constant over a particular time period. (E.g., given a set of data for various time periods, what trends can you identify? What changes have taken place in a particular area? What has remained the same?)
- 4. *Interactions and Associations*** – identifies significant factors that influence the interaction of the physical and human environments and the impact of these factors on these environments. Essentially we ask: “How do humans and environmental factors influence each other?” (E.g., How will hurricanes affect the Atlantic region as the climate changes?)
- 5. *Sense of Place*** – looks at the uniqueness and connectedness of a particular location – the perspective of a place. (E.g., How do images of a place identify its sense of place?)
- 6. *Geographical value judgments*** – assesses what should or should not be. (E.g., Should the oil sands operations be stopped?)

Source: Bahbahani, Kamilla Huynh, Nien Tu. *Teaching About Geographical Thinking*. The Critical Thinking Consortium. Vancouver: 2008.

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 <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 primary 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.

*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 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.

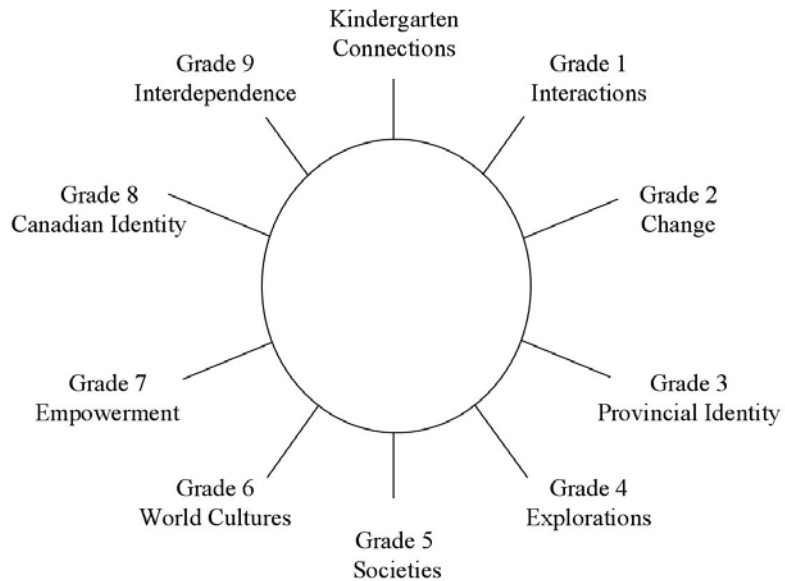
**The Principles for Fair Student Assessment Practices for Education in Canada was developed by a Working Group guided by a Joint Advisory Committee representing national educational organizations including (but not limited to): Canadian Teachers' Federation, Canadian Council for Exceptional Children, 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

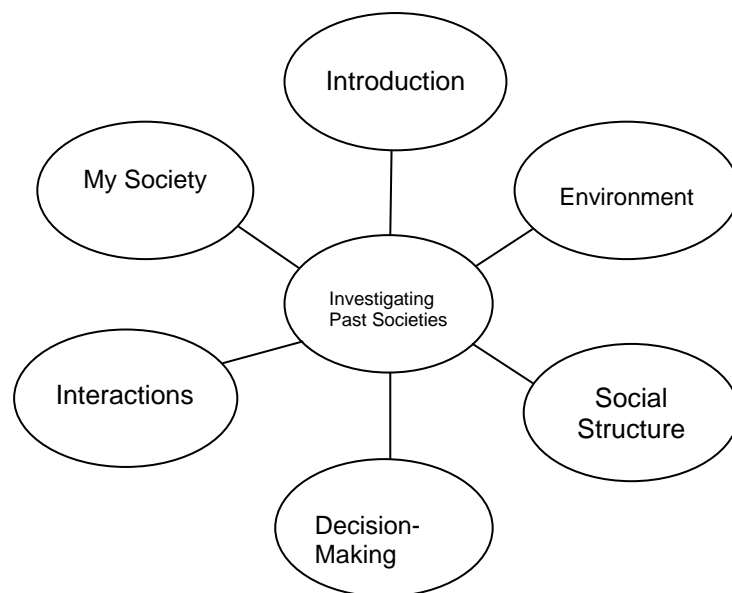
Entry-9 Social Studies

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



Aims of Social Studies

Social Studies 5 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.

Each outcome is accompanied by a set of delineations that elaborate upon and reflect its intent. The outcomes describe what students are expected to know, be able to do, and value by the end of the year.

Grade 5 Specific Curriculum Outcomes

Students will be expected to:

Unit One: Introduction	5.1.1	Develop an understanding of how we learn about the past
Unit Two: Environment	5.2.1	Explain how environment influenced the development of an ancient society
Unit Three: Social Structure	5.3.1	Explain the importance of social structure in a society from the middle ages
Unit Four: Decision-Making	5.4.1	Demonstrate an understanding of the diverse societies of First Nations and Inuit, in what later became Canada
	5.4.2	Examine decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada
Unit Five: Interactions	5.5.1	Examine interactions between British and French and First Nations and Inuit in what later became Atlantic Canada
Unit 6: My Society	5.6.1	Illustrate the similarities and differences of past societies and your society

(To be placed in a chart)

Connections to Social Studies 4

4.3.3 Examine the relationship between humans and the physical environment

& 5.2.1 Explain how the environment influenced the development of an ancient society

Connections to Social Studies 6

5.2.1 Explain how the environment influenced the development of an ancient society &

6.2.2 Assess the relationship between culture and environment in a selected cultural region

5.4.1 Demonstrate an understanding of the diverse societies of First Nation and Inuit, in what later became Canada &

6.3.1 Examine how traditions relate to culture in a selected cultural region

6.4.1 Analyse how the arts reflected beliefs and values in a selected cultural region.

6.4.2 Examine the importance of language, literature, and theatre arts as expressions of cultures in a selected region in the world.

6.4.3 Analyse the extent to which sports and games are expressions of culture in a selected cultural region

5.4.2 Examine decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada &

6.3.2 Describe how government relates to culture in a selected country

5.5.1 Examine interactions between British and French and First Nations and Inuit in what later became Atlantic Canada &

6.5.2 Examine selected examples of human rights issues around the world

5.61. Illustrate the similarities and differences of past societies and your society &

6.6.1 Illustrate an understanding of how cultures from around the world have contributed to the development of Canada's multicultural mosaic.

How to Use the Four-Column, Two-Spread Curriculum Layout

Column 1, Spread 1: Outcomes

The curriculum has been organized into four columns to relate learning experiences to the outcomes by:

- providing a detailed explanation of the outcome, an understanding of what students should know at the end of the study, and ideas around inquiry that relate to the outcome;
- providing a range of strategies for teaching, learning and assessment associated with a specific outcome;
- providing teachers with suggestions in terms of supplementary resources.

Column 1, Spread 1 provides specific curriculum outcomes students are expected to know, be able to do, and value by the end of the year. The use of bold indicates the outcome treated in each of the two, two-page spreads.

Column 2, Spread 1: Elaboration, Enduring Understanding, Inquiry

Column 2, Spread 1 provides teachers with a detailed explanation of the outcomes through the elaboration. It identifies what teachers are expected to focus on in this outcome and gives direction to that focus. The enduring understanding tells teachers what students will be expected to know or be able to do at the end of the study. The inquiry focuses on historical and/or geographical skills that will help teachers set the focus for the students' thinking around this particular topic.

Column 3, Spread 1: Performance Indicators

Column 3, Spread 1 provides teachers with suggestions for assessment of learning through the performance indicator(s). These performance indicator(s) will provide teachers with assessment pieces that encompass the entire outcome

Column 4, Spread 1

Column 4, Spread 1 provides links to other curriculum areas and suggested supplementary resources (including groups and agencies).

Column 1, Spread 2: Suggestions for Learning and Assessment

Column 1, Spread 2 offers a range of strategies for learning and assessment from which teachers and students may choose. Suggested learning experiences can be used in various combinations to help students achieve an outcome. It is not necessary to use all of these suggestions, nor is it necessary for all students to engage in the same learning/assessment activity.

Column 2, Spread 2

Column 2, Spread 2 provides links to other curriculum areas and suggested supplementary resources (including groups and agencies).

Column 3, Spread 2: Suggestions for Learning and Assessment

Column 3, Spread 2 is a continuation of strategies for learning and assessment from which teachers and students may choose. Suggested learning experiences can be used in various combinations to help

Grade 5: Year Overview

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

Students will study various societies from different historical eras, namely, ancient, Middle Ages, pre-contact Canada, and British and French societies in Canada. They will examine 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 take students to another dimension as they look at the decision-making practices. Once the British and French arrived in Canada, and in particular Atlantic Canada, First Nations and Inuit had many interactions with them. Interactions between the British and French and between the British and French and First Nations and Inuit, brought many changes to Atlantic Canada. Students examine these interactions and come to understand the resulting changes and consequences

The last unit of the course concentrates on the student’s own society. 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 1: Introduction

Unit 1: Introduction

Unit Overview

The unit introduces students to the concept of “historical inquiry”. Students will consider 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?”

Unit Outcomes

Students will be expected to:

5.1.1 Demonstrate an understanding of how we learn about the past.

Processes and Skills

Communication

organize data with visual representation; interpret primary source artifacts

Inquiry

form questions regarding historical inquiry; compare and contrast; make decisions; develop strategies to gather information; make predictions; gather historical information from primary and secondary sources

Participation

contribute to discussions about locations and features of a particular location; work collaboratively in groups to investigate

Outcomes

5.1.1 Demonstrate an understanding of how we learn about the past

Elaboration

This first outcome (5.1.1) provides the opportunity for students to examine the process of historical inquiry. For many students, the study of history is thought of as finding or looking up “facts” that exist in a book or online. This is an opportunity for students to engage in the process of considering how primary sources are discovered, evaluated, and used to construct historical knowledge. Students were introduced to primary sources in Grade 4, and need to understand that in addition to first-hand accounts of the past (diaries, letters, and official documents etc.), material objects (artifacts), oral histories, and images (paintings and photographs) fall under this category as well.

One of the key factors of this outcome is the discipline of archaeology. Archaeology is the study of people of the past: their way of life and their relationships with the environment. This is primarily achieved through the study of material remains (artifacts) left by past societies, the places people lived, and the changes people made to the landscape. Archaeology aims to recreate all the tangible and intangible aspects of peoples’ lives that are normally lost with the passage of time. The methods used in archaeology are based in critical inquiry. Information is gathered and, wherever possible, used as evidence to support interpretations about people in the past.

Students need to understand that historians use a range of primary sources, including oral histories, to help them understand and construct accounts of the past. This outcome allows students to consider the importance of oral histories and story-telling as valuable sources of evidence for understanding the experiences of individuals or groups within a certain historical period. For many societies throughout history, this was the only way to pass down and preserve the culture and traditions of a group of people.

As students conduct historical inquiries, they will learn that there may be gaps in our knowledge. Reasons for this include: some of the past may have been lost or destroyed; the past is written by individuals such as archaeologists/historians who must interpret the material they find and the written accounts, therefore, may be biased, and; history may change as new discoveries are unearthed.

To facilitate the study of archaeology and history, it is necessary to introduce students to major historical eras so that adjectives such as “ancient” and “middle ages” are meaningful. For the purpose of this curriculum, the major historical eras will be taken to be:

- 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)

The start and end dates for these eras are approximate and interpreted differently by scholars. While students are to be introduced to the eras and their names, **it is not the intent that they be expected to recite the names and quote dates for each.**

Enduring Understanding

By the end of this introductory outcome, students should understand that:
history is often constructed through the discovery and interpretation of primary sources and oral histories

Inquiry

Historical Evidence: What do primary sources, including oral histories tell us about the history of a place and/or people?

Performance Indicators

The following artifacts have been found at an archaeological dig: iron nail, pipe stem, gold coin, arrowhead, letter, map. What do the artifacts tell you about the past in this particular area?

Examine photographs of primary sources and from your examination, explain what you can learn about the past.

Create an archaeological board game that will demonstrate how we learn about the past. Your game should include rules, game pieces, and the game board.

Teacher Notes & Resources**Internet Resources**

Parks Canada Archaeology
www.pc.gc.ca/progs/arch/index.aspx

Interpreting Artifacts – McCord Museum
<http://www.mccord-museum.qc.ca/en/eduweb/interpret/>

Artifacts and Analysis – Smithsonian Center for Education and Museum Studies
http://www.smithsonianeducation.org/educators/lesson_plans/idealabs/artifacts_analysis.html

Print Resources

Learning with Objects – Primary Source Artifact Kit

Underground Nova Scotia – Stories of Archaeology (1000522)

Video Resources

Pieces of the Past (23505)

Sample Learning & Assessment Strategies

Students may:

- Choose 5 artifacts from a museum site and analyze the artifacts by answering the following questions:
- What does it look like? (colour, size, shape, complete, part, etc.)
 - How is it made? (handmade, machine made)
 - What was it made for? (Who used it? Is it decorated? Is it similar to anything you know today?)
 - How important was it? (to the maker and to the user)
 - From what era was it? (What technology was used?)
- See Appendix G for more detail.

Prepare a scavenger hunt or participate in a scavenger hunt that will reveal a past society or group by locating clues(images of artifacts) about the society or group When all clues/images have been located., students will tell the story of the society or group from the clues/images of artifacts.

Choose five items they would include in a time capsule that future archaeologists will use to tell the story of how they lived and what was important to them.

Visit a museum, if possible, to learn about the past in your local area.

