



**Grade 8
Social Studies**

*World History:
Societies of the Past*

A Foundation for
Implementation

**GRADE 8 SOCIAL STUDIES
WORLD HISTORY:
SOCIETIES OF THE PAST**

*A Foundation for
Implementation*

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Introduction**SOCIAL STUDIES AND THE CREATION OF A DEMOCRATIC LEARNING COMMUNITY**

Welcome to the world of social studies, where students have opportunities to interact with each other in democratic groups and communities, and to acquire the knowledge, values, and skills they need to become active, responsible citizens within our Canadian society. As they grow and learn the skills of citizenship, they not only contribute to their learning communities, but also contribute to the betterment of our society.

What do active, responsible citizens look like? They are aware of the world in which they live, and they care about people around them—the people with whom they share this planet, both near and far away. They know that their actions affect others. They have informed opinions, and think critically about issues that concern themselves and others. They have the confidence to make their voices heard, to take a stand on issues, and to engage in social action when necessary. They are concerned with the well-being of the environment, and live their lives in ways that reflect that concern.

Background

This document was produced by Manitoba Education, Citizenship and Youth, in collaboration with Manitoba educators. It includes the core concept citizenship, and identifies general and specific learning outcomes. It integrates the four foundation skill areas of literacy and communication, problem solving, human relations, and technology, and provides ideas and strategies to support the implementation of social studies. It is mandated for use in all schools in Manitoba.

**A Brief History of the Social Studies Curriculum**

Just as knowing oneself means knowing one's history, fully understanding the new social studies curriculum requires knowing something of its history. The Manitoba curriculum was created through a culturally collaborative process; diverse voices guided the process, and the result is a social studies curriculum that better reflects the cultural reality of Canada.

The first stage of the process was the creation of the *Western Canadian Protocol (WCP) Common Curriculum Framework for Social Studies, Kindergarten to Grade 9 (2002)**. This was the first inter-provincial/territorial curriculum project to include both Aboriginal and francophone representatives as full and equal partners in the development process.

* In November 2003 the name was changed to the Western and Northern Canadian Protocol (WNCP) for Collaboration in Basic Education.

Manitoba Advisory Groups

- Social Studies Steering Committee
- K to 12 Framework Development Team
- Cultural Advisory Team



Manitoba's involvement in the Western and Northern Canadian Protocol project, and in the next stage of adapting the *WCP Framework* to produce *Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes*, was guided by three advisory groups:

- The **Manitoba Social Studies Steering Committee**, including representatives from Manitoba educational stakeholders
- The **Manitoba Kindergarten to Grade 12 Framework Development Team**, comprising Early, Middle, and Senior Years teachers from English, français, and French Immersion Programs, as well as Aboriginal educators and consultants, and university advisors in history, geography, and education
- The **Manitoba Cultural Advisory Team**, with representatives from 15 ethnocultural organizations in Manitoba
(See the Acknowledgements section for a listing of team members and organizations.)

Manitoba also solicited feedback from educational stakeholders during the development of the WCP and Manitoba frameworks. Regional consultations took place, as did a province-wide mailout, resulting in feedback from hundreds of Manitoba educators and stakeholders, including the Manitoba First Nation Education Resource Centre and the Manitoba Métis Federation.

Contents of the Document

This document contains the following sections:

- **Introduction:** The introduction describes the purpose, background, and contents of this document.
- **Social Studies in Manitoba—A Kindergarten to Grade 12 Overview:** This section presents an overview of the Kindergarten to Grade 12 social studies program in Manitoba.
- **Document Components and Structure:** This section presents the components of the Manitoba social studies curriculum and explains how the learning outcomes and strategies for teaching, learning, and assessment are organized within this document.
- **Grade 8: World History: Societies of the Past:** This section contains the grade overview; cluster descriptions; skills, knowledge, and values learning outcomes; suggested strategies for assessment; and strategies to activate, acquire, and apply learning.
- **References**
- **Appendices:** This sections contains the following appendices: A: Skills Assessment; B: Blackline Masters; C: Charts and Checklists; D: Vocabulary Strategies; E: Grades 5 to 8 Cumulative Skills Chart; F: Recommended Learning Resources; G: Resources Organized by Learning Experiences; and H: Teacher Background Information.

Overview**SOCIAL STUDIES IN MANITOBA—A KINDERGARTEN TO GRADE 12
OVERVIEW****Definition**

Social studies is the study of people in relation to each other and to the world in which they live. In Manitoba, social studies comprises the disciplines of history and geography, draws upon the social sciences, and integrates relevant content from the humanities. As a study of human beings in their physical, social, and cultural environments, social studies examines the past and present and looks toward the future. Social studies helps students acquire the skills, knowledge, and values necessary to become active democratic citizens and contributing members of their communities, locally, nationally, and globally.

**Vision**

Social studies has at its foundation the concepts of citizenship and identity in the Canadian and global contexts. Intended to reflect the many voices and stories that comprise the Canadian experience, past and present, the social studies curriculum is inclusive of Aboriginal, francophone, and diverse cultural perspectives.

Social studies engages students in the continuing debate concerning citizenship and identity in Canada and the world. Through social studies, students are encouraged to participate actively as citizens and members of communities, and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic society.

Goals of Social Studies

Social studies enables students to acquire the skills, knowledge, and values necessary to understand the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society.

The goals of social studies learning span Kindergarten to Grade 12, and are divided into five categories:

- Canada
- The World
- The Environment
- Democracy
- General Skills and Competencies



With respect to **Canada**, social studies enables students to

- acquire knowledge and understanding of Canadian history and geography
 - appreciate the achievements of previous generations whose efforts contributed to the building of Canada
 - critically understand Canadian political structures and processes and the institutions of Canadian society
 - fulfill their responsibilities and understand their rights as Canadian citizens
- understand and respect the principles of Canadian democracy, including social justice, federalism, bilingualism, and pluralism
 - analyze Canadian public issues and take rationally and morally defensible positions
 - develop a sense of belonging to their communities and to Canadian society
 - respect Aboriginal perspectives, francophone perspectives, and the perspectives of the many cultural groups that have shaped Canada, past and present



With respect to the **world**, social studies enables students to

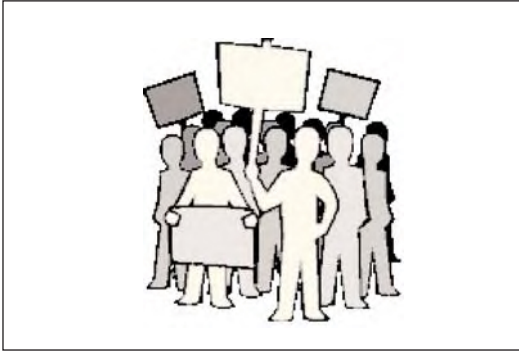
- acquire knowledge and understanding of world history and geography
 - respect the world's peoples and cultures through a commitment to human rights, equity, and the dignity of all persons
 - develop global awareness and a sense of global citizenship
 - understand and appreciate the role of international organizations
 - analyze global issues and take rationally and morally defensible positions
- develop a commitment to social justice and quality of life for all the world's peoples
 - assess questions of national self-interest and the interests of other countries and the world as a whole



With respect to the **environment**, social studies enables students to

- acquire and apply geographic skills, knowledge, and understanding
- recognize that a sustainable natural environment is essential to human life
- assess the impact of human interaction with the environment
- propose possible solutions to environmental problems
- live in ways that respect principles of environmental stewardship and sustainability

Overview



With respect to **democracy**, social studies enables students to

- critically understand the history, nature, and implications of democracy
- assess alternatives to democracy, past and present
- understand the history and foundations of parliamentary democracy in Canada
- demonstrate a commitment to democratic ideals and principles, including respect for human rights, principles of social justice, equity, freedom, dissent and differences, and willingness to take action for the public good

- participate in public affairs in accordance with democratic principles
- critically understand the role of various institutions in civil society
- recognize that democracy involves negotiation and that political and social problems do not always have simple solutions
- identify ways in which Canadian democracy could be improved, and work to improve it
- participate as informed citizens in the ongoing debates that characterize democracy in Canada and the world
- take a stand on matters of fundamental principle or individual conscience



With respect to **general skills and competencies**, social studies enables students to

- engage in disciplined inquiry, applying research skills, critical thinking, and decision making
- think historically and geographically
- critically analyze and research social issues, including controversial issues
- work collaboratively and effectively with others
- solve problems and address conflicts in creative, ethical, and non-violent ways

- develop openness to new ideas and think beyond the limits of conventional wisdom
- apply effective communication skills and enhance media literacy
- use and manage information and communication technologies

CITIZENSHIP AS A CORE CONCEPT IN SOCIAL STUDIES

Citizenship is the core concept that provides the learning focus for social studies at all grades. To identify the knowledge, values, and skills that students will need as active democratic citizens, social studies must take into account the society in which students live and anticipate the challenges they will face in the future. Citizenship is a fluid concept that changes over time: its meaning is often contested, and it is subject to interpretation and continuing debate.

Achievement of learning outcomes related to citizenship will prepare students to participate in the public dialogue that characterizes any democracy and that plays an important role in Canadian society. As students engage in this dialogue, they will enhance their understanding of citizenship in Canada and the world, and will be better prepared to become active participants in their communities, locally, nationally, and globally.

Rationale for Citizenship Education

Citizenship education is fundamental to living in a democratic society. The concept of citizenship takes on meaning in specific contexts and is determined by time and place. Diverse notions of citizenship have been used in the past and are being used in the present, for both good and ill. Throughout much of history, citizenship has been exclusionary, class-based, racist, and sexist. In Canada, for instance, First Nations parents were forced to send their children to residential schools in the interests of citizenship.

The concept of citizenship must be considered within the context of democracy, human rights, and public debate. Social studies provides opportunities for students to explore the complexities of citizenship in four areas:

- Active Democratic Citizenship in Canada
- Canadian Citizenship for the Future
- Citizenship in the Global Context
- Environmental Citizenship

Overview



Active Democratic Citizenship in Canada

Since citizenship issues are rooted in the past, Canadian history occupies an important place in the social studies curriculum. Canada is regionally diverse and geographically expansive. It is organized as a federal parliamentary monarchy, with a mixed, albeit largely capitalist, economy. It is a bilingual and multicultural country committed to pluralism, human rights, and democracy. Globally, Canada is regarded as a prosperous, peaceful, and democratic country, although it still has its share of economic and social injustices and inequities.

Canada is a complex country that requires special qualities in its citizens. These citizenship qualities include

- knowledge of Canadian history and geography
- understanding of the distinctive nature of Canadian society, the Canadian state, and its institutions
- the ability to approach public issues critically, rationally, and democratically
- informed involvement in public affairs
- respect for human rights and democratic ideals and principles
- a commitment to freedom, equality, and social justice
- the ability to work through conflicts and contradictions that can arise among citizens
- a willingness to live with ambiguity and uncertainty
- civility and tolerance for dissension and disagreement
- a willingness to balance the pursuit of private interests with concern for the public good
- the ability to balance personal claims of conscience and principle against the similar claims of others
- a sense of shared identity as Canadians, combined with a realization that Canadian identity is multi-faceted, open to debate, and not exclusive of other identities

Canadian Citizenship for the Future

For the foreseeable future, Canadian citizens will likely continue to face issues such as

- balancing the jurisdictional claims of the provinces, territories, and the federal government
- redressing past and present injustices inflicted on Aboriginal peoples and other groups in Canada
- coming to terms with the complexities of Québec's place in Canada
- balancing regional and cultural diversity with national unity
- protecting Canadian identity and sovereignty
- assuring access to social services and quality of life for all
- eliminating inequalities related to race, gender, sexual orientation, age, class, and ethnicity
- protecting the environment
- ensuring the successful functioning of the economy



Citizenship in the Global Context

Canada is part of a global community that is becoming increasingly interconnected and interdependent. Many of the most serious problems facing our world must be dealt with on a global basis. The nation-state—including Canada—is under increasing challenge, externally from the forces of globalization, and internally from demands for more local or regional autonomy. The world also continues to be characterized by severe disparities between rich and poor countries. This disparity violates the basic principles of social justice and human dignity, and, at the same time, gives rise to dangerous tensions and rivalries. War, terrorism, and violence continue to be a means of addressing internal and international disputes, and, because of developments in weapons technology, are becoming ever more destructive. In these circumstances, Canadian citizens need to think and act globally as well as nationally.

Environmental Citizenship

Underlying both national and global realities, and the responsibilities they impose on citizens, is the increasing fragility of our natural environment. Quality of life depends upon the sustainability of our environment. This places a particularly important responsibility on citizens, who must ultimately balance the demands of economic growth and high living standards against respect for the environment and the needs of future generations.

Overview

General Learning Outcomes

The following six general learning outcomes provide the conceptual structure for social studies from Kindergarten through Grade 12. They are the basis for the specific learning outcomes for each grade.



Identity, Culture, and Community

Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with

opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.



The Land: Places and People

Students will explore the dynamic relationships of people with the land, places, and environments.

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.



Historical Connections

Students will explore how people, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and

social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.



Global Interdependence

Students will explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Overview



Power and Authority

Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.



Economics and Resources

Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse

perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

Social Studies Skills

Social studies skills are grouped into four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Ideas and Information
- Critical and Creative Thinking Skills
- Communication Skills



Skills for Active Democratic Citizenship

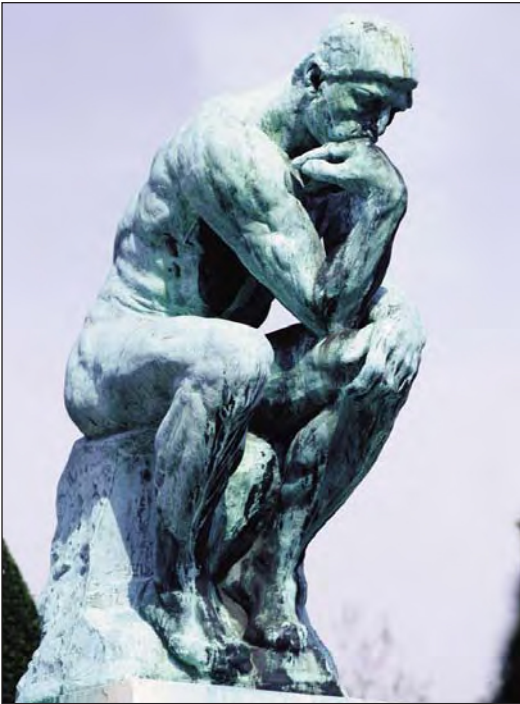
Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.



Skills for Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

Overview

**Critical and Creative Thinking Skills**

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and using a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

**Communication Skills**

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

GUIDING PRINCIPLES FOR SOCIAL STUDIES LEARNING, TEACHING, AND ASSESSMENT

Social Studies and the Learning Process

Learning in social studies is an active process. Active learning involves the construction of meaning through the interaction of prior knowledge, motivation and purpose, and new experiences. The process of learning varies from one individual to another, and is shaped by a multitude of factors, including personal, social, and cultural influences. Social studies learning is more meaningful when students are

- encouraged to broaden their perspectives through informed and focused interaction with others
- provided with opportunities to reflect critically on their own ideas and attitudes
- valued, respected, and acknowledged as individuals, whatever their situation or background

Social studies *knowledge, values, and skills* are interdependent aspects of learning, and need to be integrated in the learning process. Meaningful learning in social studies requires both depth and breadth of understanding. This includes the incorporation of basic general knowledge, as well as opportunities for more intensive study of selected topics.

Strategies to support student inquiry and interaction:

- cooperative and peer learning
- interviews
- project-based learning
- structured controversy or debate
- teacher- and student-initiated inquiry and research
- role-play
- sharing circles

Instructional Strategies for Active Learning

Social studies learning can be enhanced by using a variety of settings both in and outside of school, flexible student groupings, and numerous other strategies. A well-balanced social studies program includes individual, collaborative, and teacher-directed learning experiences, and provides students with a variety of conceptual tools and advance organizers.

Effective social studies instruction includes the use of strategies that promote student inquiry and interaction. These strategies include cooperative and peer learning, interviews, project-based learning, structured controversy or debate, teacher- and student-initiated inquiry and research, role-play, and sharing circles. These types of strategies make learning meaningful by encouraging critical reflection, questioning, and the consideration of diverse points of view.

It is through guided inquiry and interaction—within the school and in the community—that students construct meaning from their individual experiences. Students require opportunities to engage in authentic and relevant community issues and events. It is important that these experiences be integral to social studies learning, and not be contrived.



Overview

Active learning includes

- resource-based and experiential learning
- on-the-land experiences
- field studies
- guided tours
- participation in diverse cultural activities
- integrating literature and the arts
- using information and communication technologies

Active learning is encouraged through resource-based and experiential learning. These include on-the-land experiences, field studies, guided tours, and participation in diverse cultural activities. Social studies teaching offers the ideal opportunity to integrate literature and the arts, and to use information and communication technologies.

Effective practices in social studies actively engage students in democratic processes such as consensus building, collective decision making, student government, class meetings, student-generated topics of study, and school event planning. As well, social studies provides authentic opportunities for home and community involvement.

Activities that engage students in democratic processes:

- consensus building
- collective decision making
- student government
- class meetings
- student-generated topics of study
- classroom/school event planning

Resource-Based Learning

Social studies addresses a wide range of issues and topics at every grade. It is a subject that is particularly well suited to resource-based learning, which moves beyond the single textbook approach and provides students with a variety of information sources. (See Appendix F for a list of recommended learning resources.)

There is a rich abundance of social studies resources available to teachers and students. These include primary information sources, print media, electronic media, art and artifacts, simulations and games, maps, and field trips, as well as knowledgeable individuals from the local community.

Resource-based learning is a student-centred approach that adapts to student needs, interests, abilities, learning styles, and prior knowledge. An environment that is rich in resources allows students to explore and discover as they learn, and to make personal learning choices that are relevant and meaningful.

As our society continues to evolve, so do the roles of teachers and learners. The “sage on the stage” model is giving way to a more flexible model—one in which teachers facilitate the learning process, and students make decisions and assume responsibility for their learning. A resource-based learning approach ultimately helps students manage the information overload that typifies today’s society, and teaches them how to continue their learning outside of the school setting. While the development of fundamental knowledge is still essential in social studies, the student of the 21st century needs the skills to locate, access, and evaluate pertinent information.

Resource-based learning

- primary sources
- magazines and journals
- books
- television, radio
- DVDs and CDs
- audio/video tapes
- the Internet
- computer software and databases
- art and artifacts
- simulations and games
- maps
- neighbourhood walks
- museums
- art galleries
- cultural centres
- community sites
- guest speakers
- Elders
- live performances

Role of the Social Studies Teacher

Social studies accommodates a variety of teaching styles. Given the political nature of social studies issues and topics, a teacher’s personal beliefs and convictions may influence the presentation of content, as well as the selection of teaching strategies and learning resources. Complete neutrality is not always possible, nor necessarily desirable; however, teachers need to be aware of the implications of presenting their own beliefs and perspectives as fact rather than opinion.



Social studies is rich in opportunities to detect and analyze bias through the critical exploration of diverse points of view. When a classroom climate is open and fair, teachers and students together will establish a learning culture that integrates democratic principles and encourages active citizenship. It is important to note that student-centred classrooms are not necessarily democratic classrooms. Even activities that are democratic in nature, such as cooperative learning, can be undemocratic in practice, depending upon how they are used.

Finally, it is critical that teachers be well informed about social studies content and issues, and that they be prepared to provide students with guidance in selecting reliable information sources.

Dealing with Controversial Issues

A fundamental aspect of social studies learning and teaching—at all grade levels—is the consideration of controversial issues—issues that involve ethics, principles, beliefs, and values. Teachers should not avoid controversial issues. Diversity of perspectives, beliefs and values, disagreement, and dissension are all part of living in a democratic society. Furthermore, discussion and debate concerning ethical or existential questions serve to motivate students and make learning more personally meaningful.



The following guidelines will assist teachers in dealing with controversial issues in the classroom:

- approach all issues with sensitivity
- clearly define the issues
- establish a clear purpose for discussions
- establish parameters for discussions
- ensure that the issues do not become personalized or directed at individual students
- protect the interests of individual students by finding out in advance whether any student would be personally affected by the discussion
- exercise flexibility by permitting students to choose alternative assignments
- accept that there may not be a single “right answer” to a question or issue
- respect everyone’s right to voice opinions or perspectives
- help students clarify the distinction between informed opinion and bias
- help students seek sufficient and reliable information to support the various perspectives
- allow time to present all relevant perspectives fairly and to reflect upon their validity

Overview

SOCIAL STUDIES AS A CURRICULUM OF AND FOR DIVERSITY AND EQUITY



Inclusive Social Studies Classrooms

The social studies classroom plays an important role in helping students become engaged and caring citizens, locally, nationally, and globally. To do so requires teachers to use social studies classrooms as living laboratories for a more equal and just society than the one in which we now live. Schools in general, and the social studies classroom specifically, support the continued development of the multicultural, multiracial, and pluralist democracy that is Canada—a democracy that is capable of addressing the serious social and ecological challenges that face us now, and which threaten our collective future.

The events that take place in our classrooms both shape, and are shaped by larger social currents that define who we are and where we are headed as a society. To be successful, schools, and social studies classrooms in particular, must be guided by democratic social goals and values that celebrate our human diversity and demonstrate a quest for greater equity in our institutions and in society as a whole.

Social studies curriculum and instruction must be both *visionary* and *practical*: *visionary* because we need to go beyond narrow educational goals and look toward our collective future with hope; *practical* because the work of reshaping educational practice and countering negative social forces and conditions requires daily effort.

