

# Social Studies 7

*Renewed Curriculum At a Glance*

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Prepared by the Department of Education and Early Childhood Development

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## Social Studies 7 – Many Cultures: One Shared History

Social Studies helps learners consider perspectives, think critically, and enables them to participate in society as well-informed, engaged citizens.

Young people often ask why they need to study the past. They also wonder: what is the link between the past and now? **By understanding the ‘why’ and ‘how’ of past events, learners can recognize the connection between understanding the past and acting responsibly in the present and in the future.**

**While the focus of Social Studies 7 is 1820-1920, contextual understanding of the history of communities of the Maritimes as it relates to the course is important in helping learners draw connections to the time period. It is essential that learners understand that the region in which we live today is the ancestral land of the Mi’kmaw people, which has been known since time immemorial as Mi’kma’ki. During the timeframe of the course, it became known to settlers as the British colonies of Nova Scotia, Prince Edward Island and New Brunswick and after 1867, as part of the nation of Canada. Learners will engage with the history of the communities and individuals of what became known as the Maritimes in order to recognize how our shared history continues to impact us today.**

An inquiry-based approach takes learners beyond the facts and figures of the period to a deeper understanding of the **Civic, Economic, Geographic, and Historic** conditions and impacts of the time. Learners should understand that the decisions, actions, and conditions of the period did not benefit all people. Inquiry will support students’ ability to use evidence-based reasoning to support their questions and claims.

### Key Social Studies Skills in Grade 7

- Perspectives and Experiences of Others
- Critical Thinking
- Communication of ideas

## What are the Social Studies Disciplines?

### Civics

Civic engagement requires knowledge of the historical events, decisions and people of the Maritimes. Civic engagement involves individually and collaboratively working to maintain, strengthen, and improve communities, therefore politics and society may both fall into the discipline of civics. Beyond this, learners may also consider how they participate in school, their community, and the larger world around them. This requires learners to discuss issues, make decisions, and provide support through evidence-based claims. These are topics are based on real issues that may require inquiry and reflection. They may examine how others have participated in society and seek opportunities to participate themselves.

### Economics

The economic conditions of the time should be considered to help learners understand how natural resources, land, and other commodities were distributed among the people. Economic reasoning may help learners understand what was fair and unfair in relation to opportunities for work, wealth, and advancement. How people choose to use resources and who controlled resources may give learners the economic insight they need to understand the conditions of the time.

### Geography

Every geographic location is unique physically, historically, and culturally. However, events in one place can influence events in another. Where people live can also influence how they live. Learners

should ask questions about their own communities. This can be helpful in determining what are the decisions that will most benefit the people and environment where they live. Geographic regions can change over time and asking questions about why and how may be important for learner inquiry. Are we independent of the place we live? How do decisions impact this place and the people who live there?

### History

Learners should use historical inquiry to answer questions by finding evidence to support their claims. Inquiry goes beyond fact, figures, and dates to ask why and how. Historical inquiry involves supporting investigations with a variety of sources, perspectives, and ideas about the past. Learners may begin with something introduced by the teacher and then consider the concept further through inquiry with various historical resources. This inquiry should support critical thinking where learners are asking questions, making connections, and becoming better thinkers.

## Outcome

**Learners will reflect on the impact of government policies and the denial of treaty rights on Mi'kmaw communities and individuals in Mi'kma'ki**

## Rationale

The Mi'kmaw people showed incredible resilience in resisting discriminatory government policies and actions throughout the 19<sup>th</sup> and into the 20<sup>th</sup> centuries. In Mi'kma'ki, Peace and Friendship Treaties were signed by the Mi'kmaq and the British with the intent of benefiting both parties; yet later denial of treaty rights had tremendous impacts on Mi'kmaw communities, individuals, and the treaty relationship. Learners can ask questions about Mi'kmaw responses to the civic, economic, and geographic impacts of historic decisions that denied these rights. Examination of the impacts of the Gradual Civilization Act (1857) and the Gradual Enfranchisement Act (1869) will help students establish the historical context that led to the Indian Act (1876). Providing knowledge through primary sources and first voice will help learners gain appreciation and understanding of the perspectives of Mi'kmaw people.

## Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)

## Indicators

- **Question** how the Indian Act and other government decisions impacted geographic conditions for Mi'kmaw people (CZ, COM, CT)
- **Analyse** how the Indian Act and other government decisions impacted civic conditions for Mi'kmaw people (CZ, COM, CT)
- **Investigate** how the Indian Act and other government decisions impacted economic conditions for Mi'kmaw people (CZ, COM, CT)
- **Investigate** the resilience of the Mi'kmaq in response to discriminatory government policies and the denial of treaty rights (CZ, COM, CT)

## Concepts (and Guiding Questions)

### Geographic Impact on Mi'kmaw Communities

- How can the teachings of Msit No'kmaq and Netukulimk teach us about the Mi'kmaw connection to the land?
- How were the lives of the Mi'kmaq influenced by geographic location?
- How did the creation of reserves and the reserve system impact the relationship between Mi'kmaw and other communities?
- How did the creation of the reserve system impact Mi'kmaw connections to the land?

### Civic Impact on Mi'kmaw Communities

- Why did the government pursue a policy of assimilation?
- How did the Mi'kmaq resist assimilation?
- Why were government decisions unfair to the Mi'kmaq?
- How did the government create unfair living conditions for Mi'kmaw people?

### Economic Impact on Mi'kmaw Communities

- How did economic opportunities impact living conditions for the Mi'kmaq?
- How did Mi'kmaw people create economic opportunities?
- How did denial of Treaty Rights impact economic opportunities?

### Resilience

- How did the Mi'kmaq resist unfair government decisions?
- How did the Mi'kmaq protect their cultural practices despite discriminatory policies?
- How did the Mi'kmaq preserve their traditional ways of life despite the challenges posed by discriminatory policies?

## Skills

### Reflect

Ask questions of experiences and/or concepts; examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts; evaluate perceptions and perspectives in relation to experiences and/or concepts; synthesize perceptions, and perspectives in

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relation to experiences and/or concepts;  
communicate the impact of the process.

### **Question**

Generate questions in response to increasingly complex problems and/or issues; Choose and develop a specific inquiry question to investigate.

### **Analyse**

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

### **Investigate**

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

## Outcome

### Learners will reflect on historical opportunities and challenges in the Maritimes, inclusive of the Mi'kmaq, Acadians, African Nova Scotians, and Gaels

## Rationale

The years 1820-1920 were challenging times for the diverse peoples of the Maritimes. Exploring opportunities and challenges can give learners a historical understanding of the civic, geographic and economic conditions of the time for Mi'kmaw, Acadian, African Nova Scotian and Gael peoples. Other social and cultural groups seeking opportunities in the Maritimes also faced challenges. People confronted policies that pursued assimilation and segregation, many of which came into being prior to 1820, and communities in the Maritimes had to resist challenges to the rights to their land, languages, identities and cultures.

## Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)
- Technological Fluency (TF)

## Indicators

- **Investigate** the impact of civic conditions on the Mi'kmaq, Acadians, African Nova Scotians, Gaels, and others in the Maritimes (CZ, COM, CT, TF)
- **Question** the impact of geographic conditions on the Mi'kmaq, Acadians, African Nova Scotians, Gaels, and others in the Maritimes (CZ, COM, CT, TF)
- **Analyse** the impact of economic conditions on the Mi'kmaq, Acadians, African Nova Scotians, Gaels, and others in the Maritimes (CZ, COM, CT, TF)
- **Evaluate** the impacts of government attempts at assimilation and segregation on the Mi'kmaq, Acadians, African Nova Scotians and Gaels (CZ, COM, CT, TF)

## Concepts (and Guiding Questions)

### Impact of Civic Conditions

- How are people impacted by inequitable access to education and educational resources?

- How did the government support/not support fairness for all people?
- How were civic conditions unfair for African Nova Scotian people?

### Impact of Geographic Conditions

- How does geographic location create opportunities and challenges?
- How were the lives of the African Nova Scotians influenced by geographic location?
- How did the denial of land grants and land titles impact African Nova Scotian people?

### Impact of Economic Conditions

- How did economic challenges impact various groups?
- How did issues around land use impact economic opportunities?
- How did the government support/not support economic opportunities?
- How did economic opportunities impact living conditions for African Nova Scotians?
- How did African Nova Scotian people use entrepreneurship to create economic opportunities?
- How did denial of land grants and land titles impact economic opportunities?