Visit an archives, if possible, to learn how documents and images from the past are preserved. Alternatively, students may use video conferencing with an archivist from an area, provincial, or national archives to learn how images and documents from the past are preserved.

Teacher Notes and Resources

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)

Sample Learning & Assessment Strategies

Students may:

Find two images in a book, magazine, or on approved internet sites that speak to the past. Without reading captions or other material use the following questions to decide what the image tells them about the past.

Analyzing an Image

Think about....	Observations
Who (what) is in the image?	
What are the people (if any) doing?	
What do you think is happening in the image?	
Where in the world do you think the image is taking place?	
When do you think this image was created?	
What or who might be missing from the image?	

Choose an historical document and analyze the document using the following chart:

Interview someone in the community who has a personal memory of the past (at least 50 years ago). Create a list of questions to ask that person that will let them tell a story about the past. When you have concluded the interview and reviewed your notes answer the following question “What did the interviewee tell you about the past that you know is part of your history today?” “What did the interviewee tell you about the past that no longer exists in your community (e.g. place, tradition, etc.)?”

Examine the following list of societies through the use of primary source/artifact boxes. The artifact boxes can contain pictures of types of clothing, types of work life, transportation, buildings, artwork, and maps. Students may analyze the photos to determine what they can learn about the past. Students will be able to identify the era of the society through the artifacts.

-
- Egyptian
- Aztec
- Maya
- Mi'kmaq

Teacher Notes and Resources

Online Resources

Museums – these museums allow their artifact photos to be downloaded and used in classrooms:

ROM

<http://images.rom.on.ca/public/index.php?function=browse&action=choose&flag=cat&sid=&ccid=>

British Museum

http://www.britishmuseum.org/system_pages/new_sections/schools/resources/resource_nubia.aspx

http://www.britishmuseum.org/PDF/british_museum_aztecs_section1.pdf

http://www.britishmuseum.org/explore/young_explorers-1/discover/museum_explorer/ancient_egypt.aspx

Virtual Museum of Canada

http://www.museevirtuel-virtualmuseum.ca/Search.do?ig=on&R=IMAGES_AALP2009.22.653&lang=en

Nova Scotia Museum – Mi'kmaq Collection

<http://museum.gov.ns.ca/MiKmaq/>

University of Alberta – Museum (Ancient Greece)

http://project.macs.ualberta.ca/muse/media/pdfs/Muse-Greece_lesson3.pdf

Nova Scotia Archives

<http://www.gov.ns.ca/nsarm/>

Teacher Toolkit – Using Archive Materials

http://link.library.utoronto.ca/inuitmoravian/education/shell_teacher.html

Smithsonian Institute – How to Conduct an Interview

http://www.folklife.si.edu/education_exhibits/resources/guide/introduction.aspx

Unit 2: Environment

Unit 2: Environment

Unit Overview

All societies are impacted 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 environment /geographic location. In turn, the development of societies in a particular place affects that environment. The study of humans and their environment is focused on answering four primary questions: Where is it? Why is it there? How has the environment affected lifestyles? How have lifestyles affected the environment?

The people of ancient times created societies 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); Egypt on the Nile; along the Indus River in India; and in the valley of the Yellow River in China. Other ancient societies developed beyond the rivers over the next 4000 years.

This unit begins with an emphasis on global understanding and historical timelines by having students identify ancient societies from around the world, and identify ancient times on a timeline. Then, using Ancient Nubia as a case study, students examine the influence that environment had on the development of the society. Teachers may choose to 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 people from the ancient period, they also have the opportunity to learn about the lifestyles of the people of that time; how those lifestyles were influenced by the environment; and how the people influenced the environment. Finally, students will learn that societies change over time and will examine what happened to Nubian society.

Unit Outcomes

Students will be expected to:

- 5.2.1 Explain how environment influenced the development of an ancient society

Processes and Skills

Communication

organize data with visual representation; draw and interpret maps; describe location; use technology; describe physical characteristics of a region; read for information; interpret videos and maps; communicate orally

Inquiry

form questions regarding geography, climate, and vegetation; compare and contrast; make decisions; develop strategies to gather information; make predictions; gather geographic information using maps

Participation

explore, create, and construct maps; locate points, places, and land forms on maps; contribute to discussions about locations and features of a particular location; predict change; work collaboratively in groups to investigate

Outcomes

- 5.2.1 Explain how environment influenced the development of an ancient society

Elaboration

This outcome examines the relationship between a past society and environment. For this case study, an ancient society (i.e., one that existed during the ancient historical era) will be used, although no specific society is mandated. Initial attention will need to be given to locating the society geographically. This will extend skills learned previously such as continent, hemisphere, absolute and relative location. For example, students will now be expected to use longitude and latitude to locate the society. Examples of questions that could be explored are: In what part of the world does the society lie? Where is it located in relation to “near neighbours”? Students will need to employ map reading skills.

A key to addressing this outcome is to identify a significant geographic feature(s) that was central to the society establishing and developing in a particular location. Possible features might be a river (e.g., Nile River [Nubian]), an ocean (e.g., Atlantic [Maritime Archaic]) or mountains (e.g., Andes [Incans]). The study will then go on to identify and describe significant characteristics of the geographic feature(s) and an explanation of how the geographic feature(s) contributed to the development of the society. Note: This builds on the concept of characteristics of physical features introduced in grade four. In the case of a river valley society, for example, significant characteristics might include extensiveness of the river system, annual flooding, and the presence of cataracts (a shallow, rocky area in a river where the water moves very quickly). These might have contributed to the society’s development in terms of transportation routes, food sources, provision of nutrients for agriculture, and protection from enemies. Over time, the society may have developed more sophisticated adaptations to make better use of the feature(s) e.g. improvements in transportation, irrigation systems, etc.

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 thrived and is not a comment on its level of development. It is important to avoid suggesting that societies from the past were inferior because they lacked the technological innovations we see today.

Part of the focus of this outcome, is on the aspects of lifestyle that were particularly influenced by environment, enabling people to meet their needs and wants. For example, climate affects societies’ clothing styles, natural resources impact dwellings and jewelry, and physical geography affects modes of transportation. The significant effects of the lifestyle on the environment will vary with context. This might include impacts of irrigation, deforestation, and resource extraction. This provides teachers with an opportunity to have students make inferences about the interactions between people, and environment.

Enduring Understanding

By the end of this study, students should understand that

- societies often developed in locations that were advantageous
- geographic feature(s) influenced the development of the society
- environment influenced the lifestyle of the society

Inquiry

Geographic Importance: Eg. Why is a particular location important? What geographic feature(s) of a particular location make the location important and why?

Historical Evidence: What evidence shows the influence of environment on lifestyle? What evidence shows the influence of lifestyle on

Performance Indicators

You are living in ancient times and 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. With the elders of your society develop a chart listing what geographic feature(s) you would want in your new location and why this feature(s) would help your society to develop and how it might influence your lifestyle. After you have identified the feature(s) you need to develop your society, use a world map to identify where your society could possibly settle. You may use a chart like this one to organize your information.

Geographic Feature(s)	How this feature will help our society develop	How the environment might influence our lifestyle

Select an ancient society and use a map to show where the society is located. Around the map create images that show the characteristics of the geographic feature(s) and show how it influenced the development of the society; and images that show how the environment influenced the lifestyle of the society.

You are an archaeologist who has discovered a cave that has a set of hieroglyphics (a writing system using picture symbols) showing an ancient society that lived in that area. Write a report for an archaeological magazine, describing what you learned about the location and geographic feature(s) that helped that society to develop and what the hieroglyphics tell you about lifestyle.

It is 2000 BCE. You have been living in this river valley for twenty years. You have just finished your day's work and begin thinking about when you first came here. Create a triptych (a three part painting/drawing) that shows 1) the location of your society and the geographic feature(s) that have contributed to the society's development, 2) what it was like in the river valley twenty years ago and 3) what it is like in the river valley today. You may wish to consider the following:

- ✓ Landscape
- ✓ Clothing
- ✓ Transportation
- ✓ Occupations
- ✓ Daily routine
- ✓ Trade
- ✓ Other

Teacher Notes & Resources

Print Resources

The Seven Wonders of the ancient World (16978)

Ancient Egypt (17175)

Ancient Greece (17177)

Ancient Rome (17178)

Ancient Civilizations Set: Egypt, Greece and Rome (17179)

Excavating the Past (17188)

Egypt: In Spectacular Cross-section (17555)

National Geographic Reading Expeditions: Ancient Civilizations (18304)

Online Resource

Civilization Starters – The Geographic Building Blocks of Ancient Civilizations
http://cte.jhu.edu/projectbuilder/popup_PrintTour.cfm?TourID=458

The Birth of Civilizations
<http://website.education.wisc.edu/kdsquire/appendix-b.pdf>

BBC – Archaeologists and Ancient History
<http://www.bbc.co.uk/history/ancient/>

The National Museum of African Art - Hieroglyphics
<http://africa.si.edu/exhibits/inscribing/hieroglyphs.html>

Learning about Hieroglyphics
http://fi.edu/learn/tut/9-12/tut_print_9-12_hiero.pdf

Sample Learning & Assessment Strategies

Students may:

Brainstorm a list of geographic features learned in previous grades.

In small groups choose an ancient society and using maps/globes discover where in the world this society lived. Students may need to use both old and modern maps as the place names may have changed.

Use the place names from the above activity to complete the following chart.

Society/Place	Longitude/latitude	Near neighbours

- Find the longitude and latitude of the place where their society lived.
- Identify near neighbours of this society.
- Share their chart with other groups and have them find where in the world each society lived.
- As a class indicate all these societies and locations on a classroom world map.

Use one of the following technologies to locate an ancient society of their choice and locate a significant geographic feature that helped their society to develop:

- On a classroom world map, identify where their society lived using longitude and latitude.
- Look at the legend on their map to locate the geographic feature(s) that helped their society develop.
- Use a digital map to identify any geographic features for the place where their society lived.
- Use a topographical map of the place where their society lived and identify any geographic features.

Take a virtual tour of the Nile River and record what geographic features they see.

Choose an ancient society and create a map of the area where their society lived including a legend and compass rose. Identify all geographic features. Identify which feature was the most significant for settlement? Why?

Teacher Notes and Resources**Online Resources**

British Museum – Interactive Map of Ancient Civilizations
http://www.ancientcivilizations.co.uk/home_set.html

Interactive Map – The Nile and Egypt
<http://www.eduplace.com/kids/socsci/ca/books/bkf3/imaps/>

Nova – A Tour of the Ancient Nile
<http://www.pbs.org/wgbh/nova/egypt/>

Virtual Tour of the Nile River
<https://sites.google.com/site/ancientegyptiantour/virtual-tour-of-the-nile>

British Museum – Ancient Africa- The Sudan
http://www.britishmuseum.org/explore/cultures/africa/ancient_sudan.aspx

Video Resources

Pyramids and Egyptian Hieroglyphs (23095)

Mummies and Maya (22600)

Sample Learning & Assessment Strategies

Students may:

Using satellite imagery, find the geographic feature(s) of an ancient society. Describe the characteristics of this feature(s).

Create an image showing the geographic feature(s) that would be most significant in helping a selected ancient society to develop.

Select an artifact from an ancient society and prepare a presentation, either digital or paper, that tells what the artifact is and what the artifact suggests about lifestyle in an ancient society.

Debate the statement; “Archaeologists have the right to disturb the tombs of ancient societies.” Use the following chart to record your thoughts:

Should archaeologists disturb the Tombs of Ancient Societies?	
Pros	Cons
Archaeologists should (give your position) because (give reasons for your decision).	

Create an object (a piece of jewelry, a piece of pottery, ect) that might have been used in an ancient society. On the object, create images that demonstrate life in that ancient society.

Develop a set of hieroglyphics to show the lifestyle (clothing, transportation, occupation, trade) of the people of an ancient society.

In a graphic organizer of their choice, describe how place (where they live) and environment affect the type of life they live. Eg., what clothing do they need? What transportation routes are available?

Consider the following statement: The population of the ancient society in which you live has doubled in the last ten years. How will this affect the environment? Use images and/or written statements to show this.

Teacher Notes and Resources

Online Resources

Satellite Imagery of Egypt

http://www.nationsonline.org/oneworld/map/google_map_egypt.htm

<http://geology.com/world/egypt-satellite-image.shtml>

The British Museum - Exploring Objects

<http://www.britishmuseum.org/explore.aspx>

Ethics and Archaeology

<http://www.economist.com/node/1056932>

British Museum – Interactive Map of Ancient Civilizations

http://www.ancientcivilizations.co.uk/home_set.html

Unit 3: Social Structure

Unit 3: Social Structure

Unit Overview

All societies have a social structure. As well, there is often a hierarchy as part of the social structure of a society.

The unit begins with students locating societies from the middle ages around the world. Students will then use English society as a case study to examine social structure. Teachers may choose to select an alternate society as a case study provided that social structure is an important aspect of the society. 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 place in the class system affected daily life. Important to this examination is how the environment impacted lifestyle and how lifestyle impacted the environment.

Unit Outcomes

Students will be expected to:

5.3.1 Explain the importance of social structure in a society from the middle ages

Processes and Skills

Communication

organize data with visual representation; draw and interpret maps; describe location; use technology; describe physical characteristics of a region

Inquiry

form questions regarding history and geography, climate, and vegetation; compare and contrast; make decisions; develop strategies to gather information; make predictions; formulate questions for inquiry; gather and record information; investigate, synthesize and classify information

Participation

explore, create, and construct maps; locate points, places, and land forms on maps; contribute to discussions about lifestyles of a particular society; predict change; work collaboratively in groups to investigate; contribute to discussions

Outcomes

- 5.3.1 Explain the importance of social structure in a society from the middle ages

Elaboration

Unit 3 focuses on social structure, a common feature of societies past and present. A single society from the middle ages should be the focus of the inquiry although the choice of a particular society is left with the teacher. Options include (but are not limited to) England, France and Spain in Europe; China, India, and Syria in Asia and; the Maya in Central America.