Teaching practices, educational activism, and dedication and creativity on the part of teachers and other educational partners are all part of this process. Efforts to transform the social studies classroom need to grow from a common social and pedagogical vision that strives for an inclusive classroom focused on social justice. Curriculum and practice must reflect certain essential characteristics, which are described below.

Inclusive classrooms focused on social justice are

- multicultural, equity-focused, anti-biased in nature
- grounded in the lives of students
- culturally sensitive
- critical
- participatory and experimental
- hopeful, joyful, caring, visionary
- academically rigorous
- supportive of students as social activists and engaged citizens

1. Multicultural, equity-focused, and anti-bias in nature

A curriculum grounded in social justice and awareness of social diversity must be inclusive of every student in every classroom. With our increasingly diverse student population and nation, the social studies classroom needs to directly address issues related to race, class, gender, and other aspects of educational equity. We need to do more than simply celebrate diversity. We need to take on the “hard stuff” of exploring why some differences translate into wealth and power, while others become the basis for discrimination and injustice. Social studies classrooms exist in a multicultural and multiracial society, and need to honestly face the truth about our past and present. The often exclusionary, traditional stories of history need to be revised to include the experiences and voices of Aboriginal peoples and people of colour, women, working peoples, and other diverse groups in our society.

2. Grounded in the lives of students

Good teaching begins with respect and concern for children, their innate curiosity, and their capacity to learn. Curriculum needs to be rooted in the real lives and contexts of the students in the classroom. Creating effective learning environments requires that the lives of the students, as well as the topics they are exploring, provide the content of the classroom experience. Students need opportunities to consider and inquire how their lives connect to the broader society.

3. Culturally sensitive

Classrooms that are places for critical teaching and learning are built on the premise that teachers “don’t know it all.” Each new class presents opportunities for teachers to learn from students, and requires teachers to be good researchers and listeners. Teachers will often work with children of diverse cultural origins and ethnicities, and may need to call upon parents and others in order to understand the needs of their students. Teachers must also draw on the cultural diversity of their colleagues and community resources for insights into the communities they seek to serve.

4. Critical

The social studies curriculum should help equip students to engage in dialogue and to challenge the world. From Early Years onward, students need to develop skills and insights that allow them to pose essential questions. Who holds power and makes decisions in society? Who is left out? Who benefits and who suffers? What is fair practice? What is discriminatory or unfair practice? How is change created? Students should have opportunities to examine and question social reality through critiques of media, public policy decisions, foreign policy choices, newspapers, historical accounts, and school life itself. Wherever possible, student learning should encompass issues and problems in the world outside the classroom walls.

5. Participatory and experiential

Student involvement and initiative need to be emphasized; students should not be passive learners. Exploratory and experiential learning approaches, in which students are involved in planning and decision making, allow students to take responsibility for, and to manage, their own learning. Projects, role-plays, mock trials, and other learning activities involve students physically and cognitively. These are all essential to provoke students to develop democratic capacities: to question, to challenge, to make real decisions, and to solve problems collectively.

6. Hopeful, joyful, caring, and visionary

Classrooms in which children feel significant and cared for are at the heart of an inclusive school. Unless students feel safe—emotionally and physically—they will not reveal their true selves or their real thoughts and feelings, and discussions will be artificial and dishonest. Teachers need to design learning experiences that help students learn to trust and care for each other.

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7. Academically rigorous

An inclusive classroom focused on social justice provides students with the skills they need to navigate the world, and to take action to change the world. When students create products for real audiences about significant issues, and discuss big ideas with compassion and intensity, academics come to life.

8. Supportive of students as social activists and engaged citizens

If we want students to see themselves as voices for justice and agents of change, it is important to encourage them to critique the world, and to be willing to act in ways that are meaningful. Part of the role of the social studies teacher is to reinforce the fact that ideas have real consequences and need to be acted upon. Students can draw inspiration from historical and contemporary individuals who struggled for social justice, peace, and human rights. A critical curriculum and classroom should reflect the diversity of people from all cultures and both genders who acted to make a difference, many of whom did so at great sacrifice. Students should feel connected to this legacy of resistance and social justice.

Creating inclusive and critical classrooms is not easy. It is complex and demanding work that requires vision, support, and resources. Sharing experiences with other educators, establishing support networks, and amassing diverse resources are critical components of inclusive classrooms.

Adapted from "Rethinking Our Classrooms: Teaching for Equity and Justice" from *Rethinking Schools* magazine (Fall 2003) by permission of Rethinking Schools Ltd. <www.rethinkingschools.org>. All rights reserved.

Towards a Pedagogy for Social Justice

A social studies curriculum that advocates social justice is built upon the integration and exploration of issues related to inclusion, diversity and racism. This approach requires a clear and well developed understanding of multicultural/anti-racist teaching approaches. It should not be assumed that simply providing students with learning resources that are "multicultural" or that deal with issues of inequality or diversity is sufficient to create an inclusive social studies classroom. To have a positive effect, as well as an anti-racist/anti-bias impact on the classroom, multicultural materials need to be part of meaningful learning experiences that encourage students to critically explore and analyze the significance of the issues discussed or information presented, personally and collectively.

The quotation that follows illustrates the importance of anti-racism pedagogy in the use of multicultural resources in the classroom, and in the planning and implementation of learning activities. It is critical that educators be clear how a specific learning resource and related activities fit into their plan for the year and the anti-racism objectives that have been established.

It should be remembered that multicultural curriculum can be taught in a traditional and racist way. The way out of this dilemma is through the intervention of anti-racist teaching. Anti-racist teaching would incorporate 'education' which is multicultural while the 'teaching' would be anti-racist. In this context, anti-racist teaching is seen as coming about through a teacher with the 'right' attitude, the appropriate knowledge, and the necessary skills to bring about learning that will challenge racism and change the bias of the traditional ethnocentric and biased education to which we are accustomed in Canada. (Black Learners Advisory Committee [BLAC] Report on Education, December 1994, Nova Scotia)

The Transformative Curriculum: Education for Social Justice

An anti-racist pedagogy may be conceptualized as being education for change, social justice, or action. James Banks provides a conceptual model for analyzing the level of integration of multicultural content into the curriculum, which highlights the importance of a social action approach. In his perspective, a Transformation or Social Action Approach is essential if we wish to meaningfully address issues of diversity and inequality in the social studies classroom and in our schools.

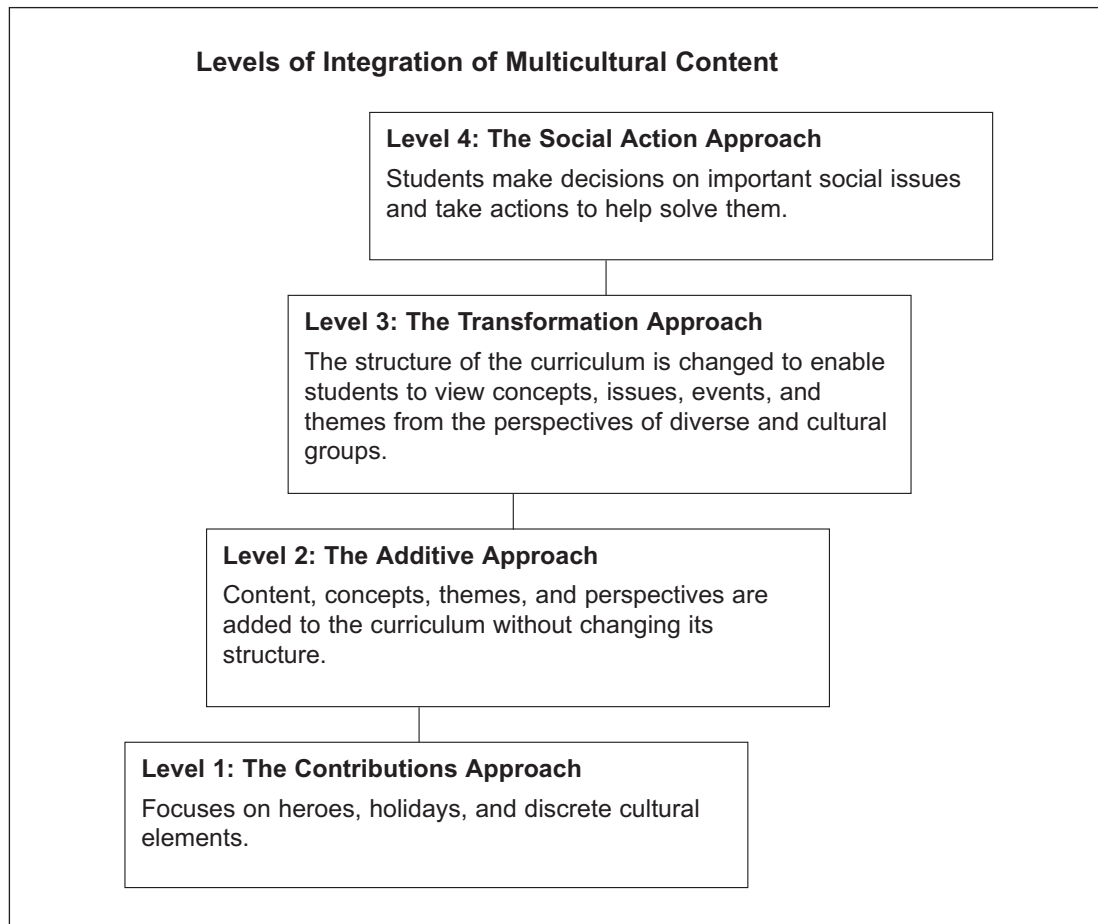


Figure 1: From “Approaches to Multicultural Curriculum Reform” by James A. Banks. In *Multicultural Education: Issues and Perspectives*, J. Banks and C. Banks (Eds.).

Diversity and Inequity: The Historical Context

It is important that educators develop an informed understanding of the historical development of Canadian society and the history of diversity and inequality. Traditional approaches to Canadian history have often excluded or marginalized the experiences and perspectives of many diverse groups. Therefore, it is critical that educators broaden their understanding of history in a Canadian and international context.

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The experiences of marginalized groups in Canada share many similarities with marginalized groups in other places. It is important to explore and critically consider these parallels. Furthermore, it is important to connect historical experiences to contemporary social conditions, such as continued inequities in employment, evidence of bias in medical research, attitudes towards interracial or same-sex marriages, the prevalence of negative stereotypes in media, and so on.



Identity, Culture, and Race

Educators also need to consider the social dynamics and patterns of intercultural interaction in the classroom in developing inclusive, multicultural, and pro-social justice learning experiences. The ethnocultural identity and self-concept of students play an important role in determining their response and willingness to engage in meaningful learning experiences related to diversity. Social and ethnocultural identity is characterized by a number of factors, including the following:

- An individual's identity is complex and composed of various dimensions.
- Every individual has multiple identities, with ethnicity, class, gender, sexual orientation, language, religion, racial origins, political beliefs, and other factors defining who we are.
- Not all factors have the same impact on our identity, and their relevance may change according to personal and social conditions and social context.
- Race, while it is a socially constructed concept, forms part of our sense of identity.
- Racial identity development is the result of the racialization of society, and is a complex and dynamic phenomenon.

Theories regarding the process of achieving an anti-racist group identity are a useful tool to guide exploration of the impact of race and racism in our classrooms. These theories also serve to guide educators in defining the objectives of anti-racism education. Ideally, schools should facilitate the movement of students to the highest level of anti-racist group identity. (See below.)

Towards an Inclusive and Anti-Bias Identity

The process of undoing the profound impact of racism and other forms of discrimination and marginalization is a complex journey—a journey towards an inclusive and anti-bias identity. Psychologists researching race and identity issues have theorized that this journey may take different paths or stages of development for different groups, as members of these groups have been affected in differing ways by racism and discrimination.

Research suggests that people undergo a series of life transformations or stages of identity formation in terms of their self-concept and group identity. These stages of social identity formation are not inevitable or static, nor are they achieved for life. Life circumstances and experiences precipitate and support change either *towards* or *away* from anti-racism consciousness and behaviour. Alternatively, individuals may remain fixated at a particular stage of ethnic and group consciousness. (Derman-Sparks *et al.*, 1997)

Towards an Anti-Bias/Anti-Racist Identity

William Cross's (1991) model for the stages of Black identity development reflects the African-American experience, but is relevant in a Canadian context. His model of the *resocialization experience* has five distinct stages of identity development: Pre-encounter, Encounter, Immersion/Emersion, Internalization, and Internalization-Commitment.

In Cross's conceptual framework, individuals move from a state of unawareness of racism and discrimination to one of total awareness and social activism, known as the *Internalization-Commitment* stage. This final stage parallels Banks' idea of the *global* ethnic identity, and is a fully developed anti-racist group identity. An individual at this stage is a social activist who recognizes the need for continuous efforts to challenge inequality in society on several fronts, and seeks to collaborate with others in meaningful social action.

Helms (1990) has taken a similar and comprehensive examination of the stages of white/dominant group identity development. Helms identifies the tendency of dominant group members in society to deny that their racial identity has any significance, preferring to view themselves as individuals and, consequently, not responsible for the perpetuation of a racist system.

Helms' model of identity development is based on six distinct stages: Contact, Disintegration, Immersion/Emersion, Reintegration, Pseudo-Independent, and Autonomy. Individuals in this framework, like Cross's, move from a stage of total ignorance to one of total awareness and engagement in social activism. In the final stage of identity, Autonomy, individuals are self-directed and self-actualized activists who join with exploited groups to change the racist system.

Both researchers see the highest form of identity formation to be one where individuals are aware of the realities of inequities in society and the reality of racism, coupled with the desire to work with others for change and meaningful social action.



Applying Racial Identity Development Concepts in the Classroom

There is a great deal of significance to identity formation for educators involved in anti-bias/anti-racism education within the social studies classroom. First, the two models detailed above present a framework for conceptualizing learning outcomes or objectives for anti-bias/anti-racist education in a school setting. Ideally, school experiences and learning activities will stimulate sustained exploration and development of students' sense of identity, and encourage movement towards an anti-racist racial identity for all students. To achieve this, there needs to be a good

understanding of both racism and of anti-racist educational practices.

Secondly, the two models provide tools to assist teachers in planning educational experiences for students. The stages students are at in their racial identity development affect how they interact with other students, and how they respond to learning experiences dealing with diversity or racism. Teachers may wish to reflect on the cultural composition of their classrooms and individual student sense of identity when planning learning activities. This reflection will provide insight as to how students may respond to multicultural learning resources, or educational activities related to diversity issues. It may also identify potential problems that may arise as a result of students being at different stages of identity development.

Overview

Finally, the models provide a tool for self-reflection and analysis, encouraging teachers to reflect on issues of race and power. For example, teachers may ask themselves:

- What stage am I at in my personal identity formation?
- How will my stage of identity formation affect my teaching of anti-bias/anti-racist content and issues?
- What is my pattern of interaction and relationships with people of diverse origins and disadvantaged groups, and how does this relate to my current stage of identity development?



Isolation and Identity

The exploration of Canadian and world history, and issues related to discrimination may be particularly challenging for students of marginalized or minority groups. A student may find herself or himself as the only one, or one of a small group, in an otherwise relatively homogeneous classroom setting. Such students may be at different stages of social or ethnic identity, and the overall classroom attitude and awareness of racism will greatly affect the dynamics in the classroom. It is important for teachers to recognize that

- racism and other forms of discrimination adversely affect student involvement in the classroom.
- experiences with racism and other forms of discrimination affect students' lives and the lives of their family members.
- dealing with issues of race and racism and other issues of bias and discrimination is a deeply personal and emotional experience that may stimulate recall of repressed memories or emotions.
- for many students of visible minority origins, and other students of diverse origins, a sense of isolation or alienation is not uncommon.
- in such situations, even if the intent is anti-bias in nature, raising issues of racism and inequality in a classroom presents a challenge for most students. Very often students will feel as if "all eyes" are on them when racial incidents occur, racist language is expressed, or other issues related to prejudice and discrimination are discussed.
- being of visible minority origins may be an experience in diversity itself. Students are often of interracial and intercultural backgrounds. Teachers need to be sensitive to students' personal definitions of their "identity" and group membership.
- students may not be comfortable with the role of representing or "speaking for" their particular cultural group. Depending on personal circumstances and social conditions, students may just be beginning, or have yet to begin, to explore their cultural origins.

This discussion of issues related to identity illustrates the complexity of intercultural and interracial dynamics in the classroom and society. It points to the need to carefully consider these dynamics when introducing challenging learning experiences. Most importantly, it highlights the need to have a clear and well-defined anti-bias/anti-racist teaching approach. It is about education for empowerment; it is about turning dreams into reality.



Strategies to Develop Positive Attitudes towards Diversity

- Initiate educational activities and discussions to build a positive racial and/or cultural self-identity.
 - Initiate activities and discussions to develop positive attitudes toward diverse racial/cultural groups—encourage the exploration of groups different from students' own reference groups.
 - Always answer student questions about race, ethnicity, and cultures when questions are asked.
- Listen carefully and in a relaxed manner to student questions and comments. Be sure to understand what a student means and wants to know.
 - Pay attention to feelings.
 - Provide truthful information appropriate to students' level of understanding.
 - Help students recognize racial, cultural, social, and other stereotypes.
 - Encourage students to challenge racism and other forms of discrimination by being a positive role model and displaying inclusive attitudes and behaviours.
 - Cultivate understanding that racism and other forms of discrimination do not have to be a permanent condition—that people are working together for positive change.
 - Remember that learning about racial and cultural identities is a lifelong process.

(Council for Interracial Books for Children, 1980)

Points to Consider When Using Multicultural Resources in the Classroom

1. **Remember that context is important when using literature or media that deal with issues of diversity and of inequality.**
 - How does the resource fit into the yearly plan or the curriculum?
 - Is the school environment positive and open to diversity?
 - What is the classroom composition in terms of diversity? How may this affect classroom dynamics?



- Are students from the cultural backgrounds that are featured in the resource represented in the classroom? Is there a history of positive interaction between students of diverse cultural and racial origins?
- What is the relationship and pattern of interaction between the teacher and minority students in the classroom? How may this affect the use of the resource in a classroom setting?
- Is multicultural literature frequently used in the school and throughout various subject areas?

Overview

2. What was the rationale for choosing the resources to be used?

- Were parents or community group members involved in the selection of the resources?
- Has the impact of the resource on readers of different experiences and perspectives been considered?
- Have questions of voice and authenticity been considered?
- Have supplementary or complementary materials been considered?



3. Has the stage been set for the introduction of the resource, including its content and major themes?

- Is the teacher sufficiently knowledgeable about the content and the historical context of the resource?
- Are students sufficiently knowledgeable of the historical and social context addressed in the resource?
- Have students explored issues related to the use of problematic terms and references made in the resource?
- Have minority students and parents been consulted with respect to planned learning activities? Have they been given an opportunity to participate or to suggest strategies for the effective use of the resource?

4. Does the classroom experience lend itself to anti-bias/anti-racist learning?

- Are students encouraged to critically analyze the resource and its significance in a contemporary setting?
- Have arrangements been made to monitor the impact of the resource on students in the classroom, and to deal with issues as they arise?
- Do the classroom activities allow students to voice their experiences, feelings, and ideas? Are minority students' experiences, feelings, and ideas validated, or are they ignored and silenced?
- Are students encouraged to explore the significance of the resource in terms of their own lives and social action?
- Do classroom experiences provide an opportunity for students to interact and connect with the people or groups featured in the resource? Do students have a voice in the classroom?
- Are connections made to other groups and their experiences in a way that encourages students to understand similarities and differences?
- Has the use of additional resources that give a more complete picture been considered?



5. How does the resource or issue studied relate to other aspects of the curriculum and school experience?

- Have provisions been made to connect the issues and experiences explored to curricular learning outcomes?
- Is the impact of the resource on students, and on their interactions in the classroom, being monitored?
- Have students been given opportunities to reflect on learning experiences, and to share their thoughts and feelings?
- Have plans been made to provide students with opportunities to celebrate their diversity and unity with each other, their parents, and their community?

SOCIAL STUDIES AND CLASSROOM-BASED ASSESSMENT



Purpose of Assessment

The purpose of classroom-based assessment is to enhance student learning. Research continues to demonstrate that ongoing classroom-based assessment contributes more significantly to learning than the more traditional focus on summative assessment, which is often referred to as assessment *of* learning. Formative assessment, also described as assessment *for* learning and/or assessment *as* learning, is most effective when it involves both the student and the teacher, and takes place throughout the learning process.

Each type of assessment serves a purpose and contributes to student success in social studies. Classroom-based assessment *for* or *as* learning allows students and teachers to determine what students have learned, and what they need to learn next. Students need frequent opportunities for meaningful and relevant feedback. Descriptive or narrative feedback—that which includes analytical

questions and constructive comments—provides information to students that they may use to adjust their learning processes, and is more helpful to them than a numerical or alphabetical grade. Assessment that is ongoing and meaningful provides opportunities for students to become reflective learners—to synthesize their learning, to solve problems, to apply their learning in authentic situations, and to better understand their learning processes—as well as opportunities for teachers to become reflective practitioners. Assessment *of* learning that takes place at the end of a cluster, or at the end of a year, provides important information about student progress and achievement, as well as instructional effectiveness. This information is usually shared with parents via report cards.

It is important that the purpose of assessment (*of*, *as*, or *for*), as well as how assessment information will be used, is clear to both teachers and students. With a clearly understood purpose, students are encouraged to take more responsibility for their learning, and are better able to focus their efforts, while teachers can better select the instruction and assessment strategies and student learning resources that will improve student achievement.

Overview

Activating: How will students be prepared for learning?

Acquiring: What strategies facilitate learning for groups and individuals?

Applying: How will students demonstrate their understanding?

Assessment and the Stages of Learning

Much of what goes on in classrooms can be described as assessment, and assessment takes place in each of the three stages of learning: activating, acquiring, and applying. Assessment at each stage benefits students and teachers.

