

# Grades 5 & 6: Our History is Nova Scotia's History

The Department of Education and Early Childhood Development is pleased to provide biographical profiles to support opportunities for learners to engage with the diverse and proud history of African Nova Scotians in our province. The profiles highlight the resilience, ingenuity, faith, and determination of the Black community in a variety of contexts. They also present the stories of historical figures who were leaders and innovators of their times and whose impacts live on in Nova Scotia today.

The stories found in the biographical profiles are important to our shared history as Nova Scotians. Told from an authentic historical perspective and supported by primary sources, the aim of the profiles is to engage students in African Nova Scotian history by making connections with prominent African Nova Scotian people who overcame the immense challenges of their times to create novel opportunities for themselves and their communities. The stories represented have strong curricular connections that can be used to support inquiry-based learning and to create dynamic learning experiences in several subject areas.

## Note to Teachers:

*The table below includes a selection of English Language Arts and Social Studies 5 and 6 outcomes that could be used to explore the biographical profiles. Teachers may wish to take a cross-curricular approach using the profiles to support learning.*

*Profiles enhance literacy skills such as vocabulary development and reading comprehension strategies. Using the gradual release of responsibility framework, teachers can model and guide learners to read, discuss and comprehend information texts, towards greater independence.*

Curriculum Outcomes	Profile
<b>English Language Arts 5</b>	
Learners will communicate effectively and clearly respecting cultural contexts. Learners will demonstrate a variety of ways to select and comprehend from a range of culturally diverse print and digital texts. Learners will respond personally and critically to a range of culturally diverse texts. Learners will select, interpret, and combine information in multicultural contexts. Learners will create text, independently and collaboratively, using a variety of types of writing for a range of audiences and purposes.	Barbara Cuffy
<b>Social Studies 5</b>	
Learners will investigate how we learn about the past, with a focus on Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures. <ul style="list-style-type: none"><li>Investigate why we learn about the past.</li><li>Investigate the role of oral storytellers, Elders, archaeologists, and historians.</li></ul>	Barbara Cuffy

Curriculum Outcomes	Profile
<b>English Language Arts 6</b>	
<p>Learners will communicate effectively and clearly respecting cultural contexts.</p> <p>Learners will demonstrate a variety of ways to select and comprehend from a range of culturally diverse print and digital texts.</p> <p>Learners will select, interpret, and combine information in multicultural contexts.</p> <p>Learners will respond personally and critically to a range of culturally diverse texts.</p> <p>Learners will create text, independently and collaboratively, using a variety of types of writing for a range of audiences and purposes.</p>	Marie Marguerite Rose
<b>Social Studies 6</b>	
<p>Learners will investigate the role of culture in communities, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional groups.</p> <ul style="list-style-type: none"> <li>• Select elements of culture as material or nonmaterial.</li> <li>• Investigate the role of culture in their lives.</li> <li>• Investigate how culture is passed on from generation to generation.</li> </ul> <p>Learners will analyse the impact of cross-cultural understanding, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures.</p> <ul style="list-style-type: none"> <li>• Investigate the concept of stereotypes in modern society</li> <li>• Analyse the impact of stereotypes on cross cultural understanding</li> <li>• Investigate actions that are being taken to improve cross-cultural understanding</li> <li>• Analyse actions of local communities to support cross cultural understanding</li> </ul>	Marie Marguerite Rose
<p>Learners will analyse how traditions and beliefs relate to culture in a region.</p> <ul style="list-style-type: none"> <li>• Analyse how traditions and beliefs are reflected and preserved. (COM, CI, CT, TF)</li> <li>• Investigate how traditions and beliefs are affected by change. (COM, CI, CT, TF)</li> </ul>	Richard Preston

## How can the biographical profiles be used in the learning environment?

The storyboards and profiles can be used:

- to engage in discussion and explore the importance of these stories to all Nova Scotians.
- to highlight the purpose of text features which support the comprehension of information texts.
- as mentor texts to teach the writing process of informational texts.
- for focused literature circles and small group instruction.
- for modelled read-alouds, shared, guided and independent reading.
- for explicit instruction and practice of reading comprehension strategies such as determining importance, inferring, making connections (text to text, text to self, and text to world), predicting, questioning, summarizing, synthesizing, and visualizing.
- as a model of biographical writing and to support the explicit instruction of the writing process as it relates to biographies.
- to model organizational text structures such as cause and effect, problem and solution, description, and sequencing.
- to explore the meaning of Adinkra symbols of the Ashanti in Ghana (found on the back page of each profile)
- to support inquiry-based or project-based learning opportunities.