After locating the selected society in the particular region of the world, students will examine the social structure of the chosen society.

Discussion will include:

- Illustration of the social structure (diagrammatically or otherwise)
- Comparison of the various lifestyles within the society
- Influence of social structure on people's lives

The discussion of lifestyle needs to remain related to social structure. The key is to identify lifestyles associated with various roles within the social structure and to compare and contrast these lifestyles. Limiting study to three or four roles that illustrate the lifestyle variations is a practical constraint.

Discussions around societal structure could include the impact of the status of one's birth family on one's life role, differences between urban and rural life roles, differences between men's and women's roles, and the degree of power and autonomy associated with various roles in the social structure. Teachers may wish to use a cooperative learning structure where any given student may focus on one of these topics in depth.

Depending on the society chosen, the connection between environment and societies should be revisited here, both in terms of the effect of the environment on peoples' lifestyles (e.g. clothing and transportation) and the effect of their lifestyles on the environment (e.g. deforestation).

Enduring Understanding

By the end of this study, students should understand that

- societies have a social structure
- a person's lifestyle was influenced by his/her role within the social structure

Inquiry

Historical Evidence: Eg. What evidence demonstrates the presence of social structure in a society from the middle ages?

Cause and Consequence: What caused a person to be in a particular social class? What were the consequences of living in that social class?

Performance Indicators

In a paragraph for each heading below explain the social structure of a chosen society in the middle ages. Include the following:

- location of the society
- explanation of relationships within the social structure
- influence of the social structure on society

Create a visual representation of the social structure of a chosen society in the middle ages. Include the following:

- location
- social structure
- relationships within the social structure
- influence of social structure on society

Using an organizer of your choice, such as a hierarchy chart, illustrate the social structure of a chosen society of the middle ages. In your organizer, describe the location of your chosen society, name each group in the social structure and write a sentence or two to explain the roles of the people in that group. Show one or two examples of how the social structure influenced the society.

Teacher Notes & Resources**Print Resources**

- Life in a Castle (17182)
- Medieval Times (17183)
- Castle and Knight (17504)
- Life in a Medieval Castle (18304)

Online Resources

Middle Ages - England
http://www.bbc.co.uk/history/british/middle_ages/

British Museum –Medieval World
http://www.britishmuseum.org/learning/schools_and_teachers/resources.aspx

Museum of London – Life in Medieval London
<http://www.museumoflondon.org.uk/NR/rdonlyres/8F09A9BE-FB09-4E07-B9D2-900AB0BD06E1/0/WhatwaslifelikeinMedievalLondon.pdf>

Picture Bank – Museum of London – Medieval London
[http://web.museumoflondon.org.uk/picturebank/#!/PictureBank/!SearchResults?id=group-17427;p=Medieval+\(1066-1485\)](http://web.museumoflondon.org.uk/picturebank/#!/PictureBank/!SearchResults?id=group-17427;p=Medieval+(1066-1485))

Sample Learning & Assessment Strategies

Students may:

In small groups choose a society from the middle ages:
Using a world map with a grid, locate the area where their society from the middle ages lived. Give the longitude and latitude of this area or identify the grid marks.

Choose a society from the middle ages and create a map of the society's location. Include the geographic features found there. Use digital and topographical maps to help.

Choose a society from the middle ages and choose the best method to illustrate the social structure of that society i.e. pyramid, ladder, concentric circles. Identify the various people in the social structure and place them in the proper order. Include labels for the social structure.

In a small group choose a society from the middle ages.
Choose one role to research in depth. Place the information into a class chart so that it can be shared later.

Name of your society	Type of Work	Wealth	Political power	Influence on Society
Roles of urban dwellers				
Role of rural dwellers				
Role of men				
Role of women				
Role of the monarchy				
Role of children				
Role of your birth family on your life's role				

Students may wish to present their information by creating a slide show presentation to be shared with their class.

Extension: Write a skit to be performed by the class. Have members of their society take on the various roles within the society and show relationships among the various groups within the society.

Choose a society from the middle ages and create an image to show how the environment affected the lifestyles of the people.

Examine scenes of everyday life in a selected society from the middle ages found in paintings, books and digital imagery. Describe the lifestyles you see.

Teacher Notes and Resources

Mysteries of the Maya National Geographic Collector's Edition

<http://ngm.nationalgeographic.com/geopedia/Maya>

British Museum – Aztec Society during the Middle Ages

http://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources-1/resource_aztec_empire.aspx

British Museum – Medieval Loyalty

http://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources-1/resource_medieval_loyalty.aspx

British Museum – Islamic Civilizations during the Middle Ages

http://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources-1/resource_islam_civilisations.aspx

Video Resources

Castle (22529)

Sample Learning & Assessment Strategies

Students may:

Write a paragraph explaining why they would like to live in a chosen society from the middle ages. In their paragraph students would explain the social structure of their society and include which role they would like to have in that society.

Use the following chart to compare the social structure of a society in the middle ages to today's Canadian social structure.

Canadian society today	Questions	Society in Middle Ages
	What are/were the various social classes?	
	What determines to which class a person belongs?	
	Can people move from one social class to another? Explain.	
	What role does each class have?	

Choose two groups within a society from the middle ages. Use a comparison chart to show how the lifestyles of the two groups might be the same and different.

Create a museum display of at least three artifacts from a society of the middle ages. On a card for each, describe each artifact (size, shape, material etc.). Write a statement that explains how this society used the environment to meet their needs.

Choose a society from the middle ages and describe the lifestyle of one group within that society. Use the following as a guide: dwellings, clothing, food, entertainment, holidays. Students may use a jig-saw to teach each other about the various lifestyles of a society from the middle ages.

Illustrate the role of the son of a _____ in a society of the middle ages vs. the role of a daughter of the same person.

Create a seasonal calendar to show how a society from the middle ages was affected by their environment in each season. Use examples such as clothing, dwellings, transportation, trade.

Construct a paragraph to explain the following topic sentence: In a society of the middle ages, the food one ate, the clothes one wore, and the dwelling one lived in, depended on the role one had in the social structure of the society. Students may share their work in a gallery tour.

Teacher Notes and Resources

Online Resources

Europe in the Middle Ages – Text Chapter
<http://myweb.unomaha.edu/~dkoenig/whertextbook/chap10.pdf>

(This site is for teacher background information only. Content goes well beyond the scope of this outcome. The material is written for an older audience. This site does, however, provide detailed information on various lifestyles within the time period.)

Unit 4: Decision-Making

Unit 4: Decision-Making

Unit Overview

The unit begins with students locating various early First Nations and Inuit societies in Canada's geographic regions. The central focus of the unit however, will be First Nations and Inuit societies in what later became Atlantic Canada. Students will examine the influence of environment on the lifestyles of First Nations and Inuit societies in Atlantic Canada.

Next, students will examine decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada. Students will first examine the types of decisions that First Nations and Inuit needed to make. They will then examine how social structure influenced this decision-making. Finally, they will examine how these decisions were made.

Unit Outcomes

Students will be expected to:

- 5.4.1 Demonstrate an understanding of the diverse societies of First Nations and Inuit in what later became Canada
- 5.4.2 Examine decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada

Processes and Skills

Communication

organize data with visual representation; describe location; use technology; describe physical characteristics of regions in Canada; write in a variety of genres; present findings of an inquiry; interpret primary and secondary sources

Inquiry

form questions regarding historical and geographic inquiry, climate, and vegetation; compare and contrast; make decisions; develop strategies to gather information; make predictions; gather geographic information; compare and contrast; interpret artefacts

Participation

locate places and land forms on maps; contribute to discussions about locations and features of a particular location; predict change; work collaboratively in groups to investigate; contribute to discussions

Outcomes

- 5.4.1 Demonstrate an understanding of the diverse societies of First Nations and Inuit in what later became Canada

Elaboration

At the close of the 15th century, sources estimate that there were 40-60 million people living in what is now called North and South America. Archaeological evidence, including oral tradition, confirms that these societies were in existence for thousands of years.

Outcome 5.4.1 introduces students to the diversity of First Nations and Inuit societies, in what later became Canada. This involves identifying the geographic locations of selected societies. This will extend geographic skills (see 5.2.1 Elaboration) and reintroduce geographic regions (a Grade 4 concept). Students will briefly examine peoples from geographic regions of what later became Canada (e.g., Arctic [Inuit], Interior Plains [Blackfoot], Canadian Shield [Cree] etc.) to establish the degree of diversity. The number of distinct groups considered at any point, for comparison purposes, will need to be limited to one per geographic region.

The primary sources of information for this study should be based upon archaeological data and oral tradition. Oral tradition has been a central means of teaching lessons and conveying information about societies worldwide and is not unique to First Nations and Inuit.

Students will focus on the influence of environment, in what became later known as Atlantic Canada, on lifestyles of First Nations and Inuit e.g., on clothing, food, dwellings and tools. It is important for students to gain an appreciation for the uniqueness and sustainable nature of adaptations to their environment. It may be useful for teachers to focus on one adaptation for each group (e.g. Inuit [waterproof clothing], Mi'kmaq [birch bark canoe] etc.).

Several clarifications for teachers are important regarding outcome 5.4.1:

First Nations and Inuit are distinct peoples.

Inuit are not included within the collective term, *First Nations*.

Innu, Mi'kmaq, Wolastoqiyik (Maliseet) and Beothuk are spoken of collectively as First Nations in the context of what later became Atlantic Canada.

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, giving/using the First Nation's own name rather than one used by others at or after the time of contact.

Enduring Understanding

By the end of this study, students should understand that

Diverse First Nations and Inuit societies existed in what later became Canada

First Nations and Inuit societies were influenced by their environment

Inquiry

Geographic Importance: Eg. How did environment influence the lives of First Nations and Inuit?

Evidence and Interpretation: Eg. How do the clothing, dwellings, food, and tools of First Nation and Inuit societies show the influence of their environment?

Performance Indicators

Choose two societies from First Nation and Inuit societies in what later became Atlantic Canada and using an organizer, compare the two societies in terms of food, dwellings, clothing, and transportation. Write a paragraph that answers the question: “How does/did the environment of each society impact lifestyle?”

Take an imaginary canoe trip across Canada. On an outline map of Canada, trace your trip using as many water systems as you can. Identify at least three First Nations/Inuit societies that you meet. For each society, use symbols and artifact images to show how environment has influenced that society. Place your symbols/images on your map to identify the location of the societies.

Having completed your study of the diverse First Nations and Inuit Societies in what later became Canada, choose the three societies. Show the locations of the three societies on a map, and using a chart, show how the societies differ from one another. In a paragraph explain how environment accounts for these differences.

Teacher Notes & Resources**Print Resources**

The Mi'kmaq (18476)

Arctic Adventures: Tales from the Lives of Inuit Artists (18632)

Inuksuk Journey: An Artists at the Top of the World (19034)

The Native Stories from Keepers of the Earth (11854)

Online Resources

Aboriginal Affairs and Northern Development Canada – First Nations in Canada

<http://www.aadnc-aandc.gc.ca/eng/1307460755710>

Canada's First Nations – University of Calgary

http://www.ucalgary.ca/applied_history/tutor/firstnations/civilisations.html

Video Resources

Shanaditti: the last of the Beothuks (22649)

Mi'kmaq (V8158)

Sample Learning & Assessment Strategies

Students may:

Use cards with the names of First Nations and Inuit societies who were found in what later became Canada. On a class map of Canada place the cards in the areas where these societies were found.

Use a map showing the six physical regions of Canada and identify at least one First Nations or Inuit society that inhabited each of the six physical regions. On your map include at least two artifact images for each society that will help identify the society.

Study a topographical map of Atlantic Canada and mark where First Nations and Inuit lived. Identify the physical features found in these areas, and in a chart record how each feature helped the people live there and how the physical feature was a challenge to their way of life.

Name of the Society _____

Feature	Help	Challenge

Visit the websites of at least three First Nations and Inuit societies who lived in what later became Canada. Find stories that have been passed on orally from generation to generation. By reading these stories what did you find out about these societies? Put the information into an organizational chart.

	Society 1	Society 2	Society 3
Clothing			
Food			
Dwellings			
Technology			

Enter a time travel machine and observe everyday life of a chosen First Nations or Inuit Society. Upon their return, students will depict in a drawing what they have seen. The drawing must include evidence of how environment influenced the lives of the society they have chosen. Students may use images of artifacts as their evidence.

Teacher Notes and Resources

Atlas of Canada

<http://atlas.nrcan.gc.ca/site/english/index.html>
(maps illustrating various themes/statistics, such as population maps, climate maps, etc.)