Assessment during the **activating** stage prepares both teachers and students for the learning process, identifying gaps and strengths in student prior knowledge, and informing future instruction.

Assessment during the **acquiring** stage provides feedback as learning takes place, and allows teachers and students to make adjustments to strategies and activities. Well-timed, meaningful feedback as they are learning helps students improve the quality of their work and reach their learning goals. Assessment at this stage also allows for the gathering of evidence of student learning.

Assessment during the **applying** stage focuses on students using new understandings in meaningful and authentic ways. Authentic tasks are those that have worthwhile purposes and replicate as closely as possible the context in which knowledge, values, or skills will be applied beyond the classroom. Ideally, students should demonstrate their learning, and the relevance and importance of their learning, for real audiences and real purposes.

Information gathered at each of the three stages of learning is useful for teacher and student reflection regarding changes and adaptations to learning strategies, and in the selection of student learning resources. (See Figure 2: *Assessment at Different Stages of Learning*.)

Assessment at Different Stages of Learning		
	Students	Teachers
Activating Stage	<p>Assessment in the activation stage helps students</p> <ul style="list-style-type: none"> • “set the stage” and to mentally plan and prepare for new learning • identify the focus of new learning • identify what they already know about a topic • gain interest in a new topic 	<p>Assessment in the activation stage helps teachers</p> <ul style="list-style-type: none"> • identify gaps, strengths, misconceptions, and faulty information in student prior knowledge • identify student interests • provide a focus for planning instructional strategies and the selection of student learning resources • determine which instructional approaches or resources need to be implemented or adapted
Acquiring Stage	<p>Assessment during the acquiring stage helps students</p> <ul style="list-style-type: none"> • become aware of the progress and the degree of understanding they are achieving • experience and adapt different approaches and strategies that facilitate their learning • identify what further learning they need to undertake • improve as they practise 	<p>Assessment during the acquiring stage helps teachers</p> <ul style="list-style-type: none"> • revise learning strategies to meet evolving student needs • monitor student growth and progress, and determine whether students are achieving specific learning outcomes (SLOs) • determine if individual students need additional support or further learning opportunities to achieve SLOs • identify which learning outcomes need to be the focus of subsequent instruction and assessment • gather evidence of student growth, which may be used for reporting
Applying Stage	<p>Assessment during the applying stage helps students</p> <ul style="list-style-type: none"> • become aware of their growth and achievement, and celebrate their successes • identify their strengths, as well as areas needing further growth • deepen their understandings as they make connections and reflect on their learning, and apply new ideas in meaningful and authentic ways 	<p>Assessment during the applying stage helps teachers</p> <ul style="list-style-type: none"> • be fully aware of student understanding and achievement of learning outcomes • identify student strengths and areas needing further learning • provide evidence of student growth and achievement for reporting to parents and administrators • reflect on their teaching practices in order to identify changes and revisions to learning strategies

Figure 2: Assessment at Different Stages of Learning

Overview

Collecting Assessment Information

Assessment of student learning is a complex and interactive process. At various times it involves teacher and/or student decision making, student self- and peer assessment, teacher observation of students, student-teacher dialogue, student reflection, and teacher reflection. Each stage of learning and assessment generates information about student needs, growth, and achievement, as well as information related to teaching and learning strategies and the appropriateness of student learning resources.

Collecting information about student learning helps build a positive learning environment and contributes to positive classroom relationships. Teachers use information they gather about their students to scaffold instruction, and to make decisions about the strategies and learning resources that will contribute to successful student learning. When assessment information is shared with students, they are better able to manage and take responsibility for their own learning—setting goals and identifying how they will achieve those goals.

Teachers learn about student progress through day-by-day observation of students in action, as well as through more formal activities, including projects, performances, tests, and examinations. Teachers cannot possibly assess all students, all the time, and should consider a number of factors when determining how to focus their assessment observations. These factors include, among others, the nature of the learning outcomes; the structure of the learning activity (e.g., individual, small group, whole class); the time of year; and the stage of student development. Teachers may choose to focus assessment observation on one or two students or on a small group at any one time to monitor their growth and progress at different stages of their learning.

No matter what the type, every assessment activity should be based on criteria that are shared with students *before* they engage in learning. As well, having students participate in constructing assessment criteria further contributes to their success. When students know in advance what is to be assessed, and when their performances are compared to predetermined criteria (and to their prior performances), students are better able to concentrate their efforts and focus their learning.

Additionally, students need to be aware of what success looks like. Providing students with exemplars allows them to visualize a model to strive toward, and assists them in reaching their learning goals.

Assessment Tools and Strategies

Just as diverse instructional strategies are important, so too are a variety of assessment tools and strategies. There are three types of learning outcomes in social studies—knowledge, values, and skills—and assessment needs to be congruent with each type of learning.

- **Assessing Knowledge:** Social studies places significant emphasis on the acquisition of knowledge. True understanding and appreciation of social studies issues does not occur if students simply memorize and recall information. Rather, students are encouraged to use the knowledge they acquire to synthesize and apply new understandings, and to demonstrate evidence of their learning.
- **Assessing Skills:** The assessment of social studies skills and processes requires different strategies than the assessment of knowledge. Since skill development is ongoing, students continue to practise skills from cluster to cluster and throughout the year. Skills are best assessed by observing students in action, by discussing their learning strategies during conferences and interviews, and by gathering data from student reflections and self-assessments.

- **Assessing Values:** Values are implicit in what students say and do, and are not always measurable in the same way that knowledge outcomes are measurable. Similar to skills, values are best assessed by observing students in action, looking for behavioural indicators as expressions of student values, and engaging students in critical dialogue.

A significant aspect of social studies is the development of values related to active democratic citizenship. The values related to citizenship do not apply solely within the confines of the classroom; a number of social studies learning outcomes refer to student attitudes and behaviours in groups and communities beyond the school. In those cases, assessment will include not only student self-assessment, but self-reporting.

In general, there are three main sources for teachers to gather student assessment evidence:

- observations of student learning (including students' interactions with peers)
- observation and evaluation of student products and performances
- one-to-one conversations with students about their learning, including information gathered from self- and peer assessment

Assessment tools and strategies:

- student portfolios
- interviews
- individual and group inquiry and research
- journals
- role-play
- oral presentations
- tests
- hands-on projects
- teacher observation checklists
- peer assessment
- self-assessment

A broad range of tools and strategies are available to teachers to assess social studies learning. These include student portfolios, interviews, individual and group inquiry and research, journals, role-play and oral presentations, tests, hands-on projects, teacher observation checklists, peer assessment, and self-assessment. The most important aspect of each of these strategies is regular dialogue with students about their learning: asking them questions about their observations and conclusions *as they learn*, and stimulating and prompting them to higher levels of thinking and learning.

When teachers use a variety of assessment tools and strategies over a period of time, student learning patterns begin to emerge. Observation and knowledge of these patterns is necessary for planning effective instruction and for successful learning.

Student portfolios are a particularly useful approach in the assessment of social studies learning. Portfolios help teachers determine the degree to which students have mastered learning. The contents of student portfolios represent student growth and progress, and, when they are accompanied by interviews with students about their learning, provide valuable assessment information for communication to students, parents, and administrators.

Assessment *of learning* is also important. However, it must be noted that assessment information that is gathered at the end of a cluster will not always be completely summative in nature. Social studies learning outcomes—particularly skills outcomes that continue to develop through the year—are often interconnected, practised, and reinforced throughout every cluster. Therefore, the level of growth that students demonstrate at various times during the year may not adequately reflect their progress at the end of the year. Student achievement may need to be reviewed at year's end, and “summative” assessments that were made earlier may need to be revised.

Overview

Teachers may wish to consider end-of-cluster assessments as *progress reports* rather than final assessments, and decide to provide students with additional opportunities to demonstrate their learning. End-of-year assessment, similar to assessment that takes place at the end of every cluster, should allow students to make connections in their learnings and to reflect on the applications of this new knowledge and understanding in their lives.

Self-Assessment and Reflection

Classroom-based assessment provides opportunities for both students and teachers to reflect on, and to enhance, the learning process.

When students are empowered to engage in self-assessment and reflection, they make better choices and assume more responsibility for their learning. Self-assessment significantly increases learning by promoting critical thinking and by allowing students to take ownership of their learning. They are better able to observe and analyze patterns in their thinking, to appraise their strengths, and to set realistic goals for themselves.



Student autonomy and responsibility is enhanced when students

- identify their learning goals
- help create assessment criteria
- select products and performances for their portfolios to demonstrate their learning
- engage in peer assessment
- are provided with self-assessment tools (e.g., checklists, learning logs, reflection journals, portfolios)

Language to encourage self-assessment

Students

- I think I need to...
- I also want to...
- I was thinking that...
- I wonder...
- Next time I would...

Teachers

- Why did you choose to...?
- What options did you consider...?
- What changed in your thinking?

As teachers engage in regular conversations with students about their learning, teachers gain essential information to plan for the needs of individual learners.

Assessment, including student self-assessment, is facilitated when students are made to feel safe, secure, involved, and that their individual learning needs are being met. When assessment is equitable (i.e., focused on student growth and progress instead of student deficits, and **not** used for discipline or classroom control), student autonomy, responsibility, and motivation greatly increase. Students need to be encouraged to do their best as they learn, but also to take risks and not to be afraid of making mistakes.

Self-assessment depends on student empowerment. Empowerment needs to begin before any actual learning takes place, and continue through to the final stages of assessment.

Students who are empowered and autonomous learners are involved in the initial decision making about learning, expressing ideas about what and how they will learn. They plan their personal learning goals, decide how they will demonstrate their learning, and select products and performances for their portfolios, all in collaboration with their peers and/or teachers. Throughout the process, teachers engage students in critical dialogue about their decisions and their progress. Figure 3: *Student Empowerment in the Learning Process* illustrates this critical dialogue.

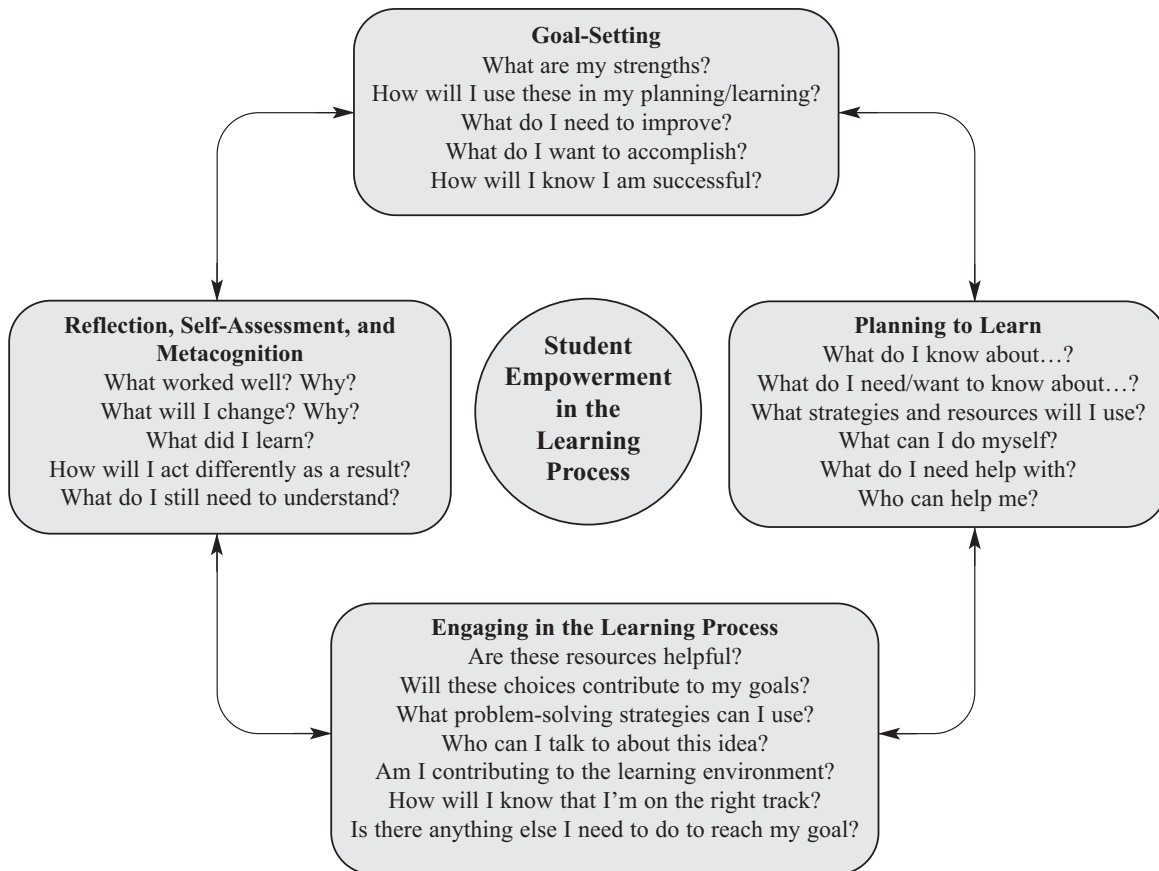


Figure 3: Student Empowerment in the Learning Process

Teacher Reflection

Teacher reflection is also essential to effective pedagogy, and there is no teaching tool or strategy more important than critical consciousness. As teachers assess and reflect on their instructional practices, and as they engage students in dialogue about learning, they become aware of student needs and are better able to adjust planning and teaching—*before, during, and after* learning.

Before learning begins, teachers engage students in strategies to activate learning. This provides opportunities for teachers to observe students, to assess their prior knowledge, and to make initial adjustments to the learning process that is about to begin.

Once learning is underway, teachers continuously observe students and engage them in dialogue about their learning. They are aware of changing student needs, and adapt and adjust learning strategies as needed.

Teacher as reflective practitioner

- Which strategies best met the needs of the group? Of individuals?
- How did the students respond?
- What will I change? add? delete?

Finally, *when all of the learning and assessing activities have been completed*, teachers critically reflect on the whole learning process, evaluating their strategies and approaches, and deciding what changes need to be made for next time.

Overview

A Social Studies Model for Classroom-Based Assessment

The assessment model presented in this document provides a series of processes and tools to facilitate classroom-based assessment.

In each grade, the knowledge, values, and skills learning outcomes have been organized into thematic groups referred to as **clusters**; there are three to five clusters in each grade. Each cluster is further divided into **learning experiences**, where a small number of related learning outcomes are grouped together. Each learning experience provides a series of activating, acquiring, and applying strategies.



In this model, assessment tools and strategies have been created for use

- at the **beginning** of each cluster
- **within** each learning experience
- at the **end** of each cluster

The following assessment strategies and tools are referenced at the **beginning of each cluster**. The reproducible charts are found in Appendix C.

- **Skills Progress Chart:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student progress related to skills in each cluster and throughout the grade. (Appendix C)
- **Student Portfolio Tracking Chart:** This chart is intended for student use, and lists the titles of each learning experience within a cluster. Students use the chart to track the portfolio selections from each learning experience they will use to demonstrate their learning at the end of the cluster. (Appendix C)
- **Engaging Students in the Cluster:** This section provides suggestions to teachers to activate a cluster, prior to engaging students in learning experiences. These activities are intended to stimulate student interest, and to provide opportunities for teachers to assess student prior knowledge.

The following assessment tools are included **within every learning experience**:

-  **Skills Set:** This icon is attached to every strategy in a learning experience, and includes an appendix reference. Appendix A lists the skills learning outcomes that may be targeted for assessment, and provides assessment suggestions.
-  **Suggested Portfolio Selections:** Selected strategies in each learning experience are identified with this icon, indicating that the strategy may result in the creation of products, processes, or performances for inclusion in student portfolios. (See the description of **Student Portfolio Tracking Chart** above.)

A portfolio is a purposeful collection of work over time that shows the evidence of a student's knowledge and understanding. Selection is made with regard to student learning goals and/or criteria, and involves self-assessment and reflection. Portfolios show growth and the achievement of learning outcomes.

The following assessment tool appears at the **end of every cluster**:

- **Connecting and Reflecting:** Every cluster ends with an assessment activity entitled *Connecting and Reflecting*. During this activity, students review their cluster portfolio selections to synthesize their learnings throughout the cluster, and reflect on the implications of those learnings in their daily lives as citizens of their school, their local community, of Canada, or the world. This end-of-cluster activity is an important culminating step. It provides information to both teachers and students about student achievement regarding the essential ideas and understandings of the cluster.

DOCUMENT COMPONENTS AND STRUCTURE

Conceptual Map

The student learning outcomes presented in this document address the four foundation skill areas and nine essential elements common to all Manitoba curricula. The following conceptual map illustrates the foundation skill areas, essential elements, and other key components upon which the Manitoba social studies curriculum is based.

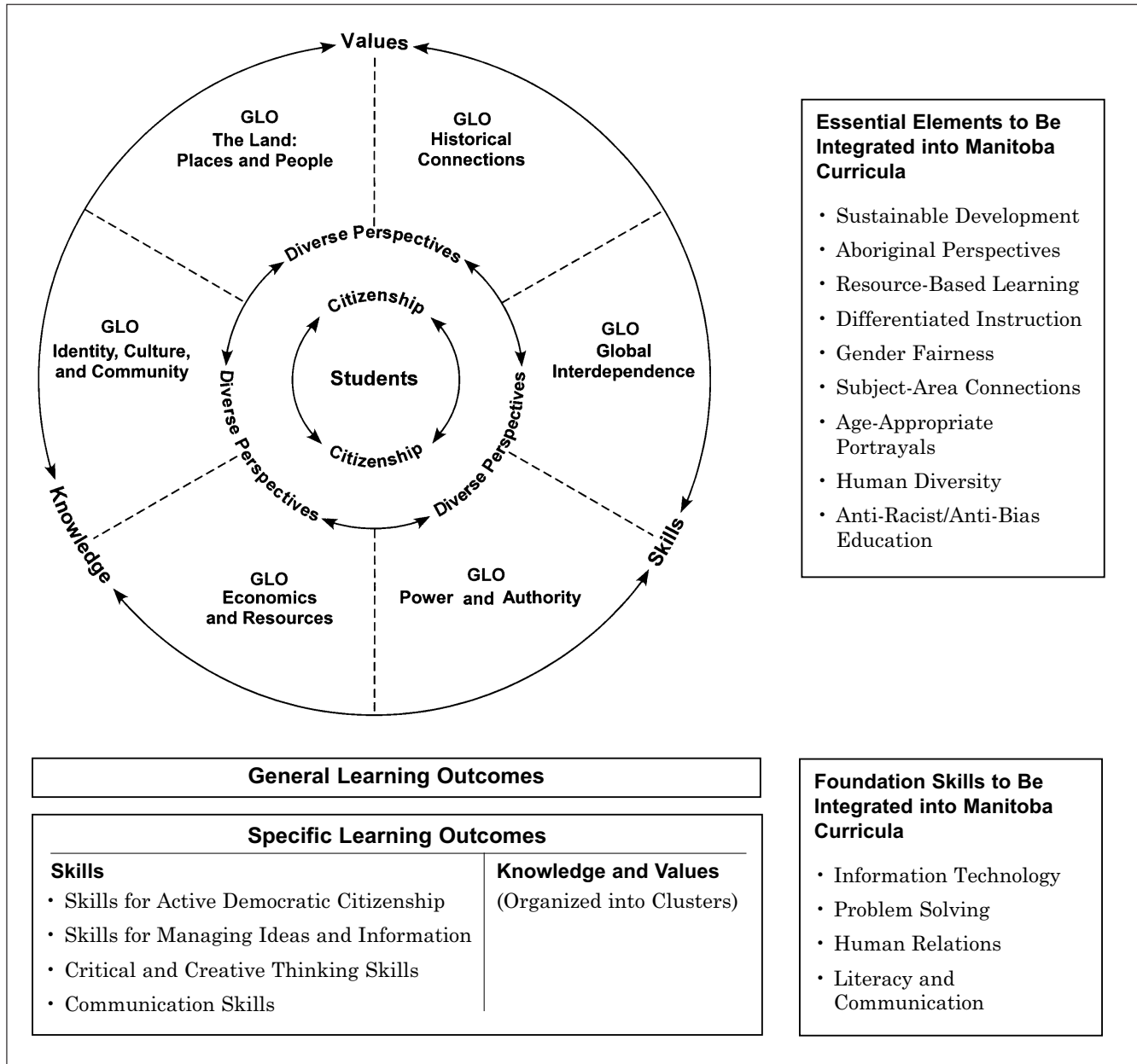


Figure 4: Conceptual Map

Overview

DOCUMENT COMPONENTS

Core Concept

As illustrated in the preceding Conceptual Map, the core concept citizenship provides a focus for social studies learning at all grades. Citizenship knowledge, values, and skills learning outcomes are included in each grade. (See page 6.)

Diverse Perspectives

The concept of diversity is integrated throughout the social studies curriculum. Knowledge and values learning outcomes are inclusive of diverse perspectives, and encourage critical consideration of differing viewpoints as students engage in purposeful dialogue with others.

General and Specific Learning Outcomes

This document contains both general and specific learning outcomes. The **general learning outcomes** are broad statements that provide a conceptual structure for social studies, and are the basis for the specific learning outcomes in each grade. **Specific learning outcomes** are statements that describe the **skills, knowledge, and values** that students are expected to achieve in each grade. These three types of specific learning outcomes are interdependent and are intended to be integrated throughout the social studies learning process.