### Impact of government policies and practices

- Why did the government pursue policies and practices of assimilation and segregation?
- Why were government decisions unfair to African Nova Scotian people?
- How did the peoples of the Maritimes resist assimilation and segregation?
- How did the conditions of the time make advocacy challenging?

## Skills

### Reflect

Ask questions of experiences and/or concepts; examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts; evaluate perceptions and perspectives in relation to experiences and/or concepts; synthesize perceptions, and perspectives in relation to experiences and/or concepts; communicate the impact of the process.

## **Investigate**

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

## **Question**

Generate questions in response to increasingly complex problems and/or issues; Choose and develop a specific inquiry question to investigate.

## **Analyse**

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

## **Evaluate**

Review processes and results from an inquiry; Consider and communicate varying perspectives and alternative solutions; Identify potential new problems and/or issues; Justify decisions and/or findings.



## Outcome

### Learners will evaluate the impacts of political changes in the Maritimes up to the early 20<sup>th</sup> century

## Rationale

In this outcome, learners will explore political changes in the Maritimes. Exploring changes to political systems and structures and their impacts helps learners understand the political forces that have shaped the Maritimes. Exploring a range of historical perspectives and voices is encouraged when considering issues related to political changes in the Maritimes.

## Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)

## Indicators

- **Question** the origins and purpose of responsible government in the Maritimes (CZ, COM, CT)
- **Investigate** the controversy of Confederation in the Maritimes from multiple perspectives. (CZ, COM, CT)
- **Investigate** the impact of Confederation on the Mi'kmaq (CZ, COM, CT)
- **Analyse** how Confederation impacted life in the Maritimes (CZ, COM, CT)

## Concepts (and Guiding Questions)

### Responsible Government

- How was responsible government not responsible to the people?
- What historical conditions drove the need for responsible government?

### Debate Around Confederation

- Why would you (not) support confederation?
- What conditions drove the resistance to Confederation?
- How do we know we live in a democratic society?
- Why is it important to consider multiple points of view on a big decision?

### Impact of Confederation on the Mi'kmaq

- How did Confederation impact Mi'kmaq communities?

- How did Confederation change Mi'kmaq governance?
- Why were the Mi'kmaq denied the rights afforded to citizens?

## Impact of Confederation on the Maritimes

- How did the Maritimes benefit from Confederation?
- What challenges were created in the Maritimes by Confederation?

## Skills

### Evaluate

Review processes and results from an inquiry; Consider and communicate varying perspectives and alternative solutions; Identify potential new problems and/or issues; Justify decisions and/or findings.

### Question

Generate questions in response to increasingly complex problems and/or issues; Choose and develop a specific inquiry question to investigate.

### Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

### Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

## Outcome

### Learners will create a response to changing societal conditions in the Maritimes

## Rationale

Many people in the Maritimes have worked for the betterment of their communities and society at large. In this outcome, learners will explore the communities and individuals who have worked to improve the social conditions of the Maritimes between 1820-1920. Advocacy can take many forms and create change in many ways. Learners can explore the range and depth of advocacy and connect it to the conditions that drove it.

## Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)
- Technological Fluency (TF)

## Indicators

- **Investigate** key individuals and groups active in changing social conditions (CZ, COM, CT, TF)
- **Investigate** how change was created in Maritime communities (CZ, COM, CT)
- **Analyse** the impacts of civic movements on the Maritimes (CZ, COM, CT)
- **Analyse** the impacts of innovations on the Maritimes (COM, TF, CT)

## Concepts (and Guiding Questions)

### Advocacy and Impact on Changing Social Conditions

- Why does everyone have a social responsibility to stand up for others?
- What are appropriate ways to stand up for others?
- How did advocacy movements attempt to make social change at the time?

### Creating Social Change

- What obstacles did people face in creating change?
- How can obstacles to change be overcome?

### Impact of Civic Movements

- Why did the ideas, beliefs, and attitudes of the time need to change?

- What prompted groups and individuals to advocate for change?

## Impact of Innovation

- What were the positive and negative impacts of innovations?
- What is the role of innovation in changing our society?