Canadian Museum of Civilization – Aboriginal Heritage

http://www.civilization.ca/cmce/exhibitions/tresors/ethno/index_e.shtml

Nova Scotia Museum – Mi’kmaq

<http://museum.gov.ns.ca/arch/infos/mikmaq1.htm>

Government of New Brunswick – Wolastoqiyik

http://www.gnb.ca/0007/heritage/virtual_exhibition/portraits/welcome.htm

Newfoundland Heritage - Innu

<http://www.heritage.nf.ca/aboriginal/innu.html>

Newfoundland Heritage – Inuit

<http://www.heritage.nf.ca/aboriginal/inuit.html>

Parks Canada – Haida Heritage Site

<http://www.pc.gc.ca/eng/pn-np/bc/gwaiihaanas/index.aspx>

Huroniamuseum

<http://huroniamuseum.com/exhibits/huron-village/>

Sample Learning & Assessment Strategies

Students may:

Choose a First Nations or Inuit society and research to find if an archaeological dig has taken place in the area in which a community had once lived, or still lives. Use an organizational chart to display the information archaeologists have found.

Name of the Society _____

Clothing	
Food	
Dwellings	
Technology	
Other	

Study the vegetation found in areas inhabited by a First Nations or Inuit society in Atlantic Canada. In a paragraph describe how the available vegetation or lack of vegetation affected the lifestyle of the society.

Describe the climate of an assigned area in which a First Nations or Inuit society lived. How did the climate affect the lifestyle? Use the following organizer.

Name of society	
Area lived	
Clothing	
Food	
Dwellings	
Technology	

In small groups, research an assigned First Nations or Inuit society. Locate information on the following: clothing, food, dwellings and technology. Create a webpage so that you can share your information with your class.

Study artifacts of the traditional tools used by the various First Nations and Inuit societies. Give possible reasons for any differences in how various types of technology were made, what materials were used to make them, and for what purpose they were used.

First Nations and Inuit lived a traditional lifestyle. Examine the physical features of the areas in which they lived and determine how each feature enabled the society to live this traditional lifestyle.

Teacher Notes and Resources

Traditional lifestyle: lifestyle lived by the ancestors of First Nations and Inuit people. It includes the food, clothing, technology, transportation, and dwellings.

Parks Canada – Budding Archaeologist
<http://www.pc.gc.ca/progs/arch/page7.aspx>

Parks Canada – Aboriginal Cultural Landscapes
<http://www.pc.gc.ca/eng/docs/r/pca-acl/sec3/sec3c.aspx>

Parks Canada – Archaeology and Aboriginal Partnership
<http://www.pc.gc.ca/progs/arch/page8/juin-juin/revs-dreams.aspx>

The Atlas of Canada
 Aboriginal Peoples circa 1630
 Distribution and Location of Archaeological Complexes (Artefacts)
<http://atlas.nrcan.gc.ca/auth/english/maps/historical/aboriginalpeoples/circa1630/3>

Outcomes

- 5.4.2 Examine decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada

Elaboration

“All societies engage in decision-making. This outcome asks students to examine the decision-making practices of First Nations and Inuit societies, in what later became known as Atlantic Canada. All societies have social structures. These social structures influence power and authority in any group. Students will examine the roles of men, women, Elders, leaders, etc. in First Nations and Inuit societies in Atlantic Canada. This examination will lead students to understand how decisions were made, and by whom. They will also learn how power was shared in some groups. Another aspect of social structure and decision-making that students will examine is the social structure of the family vs. the social structure of the community. This will vary with groups and will impact decision-making.

One important question students will examine is “What decisions need to be made to meet our needs and wants?” This examination will begin with resources as a basic need for all societies. “What resources do we need/want? Where will we find these resources? How will we use these resources? Decision-making also involves an examination of the ideas and structures that facilitated the administration of justice and the exercise of rights and responsibilities.

In this study the use of oral tradition as a way of passing down information and preserving culture and tradition will be important. Archaeological evidence can also be used to make inferences about the nature of the social structures. In this way, students should gain an appreciation of the ways in which First Nations and Inuit organized themselves throughout what would later be called Atlantic Canada.

Enduring Understanding

By the end of this study, students should understand that
Social structure influenced decision-making in First Nations and Inuit societies

Inquiry

Interactions and Associations: How does a First Nation or Inuit social structure influence the society’s decision-making?

Performance Indicators

Create a diagram to compare the decision-making practices of two First Nations and Inuit societies in Atlantic Canada. In your diagram, include how decision-making was influenced by social structure and traditional practices.

Use the following chart to describe the decision-making practices of at least two First Nation and Inuit societies and the influence of social structure in making those decisions.

Decision-Making				
Society 1 _____		Society 2 _____		
Decision to be Made	Who will make the decision?		Influence of Social Structure	
	Society 1	Society 2	Society 1	Society 2
What should be the quota for animals taken in a hunt?				
Who will be our representative at the annual meeting of our people?				
Should we allow a dam to be built on our main river?				
Is it important to protect our fishing grounds?				

Write a “Day in the Life” journal of a First Nations or Inuit person in Atlantic Canada to show how the social structure of their society influenced how decisions were made in the society.

Teacher Notes and Resources

Sample Learning and Assessment Strategies

Students may:

Create a sustainable practice chart to show how the sustainable practices of a First Nation or Inuit society compares to the sustainable practices of the student.

Need	Sustainable Practice by First Nation or Inuit society	Sustainable Practice by Me/MyFamily
Food		
Water		
Shelter		
other		

Create a circular chart to show the annual round for one of the societies of First Nations or Inuit.

Examine an image depicting daily living in a First Nation or Inuit society. Describe how the society uses resources.

Choose two societies from First Nations and Inuit in what later became Atlantic Canada and compare how the societies provide for the needs of the community.

Provided by nature	_____ society used it to	_____ society used it to
Stone		
Trees/wood		
Animal skins		
Animals		
Plants		
Rivers		

Choose one decision about daily life that would have to be made by a First Nation or Inuit society in what later became Atlantic Canada. Create a storyboard to show the process the society would use to make this decision.

Teacher Notes and Resources**Online Resources**

Canadian Museum of Civilization – Online Exhibits

www.civilisations.ca/cmcc/exhibitions/online-exhibitions

Canadian Museum of Civilization – First Peoples

<http://www.civilization.ca/exhibitions/online-exhibitions/first-peoples>

Print Resources

(Hold space for books in bias eval process)

Sample Learning and Assessment Strategies

Students may:

Read a traditional story from one of the societies of First Nation or Inuit in what later became Atlantic Canada related to decision-making. Retell the story to their class to show how the society made decisions.

Select one of the societies from First Nations and Inuit in what later became Atlantic Canada as a case study. Identify the decision-making practices of the society. In diagram form, explain the relationship of the various members of the society.

Working in pairs, research and explain what would happen in a chosen First Nation/Inuit society in what later became Atlantic Canada in one of the following situations:

- a) a decision has to be made about moving a portion of the community to a new location
- b) the community must choose a leader to represent the people at an important gathering
- c) the community must decide how to settle a difference between two community members.

In a class discussion, discuss how social structure might influence the decision-making.

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 to students 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.

Teacher Notes and Resources

Unit 5: Interactions

Unit 5: Interactions

Unit Overview

This unit investigates early British and French societies in what later became Atlantic Canada and their interactions with First Nations and Inuit. The unit begins with students locating early British and French settlements in Atlantic Canada using the geographic skills and technologies they have been studying throughout their elementary program. They will also study how the environment influenced where the British and French settled.

Next, they will use and study archaeological evidence that shows the lifestyles of the British and French in Atlantic Canada. They will see how the two groups tried to maintain their lifestyles while also seeing how they adapted to life in Atlantic Canada.

Interactions between the British and French and the First Nations and Inuit were both beneficial and adversarial. Students will investigate how the various groups helped each other: how First Nations and Inuit helped the British and French survive in their new environment. Students will examine how the expansion of the English and French in the region affected First Nations and Inuit negatively as well, leading to devastating consequences.

Unit Outcomes

Students will be expected to:

- 5.5.1 Examine interactions between British and French and First Nations and Inuit in what later became Atlantic Canada

Processes and Skills

Communication

organize data with visual representation; interpret primary and secondary sources; describe location; use technology; describe physical characteristics of a region; organize and represent information

Inquiry

form questions regarding historical and geographic information, climate, and vegetation; compare and contrast; make decisions; develop strategies to gather information; make predictions; gather geographic and historic information using maps; formulate questions for inquiry and research; interpret artefacts

Participation

explore, create, and construct maps; locate places and land forms on maps; contribute to discussions about locations and features of a particular location; predict change; work collaboratively in groups to investigate; make class presentations

Outcomes

- 5.5.1 Examine interactions between British and French and First Nations and Inuit in what later became Atlantic Canada

Elaboration

This outcome provides an opportunity for students to consider how historians use archaeological evidence, oral traditions, and primary sources to investigate and discover the varied lifestyles and interactions of the British and French and First Nations and Inuit in what later became Atlantic Canada.

It is important for students to recognize that early European exploration has often been considered a positive (even glorious) one from a European perspective. During this time, Britain and France and other European nations competed, at times, ruthlessly for global power and the opportunity to exploit the resources of many regions and peoples. It was, however, to have a devastating effect on indigenous peoples. While the negative consequences of interactions are essential to this study, such as the introduction of devastating diseases – small pox, influenza, and measles, it is also important to recognize the positive interactions. These include technological and medical contributions of First Nations and Inuit to the British and French, such as the use of various botanicals for healing and technologies such as snow goggles.

This study will allow an examination of locations, lifestyles, and interactions between the British and French and First Nations and Inuit during the 17th and 18th centuries in what later became Atlantic Canada. Students can examine early maps of the region to locate British and French settlements in Atlantic Canada. Various primary sources and archaeological findings provide rich evidence of how the British and French established communities/settlements and their efforts to retain British and French traditions. Students will also examine evidence that points to adaptations to the new environment. These adaptations were often as a direct result of interactions with First Nations and Inuit who provided vital knowledge and skills for survival.

Interactions between the British and French and First Nations and Inuit inevitably lead to devastating consequences for the latter. Teachers may choose to focus on a particular people, such as the Beothuk, to highlight the extent of the destructive nature of European interaction with First Nation and Inuit peoples.

Enduring Understanding

By the end of this study, students should understand that

- Environment and changing social structures influenced early British and French settlers in Atlantic Canada.
- Both beneficial and adversarial relationships developed between British and French settlers and First Nations and Inuit.

Inquiry

Cause and Consequence: Why did British and French come to Atlantic Canada? What were the consequences of their coming to Atlantic Canada on First Nations and Inuit societies?

Historical Evidence: What evidence do we have of British and French presence in Atlantic Canada? What evidence do we have of the impact of British and French presence in Atlantic Canada on First Nation and Inuit societies?

Performance Indicators

In a paragraph for each, answer the following questions:
Where did British and French settle in what later became Atlantic Canada?

How did their presence affect First Nations and Inuit living here?

You have studied the time period when the British and French came to what later became Atlantic Canada. A magazine has asked you to write an article about this time period. Your title is "Both Sides of the Story". Write your article to show where British and French settled in Atlantic Canada; how they were influenced by their environment; how they adapted to Atlantic Canada and; the effects of their interactions with First Nations and Inuit societies. Choose one of the First Nation or Inuit societies to show one side of the story either the British or French to show that group's version of the story.

Create a fast facts column for a newspaper that explains:

- location of First Nations and Inuit societies before British and French presence in what later became Atlantic Canada;
- British and French adaptations in lifestyle to the environment
- British and French interaction with First Nations and Inuit;
- effects over time of interaction on First Nations and Inuit societies in what later became Atlantic Canada.

Teacher Notes & Resources

Online Resources

Melanson Settlement contains the archaeological remains of a pre-Deportation Acadian community (c.1664-1755). These archaeological resources reflect the family communities settled by Acadians and Acadians' unique dykeland agriculture practised along the Annapolis River (formerly the Dauphin River).

<http://www.pc.gc.ca/lhn-nhs/ns/melanson/index.aspx>

<http://www.pc.gc.ca/lhn-nhs/ns/melanson/natcul/natcul1.aspx>

Grassy Island Fort National Historic Site of Canada, located on Grassy Island, one of the Canso Islands, features the ruins of 18th century fortifications and the remains of a colonial New England fishing station.

<http://www.pc.gc.ca/lhn-nhs/ns/canso/index.aspx>

<http://www.pc.gc.ca/eng/lhn-nhs/ns/canso/index.aspx>

<http://www.pc.gc.ca/fra/lhn-nhs/ns/canso/natcul.aspx>

<http://www.pc.gc.ca/eng/lhn-nhs/ns/canso/natcul.aspx>

http://www.pc.gc.ca/apprendre-learn/prof/proj/schoolnet-rescol/PCimages/nova_scotia/grassy_island/T02f_e.htm

Fort Anne National Historic Site of Canada is Canada's oldest - a present day reminder of a time when conflict between Europe's empire builders was acted out on the shores of the Annapolis River.

<http://www.pc.gc.ca/lhn-nhs/ns/fortanne/index.aspx>

<http://www.pc.gc.ca/eng/lhn-nhs/ns/fortanne/index.aspx>

<http://www.pc.gc.ca/eng/lhn-nhs/ns/fortanne/natcul.aspx>

<http://www.pc.gc.ca/fra/lhn-nhs/ns/fortanne/natcul.aspx>

St. Croix Island

<http://www.nps.gov/sacr/index.htm>

<http://www.pc.gc.ca/eng/lhn-nhs/nb/stcroix/ir>

Sample Learning & Assessment Strategies

Students may:

Study a topographical map of the areas where the British and French settled in Atlantic Canada. In an organizational chart, list the geographical features found in the areas and state how these features encouraged settlement.

Look at the geographic features in the areas settled by the British and French, and determine what resources would be available in the area that would encourage settlement.

Consider the following statement: It has been stated that “Atlantic Canada” was settled from the sea. Look at where the early British and French settled. Do you agree with this statement? Why or why not?