The six general learning outcomes (see page 9), which are the basis for the specific learning outcomes in each grade, are:

- **Identity, Culture, and Community:** Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.
- **The Land: Places and People:** Students will explore the dynamic relationships of people with the land, places, and environments.
- **Historical Connections:** Students will explore how people, events, and ideas of the past shape the present and influence the future.
- **Global Interdependence:** Students will explore the global interdependence of people, communities, societies, nations, and environments.
- **Power and Authority:** Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.
- **Economics and Resources:** Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

Skills Learning Outcomes

Social studies involves the development of discipline-related skills, including inquiry and research skills and methods, historical thinking, and geographic thinking. Social studies provides students with opportunities to refine the skills and competencies developed in other subject areas, such as skills in communication and media literacy, collaboration and cooperation, critical and creative thinking, problem solving, and decision making. As students apply these skills to complex social studies problems that may or may not have solutions, they develop competencies integral to active democratic citizenship.

Skills learning outcomes (see page 12) are organized into four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Information and Ideas
- Critical and Creative Thinking Skills
- Communication Skills

In this document, a list of grade-specific skills appears at the beginning of the grade description. The skills are also integrated in each learning activity in every grade.

A continuum of social studies skills for Grades 5 to 8 is found in Appendix E.

Knowledge and Values Learning Outcomes

Knowledge learning outcomes and values learning outcomes are intended to complement one another. Both are presented under each of the six general learning outcomes at the beginning of a grade, and are also grouped according to essential ideas within the learning experiences.

Distinctive Learning Outcomes

Some specific learning outcomes are designated as distinctive learning outcomes for Aboriginal (First Nations, Inuit, and Métis) or francophone students. Distinctive learning outcomes complement the specific learning outcomes. They are intended to enhance the development of language, identity, culture, and community for Aboriginal and francophone students.

- Distinctive learning outcomes for **Aboriginal students** are intended for First Nations, Inuit, or Métis students in educational settings that include locally controlled First Nations schools, or settings where there are Aboriginal students, and where the school or school division has agreed that the distinctive learning outcomes be addressed. It is advisable that teachers selected to address the distinctive learning outcomes have a background in Aboriginal culture.
- Distinctive learning outcomes for **francophone students** are intended for students enrolled in schools where francophone programming has been developed within the context of Section 23 of the *Charter of Rights and Freedoms*.

DOCUMENT STRUCTURE

This document contains the following elements:

- **Grade Overview:** A brief description of the content and focus of the grade is presented in the grade overview.
- **Cluster Descriptions:** The knowledge and values learning outcomes are organized into thematic groups referred to as clusters. The focus of each cluster is briefly described in the cluster descriptor.
- **General and Specific Learning Outcomes:** Skills, knowledge, and values specific learning outcomes are presented in the following order:
 - **Skills:** The skills learning outcomes are organized in four categories, and are intended to be integrated through each cluster.

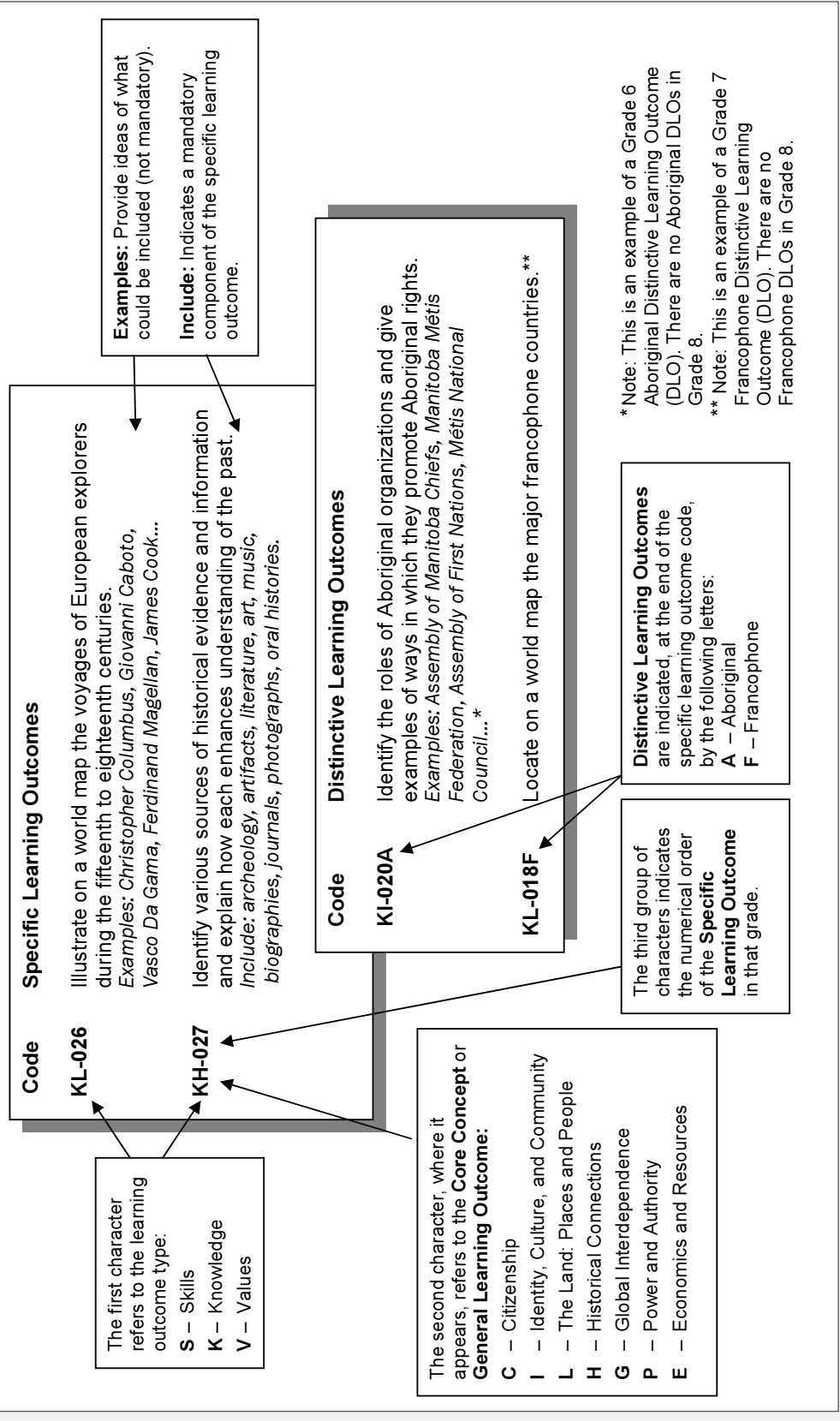
Overview

- **Knowledge and Values:** The knowledge- and values-specific learning outcomes are presented under the Core Concept Citizenship, and under each of the six general learning outcomes.
- **Cluster/Learning Experiences Overview:** The knowledge and values learning outcomes within each cluster have been divided into smaller groups of related outcomes, referred to as learning experiences. The overview page presents each learning experience with the related knowledge and values learning outcomes.
- **Learning Experiences:** Each learning experience provides a series of activating, acquiring, and applying strategies to address related knowledge and values learning outcomes, and contains the following components:
 - **Skills Progress Chart** (teacher tracking tool)
 - **Student Portfolio Tracking Chart** (student tool)
 - **Engaging Students in the Cluster** (strategies to activate the cluster)
 - **Skills Set** (an icon indicating the skills targeted in the learning activity)
 - **Suggested Student Portfolio Selections** (an icon indicating that a strategy may result in the creation of products, processes, or performances for inclusion in student portfolios)
 - **Knowledge and Values Learning Outcomes** (targeted outcomes)
 - **Description of the Learning Experience**
 - **Vocabulary List**
 - **Connecting and Reflecting** (end-of-cluster summative assessment activity)

Kindergarten to Grade 8 Social Studies: Skill Categories and Cluster Titles

Grade	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
	<i>Being Together</i>	<i>Connecting and Belonging</i>	<i>Communities in Canada</i>	<i>Communities of the World</i>	<i>Manitoba, Canada, and the North: Places and Stories</i>	<i>Peoples and Stories of Canada to 1867</i>	<i>Canada: A Country of Change (1867 to Present)</i>	<i>People and Places in the World</i>	<i>World History: Societies of the Past</i>	
Skills Outcomes	Active Democratic Citizenship			Managing Information and Ideas			Critical and Creative Thinking			Communication
Knowledge and Values Outcomes	Organized by Clusters Include the Core Concept Citizenship									
Cluster 1	Me	I Belong	Our Local Community	Connecting with Canadians	Geography of Canada	First Peoples	Building a Nation (1867-1914)	World Geography	Understanding Societies Past and Present	
Cluster 2	The People around Me	My Environment	Communities in Canada	Exploring the World	Living in Canada	Early European Colonization (1600 to 1763)	An Emerging Nation (1914 to 1945)	Global Quality of Life	Early Societies of Mesopotamia, Egypt, or the Indus Valley	
Cluster 3	The World around Me	Connecting with Others	The Canadian Community	Communities of the World	Living in Manitoba	Fur Trade	Shaping Contemporary Canada (1945 to Present)	Ways of Life in Asia, Africa, or Australasia	Ancient Societies of Greece and Rome	
Cluster 4				Exploring an Ancient Society	History of Manitoba	From British Colony to Confederation (1763 to 1867)	Canada Today: Democracy, Diversity, and the Influence of the Past	Human Impact in Europe or the Americas	Transition to the Modern World (Circa 500 to 1400)	
Cluster 5					Canada's North				Shaping the Modern World (Circa 1400 to 1850)	

Guide to Reading the Learning Outcome Code



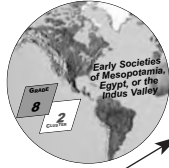
World History: Societies of the Past

GRADE 8
CLUSTER 2

Early Societies of Mesopotamia, Egypt, or the Indus Valley

8.2.4 Communication and Art in an Early Society

KI-014	Describe the art, architecture, and science of an early society of Mesopotamia, Egypt, or the Indus Valley.
KH-030	Describe the impact and significance of the development of writing in an early society of Mesopotamia, Egypt, or the Indus Valley.
VH-010	Value the study of early societies as a way of understanding contemporary life.



Enduring Understanding
Early river valley societies developed written language codes, explored scientific ideas, and expressed their cultures in distinctive forms of art and architecture.



Description of the Learning Experience
Students view images of art and architecture from the selected early society, research its writing system and scientific ideas, and discuss the enduring legacy of its culture and thought.

Vocabulary: pictogram, cuneiform, astronomy (See Appendix D for Vocabulary Strategies.)

Note: Although the written language, art, architecture, and scientific knowledge of an early society are the main focus in this learning experience, the Applying phase offers the opportunity to incorporate all of the students' learning in this cluster. This may be done by planning a culminating activity with the students that relates to all the topics in this cluster (e.g., transforming the classroom into a "Museum of Ancient Civilizations"). Interdisciplinary projects with visual arts may be included in these activities.

See the Suggested Teaching Scenario on pages 55–60.

8.2.4 Communication and Art in an Early Society

Assessment	Outcomes	Strategies
	KI-014 KH-030 VH-010	<p>Activate</p> <p>Students observe images showing samples of writing or number codes in early societies (i.e., cuneiform tablets from Mesopotamia, Egyptian hieroglyphics, pictogram/script seals from the Indus River Valley). Students discuss similarities they note and generate theories as to how ancient writing codes are deciphered by archeologists.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList> (continued)</p>
Teacher Reflections		

The enduring understanding of this learning experience

Targeted specific learning outcomes

Title of the learning experience

A description of the focus of the learning experience

Indicates stage of learning

Skills set and classroom-based assessment (Appendix A)

Supporting websites

Suggested student portfolio selection

Blackline masters (Appendix B)

Teacher Notes (Appendix H)

Appendix A Skill 10a



KC-002
VC-001
VP-016

Groups of seven to nine students engage in role-plays to simulate decision making in each of three forms of government: monarchy, oligarchy, and democracy. A question appropriate to Greek society should be used as the subject for decision making, and a set amount of time should be allocated to make the decision. After the exercise, students debrief and discuss which form of decision making they consider to be the most effective, the most fair, the most efficient (i.e., least time consuming), the least divisive, and the most supportive of the public good.

TIP: Refer to BLM 8.3.3g and Appendix H for role-play guidelines. Examples of questions for discussion:

- Should obligatory military service be extended to five years from two years for all males in Athens?
- Should members of the Assembly be elected by votes and speeches rather than chosen by lottery?
- Should slaves be freed after a certain number of years of service?
- Should a person with one Greek parent but one foreign parent be allowed to attain citizenship?
- Should Athens seek some allies to support the city-state against Sparta?

8.3.3g BLM: Role-Play: Decision Making in the Polis

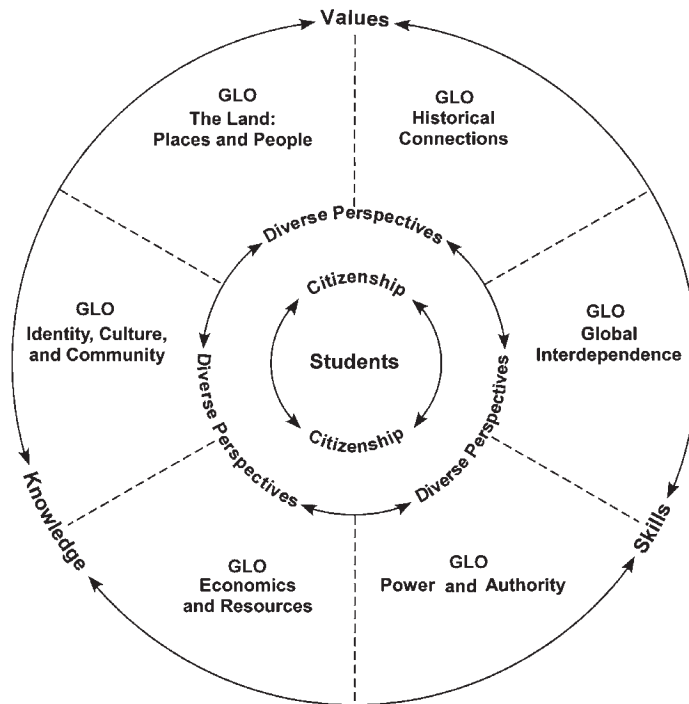
TN 7 Appendix H: Teacher Notes: Role-Plays and Simulations (2 pages)

WORLD HISTORY: SOCIETIES OF THE PAST

**GRADE
8**

<i>Grade Overview</i>	42
<i>Cluster Descriptions</i>	43
<i>Grade 8 Skills</i>	44
<i>Core Concept Citizenship</i>	48
<i>General and Specific Learning Outcomes</i>	49
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Clusters:	
Cluster 1: Understanding Societies Past and Present	61
Cluster 2: Early Societies of Mesopotamia, Egypt, or the Indus Valley	95
Cluster 3: Ancient Societies of Greece and Rome	131
Cluster 4: Transition to the Modern World (Circa 500 to 1400)	187
Cluster 5: Shaping the Modern World (Circa 1400 to 1850)	243

Grade 8 students explore societies of the past and make connections between the past and present. They examine the origins of human societies from early hunter-gatherer ways of life to societies of the nineteenth century. They study significant people, ideas, and events of historical periods that have shaped the modern world and consider the implications of contact between diverse societies. As they explore selected past societies, students become aware of differing world views and the factors that influence change in societies. They assess the influence of the past on the present and develop an appreciation for the historical significance of past societies and civilizations.



Cluster Descriptions

Cluster 1: Understanding Societies Past and Present

In Cluster 1, students explore concepts related to society, civilization, and world view. This study includes a focus on stories and theories of the origin and development of human life and the transition from hunter-gatherer to agrarian ways of life. In addition, students examine ways in which societies change or remain the same, how they organize and perpetuate themselves, and how the natural environment influences their development. Students also study various sources of historical knowledge and consider the importance of knowing and understanding the past.

Cluster 2: Early Societies of Mesopotamia, Egypt, or the Indus Valley

Cluster 2 begins with a brief world overview, focusing on Mesopotamia, Egypt, the Indus Valley, and China from about 3500 to 500 BCE.

Students then explore life in *one early society, selected from a choice of Mesopotamia, Egypt, or the Indus Valley*. This comprehensive study includes a focus on the physical environment and the social, political, technological, and cultural aspects of the selected society.

Cluster 3: Ancient Societies of Greece and Rome

Cluster 3 begins with a brief world overview, focusing on China, Greece, Rome, Persia, and the Mayas from about 500 BCE to 500 CE. This overview includes a consideration of world religions that emerged during this time period.

Students then explore life in ancient societies of *both Greece and Rome*. This comprehensive study focuses on the physical environment and the social, cultural, political, economic, and technological issues of these societies. Students consider the enduring qualities of the art, architecture, science, and ideas of ancient Greece and Rome, and explore their influence on the contemporary world.

Key Concepts

- *Greece*: rise and decline, social organization, citizenship and democracy, life in Sparta and Athens, Greek myths, technology, and achievements.
- *Rome*: rise and decline, governance, trade, empire building, war and territorial expansion, technology, and achievements.

Cluster 4: Transition to the Modern World (Circa 500 to 1400)

Cluster 4 has a global perspective. It begins with a brief world overview, focusing on China, Europe, the Middle East, Africa, Asia, and the Americas from about 500 to 1400.

Students then explore individuals and events in selected places in the world during this time period. This study includes a focus on the impact of the fall of Rome, the rise of Islam, Arab conquests and Viking invasions, life in medieval Europe, and the expansion of the Mongol and Ottoman Empires. Students examine the significance and impact of technological development and the spread of ideas during this period. Through an exploration of art, architecture, literature, and science, students consider achievements and contributions of diverse cultures during this period of transition to the modern world.

Cluster 5: Shaping the Modern World (Circa 1400 to 1850)

Cluster 5 begins with a brief world overview, focusing on Europe, Africa, Asia, Australasia, and the Americas from about 1400 to 1850.

Students then explore individuals, ideas, and events related to the Renaissance, the Protestant Reformation, global exploration, and the Industrial Revolution. Students also focus on the impact of changing social and political ideas and advances in science and technology. They examine the motivations for global exploration and territorial expansion and their impact on diverse groups, including indigenous peoples. Through an exploration of art, architecture, ideas, literature, science, and technology, students consider achievements and contributions of diverse cultures of the past and how they continue to influence and shape the modern world.

Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

Students will...

S-100	Collaborate with others to establish and carry out group goals and responsibilities.	S-105	Recognize bias and discrimination and propose solutions. <i>Examples: racism, ageism, heterosexism...</i>
S-101	Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>	S-106	Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i> <i>Comments: Some sacred places may not be known publicly as sacred places.</i>
S-102	Make decisions that reflect fairness and equality in their interactions with others.		
S-103	Make decisions that reflect the principles of sustainable development.		
S-104	Negotiate constructively with others to build consensus and solve problems.		

Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

Students will...

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>	S-205	Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>	S-206	Select, use, and interpret various types of maps for specific purposes. <i>Examples: historical maps and atlases...</i>
S-202	Interpret primary and secondary information sources for research.	S-207	Use latitude and longitude to locate and describe places on maps and globes.
S-203	Select and use appropriate tools and technologies to accomplish tasks.	S-207	Use traditional knowledge to read the land.
S-204	Create timelines and other visual organizers to sequence and represent historical periods, figures, relationships, or chronological events.	S-208	Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.

Critical and Creative Thinking

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

Students will...

S-300	Plan topics, goals, and methods for historical inquiry and research.	S-307	Compare differing accounts of historical events.
S-301	Consider the context of events, accounts, ideas, and interpretations.	S-308	Compare diverse perspectives in the media and other information sources.
S-302	Draw conclusions based on research and evidence.	S-309	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>
S-303	Evaluate personal assumptions based on new information and ideas.	S-310	Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.
S-304	Distinguish fact from opinion and interpretation.	S-311	Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.
S-305	Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>		
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>		

Communication

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

Students will...

- | | |
|-------|--|
| S-400 | Listen to others to understand their perspectives. |
| S-401 | Use language that is respectful of human diversity. |
| S-402 | Persuasively express differing viewpoints regarding an issue. |
| S-403 | Present information and ideas orally, visually, concretely, or electronically. |
| S-404 | Elicit and clarify questions and ideas in discussions. |
| S-405 | Articulate their beliefs and perspectives on issues. |

Core Concept: Citizenship

Students will develop the knowledge, skills, and values necessary to become responsible democratic citizens who are actively engaged in their local, national, and global communities.

Citizenship education is fundamental to living in a democratic society. A critical consideration of citizenship provides students with opportunities to explore democratic values, and to determine their responsibilities and rights as participants in civil society. Students explore the complexities of citizenship in Canada and in the global context, as well as environmental citizenship, and citizenship for the future.

This exploration of citizenship helps students develop the knowledge and skills they need to live with others, to understand social change, and to support and promote social well-being. As they engage in public dialogue and debate, students enhance their understanding of citizenship, and are empowered to be active democratic citizens who contribute to the local, national, and global communities to which they belong.

Students will...

KC-001	Describe the social organization of ancient Greece. <i>Examples: classes of citizens, slavery; role and status of children, women, and men...</i>	VC-001	Appreciate the contributions of ancient Greece to modern concepts of citizenship and democracy.
KC-002	Describe the rise of democracy in ancient Greece.	VC-002	Appreciate the enduring significance of the rule of law.
KC-003	Compare criteria for citizenship and participation in government in ancient Greece and in contemporary Canada.	VC-003	Appreciate the struggles of past societies for their importance in shaping the modern world.
KC-004	Identify the origins and significance of the rule of law. <i>Include: transition from absolute monarchy to representative government.</i>		

General and Specific Learning Outcomes

Identity, Culture, and Community

Students will explore the influence of culture and community on individuals and societies.

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.

Students will...