## Skills

### Create

Develop an idea; communicate a representation for a process and/or a product; produce a product; modify as necessary; evaluate results and/or modifications

### Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

### Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

## Outcome

### Learners will evaluate the impacts of World War I on the Maritimes

#### Rationale

World War I is significant for many reasons - not least the sacrifices and bravery that were displayed by so many Canadians on the home and fighting fronts. Therefore, the tremendous contributions of people in the Maritimes and their impact on the Maritimes should also be noted. With this outcome learners will explore the impact and outcomes of the war and as well as how this conflict shaped and changed the history of the Maritimes and its people.

#### Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)
- Technological Fluency (TF)

#### Indicators

- **Investigate** how various communities responded to World War I (CZ, COM, CT, TF)
- **Analyse** the ways economic factors impacted people in the Maritimes during World War I (CZ, COM, CT, TF)
- **Investigate** why some Canadian contributions to World War I have not been acknowledged (CZ, COM, CT, TF)
- **Formulate** a response to acknowledge the contributions of people in the Maritimes to World War I (CZ, COM, CT, TF)

### Concepts (and Guiding Questions)

#### Impact on Communities

- How were communities impacted by World War I?
- How does the issue of conscription create conflicts?
- How did conscription affect women?
- How did the Halifax Explosion impact various communities?
- How did the choice to serve in World War I impact Mi'kmaw peoples in Canada during and after the war?

#### Economic Factors Impacting the Maritimes

- How did the war change the Canadian economy?

- How were the roles and status of women changed as a result of the shifting economy?

#### Recognition of Contributions

- Why weren't some contributions to World War I acknowledged?
- Why is it important to recognize the service of the No. 2 Construction Battalion?
- What should be done about contributions that were not acknowledged?

#### Remembrance

- Why is it important to remember all those who served in World War I?
- How can we acknowledge the sacrifices of World War I?

#### Skills

##### Evaluate

Review processes and results from an inquiry; Consider and communicate varying perspectives and alternative solutions; Identify potential new problems and/or issues; Justify decisions and/or findings.

##### Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

##### Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

##### Formulate

Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.

## Outcome

### Learners will create responses to opportunities and challenges in present-day Maritime communities

#### Rationale

Challenges present us with opportunities to continue to shape and change the Maritimes. This outcome considers how factors such as demographics, changing industry and our shared environment, shape the communities of the Maritimes. Learners should understand that the Maritimes has always been an evolving place faced with new opportunities and challenges. The use of data from demographics and geographic sources may help inform the learner of the issues more concretely. Considering factors that are shaping the Maritimes today will put learners at the center of the learning as they inquire, and problem solve.

#### Competencies

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Personal Career Development (PCD)
- Technological Fluency (TF)

#### Indicators

- **Investigate** how changing demographics create opportunities and challenges in Maritime communities (CZ, COM, CT, CI, PCD, TF)
- **Analyse** opportunities and challenges in sectors of industry in the Maritimes (CZ, COM, CT, PCD, TF)
- **Evaluate** the impact humans have on environmental sustainability in local ecosystems (CZ, COM, CT, TF)
- **Formulate** responses to opportunities and challenges in Maritime communities (CZ, COM, CT, CI, PCD, TF)

### Concepts (and Guiding Questions)

#### Changing Demographics

- How can changes in demographics create opportunities and challenges?
- How are changing demographics impacting African Nova Scotian communities?

- How are changing demographics impacting Mi'kmaw and non-Mi'kmaw communities differently?

#### Economic Innovation and Opportunities

- How are economic opportunities created?
- How can education contribute to my opportunities?
- How can I learn about opportunities for myself in the Maritimes?
- How does innovation support industry?

#### Environmental Sustainability and Netukulimk in Local Ecosystems

- How does the Mi'kmaw teaching of Netukulimk influence the way people interact with the land?
- What can I learn from the Mi'kmaw concept of Netukulimk to help support environmental sustainability?
- How can a community contribute to environmental sustainability in the Maritimes?
- How are environmental issues in our oceans impacting the Maritimes?
- What is my responsibility to help the ecosystem?

#### Responding to Opportunities and Challenges

- How can I identify opportunities and challenges in my community?
- How can I determine an appropriate response to opportunities and challenges?

## Skills

### Create

Develop an idea; communicate a representation for a process and/or a product; produce a product; modify as necessary; evaluate results and/or modifications.

### Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

### Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

## **Evaluate**

Review processes and results from an inquiry; Consider and communicate varying perspectives and alternative solutions; Identify potential new problems and/or issues; Justify decisions and/or findings.

## **Formulate**

Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.