Visit a national or provincial historic site (either in real time or virtually) that shows artefacts of British and French settlement in Atlantic Canada. Prepare a one minute speech for your class to tell them about what you have learned about how people adapted to their environment and/or how people tried to maintain their lifestyle.

Examine several artefacts from the time period (1700s) that show British lifestyle of the time. In a class discussion say how this lifestyle might be related to what you learned in unit 3 about the middle ages period.

Examine several artefacts from the 1700s that show British lifestyle and several that show French lifestyle. Use the following organizer to show how the two groups were similar and different.

Artifacts and Lifestyle		
What the Artifact Shows about British Lifestyle	Artifact	What the Artifact Shows about French Lifestyle

Using an outline map of Atlantic Canada, create a timeline and legend and colour the area(s) according to ownership at various times.

Teacher Notes and Resources

Port Royal is a national historic site features a reconstruction of early 17th-century buildings representing the former colony of the French who settled for a time along the Nova Scotia coast.

- <http://www.pc.gc.ca/eng/lhn-nhs/ns/portroyal/index.aspx>
- <http://www.pc.gc.ca/fra/lhn-nhs/ns/portroyal/index.aspx>
- <http://www.pc.gc.ca/eng/lhn-nhs/ns/portroyal/natcul/histor.aspx>
- <http://www.pc.gc.ca/fra/lhn-nhs/ns/portroyal/natcul/histor.aspx>

A visit to the Fortress of Louisbourg — the largest reconstructed 18th-century French fortified town in North America — is a series of experiences that set a mood. Ramparts, streets, households and interpreters help to create the look, texture and mood of another century. Cannons on stone ramparts, a busy waterfront tavern and the crackling of a kitchen fire all tell how people of a different age lived and worked.

- <http://www.pc.gc.ca/lhn-nhs/ns/louisbourg/index.aspx>
- <http://www.pc.gc.ca/eng/lhn-nhs/ns/louisbourg/index.aspx>
- <http://www.pc.gc.ca/eng/lhn-nhs/ns/louisbourg/natcul.aspx>
- <http://www.pc.gc.ca/fra/lhn-nhs/ns/louisbourg/natcul.aspx>

Black Loyalist Experience National Historic Event (Birchtown, NS)

- <http://www.pc.gc.ca/culture/mhn-bhm/page2.aspx#even>
- <http://www.pc.gc.ca/fra/culture/mhn-bhm/page2.aspx>
- <http://museum.gov.ns.ca/arch/sites/btown/index.html>
- <http://museum.gov.ns.ca/arch/sites/btown/pages/sites/akdi23.html>
- <http://museum.gov.ns.ca/arch/sites/btown/pages/artifacts.html>

Sample Learning & Assessment Strategies

Students may:

In small groups study one of the First Nations and Inuit peoples from Atlantic Canada. Record any information found on interactions with the British and French settlers.

Name of Society _____

Positive Interactions	Negative Interactions

Research to find common diseases suffered by British and French settlers. Try to find dates when these diseases were first found in the First Nations and Inuit population.

Using digital technology, overlay the areas where the First Nations and Inuit lived prior to the arrival of the British and French settlers and the areas where the British and French settled. What do you observe? What would be the consequences?

- Write a diary entry that responds to one of the following statements: First Nations and Inuit benefited from British and French interactions in Atlantic Canada. OR First Nations and Inuit were devastated by interactions with British and French in Atlantic Canada.

Examine the maps of the Island of Newfoundland that show the prehistoric and historic homes of the Beothuk. (See appendix E) Using an organizer, show the changes. At the end of the organizer, compose a statement to answer the question: What can you infer from the information on the maps? Choose a second group from First Nations and Inuit and examine where they “lived” in later years after European settlement. (If possible use two maps from two different time periods.) Explain what inferences can be drawn from the information.

Examine the artifacts from a First Nation or Inuit society to show how the artifacts changed over time. What influence did Europeans have on how the First Nation and Inuit society changed the artifact?

Teacher Notes and Resources

Grand-Pré National Historic Site of Canada commemorates Grand-Pré area as a centre of Acadian settlement from 1682 to 1755 and the Deportation of the Acadians, which began in 1755 and continued until 1762.

<http://www.pc.gc.ca/eng/lhn-nhs/ns/grandpre/index.aspx>

<http://www.pc.gc.ca/fra/lhn-nhs/ns/grandpre/index.aspx>

<http://www.grand-pre.com/index.php>

<http://www.grand-pre.com/en/virtual-excavation.html>

<http://www.grand-pre.com/fr/fouilles-virtuelles.html>

<http://www.grand-pre.com/en/for-teachers.html> (high school activity)

<http://www.grand-pre.com/fr/consignes-pour-les-enseignants.html> (high school activity)

<http://www.grand-pre.com/fr/>

Kejimikujik, the only inland national park of Canada in the Maritimes, features abundant lakes and rivers ideal for canoeing.

<http://www.pc.gc.ca/pn-np/ns/kejimikujik/index.aspx>

<http://www.pc.gc.ca/eng/pn-np/ns/kejimikujik/index.aspx>

<http://www.pc.gc.ca/eng/pn-np/ns/kejimikujik/natcul/natcul7.aspx>

<http://www.pc.gc.ca/fra/pn-np/ns/kejimikujik/natcul/natcul7.aspx>

<http://www.pc.gc.ca/eng/pn-np/ns/kejimikujik/natcul/natcul7.aspx>

<http://www.pc.gc.ca/eng/pn-np/ns/kejimikujik/natcul/natcul7.aspx>

The Halifax Citadel has been commemorated as a nationally significant symbol of Halifax's role as a principal naval station in the British Empire and of the city's importance to Canada's

<http://www.pc.gc.ca/lhn-nhs/ns/halifax/index.aspx>

<http://www.pc.gc.ca/fra/lhn-nhs/ns/halifax/index.aspx>

<http://www.pc.gc.ca/lhn-nhs/ns/halifax/natcul.aspx>

<http://www.pc.gc.ca/fra/lhn-nhs/ns/halifax/natcul.aspx>

<http://www.pc.gc.ca/eng/pn-np/ns/kejimikujik/natcul/natcul7.aspx>

Aboriginal Peoples: The **Beothuk**: Newfoundland and Labrador ...
www.heritage.nf.ca/aboriginal/beothuk.html

Video Resources

Louisbourg re-enactment (V0439)

Unit 6: My Society

Unit 6: My Society

Unit Overview

This unit concludes the program of studies “investigating past societies”. The unit is meant to allow 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 as they investigated other societies from the past and will illustrate the similarities and differences between past societies and their society.

Unit Outcomes

Students will be expected to:

- 5.6.1 Illustrate the similarities and differences of past societies and your society.

Processes and Skills

Communication

organize data with visual representation; describe location; use technology; interview; communicate orally

Inquiry

form questions regarding historical inquiry; compare and contrast; make decisions; develop strategies to gather information; make predictions; deduce ideas; synthesize facts

Participation

contribute to discussions about similarities and differences in societies; predict change; work collaboratively in groups to investigate; make class presentations

Outcomes

- 5.6.1 Illustrate the similarities and differences of past societies and your society

Elaboration

In this concluding outcome, the focus will be on understanding that historical evidence allows us to identify similarities and differences between our society and past societies. Examples include:

Environment: Students may conclude that their society is similar to past ones because environment influences us (e.g., just as evidence shows us that Inuit adapted to their environment by inventing snow goggles; so too we adapt to our environment by wearing UVA proof sunglasses).

Social Structure: Evidence indicates that a rigid social structure existed in some past societies. This differs in our society today where, for example, people do not have to be of royal descent in order to be part of government.

Decision-making: Just as past societies engaged in decision making, our society makes decisions such as rules and laws.

Interactions: Like societies of the past, our society interacts with other societies. This is evident by the importance our society places on multiculturalism.

Overall, students should gain an appreciation of the fact that all around us, are primary sources (historical evidence) that will tell future historians/archaeologists about our society.

Enduring Understanding

By the end of this study, students should understand that:

Evidence tells us that past societies are both similar and different from our society

Inquiry

Continuity and Change: What has changed and what has remained the same with societies over time?

Performance Indicators

- Use a diptych (a side-by-side image) that shows your society on one side and a society from another historical era on the other side. Title your diptych “ Societies – the Same and Different, On one side create images that show how the two societies are the same; on the other side create images that show how the societies are different.
- Create a slide show that uses historical evidence to show the similarities and differences between our society and past societies.
- Write a journal entry that explains the following related to societies over time. What has changed? What has remained the same? How do we know?
- Choose a society from each of the time periods studied. In an organizational chart identify each society. In a sentence or two explain the similarities and differences with your society

Like My Society	Society	Different From My Society

Teacher Notes & Resources

Sample Learning & Assessment Strategies

Students may:

As done with past societies, make a list of the physical features in the area in which they live. Write a short description showing how each feature affects lifestyle and how lifestyle affects each feature. Answer and explain: Do physical features have the same effect on your daily life as they did in past societies?

Identify the social structure (roles eg., parents, elders) that exist within their society. Compare the social structure to that of a chosen past society. Explain what is similar between their social structure and the social structure they have identified from the past.

Teacher Notes and Resources

Sample Learning & Assessment Strategies

Students may:

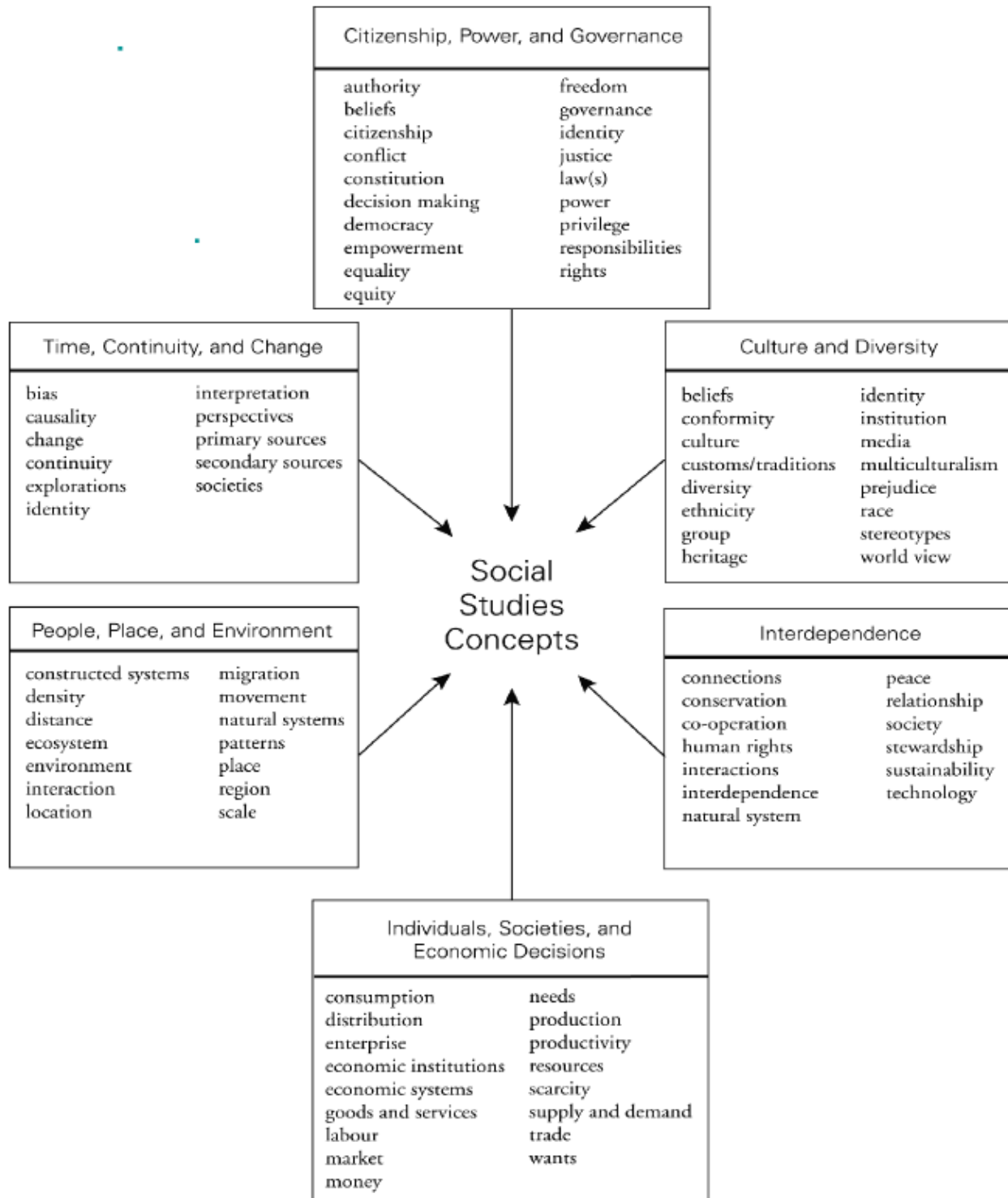
- Compare decision-making practices in their society with decision-making practices in a past society. Use an organizer of their choice to display their information. At the end of the organizer write a statement explaining the similarities and/or differences in the two societies' decision-making practices.

Compare interactions between societies today to interactions between societies of the past. What has changed? What remains the same?