KI-005	Explain the concept of world view.	KI-016	Describe the importance of myths in ancient Greek culture.
KI-006	Describe influences that create differences in world views. <i>Examples: culture, time, place, cross-cultural interactions, media, governance...</i>	KI-017	Identify defining characteristics of world religions that emerged in antiquity. <i>Include: Buddhism, Christianity, Confucianism, Hinduism, Judaism.</i>
KI-007	Compare and contrast the concepts of society and civilization.	KI-018	Identify Islamic achievements from the seventh to fifteenth centuries and describe how they influenced other societies. <i>Examples: artistic, literary, intellectual, scientific, religious...</i>
KI-008	Give reasons why societies may stay the same or change over time. <i>Examples: culture, education, trade, power, war...</i>	KI-019	Explain why China may be regarded as one of the most advanced civilizations of the fifth to fifteenth centuries. <i>Examples: science, technology, philosophy, art...</i>
KI-009	Describe ways in which societies organize, maintain, and perpetuate themselves. <i>Examples: physical survival, education, culture...</i>	KI-020	Give examples of the expression of the Renaissance in its art, architecture, philosophy, literature, science, or technology from the fourteenth to sixteenth centuries.
KI-010	Relate various stories and theories of the origin and development of human life.	KI-021	Give examples of the impact of interactions between Europeans and indigenous peoples of Africa, Asia, Australasia, and the Americas from the fifteenth to nineteenth centuries. <i>Examples: slavery, diseases, missionaries, intermarriage, adoption of indigenous practices...</i>
KI-011	Identify the characteristics, advantages, and disadvantages of a hunter-gatherer way of life.	VI-004	Be willing to consider differing world views.
KI-012	Describe the development of agrarian societies and explain how they differed from hunter-gatherer societies. <i>Examples: food surplus, movement from nomadic to sedentary, division of labour, growth of villages and cities...</i>	VI-005	Appreciate the enduring qualities of the arts, architecture, science, and ideas of ancient Greece and Rome.
KI-013	Describe life for various groups in an early society of Mesopotamia, Egypt, or the Indus Valley. <i>Examples: priests, scribes, traders, peasants, slaves...</i>	VI-006	Respect others' ways of life and beliefs.
KI-014	Describe the art, architecture, and science of an early society of Mesopotamia, Egypt, or the Indus Valley.	VI-007	Value the enduring qualities of art, architecture, ideas, literature, and science of the fifteenth to eighteenth centuries.
KI-015	Compare and contrast life in Sparta and Athens. <i>Examples: social roles, education, governance, beliefs...</i>		

The Land: Places and People

Students will explore the dynamic relationships of people with the land, places, and environments.

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

Students will...

KL-022	Give examples of the influence of the natural environment on the development of societies.	KL-026	Illustrate on a world map the voyages of European explorers during the fifteenth to eighteenth centuries. <i>Examples: Christopher Columbus, Giovanni Caboto, Vasco da Gama, Ferdinand Magellan, James Cook...</i>
KL-023	Locate on a map the major landforms, bodies of water, and population clusters of a society of Mesopotamia, Egypt, or the Indus Valley.	VL-008	Appreciate the importance of sustaining the natural environment for future societies.
KL-024	Give examples of the influence of the natural environment on ways of life in an early society of Mesopotamia, Egypt, or the Indus Valley.		
KL-025	Illustrate on a map the expansion of the Roman Empire.		

General and Specific Learning Outcomes

Historical Connections

Students will explore how people, relationships, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and to focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

Students will...

KH-027	Identify various sources of historical evidence and information and explain how each enhances understanding of the past. <i>Include: archeology, artifacts, literature, art, music, biographies, journals, photographs, oral histories.</i>	KH-035	Describe characteristics of medieval Europe. <i>Examples: feudalism, social and political organization, plagues, medical practices...</i>
KH-028	Explain the importance of knowing the past and understanding history.	KH-036	Identify individuals and ideas of the Renaissance and describe the historical significance of this period.
KH-029	Identify people, events, and ideas in an early society of Mesopotamia, Egypt, or the Indus Valley.	KH-037	Identify individuals and ideas of the Protestant Reformation during the sixteenth century and describe the historical significance of this movement. <i>Include: shift in power from church to state.</i>
KH-030	Describe the impact and significance of the development of writing in an early society of Mesopotamia, Egypt, or the Indus Valley.	VH-009	Appreciate the historical significance of early societies. <i>Examples: adaptations for survival, enduring human aspirations, origins of social and political structures...</i>
KH-031	Identify significant people, events, and ideas in ancient Greece and Rome.	VH-010	Value the study of early societies as a way of understanding contemporary life.
KH-032	Identify ways in which today's world has been influenced by the ideas of ancient Greece and Rome. <i>Examples: the arts, philosophy, science, mathematics...</i>	VH-011	Appreciate stories, legends, and myths of ancient societies as important ways to learn about the past.
KH-033	Identify the consequences of the fall of the Western Roman Empire. <i>Examples: the Dark Ages, expansion of Arab-Islamic culture...</i>	VH-012	Appreciate the contributions of all societies to the development of the modern world.
KH-034	Identify motivations for and consequences of the Crusades. <i>Examples: Peasants', Nobles', Kings', and Children's Crusades...</i>	VH-013	Appreciate the contributions of past societies to the shaping of the modern world.

Global Interdependence

Students will explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Students will...

KG-038	Identify defining characteristics of societies in Mesopotamia, Egypt, the Indus Valley, and China, from 3500 to 500 BCE. <i>Examples: location, contributions, beliefs...</i>	KG-043	Identify major events in Europe, Africa, Asia, Australasia, and the Americas during the fifteenth to eighteenth centuries.
KG-039	Identify defining characteristics of the ancient civilizations of China, Greece, Rome, Persia, and the Mayans from 500 BCE to 500 CE.	KG-044	Explain the motivations for and the impact of global exploration and territorial expansion from the fifteenth to eighteenth centuries.
KG-040	Identify major events in Europe, the Middle East, Africa, Asia, and the Americas from the fifth to fifteenth centuries.	VG-014	Appreciate the enduring qualities of art, architecture, literature, and science of the fifth to fifteenth centuries.
KG-041	Describe the significance of the spread of ideas and technologies between societies from the fifth to fifteenth centuries.	VG-015	Appreciate the importance of world history in understanding the contemporary world.
KG-042	Give examples of achievements in art, architecture, literature, and science in diverse societies from the fifth to fifteenth centuries.		

General and Specific Learning Outcomes

Power and Authority

Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

Students will...

KP-045	Describe governance in an early society of Mesopotamia, Egypt, or the Indus Valley. <i>Examples: military organization, political structures...</i>	KP-051	Locate on a map and describe the expansion of the Mongol Empire into China, Europe, and the Middle East in the thirteenth century.
KP-046	Identify factors that influenced the rise and decline of ancient Greece and Rome.	KP-052	Describe the influence of the Catholic Church in medieval Europe. <i>Examples: education, art, political and social stability, suppression of ideas, attitudes to other faiths...</i>
KP-047	Describe structures of governance in ancient Rome.	KP-053	Locate on a map and describe the nature of the Ottoman Empire and its expansion into the Middle East, North Africa, India, and Europe from the fourteenth to sixteenth centuries.
KP-048	Describe the nature of war and territorial expansion in the Roman Empire.	VP-016	Appreciate the benefits of citizenship within a democracy.
KP-049	Locate on a map and describe the Arab conquests in the Middle East, North Africa, India, and southern Europe in the seventh and eighth centuries.		
KP-050	Locate on a map and describe the impact of the Viking invasions on Europe from the ninth to twelfth centuries.		

Economic and Resources

Students will explore the distribution of resources and wealth in relation to individuals, communities, nations, and the natural environment.

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

Students will...

KE-054	Describe technologies and tools in an early society of Mesopotamia, Egypt, or the Indus Valley. <i>Examples: animal and crop domestication, irrigation, construction, weapons, transportation...</i>	KE-059	Describe the impact of advances in science and technology on societies from the fifteenth to nineteenth centuries. <i>Examples: printing press, compass, telescope, guns, steam engine...</i>
KE-055	Describe the influence of trade on the exchange of ideas within the Roman Empire and between Rome and other places in the world.	KE-060	Describe the impact of the Industrial Revolution on individuals and societies. <i>Examples: work and living conditions, urbanization, education...</i>
KE-056	Describe technologies and achievements in ancient Greece and Rome. <i>Examples: architecture, transportation, weapons, aqueducts...</i>	KE-061	Give examples of the continuing influence of ideas and technologies of past societies.
KE-057	Identify how work and education were organized in medieval Europe. <i>Examples: guilds and apprenticeships, universities, military training, religious training...</i>	VE-017	Appreciate the ideas and technologies of early societies.
KE-058	Describe the impact of technological developments from the fifth to fifteenth centuries. <i>Examples: wind power, gunpowder, stirrups, catapults, longbows, armour...</i>	VE-018	Appreciate the benefits afforded to the modern world by ideas and technologies of past societies.

Suggested Teaching Scenario for Grade 8 Social Studies



The French anthropologist Claude Lévi-Strauss stated that a truly total history of the world would be impossible; it would contain so much information that it would confront us with chaos. This, he says, makes it necessary for historians to “choose, sever and carve up ... the past.” However, if students are to develop historical consciousness, they cannot be restricted to the study of disconnected events and topics. Their study needs to be given a coherent structure, so they may develop a sense of the totality. A chronological

frame of reference provides students with an underlying structure and a set of fixed markers that give shape to the broad sweep of history. (See Teacher Note 1 for a more detailed discussion of historical consciousness.)

The Grade 8 social studies curriculum encompasses an extensive span of human history. This is intended to help students acquire a broad overview of historical eras and civilizations, with more in-depth consideration of selected historical topics.

It is important to approach the content of this course **not as a series of dates, events, and facts to be memorized, but as the collective story of human experience over time.**

...the collective story of human experience over time.



Students learn to think historically as they conduct research and reflect on some of the essential and enduring questions faced by all civilizations. Chronological guideposts at the beginning of every cluster provide the underlying structure to their study, helping students to distinguish major historical eras and to sequence the unfolding and influence of people, events, and ideas over time.

Wall-Sized Class Timeline

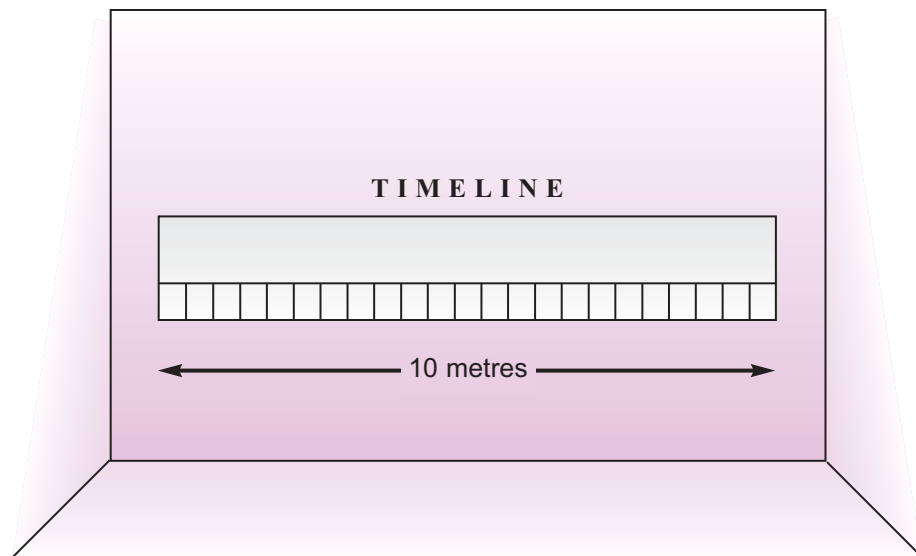
One of the more effective ways of helping students develop an historical consciousness is through the creation and interpretation of timelines. Strategies are included throughout this

document to help students engage in the collective construction of a wall-sized class timeline that represents the full scope of each historical era they explore.

This timeline, portraying significant dates, events, people, and ideas, should be carefully planned and executed so as to provide a continuous visual reference for students. It should use images, symbols, and key words to help students envision the distinguishing elements of historical periods. Note that there are various ways of viewing historical periods or eras, but that this course is divided into the time periods that are most frequently used in history texts in Western European societies. This will help students become familiar with key terms of reference (e.g., prehistory, antiquity, medieval period or Middle Ages, Renaissance, et cetera) as they conduct research.

Suggested Procedure for Beginning the Class Timeline

- Use the length of a full wall or a minimum of 10 metres of wall space. (You may choose to continue the timeline around two walls of the room.) Affix a wide band of paper to the wall, using a roll or separate sheets of 11-x-17 paper laid edge to edge.
- Determine a general scale for the timeline, depending on the available space: this may range from 1 metre = 500 years to 1 metre = 1500 years. Draw a straight line through the middle of the paper to represent the “line of time.”



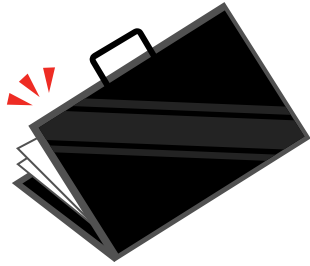
Suggested Teaching Scenario for Grade 8 Social Studies

- Mark off separate sections corresponding to each of the historical eras to be studied as follows:
 - Origins of Human Societies: 2 million BCE to 3500 BCE (prehistory)
 - Earliest Civilizations: 3500 BCE to 500 BCE
 - Ancient Civilizations: 500 BCE to 500 CE
 - Transition to the Modern World: 500 to 1500 (Medieval period)
 - Beginnings of the Modern Era: 1400 to 1850 (Renaissance to Industrial period)
- Label significant years or periods of years on the timeline.
- Since the duration of each period is unequal, you will need to represent long periods of time by breaks in the timeline or by inserting appropriate symbols to mark the passage of time. (This is particularly true of the prehistory period, where the duration is extremely lengthy but there is less historical detail and less in-depth study required by the learning outcomes.) It would be historically and mathematically useful to discuss with students (or have them calculate) how much wall space would actually be required to fill in the breaks in the timeline, so they have a better understanding of the durations represented by the breaks.
- Be sure to allow enough space for adding details and additional time markers in each historical time period. Build the timeline progressively with each new period studied. Suggested markers or guideposts are provided in this document at the beginning of each cluster.
- As you study each historical period, indicate significant historical markers on the timeline, and ask students to create annotated illustrations as well as titles for historical periods. You may wish to create a template for students to use as they create their drawings for the timeline over the course of the year (e.g., the template could include space for an annotation, an illustration, a title, and a date or time span). You may also wish to include commercially produced images of people, places, or art along the timeline as you advance (e.g., a picture of Charles Darwin to be placed on the timeline in the period of the Enlightenment).
- Ensure that students recognize that all the dates in the earliest historical periods are very approximate and, in many cases, entirely theoretical.

Individual Timelines

As the class timeline undergoes construction through the year, it is also very useful for students to create and maintain their own individual timelines. They may include additional information gathered from more detailed research on selected societies or civilizations. Individual timelines should include the principal chronological markers of the wall timeline, but they should also include events and elements selected by the students themselves in the course of their study.

History Journals



It would be useful for students to create and develop a History Journal or Portfolio, which they will also build on over the course of the year. The History Journal may be divided into five sections to correspond to the historical eras studied. Students may include research work, assessment pieces, projects, historical narratives, reflections on historical questions, and explorations of links between past and present.

Interdisciplinary Connections with Language Arts

An introduction to the literature of times past (e.g., legends and myths, letters and biographies, quotations and proverbs, poetry and prose), as well as to historical fiction and film, is an important part of understanding cultures of the past and their enduring influences. Literature and film may be included as components of interdisciplinary projects with English language arts.



Throughout the year, suggested teaching strategies also include the integration of narrative elements to help students see the “story” in the “history.” This involves activities such as using historical evidence to construct narratives of the past, relating or dramatizing stories of events, or participating in Readers’ Theatres, choral readings, or role-plays. In each cluster, it is recommended that students engage in the creation of a “story” of a time period, integrating what they know about narrative elements (i.e., setting, character, plot, theme, and style) and using historical evidence.

Integration of the Arts



Another means of helping students develop a sense of the distinguishing characteristics of past societies is by introducing them to the visual arts, architecture, music, dance, and other elements of material culture in various times and places. A collection of images and recordings depicting artistic expression in historical societies would be useful to bring alive societies of the past.

Students may contribute to this collection during the course of their research (e.g., prints from old calendars, art history books, digital images available online from museums and art galleries around the world). The periodic viewing of historical films or videos, both documentary and fictional, also helps students visualize the past. Listening to recordings of diverse historical musical genres, often reproduced in modern settings, can help set the stage for the exploration of the artistic expression of societies of the past.

Other Useful Materials and Strategies



- A wall map of the continents may be reproduced in large scale using an overhead projector. This map could be used as the basic outline for developing a historical map of the world, to which students add details throughout the year.
- Provide a set of historical atlases for students to use throughout the year.
- A section of the class may be set up as a museum or gallery, with shelf space and wall space devoted to periodic expositions or displays of research and student-created artifacts or other projects. Teachers may choose to guide students in the transformation of their classroom into a historical museum over the course of the year.
- Consider planning a Historical Festival as a culminating activity at the end of Clusters 2, 3, 4, or 5. Choose a theme at the beginning of a cluster (e.g., medieval feast, Roman banquet, Egyptian art fair...) and have students create and develop plans for the event. A festival offers an opportunity for students to

share their learning with a larger audience (e.g., peers, other grades, parents, seniors and other community members...) and to recreate the ambience and character of a selected historical era or society.

World History: Societies of the Past

Understanding Societies Past and Present

1
CLUSTER

GRADE
8





Cluster 1

Learning

Experiences:

Overview

8.1.1 What Is a World View?

KI-005 Explain the concept of world view.

KI-006 Describe influences that create differences in world views.

Examples: culture, time, place, cross-cultural interactions, media, governance...

VI-004 Be willing to consider differing world views.

8.1.2 Origins of Human Societies

KI-010 Relate various stories and theories of the origin and development of human life.

KI-011 Identify the characteristics, advantages, and disadvantages of a hunter-gatherer way of life.

KI-012 Describe the development of agrarian societies and explain how they differed from hunter-gatherer societies.

Examples: food surplus, movement from nomadic to sedentary, division of labour, growth of villages and cities...

8.1.3 Societies and Civilizations

KI-007 Compare and contrast the concepts of society and civilization.

KI-008 Give reasons why societies may stay the same or change over time.

Examples: culture, education, trade, power, war...

KI-009 Describe ways in which societies organize, maintain, and perpetuate themselves.

Examples: physical survival, education, culture...

KL-022 Give examples of the influence of the natural environment on the development of societies.

VL-008 Appreciate the importance of sustaining the natural environment for future societies.

8.1.4 Knowing the Past



KH-027 Identify various sources of historical evidence and information and explain how each enhances understanding of the past.

Include: archeology, artifacts, literature, art, music, biographies, journals, photographs, oral histories.

KH-028 Explain the importance of knowing the past and understanding history.

Understanding Societies Past and Present

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
-  **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
-  **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.
- **Connecting and Reflecting:** This is the end-of-cluster summative assessment activity.

Cluster Description



Students examine human and physical geography and their connections. This study includes a focus on maps and mapping, population clusters, principal regions, bodies of water, vegetation and climatic zones, more- and less-developed nations, and time zones.



Engaging Students in the Cluster

- Construct a wall-sized timeline that can be added to throughout the year with historical events and dates.
- Create a book display, including picture books related to myths, legends, and stories of origin.
- Create a display of travel brochures from other countries.
- Have students contribute artifacts from different places in the world and display them in an artifact centre.
- View a video that features different societies around the world.
- Create a bulletin board display of “faces” of the world.
- Create a listening centre of world music.
- Coordinate a “foods of the world” tasting activity. Have students contribute foods from other places in the world.
- Create a display of clothing representing different cultures, and have students, other teachers in the school, or community members contribute to the display.
- Create a picture display of architecture from long ago and far away.
- Visit a local museum display related to history and archeology.

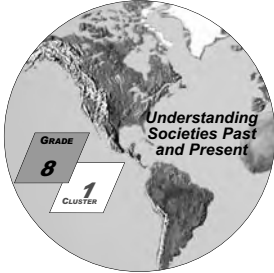
Learning Experiences Summary

8.1.1 What Is a World View?

8.1.2 Origins of Human Societies

8.1.3 Societies and Civilizations

8.1.4 Knowing the Past



8.1.1 What Is a World View?

- KI-005 Explain the concept of world view.

- KI-006 Describe influences that create differences in world views.
Examples: culture, time, place, cross-cultural interactions, media, governance...

- VI-004 Be willing to consider differing world views.

Enduring Understanding

Everyone has a world view, or a distinctive way of seeing and understanding the world. World views are shaped by the time, place, and culture in which people live.

Description of the Learning Experience

Students explore the concept of world view, consider factors that influence beliefs and values, and enhance their awareness of the major facets of their own world views.

Vocabulary: world view, historical era, cultural interaction (See Appendix D for Vocabulary Strategies.)

Note: Cluster 1 is an activating cluster for the entire year. Many of the concepts introduced in this cluster will serve as a framework or scaffolding to help students develop historical thinking skills throughout the year. Refer to the **Suggested Teaching Scenario for Grade 8 Social Studies on pages 55–60** for further ideas on how to approach this course.

Consult Teacher Note 1: “Benchmarks of Historical Thinking” in Appendix H for succinct information on teaching history.






The term *world view* is often used in the Grade 8 social studies curriculum and refers to **the overall perspective from which one sees, interprets, and makes sense of the world; a comprehensive set of beliefs and values about life and the universe held by an individual or group. The prevailing world view reflects the values of a society’s dominant group** (*Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes*, 2003, p. 143). As this is a fairly abstract concept, the main purpose of this initial learning experience is to help students become aware that they have a world view and that it is formed by the time, place, and culture in which they live.

8.1.1 What Is a World View?



Assessment	Outcomes	Strategies
	KI-005	<p>Activate</p> <p>Collaborative groups of students read aloud a poem about differing perspectives using a Readers’ Theatre format. After the reading, groups discuss the meaning of the story and its conclusion. They exchange ideas about the value of diverse perspectives, and the limitations that can be imposed by seeing the world in a particular way. In an Exit Slip, students draw their own conclusions about differing perspectives and world views.</p> <p>8.1.1 a BLM: The Blind Men and the Elephant (2 pages)</p>
	KI-006	
VI-004		

(continued)




8.1.1 What Is a World View?

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KI-005 KI-006 VI-004	<p>Students view an example of an ambiguous visual image that may be interpreted in different ways, and record exactly what they see without discussion. They then compare their observations, discussing reasons why people often have differing perceptions of the same image. In a guided discussion, students draw the analogy to differing world views or perspectives on the world.</p> <p>TIP: There are many examples of images that may be interpreted in various ways; use them to help students become aware they have mental constructs that dispose them to see an image in a particular way, and that these mental constructs can be changed so that they can see the image differently. Help them to see the connection between visual perception and world view.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: What Do You See?</p>
	— or —	
	KI-005 KI-006 VI-004	<p>Students view and respond to various works of art or pieces of music from different times or places, including contemporary Canadian examples. In a guided plenary discussion, students discuss how their preferences and their understanding of art are influenced by the time and place in which they live (i.e., Which images/music did you prefer? Which did you find the easiest to understand? Which expressed something you could relate to? Why do you think you felt this way?). Students discuss how the arts express world view, and often represent the distinctive features of a culture or a society.</p> <p>TIP: Students are familiar with the concepts of culture, way of life, and society from Grade 7. This activity is intended to activate interest in art as an important element of culture. Many art galleries and museums have virtual tours of their exhibitions organized by historical period. These images help to give students an overview of the distinctive styles of different times and places.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
	<i>(continued)</i>	
Teacher Reflections		





8.1.1 What Is a World View?

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-005 KI-006 VI-004	<p>Collaborative groups of students brainstorm a list of things they believe to be the essential elements of “the good life.” Groups should attempt to reach a consensus about every element they include in their list. Groups exchange ideas about what their lists tell them about their individual world views (i.e., their beliefs and values). In a guided plenary session, students discuss factors that influence or shape their world views (e.g., time, place, culture, contact with other cultures, education, media, the arts...).</p> <p>TIP: Students were introduced to the concept of “quality of life” and “the good life” in Grade 7. As a starting point for this learning experience, it may be useful to develop one or two simply stated essential questions, and to post these questions on a bulletin board as guideposts for what you would like students to think about (e.g., How do you see the world? Why do you see it this way?).</p>
	Acquire	
	KI-005 KI-006 VI-004	<p>Collaborative groups of students develop a “world view” survey. Students create a series of eight to ten questions designed to help people think about their world views, and to consider the influence of factors such as time, place, and culture on world view. Students conduct the survey by posing the questions to about 20 people, preferably of diverse backgrounds and ages. Students record responses and interpret the results, drawing conclusions about the similarities in world view they have noted, and the most significant influences on world view.</p> <p>TIP: You may choose to develop the questions with the class as a whole, so that all groups will be using the same survey instrument. Begin with clear sample questions or statements to which respondents may answer on a scale of “strongly disagree” to “strongly agree” (e.g., “I believe that technology and science will be able to solve all of modern society’s major problems.” “The greatest influence on my view of the world is my education.”).</p>
	<i>(continued)</i>	
Teacher Reflections		








8.1.1 What Is a World View?

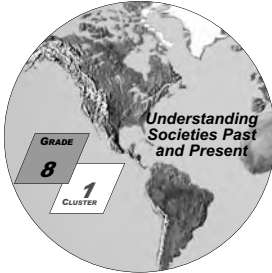
Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KI-005 KI-006 VI-004	<p>Using Think-Pair-Share, pairs of students create a web of words that describe how they see the world. Student pairs compare their webs and discuss factors that influence similarities and differences in their views of the world (e.g., cultural background, personal experience, family upbringing, media, travel, arts, education...). In a plenary session, the class discusses key ideas that have emerged about world view and influences on world view. Students note that, although they have some similarities among world views because they live in the same society, there are also many individual variations.</p> <p>TIP: Encourage students to think openly and without judgement in this exercise. Students may tend to assume that the beliefs of the currently dominant world view of the western world are unconditionally true. For this reason, it is useful to provide students with a variety of value or belief statements to give them a sense of the contrast of world views in different times and places (refer to BLM 8.1.1c), and encourage them to add statements of their own. In the plenary discussion, review some of the statements and discuss with the students the influence of historical, cultural, and geographic factors on world view (i.e., If you grew up in the 1800s, would you have a different world view? If you were growing up in Saudi Arabia, or China, or Botswana, would you have a different world view?). Students will note that they have certain similarities in world view because they all live in the same historical era and society, but that there are still many individual variations in world view.</p>
		 BLM: How Do You View the World? (2 pages)
		<i>(continued)</i>
<p>Teacher Reflections</p>		

8.1.1 What Is a World View?

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-005 KI-006 VI-004	<p>Collaborative groups of students select an example of a piece of visual art from a past society. Using the provided template, they prepare a brief analysis of the world view that is expressed in that piece of art. Students share their observations in collaborative groups, discussing what visual art can tell us about societies of the past.</p> <p>TIP: Encourage students to explore samples of art forms from various eras and cultures, using websites or art history books and exchanging ideas and opinions.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: World View Expressed in Art: Guiding Questions (2 pages)</p>
or		
	KI-005 KI-006 VI-004	<p>Students engage in a continuum activity in which they express their perspectives about progress and decline in history. This allows them the opportunity to express and exchange their initial opinions on this topic. Following the activity, students debrief, discussing differences in their world views regarding what constitutes advancement or progress in human history.</p> <p>TIP: Refer to Appendix A: “A Continuum of Points of View” on page A13 for the suggested procedure. If the students have already participated in a continuum activity, they may be able to formulate collectively the statements for the end-points and mid-point of the continuum. This activity is designed to have students express their preconceptions about the ebb and flow of history. Many young people tend to view the present era as the high point of human progress and advancement. Encourage students to consider not only the positive elements of modern societies (e.g., technological advances, the recognition of freedom and other human rights, scientific and medical breakthroughs), but also the unsolved issues faced time and again by societies, such as war, ethnic conflicts, racism and discrimination, social and economic disparities, and environmental degradation. Students may revisit this exercise at the end of the year to determine whether they have changed their perspective on this question.</p>
Teacher Reflections		

8.1.1 What Is a World View?

Assessment	Outcomes	Strategies
 	KI-005 KI-006 VI-004	<p>Apply</p> <p>Collaborative groups of students create a short skit to explain the main influences that create differences in world views. Students should be directed to avoid stereotypes and to have their skits resolved in such a way as to show how people with differing world views can communicate and even complement one another’s knowledge by permitting a more complete perspective on a given question, issue, or situation.</p> <p>TIP: It may be necessary to review with students what constitutes a stereotype (i.e., an oversimplified or incorrect generalization), using examples of common stereotypes of historical periods or cultures. Encourage students to be creative, and to show differing world views in conflict or in collaboration, using a scenario of travel to another time or place, or a discussion between two people with differing cultural backgrounds. Students may make use of what they know about Canadian history (Grades 5 and 6) and of contemporary societies around the world (Grade 7) as background information for their portrayals.</p> <p style="text-align: center;">— or —</p>
 	KI-005 KI-006 VI-004	<p>Students create a Concept Frame to explain world view and to describe influences that create differences in world view. Students share and discuss their Concept Frames with each other.</p> <p>TIP: Help students become aware of the role of time, place, and culture in world view, as well as the role of cross-cultural interaction (i.e., cultures always borrow from one another and influence one another). In contemporary times, people often speak of having a “global world view” or “thinking globally,” and students may be invited to discuss what this means.</p> <p style="text-align: center;">  BLM: Concept Frame: World View </p> <p style="text-align: center;">— or —</p>
	KI-005 KI-006 VI-004	<p>Students prepare a debate or a team deliberation regarding a contentious statement about world view or influences on world view (e.g., “The media are the most important influence on the world views of people living in the modern world.”). Following the debate or deliberation, students may write a reflection for their History Journals expressing their own conclusions on the topic.</p> <p>TIP: See TN-2 in Appendix H for this alternative to traditional debate. The class may choose to collectively develop a resolution they prefer to debate. Assign the affirmative and negative positions at random for debate so that students will gain experience in arguing from a point of view they may not necessarily have chosen themselves.</p> <p style="text-align: center;">  Appendix H: Teacher Notes: Team Deliberation </p>



8.1.2 Origins of Human Societies

- KI-010 Relate various stories and theories of the origin and development of human life.
- KI-011 Identify the characteristics, advantages, and disadvantages of a hunter-gatherer way of life.
- KI-012 Describe the development of agrarian societies and explain how they differed from hunter-gatherer societies.
Examples: food surplus, movement from nomadic to sedentary, division of labour, growth of villages and cities...

Enduring Understanding

All cultures have stories that describe the origins of human life. Modern scientific theory uses archeological evidence to explain the origins of humans, their movement throughout the continents, and the development of early hunter-gatherer and agrarian societies.

Description of the Learning Experience

Students explore diverse stories of human origins, and scientific theory about the earliest humans and their societies. They examine the earliest hunter-gatherer and agrarian societies, and apply skills of chronological thinking and storytelling.

Vocabulary: hunter-gatherer societies, agrarian societies, nomadic, sedentary, specialization, division of labour (See Appendix D for Vocabulary Strategies.)

Note: In this learning experience students may begin work on the class wall timeline. The timeline should be prepared and posted with the division markers for the following five periods clearly marked:






- Origins of Human Societies: 2 million BCE to 3500 BCE (prehistory)
- Earliest Civilizations: 3500 BCE to 500 BCE
- Ancient Civilizations: 500 BCE to 500 CE
- Transition to the Modern World: 500 to 1500 (Medieval period)
- Beginnings of the Modern Era: 1400–1850 (Renaissance – Industrial period)

Refer to “Suggested Teaching Scenario for Grade 8 Social Studies” on pages 55–60 for further details regarding the wall timeline. In addition, the following two websites provide timelines of inventions that will be useful throughout Grade 8:





<www.krysstal.com/inventions.html>

<<http://inventors.about.com/library/inventors/bl1300s.htm>>




8.1.2 Origins of Human Societies

Assessment	Outcomes	Strategies
	KI-010	<p>Activate</p> <p>Students listen to a reading of several different cultural stories about the origins of human beings. Following the readings, students discuss similarities they noted in the stories, and consider why cultures create stories to explain human origins. They note what creation stories tell them about the world view (i.e., values and beliefs) of the culture from which they came.</p> <p>TIP: Some examples of creation stories from different cultural groups are included in BLM 8.1.2a. You may choose to assign a story to a group of students and ask them to read it aloud before discussing it.</p> <p> BLM: Stories of Origins (5 pages)</p> <hr/> <p style="text-align: center;">or</p>
	KI-010 KI-011 KI-012	<p>Students observe images of the cave art of Lascaux in France (about 13,000 BCE) and discuss what these images reveal about how humans lived at that time.</p> <p>TIP: Take a virtual tour of the Cave of Lascaux.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <hr/> <p style="text-align: center;">or</p>
	KI-010 KI-011 KI-012	<p>Students work in pairs to complete an Anticipation Guide about early hunter-gatherer societies and early agrarian societies. Pairs join with another pair to share and discuss their responses. Students may retain their Anticipation Guide in their History Journals, revisiting them at the end of the learning experience in order to correct and refine their initial predictions.</p> <p> BLM: Anticipation Guide: Hunter-Gatherer and Agrarian Societies</p> <p> BLM: Anticipation Guide: Hunter-Gatherer and Agrarian Societies—Key</p>
<p><i>(continued)</i></p>		
<p>Teacher Reflections</p>		

8.1.2 Origins of Human Societies

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-010 KI-011 KI-012	<p>Students observe the class timeline and are asked to locate the “prehistory” period. Students predict why this period was called pre-history (i.e., it was before the time of written language). Students are directed to observe dates within the BCE (Before the Common Era) time period and to speculate why they are numbered backwards (to allow events in that time to be referred to as “x number of years ago”). Students share ideas related to what they know about the numbering of years:</p> <ul style="list-style-type: none"> • Why do the years count upward from a certain point? • Do they know what a particular point represents? • What does BCE or CE stand for? • What do the terms BC (before Christ) and AD (<i>anno domini</i>) mean? • Why are there large gaps or spaces in the early part of the timeline? • What periods of time would we likely know more about? Why? <p>TIP: Encourage students to generate explanations and to state all that they already know about the measurement of the passage of time. They may discuss the proposed questions in small groups and then share their ideas.</p>
	or	
	KI-010 KI-011 KI-012	<p>Collaborative groups of students are given a set of date and event cards for the prehistory period. Students are allotted a short period of time to discuss the cards, match up dates and events, and then physically place themselves along the wall timeline in proper chronological order. Once all the students have found their place along the timeline, the order of events is verified. Students compare what scientific theory tells them about human origins and the earliest societies to what creation stories tell them.</p> <p>TIP: Students will be generating hypotheses, using the date markers on the wall timeline and the information on the cards they have been given. Many of the events can be placed in order by using logical reasoning and by comparing the descriptions of events. Students may have to use a dictionary if they cannot deduce the meaning of “agrarian” societies. They should already be familiar with the term “hunter-gatherer” from their study of precontact Aboriginal societies in Grade 5.</p> <p> BLM: Events in Prehistory: Date and Event Cards (2 pages)</p> <p> BLM: Events in Prehistory: Date and Event Cards—Key</p>







8.1.2 Origins of Human Societies

Assessment	Outcomes	Strategies
	KI-010 KI-011 KI-012	<p>Acquire</p> <p>Collaborative groups of students find and select an origin story from any historic society or culture. In each group, students prepare a reading or telling of the story as a Readers’ Theatre, choral reading, or dramatic storytelling. Each group creates an annotated illustration of their selected origin story, indicating the culture from which it came. Students should also be prepared to answer questions about their selected story. Following the readings, students discuss similarities between origin stories, and consider what these stories say about the world views of diverse cultures (e.g., What is the place of humanity in nature? What are the responsibilities of humans? Why do humans exist? What is important in human life?).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <hr/> <p style="text-align: center;">or</p>
		KI-010 KI-011 KI-012



(continued)

Teacher Reflections






8.1.2 Origins of Human Societies

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KI-010 KI-011 KI-012	<p>Collaborative groups of students are assigned an event in prehistory (2,000,000 BCE to 3500 BCE). Each group does a mini-research of their event, consulting at least one print source and one Internet source. The group prepares an illustrated annotation to affix to the correct spot on the wall timeline. Groups may be asked to follow a template designed collectively by the class for their annotations so that the timeline has greater uniformity and clarity. Each group gives a short oral summary of their event, explaining to the class its consequences and significance.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
	KI-011 KI-012	<p>Students read an informational text about the changes to human societies brought about by the development of agriculture from about 10,000 BCE to 8000 BCE. Students create a Mind Map summarizing the consequences of the “agricultural revolution” on hunter-gatherer societies. Students share their consequence maps with each other, ensuring they have included all the key concepts related to this event in prehistory. The class discusses how societies and cultures are often shaped by human interaction with the natural environment.</p> <p>TIP: Remind students that not all hunter-gatherer societies were transformed into agrarian societies, and that agriculture originated at different times in different regions of the world.</p> <p> BLM: Agricultural Revolution</p>
— or —		
 	KI-011 KI-012	<p>Collaborative groups of students are each assigned one prehistory topic to research and teach to the class in a short oral presentation. Topics may include: Paleolithic period, Neolithic period, Neanderthals, Cro-Magnons, end of the last Ice Age, and first villages (e.g., Jericho in Israel, Catal Hüyük in Turkey). Students prepare an illustration or poster as a visual support to their presentation. Students discuss the importance of each of these developments or time periods in prehistory.</p>
<p>Teacher Reflections</p>		

8.1.2 Origins of Human Societies

Assessment	Outcomes	Strategies
	KI-010 KI-011 KI-012	<p>Apply</p> <p>Students use a list of events in prehistory to create a timeline of major changes in the period from 2,000,000 to 3500 BCE, based on current scientific theory. After verifying the correctness of their timelines, students retain them for reference in their History Journal.</p> <p>8.1.2 e BLM: Events in Prehistory: Date and Event Cards—Key</p> <p>8.1.2 h BLM: Model Timeline</p> <hr/> <p style="text-align: center;">or</p>
	KI-011 KI-012	<p>Students create a Compare and Contrast chart analyzing early hunter-gatherer societies and early agrarian societies. Students share their completed charts with a partner, making corrections and refinements as necessary. In a class discussion, students explore which type of society they think would be more at risk for long-term survival, and the reasons why, considering the advantages and disadvantages of both types of societies.</p> <p>8.1.2 i BLM: Compare and Contrast: Hunter-Gatherer and Agrarian Societies (2 pages)</p> <hr/> <p style="text-align: center;">or</p>
	KI-010	<p>Students complete a Concept Relationship Frame in which they consider the common elements and purposes of creation stories and scientific theories regarding the origins and development of human life. Provide students with a set of questions to guide their comparison of these fundamentally different ways of viewing the world.</p> <p>8.1.2 j BLM: Concept Relationship: Stories and Theories of Origins (2 pages)</p> <p>8.1.2 k BLM: Concept Relationship: Stories and Theories of Origins—Key</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

8.1.2 Origins of Human Societies

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KI-010 KI-011 KI-012	Using their “Events in Prehistory” timeline, students prepare and present a narrative that portrays the developments and events of the pre-historic period in the form of a story. Encourage students to present their stories creatively, using all the elements of narrative. TIP: This activity may be integrated with language arts skills related to creative writing and oral expression. Students should be given frequent opportunities throughout the year to retell historical evidence and the sequence of events in the form of a narrative.  BLM: Tell the Story in the History
or		
 	KI-011 KI-012	Following group presentations of mini-research topics on developments or periods in prehistory, students write a short reflection in which they imagine they are living in the time and place described in the presentation (e.g., in the Paleolithic period, in a Cro-Magnon cave, in the city of Jericho...). Students should use realistic details to describe what they would see and do, how they would survive, where they would live, et cetera.
<p>Teacher Reflections</p>		

Teacher Reflections



8.1.3 Societies and Civilizations

KI-007	Compare and contrast the concepts of society and civilization.
KI-008	Give reasons why societies may stay the same or change over time. <i>Examples: culture, education, trade, power, war...</i>
KI-009	Describe ways in which societies organize, maintain, and perpetuate themselves. <i>Examples: physical survival, education, culture...</i>
KL-022	Give examples of the influence of the natural environment on the development of societies.
VL-008	Appreciate the importance of sustaining the natural environment for future societies.

Enduring Understanding

Societies and civilizations interact with the natural environment, change over time, and develop structures to sustain themselves for the future.

Description of the Learning Experience

Students explore general characteristics of societies and civilizations. They consider how societies interact with the natural environment, and discuss examples of change and continuity in societies over time.

Vocabulary: society, civilization, sustainability, continuity (See Appendix D for Vocabulary Strategies.)

Note: In this learning experience, students review and extend what they have learned about societies in Grade 7, adding a historical perspective.

In Learning Experience 7.3.1, students explored elements that all societies have in common. Societies are groups of people who interact in a particular time and place, and have particular cultural and institutional elements in common, including:



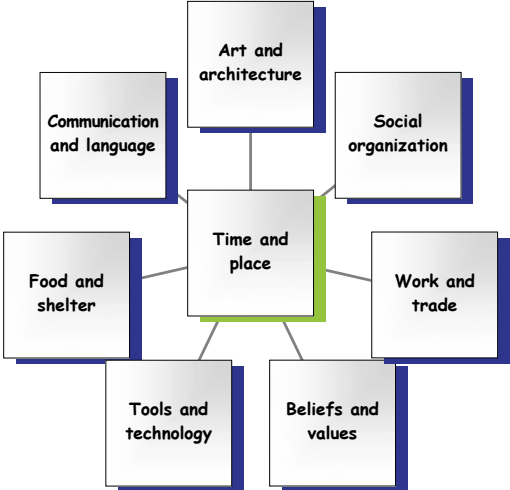
- beliefs and values
- history
- structures of governance, power, and authority
- interaction with the natural environment
- economic activities
- social organization
- communication and education
- art forms
- tools and technologies

In this learning experience, Grade 8 students become aware that the study of world history generally focuses on the development, progress, and decline of the “great civilizations” (i.e., societies with more complex cultural elements, more advanced tools and technologies, as well as wider and more enduring spheres of influence). Students may note that a good number of historical information sources use the words “society” and “civilization” interchangeably, and that there is not necessarily a distinct division between the two (i.e., all civilizations are societies; all societies are not necessarily considered to be civilizations).



See the Suggested Teaching Scenario on pages 55–60.