Teacher Notes and Resources

Appendices

Appendix A: Concepts in Entry – 9 Social Studies



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

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

Process: Communication (continued)

Skill	Critical Responsibilities for	Shared Responsibilities
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	Social Studies	
Express and support a point of view	form opinions based on critical examination of relevant material restate major ideas on a complex topic in concise form	differentiate main and subordinate ideas respond critically to texts
Select media and styles appropriate to a purpose	(see shared responsibilities)	demonstrate an awareness of purpose and audience
Use a range of media and styles to present information, arguments, and conclusions	use maps, globes, and geotechnologies produce and display models, murals, collages, dioramas, artwork, cartoons, and multimedia interpret and use graphs and other visuals	present information and ideas using oral and/or visual materials, print, or electronic media
Present a summary report or argument	use appropriate maps, globes, and graphics	create an outline of a topic prepare summaries take notes prepare a bibliography
Use various forms of group and interpersonal communications, such as debating, negotiating, establishing a consensus, clarifying, and mediating conflict	participate in persuading, compromising, debating, and negotiating to resolve conflicts and differences	participate in delegating duties, organizing, planning, and taking action in group settings contribute to developing a supportive climate in groups

Process: Inquiry

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Frame questions or hypothesis that give clear focus to an inquiry	identify relevant primary and secondary sources identify relationships among items of historical, geographic, and economic information combine critical social studies concepts into statement of conclusions based on information	identify relevant factual material identify relationships between items of factual information group data in categories according to criteria combine critical concepts into statement of conclusions based on information restate major ideas concisely form opinion based on critical examination of relevant information state hypotheses for further study

Process: Inquiry (continued)

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Solve problems creatively and critically	(see shared responsibilities)	identify a situation in which a decision is required secure factual information needed to make the decision recognize values implicit in the situation and issues that flow from them identify alternative courses of action and predict likely consequences of each make decision based on data obtained select an appropriate strategy to solve a problem self-monitor decision-making process
Apply a variety of thinking skills and strategies	determine accuracy and reliability of primary and secondary sources and geographic data make inferences from primary and secondary materials arrange related events and ideas in chronological order	determine accuracy and reliability of data make inferences from factual material recognize inconsistencies in a line of argument determine whether or not information is pertinent to subject
Recognize significant issues and perspectives in an area of inquiry	research to determine multiple perspectives on an issue	review an interpretation from various perspectives examine critically relationships among elements of an issue/topic examine and assess a variety of viewpoints on issues before forming an opinion
Identify sources of information relevant to the inquiry	identify an inclusive range of sources	identify and evaluate sources of print use library catalogue to locate sources use Internet search engine use periodical index

Process: Inquiry (continued)

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Gather, record, evaluate, and synthesize information	interpret history through artifacts use sources of information in the community access oral history, including interviews use map- and globe-reading skills interpret pictures, charts, tables, and other visuals organize and record information using timelines distinguish between primary and secondary sources identify limitations of primary and secondary sources detect bias in primary and secondary sources	use a variety of information sources conduct interviews analyze evidence by selecting, comparing, and categorizing, information
Interpret meaning and significance of information and arguments	interpret socioeconomic and political messages of cartoons and other visuals interpret socioeconomic and political messages of artistic expressions (e.g., poetry, literature, folk songs, plays)	identify ambiguities and inconsistencies in an argument identify stated and unstated assumptions
Analyze and evaluate information for logic and bias	distinguish among hypotheses, evidence, and generalizations distinguish between fact and fiction and between fact and opinion	estimate adequacy of the information distinguish between relevant and irrelevant information
Test data, interpretations, conclusions, and arguments for accuracy and validity	compare and contrast credibility of differing accounts of same event recognize value and dimension of interpreting factual material recognize the effect of changing societal values on interpretation of historical events	test validity of information using such criteria as source, objectivity, technical correctness, currency apply appropriate models, such as diagramming, webbing, concept maps, and flow charts to analyze data state relationships between categories of information
Draw conclusions that are supported by evidence	(See shared responsibilities)	recognize tentative nature of conclusions recognize that values may influence their conclusions/interpretations

Process: Inquiry (continued)

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
<p>Make effective decisions as consumers, producers, savers, investors, and citizens</p>	<p>access, gather, synthesize, and provide relevant information and ideas about economic issues generate new ideas, approaches, and possibilities in making economic decisions identify what is gained and what is given up when economic choices are made use economic data to make predictions about the future</p>	

Process: Participation

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
<p>Engage in a variety of learning experiences that include both independent study and collaboration</p>	<p>(see shared responsibilities)</p>	<p>express personal convictions communicate own beliefs, feelings, and convictions adjust own behaviour to fit dynamics of various groups and situations recognize human beings' mutual relationship in satisfying one another's needs reflect upon, assess, and enrich their learning process</p>
<p>Function in a variety of groupings, using collaborative and cooperative skills and strategies</p>	<p>(see shared responsibilities)</p>	<p>contribute to development of a supportive climate in groups serve as leader or follower assist in setting goals for group participate in making rules and guidelines for group life participate in delegating duties, organizing, planning, and taking actions in group settings participate in persuading, compromising, and negotiating to resolve conflicts/differences use appropriate conflict-resolution and mediation skills relate to others in peaceful, respectful, and non-discriminatory ways</p>

Process: Participation (continued)

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Respond to class, school, community, or national public issues	keep informed on issues that affect society identify situations in which social action is required work individually or with others to decide on an appropriate course of action accept and fulfill responsibilities associated with citizenship articulate personal beliefs, values, and world views with respect to given issues debate differing points of view regarding an issue clarify preferred futures as a guide to present actions	
Relate to the environment in sustainable ways and promote sustainable practices on a local, regional, national, and global level	recognize economic factors associated with sustainability (see shared responsibilities) identify ways in which governments can affect sustainability practices	develop personal commitment necessary for responsible community involvement employ decision-making skills contribute to community service or environmental projects in schools and communities or both promote sustainable practice in families, schools, and communities monitor personal contributions

Appendix C: Inquiry Approach to Organizing Thinking Concepts and Skills

Introduction

Students’ depth of learning is enhanced when they think critically. Through the inquiry approach to organizing thinking concepts and skills, students are explicitly taught, then expected to make reasoned decisions, develop interpretations, and make plausible inferences based on evidence. The following strands are an important part of critical inquiry.

Strand 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. <i>Sample questions: 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.)

Strand 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. <i>Sample very simple onsite and online search strategies: book cover, 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.

Strand 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. <i>Sample visual and print reading strategies: reread to confirm or clarify meaning, make predictions based on reasoning and related reading</i> <i>Sample text features: indexes, maps, charts, lists, photographs, menus</i> <i>Sample very simple clues: headings, key words, visual organization</i> <i>Sample main idea: This thematic map shows that Nubia was settled because of its geographic features.</i> <i>Sample obvious inferences: 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	Use simple visual and print reading strategies and simple textual aids to recognize main ideas, identify various supporting details, draw obvious inferences in a range of basic sources, including graphic representations, digital and print reference texts, and oral reports.

Strand 4: Uncover and interpret the ideas of others

Students are now ready to do the work of the historian or geographer 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. <i>Sample simple comparative relationship: How is housing different now compared to the middle ages?</i> <i>Sample simple causal relationship: What influenced the British to come to Atlantic Canada?</i> <i>Sample basic oral, print and visual sources: 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.

Strand 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. <i>Sample basic issue or decision opportunity: 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? Who should decide what counts as an endangered species?</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.

Strand 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	<p>Use simple preparation strategies and presentation strategies to plan and produce a clear, focused, and engaging visual, oral or written presentation.</p> <p><i>Sample simple preparation strategies: edit, practice, draft versions</i></p> <p><i>Sample simple presentation strategies: 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></p> <p><i>Sample oral presentation: audio commercial, skit</i></p> <p><i>Sample written presentation: paragraphs, step-by-step procedure, biographical sketch, diary entries</i></p> <p><i>Sample visual presentation: CD or book covers, storyboard, illustrated pamphlet, protest t-shirt or button</i></p>
6	Use a range of preparation strategies and presentation strategies to plan and produce a clear, focused and engaging visual, oral or written presentation.

Strand 7: 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.

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

Appendix D: Societies

Ancient Societies:

Egypt
Rome
Greece
Sumarian (Mesopotania)
Nubia
China
India
Inca
Maya

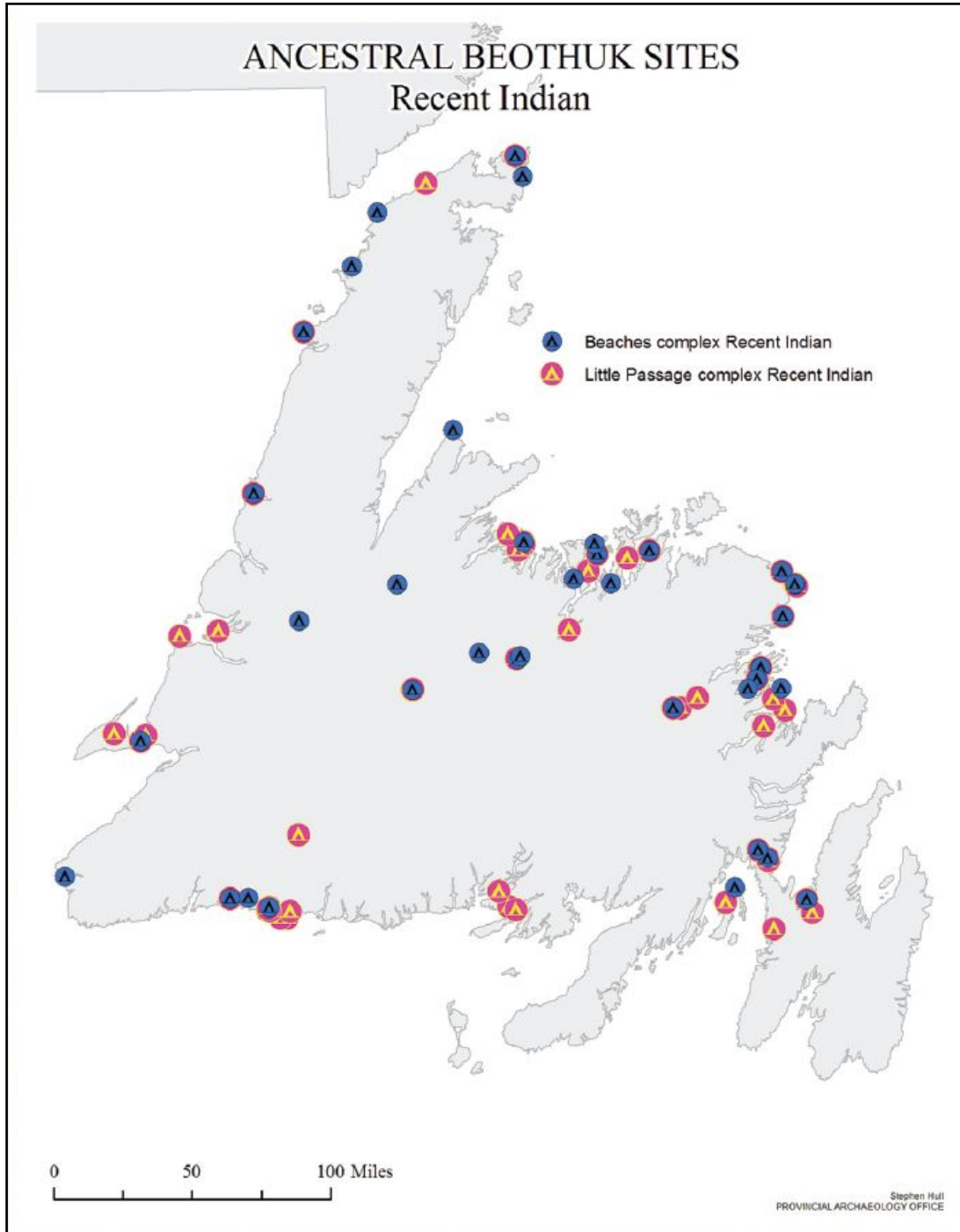
Medieval Societies

Mali
Algeria
Ethopia
Sudan
Japan
India
Europe (England/France/Germany/Spain/Italy)
Maya