Understanding Societies Past and Present




8.1.3 Societies and Civilizations

Assessment	Outcomes	Strategies
	KI-007 KI-008 KI-009 KL-022	<p>Activate</p> <p>Collaborative groups of students brainstorm what comes to mind when they hear the term <i>civilized</i>. Groups compare their word lists and develop a collective list of the characteristics of the concept of civilization based on their discussions. These lists may be posted and revisited later in the year.</p> <p>TIP: This exercise is designed to encourage students to become aware of their own values, and to recognize that use of the term <i>civilized</i> involves a value judgement. As students read historical interpretations, they may find that the term <i>civilized</i> is used in contrast with terms such as <i>primitive</i>, <i>barbaric</i>, or even <i>savage</i>. In these cases, <i>civilized</i> becomes synonymous with terms such as <i>advanced</i> or <i>complex</i>, as opposed to <i>simple</i>, <i>basic</i>, or <i>crude</i>.</p>
	<p style="text-align: center;">or</p>	<p>Collaborative groups of students create a web of the elements or components of societies, thinking of what they learned about societies in Grade 7. Students use their webs to come to a consensus about their own definition of the term <i>society</i>. Groups may choose to create an illustration or an analogy to support their definition. Group definitions are posted, and students circulate to view and respond to them, noting similarities and differences.</p> <p>TIP: As this activity reviews a concept students should be familiar with, it offers an opportunity to focus on collaborative skills and consensus building. Refer to Appendix A: “Consensus Decision Making” on page A16 for suggested guidelines. Also note that the Grade 7 learning outcomes highlight different aspects of societies, as they are a study of the human geography of contemporary societies. The purpose of this activity is to activate the students’ understanding of the concept of “society.” A sample web appears below.</p>
	KI-007 KI-008 KI-009 KL-022 VL-008	<p>8.1.3 e BLM: Sample Web: Civilizations</p> 

8.1.3 Societies and Civilizations

Assessment	Outcomes	Strategies		
Activate <i>(continued)</i>				
or				
 <p>Appendix A Skill 3a</p>	KI-007 KI-008 KI-009 KL-022 VL-008	<p>Using Think-Pair-Share, students respond to the following prompt: “Why do we say some societies are more advanced than others?” (i.e., How does an advanced or developed society interact with the natural environment? How does an early society interact with the natural environment?). After each student pair has shared their ideas with the class, students discuss the influence of their world views on their ideas of advancement or progress. They may also discuss reasons why some societies survive longer than others or have a wider and more enduring sphere of influence.</p> <p>TIP: Encourage students to be critical about their own biases related to the time, place, and culture in which they live. Help them to recognize that, while all societies adapt to the natural environment, some societies have a more complex level of modification of the natural environment (e.g., canals, roads, irrigation systems, bridges, natural resource extraction, manufactured products, and tools...). Ask students to consider the environmental consequences of modifying the environment, using the example of modern technological society.</p>		
	or			
	 <p>Appendix A Skill 2</p>	KI-007 KI-008 KI-009 KL-022 VL-008	<p>Collaborative groups of students brainstorm examples of great civilizations. Once the list has been generated, students discuss the characteristics that made these societies great. Students share their ideas in a general discussion, considering how it is that civilizations grow, decline, and eventually give way to new civilizations.</p> <p>NOTE: In this activity, encourage students to think historically and to share any general knowledge they may already have of world history. In the general discussion, take the opportunity to clear up misconceptions or errors about past societies or to locate them on the wall timeline. Invite students to note that all great civilizations generally have a period of growth and development, a peak or high period, and a period of decline.</p>	
		or		
		<p>Teacher Reflections</p>		





8.1.3 Societies and Civilizations

Assessment	Outcomes	Strategies
	KI-007 KI-008 KI-009 KL-022 VL-008	<p>Acquire</p> <p>Collaborative groups of students generate a list of concrete examples of ways in which contemporary societies interact with the natural environment. Using the list they have generated, students use the sustainability graphic to consider the principles of sustainability:</p> <ul style="list-style-type: none"> • How is human health and well-being affected by economic development and technology? • How is the environment affected by economic development and technology? • What do we do to adapt to the environment? • What is our impact on the environment? • What ensures our quality of life? • What are we doing to ensure this quality of life for future generations? <p>In a general discussion, students reflect on whether they think our society will be able to sustain itself for future generations.</p> <p>TIP: Students should be familiar with the sustainability graphic from Grade 7. Review the concept briefly, using concrete examples of issues that threaten the sustainability of today’s societies, and actions that societies are taking to sustain quality of life for future generations.</p> <p> BLM: Sustainability</p>
		KI-007 KI-008 KI-009 KL-022 VL-008





(continued)

Teacher Reflections






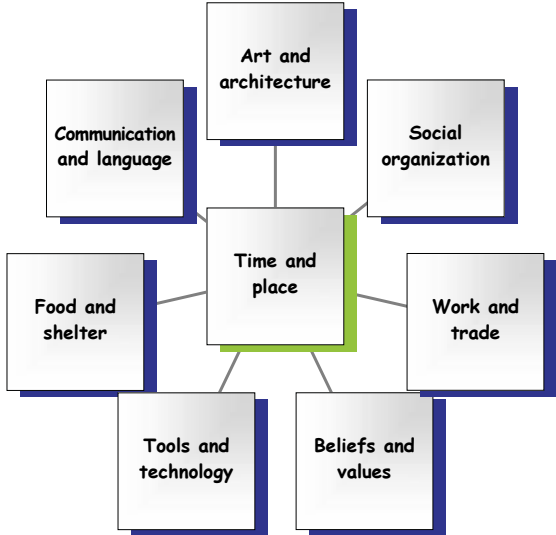
8.1.3 Societies and Civilizations

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KI-007 KI-008 KI-009 KL-022 VL-008	<p>Students in the Winnipeg or surrounding area visit the Manitoba Museum to take a guided educational tour about ancient civilizations, viewing examples of the material culture of past societies of North America. Following the tour, students discuss what they have learned about societies and civilizations of the past, and about the role of museums in preserving the material culture of the past.</p> <p>TIP: A museum visit early in the year will help make the abstract concepts of this cluster more concrete. Students will be exposed to examples of artifacts from civilizations of the past (in this case, North America), and will be introduced to the elements that are common to all civilizations. They will also be given a sense of the role of museums in preserving and teaching about the past. Contact the Manitoba Museum ahead of time to arrange specific themes that you wish to pursue with your class.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
	KI-007 KI-008 KI-009 KL-022 VL-008	<p>Using their knowledge of Canadian history from Grades 5 and 6, groups of students generate a list of examples of changes that have occurred in Canadian society, and the reasons behind these changes (e.g., Change: more people live in cities; Reason: more jobs).</p> <p>Students sort their examples into categories and create a chart showing general influences that cause societies to change. On one side of their chart they draw up a list of examples of elements of Canadian society that have been passed on through generations and have remained constant over time (e.g., English and French official languages, Aboriginal traditions and place names, British parliamentary traditions, educational system, culturally diverse society...).</p> <p>Students display their lists and circulate from group to group, using sticky notes to add points to the lists of other groups. In a plenary discussion, students reflect on the causes of change and continuity over time (e.g., Which do they think are the most powerful influences? Would these same influences apply to societies and civilizations of the past?).</p>
<i>(continued)</i>		
Teacher Reflections		


8.1.3 Societies and Civilizations

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KI-007 KI-008 KI-009 KL-022 VL-008	<p>Collaborative groups of students create a Concept Relationship Frame, noting the common and distinctive elements of societies and civilizations and consulting their textbook, dictionaries, and other print sources as needed to help them gather ideas. Groups compare their frames and, in a general discussion, exchange ideas about what distinguishes civilizations from societies (i.e., level of complexity, increased emphasis on cultural continuity, increased modification of the natural environment, increased scale).</p> <p>TIP: Students may use the web of the elements of societies they created in the Activating phase of this learning experience. Encourage students to think about how societies and civilizations interact with the environment, how they survive and perpetuate themselves, and what types of things endure for succeeding generations after civilizations decline or disappear (e.g., art, languages, government structures, beliefs and practices...).</p> <p style="text-align: center;">8.1.3 b</p> <p>BLM: Societies and Civilizations: Concept Relationship Frame</p>
	Apply	
 	KI-007 KI-008 KI-009 KL-022 VL-008	<p>Collaborative groups of students create an imaginary (but realistic) civilization that has developed in a specific natural region of the world. The civilization may be modern or ancient, and students should identify the approximate time of its existence. Students should apply their knowledge of world geography from Grade 7, selecting a world biome in a specific location, and showing how their civilization interacts with its natural environment, how it survives and perpetuates its culture, and how it has changed over a period of time. Students prepare an illustrated poster summarizing the characteristics of their civilization, and a short oral presentation to share with the class.</p> <p>NOTE: Develop with the class a list of criteria for the poster before students begin their project. Student work may be displayed and shared in a culminating activity for this cluster.</p> <p style="text-align: center;">8.1.3 c</p> <p>BLM: Imaginary Civilization (3 pages)</p>
	<i>(continued)</i>	
Teacher Reflections		

8.1.3 Societies and Civilizations

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KI-007 KI-008 KI-009 KL-022 VL-008	<p>Collaborative groups of students read a selection of quotations reflecting diverse ideas about civilization. After ensuring that all members of the group understand the quotations, each group selects two quotations they consider to be the most meaningful. Using print or electronic sources, they find an additional quotation on the topic. Each group then prepares a small banner on which they transcribe and illustrate the meanings of each of their three selected quotations. Groups post their banners to share them with the class, explaining why they have selected these particular quotations. In a class discussion, students review the values frequently associated with the term “civilization.”</p> <p style="text-align: center;"> BLM: Thoughts on Civilization</p>
or		
 	KI-007 KI-008 KI-009 KL-022 VL-008	<p>Collaborative groups of students generate an electronic or paper web to propose as the basis for their study of civilizations throughout the year. This web may serve as a starting point for generating questions about societies of the past, and as an outline or advance organizer for the research they will be doing. Each group prepares a brief presentation of their web to the class, attempting to persuade the rest of the class that it would be the most effective tool for research purposes. The class may decide on a web to use as a model for their inquiry, combining or modifying any of the proposed models.</p> <p>TIP: A sample web is provided below. It is suggested that an enlarged version of this sample be posted in the classroom for reference throughout the year.</p> <div style="text-align: center;">  <pre> graph TD A[Art and architecture] --- C[Time and place] B[Social organization] --- C D[Work and trade] --- C E[Beliefs and values] --- C F[Tools and technology] --- C G[Food and shelter] --- C </pre> </div>

8.1.3 Societies and Civilizations

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KI-007 KI-008 KI-009 KL-022 VL-008	<p>Collaborative groups of students develop a plan for the eventual transformation of their classroom (or an assembly hall or larger room in the school) into a “Museum of Civilizations.” Each group sketches a plan showing how they would organize the displays, what the title of each hall or exposition would be, and what types of artifacts or materials they would include in their museum.</p> <p>TIP: Students should be given a brief outline of the civilizations and themes they will be studying over the course of the year (i.e., cluster titles and descriptions). If they have been to the Manitoba Museum, they may use this as a model, or they may choose to visit the websites of other museums such as the Canadian Museum of Civilization, and carry out a virtual tour for some ideas of how to set up displays.</p>
<p>Teacher Reflections</p>		



8.1.4 Knowing the Past

- KH-027 Identify various sources of historical evidence and information and explain how each enhances understanding of the past.
Include: archeology, artifacts, literature, art, music, biographies, journals, photographs, oral histories.
- KH-028 Explain the importance of knowing the past and understanding history.

Enduring Understanding

History helps us understand human experience by using various forms of evidence to interpret and relate the past.

Description of the Learning Experience

Students learn about various types of historical evidence, review the use of primary and secondary sources, and reflect on the significance of historical inquiry.





Vocabulary: archeology, anthropology, artifacts, material culture, symbolic culture, primary and secondary sources (See Appendix D for Vocabulary Strategies.)

See the Suggested Teaching Scenario on pages 55–60.




8.1.4 Knowing the Past

Assessment	Outcomes	Strategies
	KH-027	<p>Activate</p> <p>Using their knowledge of Canadian history, students brainstorm a list of various sources that may be used as evidence of the past, including the long-ago past. The list entitled “How We Can Find Out about the Past” is posted, and students suggest category titles under which to group sources of evidence.</p> <p>TIP: Students have been introduced to primary and secondary sources in Grades 5 and 6 and, with guided questioning, should be able to provide a wide variety of examples while brainstorming. Asking students to propose their own category titles for the various types of sources will serve as a means of assessing what they already know or recall about the subject of historical evidence.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KH-028	
<p>Teacher Reflections</p>		





8.1.4 Knowing the Past

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KH-027 KH-028	<p>Collaborative groups of students discuss the concept of history (i.e., what it means and why it is important). Using the provided outline in BLM 8.1.4a, collaborative groups reach a consensus about the meaning of history. A spokesperson for each group presents the group’s explanation to the class. In a general discussion, students share the diverse perspectives on history that emerge.</p> <p>TIP: This activity offers an opportunity to gather information about students’ attitudes toward the study of history, and to solicit suggestions from them as to how to make the study of history more meaningful and interesting.</p> <p> BLM: Talking about History</p>
or		
 	KH-027 KH-028	<p>Collaborative groups of students review what they have learned about the origins of human societies and the early indigenous societies of the Americas, recording and summarizing their ideas. Students create a Mind Map illustrating what they know about archeology and its role in providing physical evidence about societies of the long-ago past (i.e., the “material culture” of past societies). Groups share their Mind Maps with the class, and discuss the role of archeology in the study of history.</p> <p>TIP: Help students come to the understanding that physical evidence does not speak for itself, but requires interpretation. It may also be useful to introduce students to the idea of anthropology as the study of human societies and cultures, a discipline of which archeology is a part.</p>
<i>(continued)</i>		
Teacher Reflections		






8.1.4 Knowing the Past

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KH-027 KH-028	<p>Students individually record all the facts they can recall about the first day of school in Grade 8. After they have written their accounts of the day, they gather in collaborative groups to compare accounts. Groups consider these accounts in the light of guiding questions and share their observations about the role of interpretation in history. Guiding questions might include:</p> <ul style="list-style-type: none"> • How do the accounts differ? • Do some of them contradict one another? • Does each account add different details to the story? • If you were to write a complete “history” of the day, including only the facts, what would you include? • How would you decide what to include and what to leave out? <p>TIP: Help students understand that histories are always incomplete, that they always involve interpretation, and that the inclusion of diverse perspectives adds to their completeness by including details that may otherwise have been overlooked (i.e., What if the version told by Student X were declared to be the only “true” and officially accepted story?).</p>
	KH-027 KH-028	<p>Acquire</p> <p>Collaborative groups of students read a selection of quotations reflecting diverse ideas about history and its significance. Students classify the quotations into categories of their own choice (e.g., most argumentative, least true, most humorous, most serious...). After ensuring that all members of the group understand the quotations, each group selects one they consider by consensus to be the most meaningful. Students present their selected quotation, explaining to the class the reasons why they chose it.</p> <p>TIP: Ask students to observe what the quotations themselves might reveal about the perspectives or times of the speakers (e.g. the use of the word “man” to designate all of humanity). Students may also carry out a mini-research to find out the context (time, place, background) of each of the speakers quoted.</p> <p style="text-align: center;">  BLM: Quotations about History (2 pages) </p>
<i>(continued)</i>		
Teacher Reflections		







8.1.4 Knowing the Past

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KH-027 KH-028	<p>Pairs or triads of students read a brief informational text reviewing primary and secondary sources in historical inquiry. Following the reading, students create a Compare and Contrast Frame regarding primary and secondary sources and their usefulness in historical inquiry.</p> <p>NOTE: In their study of Canadian history in Grades 5 and 6, students have learned to distinguish and use various kinds of primary and secondary sources. In their study of history in Grade 8, students will continue to use a variety of primary and secondary sources, and will enrich their interpretive skills and their critical thinking about the uses of primary and secondary sources as historical evidence. It may be helpful to discuss as a class a concrete example of a topic (e.g., their family histories or the history of their school), and to use this topic to generate specific examples of useful primary and secondary sources.</p> <p> BLM: Primary and Secondary Sources (2 pages)</p> <p> BLM: Compare and Contrast Frame: Primary and Secondary Sources</p>
	— or —	
	KH-027 KH-028	<p>Collaborative groups of students prepare a “Canada Memory Box” by collecting items/artifacts (or images of items) that represent modern Canadian society. Groups exchange memory boxes and analyze what the collection of artifacts tells them, taking the perspective of an objective historian unfamiliar with modern cultures. Each group presents their analysis and the class discusses the role of interpretation in understanding history.</p> <p>TIP: Explain to students that their boxes contain evidence of the “material culture” of our society. What would this evidence tell a complete stranger (e.g., time traveller, alien...) about our “symbolic culture” (i.e., our beliefs, values, attitudes, opinions)?</p>
	<i>(continued)</i>	
Teacher Reflections		

8.1.4 Knowing the Past

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KH-027 KH-028	<p>Students listen to the song “History Will Teach Us Nothing” by Sting, following along with the lyrics as they listen. Lyric sheets can be found with a simple Internet search engine query. Each group then prepares a set of five thought-provoking questions about the song. The questions should focus on the song’s main ideas, as well as students’ opinions about the main ideas. Student groups exchange questions and engage in discussion, using the guiding questions prepared for them by their partner group and presenting a summary statement to the class. The class discusses their general impressions about the perspective that “history will teach us nothing.”</p> <p>TIP: Encourage students to analyze the songwriter’s purpose and to consider the particular perspective of history that he presents and criticizes in the song. Ask students to consider the contrasting perspective (i.e., what history <i>can</i> teach us).</p>
Apply		
 	KH-027 KH-028	<p>Students complete a Vocabulary Circle showing the links between the key words and concepts in this learning experience. Students compare and share their completed Vocabulary Circle in collaborative groups, refining and correcting them as needed.</p> <p>TIP: Ask students to plan their Vocabulary Circle before completing it, to ensure that the finished product uses concise wording, shows that they understand the meaning of each term, and clearly demonstrates the links between terms. The suggested terms and expressions may also be used as the basis for developing a Mind Map on the topic.</p> <p style="text-align: center;">  BLM: Vocabulary Circle: History, Evidence, and Interpretation </p>
or		
	KH-027 KH-028	<p>Collaborative groups of students prepare a persuasive oral statement about the significance of history, choosing a creative format of delivery (e.g., poem, song, speech, story). Students listen to the presentations and express key ideas about what they have learned in an Exit Slip.</p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		

8.1.4 Knowing the Past

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KH-027 KH-028	Using Think-Pair-Share, students prepare a brief reflection in which they imagine the possible consequences of living in a world in which there is no knowledge whatsoever of history. In a plenary discussion, students draw conclusions about the importance of history and its role in guiding our understanding of the present. Students may retain their reflections in their History Journals to revisit later in the year as desired.
or		
 	KH-027 KH-028	Students prepare an imaginary newspaper advertisement announcing an employment opportunity for a historian. The advertisement must include a complete job description, a set of responsibilities, and necessary qualifications. Students post their job descriptions. After viewing the advertisements, students discuss the work of historians, the most important qualities required for the job, and the aspects of the job they would find most interesting.
or		
 	KH-027 KH-028	Students write a journal reflection responding to the following prompt: “History is never a complete story of the past,” applying what they have learned and discussed in this learning experience and in their past study of history. Students may read their journal reflections to one another in small groups, noting similarities and differences in their reasoning. TIP: Emphasize the need to always provide justification (reasoning or evidence) to support a point of view expressed in a journal reflection; the simple expression of a personal opinion or belief is not sufficient. Students may retain these reflections for their History Journals and revisit them later in the year to see how and whether their ideas have changed.
Teacher Reflections		

Cluster 1: Connecting and Reflecting**Student:**

Using your “Understanding Societies Past and Present” portfolio, reflect on how knowing the past and understanding history shapes your world view.



BLM: Understanding Societies Past and Present: Connecting and Reflecting

Teacher Reflections

World History: Societies of the Past

Early Societies of Mesopotamia, Egypt, or the Indus Valley

2
CLUSTER

GRADE
8





Cluster 2

Learning Experiences: Overview

8.2.1 Overview of Early Civilizations

KG-038 Identify defining characteristics of societies in Mesopotamia, Egypt, the Indus Valley, and China from 3500 to 500 BCE.

8H-009 Appreciate the historical significance of early societies.
Examples: adaptations for survival, enduring human aspirations, origins of social and political structures...

8.2.2 Interaction with the Natural Environment

KL-023 Locate on a map the major landforms, bodies of water, and population clusters of a society of Mesopotamia, Egypt, or the Indus Valley.

KL-024 Give examples of the influence of the natural environment on ways of life in an early society of Mesopotamia, Egypt, or the Indus Valley.

KE-054 Describe technologies and tools in an early society of Mesopotamia, Egypt, or the Indus Valley.

Examples: animal and crop domestication, irrigation, construction, weapons, transportation...

VE-017 Appreciate the ideas and technologies of early societies.

8.2.3 Living in an Early Society

KI-013 Describe life for various groups in an early society of Mesopotamia, Egypt, or the Indus Valley.

Examples: priests, scribes, traders, peasants, slaves...

KH-029 Identify people, events, and ideas in an early society of Mesopotamia, Egypt, or the Indus Valley.

KP-045 Describe governance in an early society of Mesopotamia, Egypt, or the Indus Valley.

Examples: military organization, political structures...

8.2.4 Communication and Art in an Early Society

KI-014 Describe the art, architecture, and science of an early society of Mesopotamia, Egypt, or the Indus Valley.

KH-030 Describe the impact and significance of the development of writing in an early society of Mesopotamia, Egypt, or the Indus Valley.

VH-010 Value the study of early societies as a way of understanding contemporary life.

Early Societies of Mesopotamia, Egypt, or the Indus Valley

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** There are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.
- **Connecting and Reflecting:** This is the end-of-cluster summative assessment activity.

Cluster Description



Cluster 2 begins with a brief world overview, focusing on Mesopotamia, Egypt, the Indus Valley, and China from about 3500 to 500 BCE.

Students then explore life in *one early society, selected from a choice of Mesopotamia, Egypt, or the Indus Valley*. This comprehensive study includes a focus on the physical environment and the social, political, technological, and cultural aspects of the selected society.