Appendix E: Beothuk Encampments

Ancestral Map

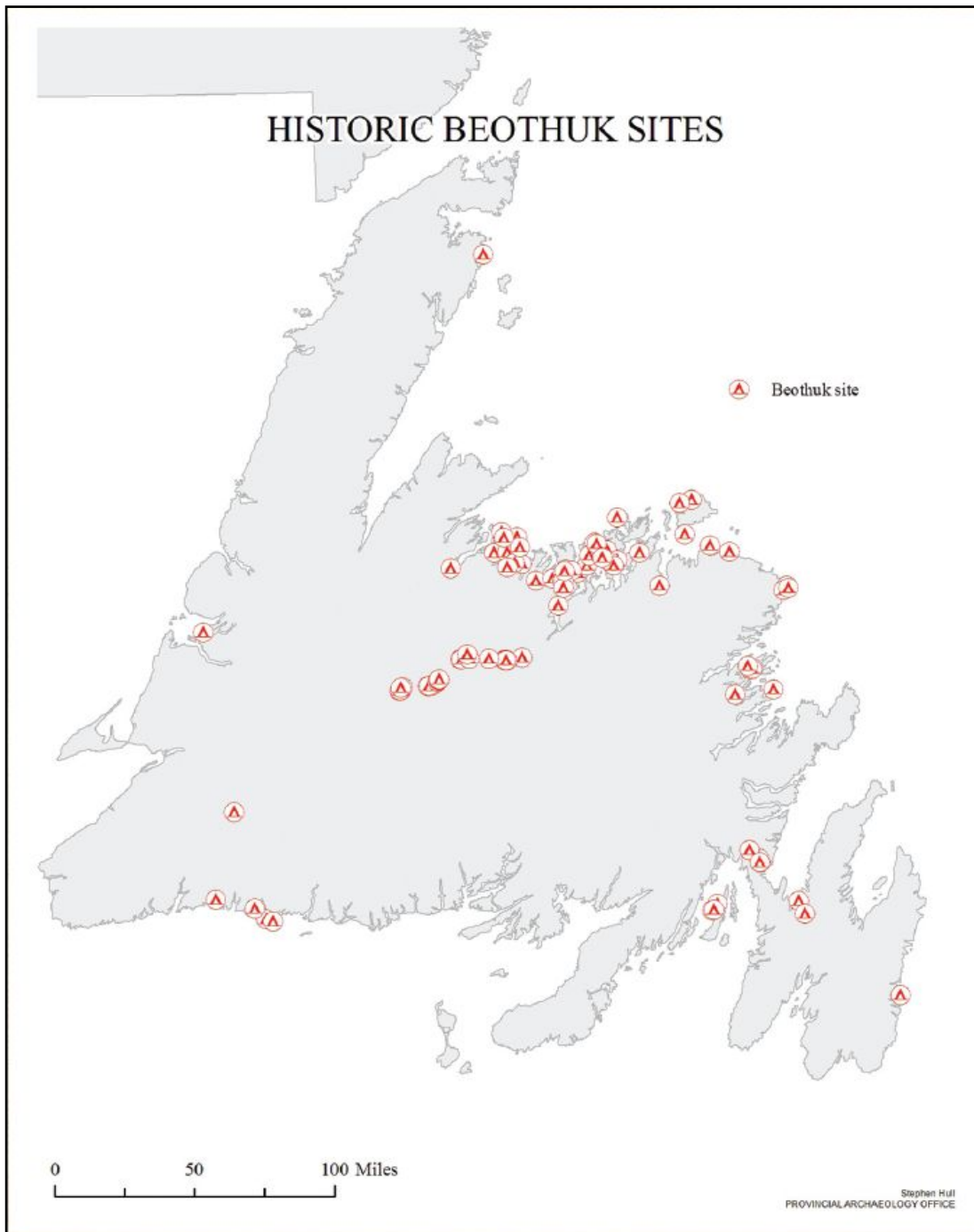
The symbols on the map mark some of the areas of Beothuk activity before European contact. Archeological explorations show that Beothuk exploited every coast and major river system of the island.



From: *Newfoundland and Labrador Studies: Selected Topics*. Government of Newfoundland and Labrador, Department of Education. St. John's, 2010.

Historic Map

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. Archeologists have discovered isolated sites elsewhere but most had been abandoned by the 1600s.



From: *Newfoundland and Labrador Studies: Selected Topics*. Government of Newfoundland and Labrador, Department of Education. St. John's, 2010.

Appendix F: Terminology and Teaching Structures

Mapping

Aerial View: a photograph image of the ground taken from an airborne craft such as an airplane.

Mental Map: an individual's own internal map of their known world. These maps provide students with an essential means of making sense of the world and are used in some form by all people throughout their lives.

Mind Map: writing down a central idea and devising new and related ideas which radiate out from the centre. Lines, colours, arrows, and images can be used to show connections between ideas. Some of the most useful mind maps are those that are added to over time.

Panoramic Map: a non-photographic representation of cities and towns portrayed as if viewed from above at an oblique angle, although not often drawn to scale. The map shows street patterns, individual buildings, and major landscape features in perspective.

Pictorial Map: a map that portrays its features as drawings and pictures.

Semantic Map: a type of graphic organizer which helps students visually organize and show the relationship between one piece of information and another. These are very effective in helping students organize and integrate new concepts with their background (prior) knowledge.

Map Projections

Mercator Projection: exaggerates lands near the poles by stretching the globe into a rectangle. It allows navigators to plot a straight course between any two points on earth.

Peter's Projection: an equal area projection, meaning the land area represented on the map is correct in relation to other land areas.

Polar Projection: presses the hemispheres into flat circles. They are excellent for showing Antarctic and Arctic regions and for plotting the polar courses of airplanes and radio waves.

Robinson Projection: designed to show land forms the way they actually look—but has a distortion of direction.

Story maps: graphic organizers that help the student identify the elements of a story. There are many types of story maps and they might examine different elements of the story, for example, setting, characters, problem, solution, or a chain of events in chronological order.

Cooperative Learning Structures

Carousel Model: allows each student time to share with several teams. Student one in each team remains seated while his/her teammates rotate to occupy the seats of the first team seated clockwise. Student one shares. The teams rotate so student one has a second opportunity to share. Several rotations occur.

Gallery Tour: students move about the room as a team or group to give feedback on products such as art work or the writing of other teams. These can be displayed on the wall or on desks.

Inside-Outside Circle: students stand in two concentric circles, with the inside circle facing out and the outside circle facing in. Teacher tells them how many places to rotate and they face a partner and share information, ideas, facts, or practise skills.

Jigsaw: each student on a team specializes in one aspect of the learning and meets with students from other teams with the same aspect. Students return to their home team to teach/inform his/her teammates about the material learned.

Reader's Theatre: an interpretative oral reading activity. Students sit or stand together on a stage and read through the script together. They can use their voices, facial expressions, and hand gestures to interpret characters in script or stories.

Round Table Discussion: a conversation held in front of an audience which involves a small number of people (no more than eight). One person acts as a moderator to introduce the members of the discussion group, present the problem to be discussed, and keep the discussion moving.

Talking Circle: a teaching strategy that is consistent with First Nations values. Students sit in a circle where everyone is equal and everyone belongs. A stick, feather, or rock is used to facilitate the circle. Whoever is holding the object has the right to speak and others have the responsibility to listen. The circle symbolizes completeness.

Think Pair Share: students turn to a partner and discuss, talk over, or come up with an idea.

Value Line: students take a stand on an imaginary line which stretches from one end of the room to the other. Those who strongly agree stand toward one end and those who strongly disagree stand toward the other end. The line can be folded to have students listen to a point of view different from their own.

Writing Genres

Acrostic Poetry: the first letter of each line forms a word which is the subject of the poem. These may or may not rhyme.

Ballads: usually written in four line stanzas (often for singing), with rhymes at the end of lines 2 and 4. They usually tell a story or relate to an incident involving a famous person or event.

Character Diaries: students choose a character and write a daily entry addressing the events that happened from the point of view of the character. Entries can be prompted by different levels of questions such as: What are you most afraid of or worried about? What will you do about the situation you are in?

Circular Tales: a story in which the main character sets off on a quest and returns home after overcoming the challenges of the world. The events can be laid out in a circle.

Journey Stories: a story in which the central character makes a significant journey.

Linear Tales: a story in which the main character sets out to fulfill a wish, meets with misfortune, but manages to triumph in the end. The main events can be laid out in a curve to represent the major rise and fall of tension.

Persona: putting oneself in the place of someone or something else (real or imaginary) to say what might not normally be revealed.

Persuasive Writing: writing that states an opinion about a particular subject and attempts to persuade the reader to accept that opinion.

Snapshot Biographies: focuses on four or five events of historical figures, explorers, leaders, etc., with an illustration and brief description of each. The drawing makes the snapshot and they are strung together in sequence.

Writing Frames (for scaffolding): each form of writing can be introduced by using a framework for students to use for scaffolding. Writing frames have headings and key words that will help students organize thoughts and learn the specifics of particular genres of writing.

Other Terms

Anchored Instruction Approach: learning and teaching activities designed around an ‘anchor’ which is often a story, photograph, adventure, or situation that includes a problem or issue to be dealt with that is of interest to the students.

Timeline: a visual used to show how related events are arranged in chronological order and to show the relative amount of time that separates them.

Trust Games: games that help people build mutual respect, openness, understanding, and empathy. They can break down barriers and build feelings of trust and reliance between individuals and small groups.

Appendix G: Using Primary Sources in the Classroom

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.

Suggested Uses of Primary Sources in the Classroom	
<i>Instructional Approach</i>	<i>Commentary</i>
Visualization	Create a visually rich classroom by setting up a mini-museum of local history to include not only artifacts, but also 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: (1) see relationships and/or differences in what they are saying, and (2) draw conclusions from this analysis.
Reflection	Students should be encouraged to make journal entries at appropriate times as they reflect upon the feelings and values evoked by certain documents. (<i>See Student Response Journals, Appendix H.</i>)
Assessment	Use of documents in constructed-response questions in an assignment or an examination enhances the quality of the assessment. Students can use the documents not only to recall previously learned knowledge, but also to apply and integrate the knowledge.

Analyzing Primary Sources

As stated previously, primary resources include resources that may not come in the form of written documents. The following are suggested graphic organizers that the student may use to analyze such resources as an artifact, a photograph, a historical document, a poster, a sound recording, and a cartoon. 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.

Analyzing an Artifact

Think About	Further Questions	What I found by looking	What needs to be researched
What does it look like?	What colour is it? What is it made of? Is it natural or is it manufactured? Is the object complete?		
Construction? How is it made?	Is it handmade or made by a machine?		
Function? What was it made for?	Who do you think it was intended for? Is it decorated? Do we have anything similar to it today?		
Design?	What job do you think it was intended for? Is it decorated?		
Value?	To the people who made it? To the people who used it?		
From what era is it?	What does the object tell us about the time? What technology was used?		

Analyzing an Image

Think about....	Observations
Who (what) is in the image?	
What are the people doing?	
What do you think is happening in the image?	
Where in the world do you think the image is taking place?	
When do you think this image was created?	
What or who might be missing from the image?	

Analyzing a Poster

Task	Notes
1. Study the poster and note all of the images, colours, dates, characters, references to places, and so on.	
2. Describe the idea that the information seems to illustrate. Compare your idea to ideas others may have.	
3. Write a sentence to state the central purpose of the poster.	
4. Do you think the poster would have been effective? Explain.	

Analyzing a Sound Recording

Question	Notes
1. Listen to the sound recording and tell who the	

audience is.	
2. Why was the recording made? How do you know?	
3. Summarize what it tells you about _____.	
4. Is there something the broadcaster left unanswered in this sound recording?	
5. What information do you get from the recording that you would not get from a written transcript?	

Analyzing an Historical Document

Question	What I can tell by looking/ reading?	What needs further research?
1. Are there any dates on the document? What are they?		
2. Does the document say where it was written?		
3. What are the main points made in the document?		
4. Is the document handwritten? Does this make it easier or more difficult to read?		
5. What does the document imply about the time (era) it was written?		
6. What was happening around the world in this time period?		

Analyzing a Cartoon

Question	Response
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?	

Appendix H: 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 Question for the Journal Response	Sample Key Lead-ins
<i>Speculative</i>	What might happen because of this?	I predict that . . . It is likely that . . . As a result, . . .
<i>Dialectical</i>	Why is this quotation (event, action) important or interesting? What is significant about what happened here?	This is similar to . . . This event is important because it . . . Without this individual, the . . . This was a turning point because it . . . When I read this (heard this), I was reminded of . . . This helps me to understand why . . .

Student Response Journals (continued)		
Possible Type of Entry	Cue Question for the Journal Response	Sample Key Lead-ins
<i>Metacognitive</i>	<p>How did you learn this?</p> <p>What did you experience as you were learning this?</p>	<p>I was surprised . . .</p> <p>I don't understand . . .</p> <p>I wonder why . . .</p> <p>I found it funny that . . .</p> <p>I think I got a handle on this because . . .</p> <p>This helps me to understand why . . .</p>
<i>Reflective</i>	<p>What do you think of this?</p> <p>What were your feelings when you read (heard, experienced) that . . .?</p>	<p>I find that . . .</p> <p>I think that . . .</p> <p>I like (don't like) . . .</p> <p>The most confusing part is when . . .</p> <p>My favourite part is . . .</p> <p>I would change . . .</p> <p>I agree that . . . because . . .</p>

The following chart illustrates the format for a journal page that the student can set up electronically or in a separate notebook identified with the student's name.

Grade 5 Social Studies: Entry Date	
Learning Event	My Response

Appendix I: 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 “artifacts” 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 artifacts 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.

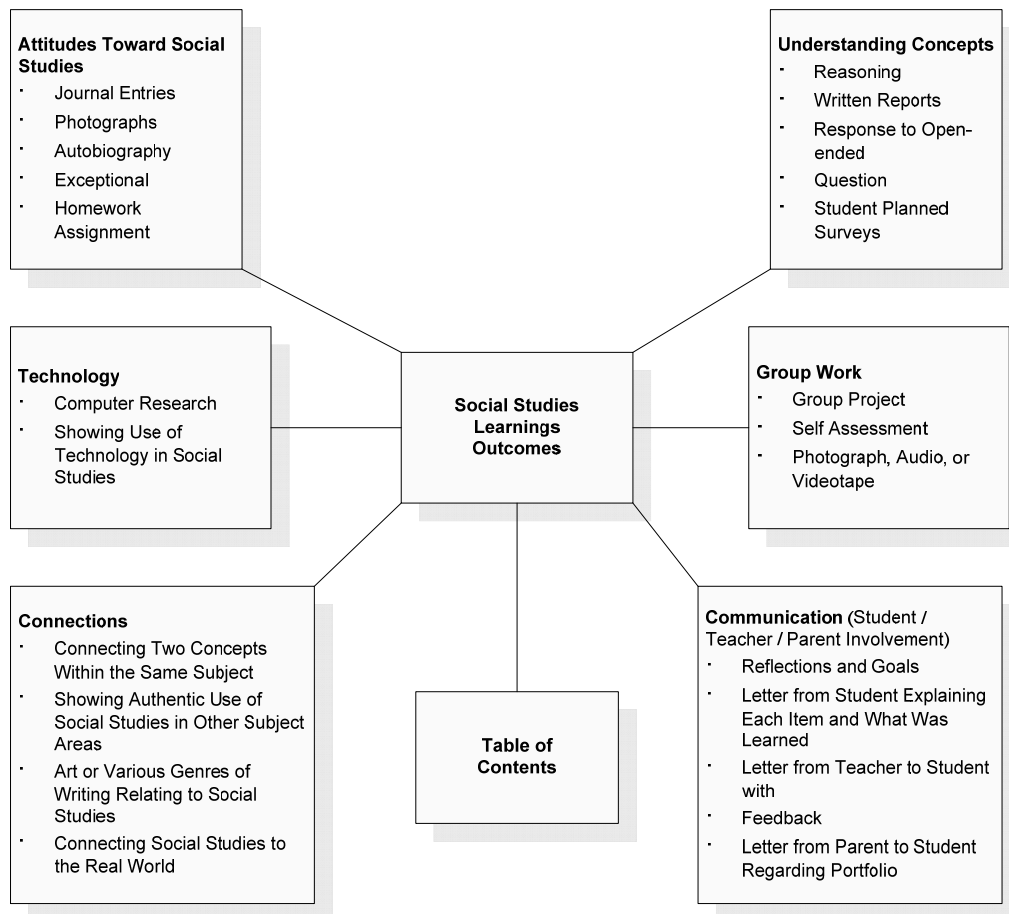


Chart developed by Shirley-Dale Easley and Kay Mitchell, *Portfolios Matter* (Pembroke Publishers) 2003

Guidelines for the Student	Commentary for the Teacher
<p>Task</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 artifacts 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>Learning Goals</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.</p> <p>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>Contents</p> <p>Cover page (with your name and note to the viewer)</p> <p>Table of contents</p> <p>An explanation of why you chose this theme</p> <p>A completed checklist you used to guide your work</p> <p>Work products</p> <p>Graphics with audio (can be in CD format)</p> <p>A reflections journal</p> <p>A self-assessment of your work</p> <p>An assessment by a peer</p> <p>A rubric used in the assessment</p>	<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 artifacts that reflect his or her best effort and are tied to the course outcomes.</p>
<p>Conferences</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>

Guidelines for the Student	Commentary for the Teacher
<p>Evaluation</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>Communication</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>

Appendix J: Rubrics in Assessment

Using an assessment rubric (often called the scoring rubric) is one of the more common approaches to alternative assessment. A rubric is a matrix that has a number of traits to indicate student achievement. Each trait is defined and, in some instances, accompanied by student work samples (i.e., exemplars) to illustrate the achievement level. Finally, levels with numerical values or descriptive labels are assigned to each trait to indicate levels of achievement.

To build a rubric requires a framework to relate levels of achievement to criteria for achievement for the traits the teacher deems important. Levels of achievement may be graduated at four or five levels; the criteria for achievement may be expressed in terms of quality, quantity, or frequency. The following chart illustrates the relationship among criteria and levels of achievement. It should be noted that for a given trait, the same criteria should be used across the levels of achievement. It is unacceptable to switch from quality to quantity for the same trait. As well, parallel structures should be used across the levels for a given trait so that the gradation in the level of achievement is easily discernible.

Criteria	1	2	3	4
Quality	very limited / very poor / very weak	limited / poor / weak	adequate / average / pedestrian	strong
Quantity	a few	some	most	almost all
Frequency	rarely	sometimes	usually	often

The five-trait rubric on the following page illustrates the structure described above. In this example, five levels are used, with quality as the criterion. The rubric, as written, is an instrument the teacher may use to assess a student's participation in a co-operative learning group, but it may be re-written in student language for use as a self-assessment tool. Where appropriate, selected "Suggestions for Learning and Assessment" indicate that the following rubric may be used.

Assessing Collaborative Group Participation	
Proficiency Level	Traits
4 Strong	<p>Strong ability to contribute to achievement of the group task</p> <p>Strong appreciation for the feelings and learning needs of group members</p> <p>Eager to carry out his or her assigned task(s) in the group</p> <p>Brings strong knowledge and skills about (identify the topic)</p> <p>Eager to encourage others to contribute to the group tasks</p>
3 Adequate/Good	<p>Adequate ability to contribute to achievement of the group task</p> <p>Adequate appreciation for the feelings and learning needs of group members</p> <p>Inclined to carry out his or her assigned task(s) in the group</p> <p>Brings adequate knowledge and skills about (identify the topic)</p> <p>Inclined to encourage others to contribute to the group tasks</p>
2 Approaching	<p>Limited ability to contribute to achievement of the group task</p> <p>Limited appreciation for the feelings and learning needs of group members</p> <p>Inclined, when prompted, to carry out his or her assigned task(s) in the group</p> <p>Brings limited knowledge and skills about (identify the topic)</p> <p>Inclined, when prompted, to encourage others to contribute to the group tasks</p>
1 Limited	<p>Very limited ability to contribute to achievement of the group task</p> <p>Very limited appreciation for the feelings and learning needs of group members</p> <p>Reluctant to carry out his or her assigned task(s) in the group</p> <p>Brings limited knowledge and skills about (identify the topic)</p> <p>Reluctant to encourage others to contribute to the group tasks</p>

Appendix K: Rubrics for Writing, Reading/ Viewing, Listening, Speaking, and Group Participation

Some Atlantic provinces have developed a set of holistic scoring rubrics to assess student achievement in writing, reading/viewing, listening, and speaking. These instruments are critical to assessing these competencies in the content areas such as social studies.

1. Holistic Writing Rubric	
Proficiency Level	Traits
4 Strong	<p>Strong content that is clear and focused Purposeful and coherent organization Consistent flow and rhythm with varied sentence construction Expressive, sincere, engaging voice that often brings the subject to life Frequent use of words and expressions that are vivid and precise Strong grasp of standard writing conventions</p>
3 Adequate/Good	<p>Adequate content that is generally clear and focused Predictable organization that is generally coherent and purposeful Some flow, rhythm, and variation in sentence construction but that tends to be mechanical Sincere voice that occasionally brings the subject to life Predominant use of words and expressions that are general and functional Good grasp of standard writing conventions, with so few errors that they do not affect readability</p>
2 Approaching	<p>Limited content that is somewhat unclear, but does have a discernible focus Inconsistent organization Little flow, rhythm, and variation in sentence construction Limited ability to use an expressive voice that brings the subject to life Use of words that are not always clear and precise with frequent errors Poor grasp of standard writing conventions beginning to affect readability</p>
1 Limited	<p>Limited content that lacks clarity and focus Awkward and disjointed organization Lack of flow and rhythm with awkward, incomplete sentences which make the writing difficult to follow Lack of an apparent voice to bring the subject to life Lack of clarity; words and expressions are ineffective Limited grasp of standard writing conventions, with errors seriously affecting readability</p>

2. Holistic Reading/Viewing Rubric	
Proficiency Level	Traits
4 Strong	<p>Strong ability to understand text critically; comments often insightful and usually supported from the text</p> <p>Strong ability to analyze and evaluate text</p> <p>Strong ability to connect personally with and among texts (with responses that extend on text)</p> <p>Strong ability to recognize purpose and point of view (e.g., bias, stereotyping, prejudice, propaganda)</p> <p>Strong ability to interpret figurative language (e.g., similes, metaphors, personification)</p> <p>Strong ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres)</p> <p>Strong ability to read orally (e.g., with phrasing, fluency, and expression); miscues do not affect meaning</p>
3 Adequate/Good	<p>Good ability to understand text critically; comments predictable and sometimes supported from the text</p> <p>Good ability to analyze and evaluate text</p> <p>Adequate ability to connect personally with and among texts (with responses that sometimes extend on text)</p> <p>Fair ability to recognize purpose and point of view (e.g., bias, stereotyping, prejudice, propaganda)</p> <p>Adequate ability to interpret figurative language (e.g., similes, metaphors, personification)</p> <p>Good ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres)</p> <p>Good ability to read orally (e.g., with phrasing, fluency, and expression); miscues occasionally affect meaning</p>
2 Approaching	<p>Fair ability to understand text critically; comments rarely supported from the text</p> <p>Fair ability to analyze and evaluate text</p> <p>Fair ability to connect personally with and among texts (with responses that rarely extend on text)</p> <p>Fair ability to detect purpose and point of view (e.g., bias, stereotyping, prejudice, propaganda)</p> <p>Limited ability to interpret figurative language (e.g., similes, metaphors, personification)</p> <p>Limited ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres)</p> <p>Limited ability to read orally (with minimal phrasing, fluency, and expression); miscues frequently affect meaning.</p>
1 Limited	<p>Limited ability to understand text critically; comments not supported from text</p> <p>Limited ability to analyze and evaluate text</p> <p>Limited ability to connect personally with and among texts (with responses that do not extend on text)</p> <p>Limited ability to recognize purpose and point of view (e.g., bias, prejudice, stereotyping, propaganda)</p> <p>Very limited ability to interpret figurative language (e.g., similes, metaphors, personification)</p> <p>Very limited ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres)</p> <p>Very limited ability to read orally (e.g., phrasing, fluency, and expression not evident); miscues significantly affect meaning</p>

3. Holistic Listening Rubric	
Proficiency Level	Traits
4 Strong	<p>Strong understanding of orally presented text; comments and other representations often insightful and usually supported from the text</p> <p>Strong ability to connect personally with and extend on orally presented text (with responses that often extend beyond the literal)</p> <p>Strong ability to recognize point of view (e.g., bias, stereotyping, prejudice, propaganda)</p> <p>Strong ability to listen attentively and courteously</p>
3 Adequate/Good	<p>Good understanding of orally presented text; comments and other representations predictable and sometimes supported from the text</p> <p>Adequate ability to connect personally with and extend on orally presented text (with responses that sometimes extend beyond the literal)</p> <p>Fair ability to recognize point of view (e.g., bias, stereotyping, prejudice, propaganda)</p> <p>Fair ability to listen attentively and courteously</p>
2 Approaching	<p>Insufficient understanding of orally presented text; comments and other representations rarely supported from the text</p> <p>Insufficient ability to connect personally with and extend on orally presented text (with responses that are always literal)</p> <p>Limited ability to recognize point of view (e.g., bias, stereotyping, prejudice, propaganda)</p> <p>Limited ability to listen attentively and courteously</p>
1 Limited	<p>Limited demonstrated understanding of orally presented text; comments and other representations not supported from text</p> <p>Limited demonstrated ability to connect personally with and extend on orally presented text (with responses that are disjointed or irrelevant)</p> <p>Very limited ability to recognize point of view (e.g., bias, prejudice, stereotyping, propaganda)</p> <p>Very limited ability to listen attentively and courteously</p>

4. Holistic Speaking Rubric	
Proficiency Level	Traits
4 Strong	<p>Strong ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information)</p> <p>Strong ability to connect ideas (e.g., with clarity and supporting details)</p> <p>Consistent use of language appropriate to the task (e.g., word choice)</p> <p>Consistent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)</p>
3 Adequate/Good	<p>Sufficient ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information)</p> <p>Sufficient ability to connect ideas (e.g., with clarity and supporting details)</p> <p>Frequent use of language appropriate to the task (e.g., word choice)</p> <p>Frequent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)</p>
2 Approaching	<p>Insufficient ability to listen, reflect, and respond to clarify information and explore solutions (e.g., communicating information)</p> <p>Limited ability to connect ideas (e.g., with clarity and supporting details)</p> <p>Limited use of language appropriate to the task (e.g., word choice)</p> <p>Limited use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)</p>
1 Limited	<p>No demonstrated ability to listen, reflect, or respond to clarify information and explore solutions (e.g., communicating information)</p> <p>Very limited ability to connect ideas (e.g., with clarity and supporting details)</p> <p>Language not appropriate to the task (e.g., word choice)</p> <p>Very limited use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)</p>

5. Assessing Collaborative Group Participation

Proficiency Level	Traits
<p>4 Strong</p>	<p>Strong ability to contribute toward achievement of the group task Strong appreciation for the feelings and learning needs of group members Eager to carry out his/her assigned task(s) in the group Brings strong knowledge and skills about the (<i>identify the topic</i>) Eager to encourage others to contribute to the group tasks</p>
<p>3 Adequate/Good</p>	<p>Adequate ability to contribute toward achievement of the group task Adequate appreciation for the feelings and learning needs of group members Inclined to carry out his/her assigned task(s) in the group Brings adequate knowledge and skills about the (<i>identify the topic</i>) Inclined to encourage others to contribute to the group tasks</p>
<p>2 Approaching</p>	<p>Limited ability to contribute toward achievement of the group task Limited appreciation for the feelings and learning needs of group members Inclined, when prompted, to carry out his/her assigned task(s) in the group Brings limited knowledge and skills about the (<i>identify the topic</i>) Inclined, when prompted, to encourage others to contribute to the group tasks</p>
<p>1 Limited</p>	<p>Very limited ability to contribute toward achievement of the group task Very limited appreciation for the feelings and learning needs of group members Reluctant to carry out his/her assigned task(s) in the group Brings very limited knowledge and skills about the (<i>identify the topic</i>) Reluctant to encourage others to contribute to the group tasks</p>