Engaging Students in the Cluster

- Create a writing centre, displaying a variety of ancient writing styles (e.g., Egyptian, Chinese...) and materials for students to practise various styles.
- Display picture books illustrating architecture and artifacts from Mesopotamia, Egypt, or the Indus Valley.
- View videos related to the societies to be studied.
- Post a wall map of the geographical regions to be studied.
- Display models and pictures of the societies to be studied.
- Create a Seven Wonders of the World centre, with images of the ancient wonders:
 1. Great Pyramid of Giza
 2. Hanging Gardens of Babylon
 3. Statue of Zeus at Olympia
 4. Temple of Artemis at Ephesus
 5. Mausoleum at Halicarnassus
 6. Colossus of Rhodes
 7. Lighthouse of Alexandria
- Read ancient stories, myths, legends, and poems.
TIP: The Epic of Gilgamesh is regarded as the oldest written story on Earth. Written in cuneiform script on 12 clay tablets in ancient Sumeria, it describes the adventures of the King of Uruk circa 2750 to 2500 BCE. There are many excellent books and websites that focus on the Epic of Gilgamesh.
- As an integrated art activity using roll craft paper, have students create and display individual, life-size sarcophagi.
TIP: Provide images of ancient sarcophagi and encourage students to use bold, bright colours and, if available, gold foil to imitate the styles they observe. The images are very dramatic and, if displayed in a public area of the school or at a location in the community, attract attention and create a good deal of discussion.

Learning Experiences Summary

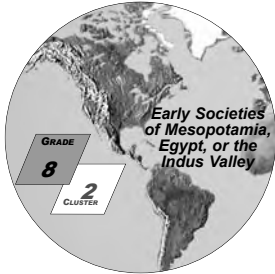
8.2.1 Overview of Early Civilizations

8.2.3 Living in an Early Society

8.2.2 Interaction with the Natural Environment

8.2.4 Communication and Art in an Early Society

Early Societies of Mesopotamia, Egypt, or the Indus Valley



8.2.1 Overview of Early Civilizations

- KG-038 Identify defining characteristics of societies in Mesopotamia, Egypt, the Indus Valley, and China from 3500 to 500 BCE.
- VH-009 Appreciate the historical significance of early societies.
Examples: adaptations for survival, enduring human aspirations, origins of social and political structures...

Enduring Understanding

The earliest civilizations arose in the river valleys of Mesopotamia, Egypt, India, and China, beginning about 3500 BCE. Each of these early civilizations left evidence of agriculture, written language, cities, specialization, complex cultures, and government.

Description of the Learning Experience

In a broad overview of the historical period from 3500 BCE to 500 BCE, students examine defining geographic and cultural characteristics of the early river valley civilizations and create a timeline of changes or developments in human societies of this period.

Vocabulary: adaptation, aspirations, city-state empire (See Appendix D for Vocabulary Strategies.)

Note: This learning experience provides students with chronological markers in the development and expansion of civilization during this historical period. In what serves as an **activating phase for all of Cluster 2**, this learning experience provides opportunities for students to generate questions to direct further research into a specific ancient civilization in Mesopotamia (Sumer or Babylonia), Egypt, or the Indus Valley.

The study of an ancient civilization in this cluster may be planned in a variety of ways:






- The entire class may study the same civilization.
- Groups of students may all study the same civilization.
- Each student may select her or his own civilization.
- Small groups may study one civilization as a cooperative learning project (e.g., Jigsaw, Coop-Coop, or Carousel).

See the Suggested Teaching Scenario on pages 55–60.







8.2.1 Overview of Early Civilizations

Assessment	Outcomes	Strategies
	<p>KG-038 VH-009</p>	<p>Activate</p> <p>Collaborative groups of students brainstorm characteristics of early “great civilizations” (3500 BCE to 500 BCE) that likely would not have been found in early hunter-gatherer societies. A group spokesperson presents the ideas to the class, followed by a guided plenary discussion during which the following elements are highlighted: agriculture, walled cities, larger populations, specialization, written languages, more complex systems of government, social roles, and religious practices. Students discuss the historical significance of these factors in relation to societies today.</p> <p>TIP: Ask students to use the landmark events posted on the wall timeline as a starting point for this discussion.</p> <p style="text-align: right;"><i>(continued)</i></p>







8.2.1 Overview of Early Civilizations

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KG-038 VH-009	<p>Using a map of the world in a historical or modern atlas and the provided list, collaborative groups of students locate significant landmarks and regions of the early river valley civilizations of Mesopotamia, Egypt, India, and China. After the group task is completed, students engage in a class discussion to locate, on a wall map of the world, each of the places and regions listed. Students exchange ideas as to why the earliest civilizations would have evolved in these particular areas of the world.</p> <p>NOTE: Use the map to review the location of the Middle East, explaining that this term is used in modern culture to describe the region that encompasses southwest Asia and northeast Africa, from Libya in the west to Afghanistan in the east. Parts of the Middle East may be referred to in some sources as the Near East or Southwest Asia. Western cultures trace their beginnings to the civilizations of the Middle East; this region is also the birthplace of three major world religions: Judaism, Christianity, and Islam.</p> <p>Mesopotamia is not a country, but a smaller region in the Middle East between the Tigris and Euphrates Rivers that includes the present-day country of Iraq. Mesopotamia means “between the waters” in Greek.</p> <p style="text-align: center;"> BLM: Important Places: Early Civilizations</p>
or		
	KG-038 VH-009	<p>Students engage in a Sort and Predict activity about the Stone Age and the Bronze Age. In a general discussion, students verify their predictions, generating theories about how the Bronze Age led to increased complexity in the material culture of early societies (e.g., greater specialization, more advanced toolmaking, more detailed artistic production, written language and record keeping, development of trading networks, greater control over the natural environment...).</p> <p style="text-align: center;"> BLM: Sort and Predict: Stone Age and Bronze Age</p> <p style="text-align: center;"> BLM: Sort and Predict: Stone Age and Bronze Age—Key</p>
<i>(continued)</i>		
Teacher Reflections		




8.2.1 Overview of Early Civilizations

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KG-038 VH-009	<p>Using print or electronic resources, students gather images of art forms, written languages, symbols, or number systems from the ancient civilizations of Mesopotamia (Sumer or Babylonia), Egypt, the Indus Valley, or the river valleys in China, from 3500 BCE to 500 BCE. Students present their image collections to the class, discussing what the images tell them about the cultures of these early civilizations.</p> <p>TIP: Approached as a digital search, this activity offers the opportunity to review web search guidelines and procedures with students, as well as the use of key words in Internet searches and the evaluation of websites. Students should be directed to list the titles of the website pages they consult, and to retain the URL by using the copy-and-paste function. Encourage students to use bookmarks to organize valuable sites for further research, to create a resource list of useful websites, and to add a short annotation to each entry in the list to help them recall what they have found on these sites. It may be useful to carry out some sample exercises on specific search topics with the students to prepare them for further research.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Searching the Web (2 pages)</p> <p> BLM: Evaluating Internet Sites (3 pages)</p>
Acquire		
	KG-038 VH-009	<p>Students create individual timelines of the historical period from 3500 BCE to 500 BCE, designing appropriate symbols to represent developments in human civilizations. Timelines may be retained in the students' History Journals as reference.</p> <p>TIP: Students may use the chronological markers in BLM 8.2.1f, adding other events or developments as desired.</p> <p> BLM: Developments in Early Civilizations—Event Cards (2 pages) <i>(continued)</i></p>
Teacher Reflections		







8.2.1 Overview of Early Civilizations

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KG-038 VH-009	<p>Collaborative groups of students read and chronologically sort a series of event cards from the river valley civilizations representing the period from about 3500 BCE to about 500 BCE. Once the cards are sorted, each group selects (or is assigned) one significant development on which to carry out a mini-research, consulting at least one print source and one Internet source. The group prepares an illustrated, descriptive time marker on their assigned topic to add to the wall timeline. Each group presents an oral summary of their event, explaining its consequences and historical significance. In a general discussion, students consider what the early civilizations have in common and what they contributed to later historical periods.</p> <p>NOTE: Some developments on the event cards overlap or refer to extensive time spans. Three undated markers are included in the BLM and refer to general characteristics that emerged during this historical era. The undated cards may be placed at the beginning or end of the chronological sorting, or used as the basis for illustrating various aspects of this era. Help students understand that historical sources are not always in agreement about the dates of the events/developments during this long and ancient period. Point out that dates are often approximate, as they are based on archeological evidence, and that the purpose of this activity is to develop a sense of the sequence of events and a sense of the hallmark characteristics of the earliest civilizations.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Developments in Early Civilizations—Event Cards (2 pages)</p>
or		
 	KG-038 VH-009	<p>Students create an historical map of the world during the period of the ancient civilizations of the river valleys in Eurasia and North Africa. The map should illustrate the locations and time periods of the earliest river valley societies of Mesopotamia, Egypt, Indus, Huang He, and Yangtze, and include important places and developments. The legend should include an explanation of symbols used to represent the defining characteristics of each of these civilizations.</p>
<i>(continued)</i>		
Teacher Reflections		

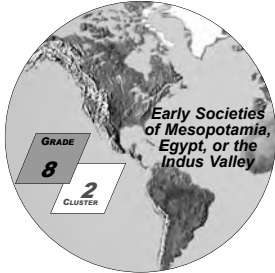
8.2.1 Overview of Early Civilizations

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KG-038 VH-009	Collaborative groups of students create an illustrated Mind Map depicting the main achievements of the river valley civilizations, and the characteristics the different civilizations had in common: <ul style="list-style-type: none"> • Agriculture • Specialization • Class system • Complex religious practices • Irrigation • Mathematics • Cities • Trade with other societies • System of government • Architecture • Writing Students share their Mind Maps with each other, and discuss the ongoing influences of these civilizations on subsequent historical periods.
or		
	KG-038 VH-009	Students read an informational text about specialization or the division of labour in early civilizations. They create a cause-and-effect chart to explain the factors that led to specialization (e.g., agriculture, more secure food supply, fewer people required as food producers and gatherers, more free time for other work...) and the consequences of specialization (e.g., use of pottery as food containers, crafts, decorative work, development of trading networks...). Students share their charts in collaborative groups, drawing conclusions about the importance and enduring effects of specialization on societies through the ages. <p>SUGGESTED TEXTS: <i>World History: Societies of the Past</i>, Portage and Main Press, 2005, page 42; <i>Human Heritage</i>, Glencoe McGraw Hill, 2001, page 45.</p>
Apply		
	KG-038 VH-009	Using the civilizations web they created in Cluster 1, collaborative groups of students generate questions on topics related to a particular ancient river valley civilization. Students may use these questions as the basis for creating a keyword search list, or to create a note-taking frame for organizing and recording research notes in subsequent learning experiences.
<i>(continued)</i>		
Teacher Reflections		

8.2.1 Overview of Early Civilizations

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KG-038 VH-009	Students create a poster illustrating the defining characteristics that resulted in Mesopotamia being called the “Cradle of Civilization.” Students may show in their poster how many distinctive elements of modern civilization have their roots in this early civilization.
— or —		
 	KG-038 VH-009	Students write a journal reflection explaining which of the ancient civilizations they would prefer to have lived in, and describing reasons why. The reflection should apply knowledge acquired in this historical overview. Students may share their reflections by reading them in small groups, discussing whether they believe there has been progress in human societies since these early civilizations, and in which areas they see evidence of progress. Students may also wish to discuss the advantages and disadvantages of the growth of more complex societies with large cities following the “agricultural revolution” of the Palaeolithic period (i.e., beginning of class systems and higher/lower social roles, accumulation of wealth and beginning of division between rich and poor, development of military and weaponry to protect land, development of more patriarchal societies...).
— or —		
 	KG-038 VH-009	Students use the timelines of this period they have created to develop a narrative or story that creatively depicts the main events and developments of this time. TIP: Students may refer to storytelling guidelines in BLM 8.1.2l: “Tell the Story in the History.” This activity may be reserved for the end of the cluster, when students have carried out a more complete inquiry into the events and developments of an early river valley civilization. However, students should also be able to create an imaginatively presented story of the period on the basis of the benchmark events and developments introduced in this overview.
<p>Teacher Reflections</p>		

Early Societies of Mesopotamia, Egypt, or the Indus Valley



8.2.2 Interaction with the Natural Environment

- KL-023 Locate on a map the major landforms, bodies of water, and population clusters of a society of Mesopotamia, Egypt, or the Indus Valley.
- KL-024 Give examples of the influence of the natural environment on ways of life in an early society of Mesopotamia, Egypt, or the Indus Valley.
- KE-054 Describe technologies and tools in an early society of Mesopotamia, Egypt, or the Indus Valley.
Examples: animal and crop domestication, irrigation, construction, weapons, transportation...
- VE-017 Appreciate the ideas and technologies of early societies.

Enduring Understanding

The people of the early river valley civilizations developed significant technologies and tools to help them adapt to or modify their natural environment.

Description of the Learning Experience

Students interpret and create maps of a selected early society of Mesopotamia, Egypt, or the Indus Valley. Using discussion, research, and the creation of models, they explore technologies developed by these societies in response to their natural environments.

Vocabulary: technology (See Appendix D for Vocabulary Strategies.)

Note: Based on the overview of early civilizations (see LE 8.2.1), students engage for the remainder of this cluster in research about one selected early society. This research may be organized in a variety of ways:

- The entire class may study the same civilization.
- Groups of students may all study the same civilization.
- Each student may select his or her own civilization.
- Small groups may study one civilization as a cooperative learning project (e.g., Jigsaw, Coop-Coop, or Carousel).




Learning activities to support student research are divided into three themes:

- interaction with the natural environment (LE 8.2.2)
- social structure and ways of life (LE 8.2.3)
- communications and art (LE 8.2.4)





Students may also use a web such as the one suggested in BLM 8.1.3a: “Sample Web: Civilizations” to create note-taking frames and organize their research throughout this cluster.

See the Suggested Teaching Scenario on pages 55–60.








8.2.2 Interaction with the Natural Environment

Assessment	Outcomes	Strategies
	KL-023 KL-024	<p>Activate</p> <p>Collaborative groups of students observe a historical map that includes the region of their selected society of Mesopotamia, Egypt, or the Indus Valley. Students identify and create a list of significant places, including cities, landforms, and bodies of water. The class then locates and labels these places on the wall map of the world.</p>
	or	
	KL-023 KL-024 KE-054 VE-017	<p>Collaborative groups of students summarize what they know about the climate, vegetation, landforms, and natural conditions in the region in which their selected society is located. In a general discussion, the class generates hypotheses about how the natural environment will influence ways of life (i.e., what the people will require for survival, what types of technologies and tools will be important, what types of natural materials they will use, what natural resources will be available to them for artwork, construction, and trade...).</p> <p>TIP: Encourage students to activate their knowledge of world geography from Grade 7, and to consult physical maps of southern Asia, the Middle East, and North Africa. Students may also review the reasons why these societies all arose in the same zone of latitude and in river valleys.</p>
	or	
	KL-024 KE-054 VE-017	<p>Using the information acquired in the overview, collaborative groups of students generate a list of what they know about significant technological achievements of this historical period. Based on the list, they generate questions about their selected society:</p> <ul style="list-style-type: none"> • How did the Egyptians build the pyramids? • What types of irrigation systems did the Mesopotamians use? • What types of implements did the people of the Indus Valley use to harvest their crops? • How did they store food? • Which animals did they domesticate?
	<i>(continued)</i>	
<p>Teacher Reflections</p>		



8.2.2 Interaction with the Natural Environment

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-024 KE-054 VE-017	<p>Collaborative groups of students create an electronic file in which they collect digital images of artifacts portraying how their selected society interacted with the natural environment:</p> <ul style="list-style-type: none"> • Irrigation • Agriculture • Weapons • Mummification • Food preparation • Metalworking • Animal domestication • Construction • Transportation • Food storage • Textile production <p>Images are presented to the class, and students discuss what these technologies tell them about ways of life in that society.</p> <p>TIP: Students should record all details about the sources of their artifact images. These artifact images will later be analyzed, and may be used as models for the creation of reproductions.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
	KL-024 KE-054 VE-017	<p>Acquire</p> <p>Collaborative groups of students develop a definition of the term <i>technology</i>, following the process suggested in BLM 8.2.2a. Groups share their definitions and, as a class, discuss the role of technology in early societies and the enduring impact of these technologies on later societies.</p> <p>TIP: It is likely that students will initially think of technology only in the sense of computers, electronic communications, and highly industrialized forms of transportation or manufacturing. Help students to understand that technology is a very broad and encompassing term, and refers to (literally) all tools used by humans. Students should be encouraged to take note of the relationship between technology and the natural environment. Technologies were often developed in direct response to specific environmental conditions such as climate (e.g., irrigation, heating, air conditioning, food preservation and storage...).</p> <p> BLM: What Is Technology? (2 pages)</p>
<i>(continued)</i>		
Teacher Reflections		



8.2.2 Interaction with the Natural Environment

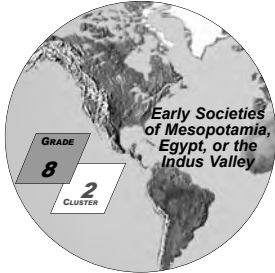
Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KL-023 KL-024 KE-054 VE-017	Students create a detailed historical map of their selected early society, including landforms, bodies of water, cities, and significant natural and human landmarks. Students may add visuals, including symbols and icons, to represent the selected society and its constructions and modifications of the natural environment (e.g., major roads, bridges, tombs, structures, walled cities, granaries, water systems...).  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
— or —		
	KL-024 KE-054 VE-017	Using images collected in the Activating phase of this learning experience and guidelines provided in BLM 8.2.2b, students observe and analyze digitized images of artifacts, tools, and technologies from their early society. Students share their observations in a general discussion, highlighting the influence of the natural environment on the development of tools and technologies.  BLM: Examining an Artifact
— or —		
	KL-023 KL-024 KE-054 VE-017	Using print and electronic resources and a note-taking frame, students gather information about the technologies and tools of their selected ancient society. The frame is retained as a summary report of the research and the resources students consulted. Students discuss the influence of the natural environment on the development of technologies used to adapt to or modify the environment. TIP: This activity offers the opportunity to highlight and assess note-taking skills. Review note-taking skills briefly with students, emphasizing the necessity to avoid plagiarism. Refer to TN-3 in Appendix H for suggested guidelines. Although a sample note-taking frame is suggested as a model, encourage students to develop and refine their own note-taking frames for research purposes throughout the year.  BLM: Note-Taking Frame: Technologies of an Ancient Society  Appendix H: Teacher Notes: Map Projections
<p>Teacher Reflections</p>		

8.2.2 Interaction with the Natural Environment

Assessment	Outcomes	Strategies
	KL-024 KE-054 VE-017	<p>Apply</p> <p>Collaborative groups of students create and present a short play or sketch to represent how and why a specific technology came to be in their selected society. Students respond to the presentations, discerning and noting the historical facts they contain. In a general discussion, students may discuss which technologies they consider to be the most essential to the survival and identity of their selected society, or which technology they consider to have had the most enduring effects.</p> <p>TIP: Develop with the class a set of criteria for the content of the skits prior to this activity (e.g., the skit must portray a minimum number of historical facts about the technology; it must describe at least two facts about the natural environment in which this development took place; it must indicate the location and the approximate time period...). Criteria regarding creativity and presentation style or delivery should also be defined.</p>
	<p>— or —</p>	
	KL-023 KL-024 KE-054 VE-017	<p>Collaborative groups of students create a diorama representing defining elements of the natural environment in their selected society and examples of human technologies developed in response to this environment. Dioramas may be displayed and shared in a Gallery Walk at the end of this learning experience or as a part of a culminating activity at the end of the cluster.</p> <p>TIP: In this and subsequent activities involving the creation of models or physical simulations, encourage students to use recycled materials rather than purchasing new materials (application of skill S-103).</p>
	<p>(continued)</p>	
<p>Teacher Reflections</p>		

8.2.2 Interaction with the Natural Environment

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KL-024 KE-054 VE-017	<p>Using a photograph of an artifact, students create a reproduction of that artifact. Students design an accompanying museum information board showcasing and explaining their artifacts. Artifacts may be shared in a Gallery Walk at the end of this learning experience or as a part of a culminating activity at the end of the cluster.</p> <p>TIP: Develop with the class a set of descriptive criteria for the artifact reproductions and the display before students create them. The class may design a template for the information boards to be followed as a “self-guiding tour” through a museum exhibit. Include as a part of the museum simulation the requirement that artifacts be treated with respect and that they be protected by forbidding any handling by visitors (refer to skill S-106).</p>
or		
	KL-024 KE-054 VE-017	<p>Collaborative groups of students engage in a discussion regarding which technological idea or achievement of their selected society they consider to be the most historically significant. Each group prepares a summary statement of their discussion, describing the technology they have selected, explaining when, how, and why it was developed, and defining its importance and enduring impact.</p>
Teacher Reflections		



8.2.3 Living in an Early Society

- KI-013 Describe life for various groups in an early society of Mesopotamia, Egypt, or the Indus Valley.
Examples: priests, scribes, traders, peasants, slaves...

- KH-029 Identify people, events, and ideas in an early society of Mesopotamia, Egypt, or the Indus Valley.

- KP-045 Describe governance in an early society of Mesopotamia, Egypt, or the Indus Valley.
Examples: military organization, political structures...

Enduring Understanding

Daily life in the early river valley societies was shaped by complex social, political, and cultural institutions.

Description of the Learning Experience

Students examine the daily life of various groups in a selected society of Mesopotamia, Egypt, or the Indus Valley, considering the influence of social structure, government, and religion on life in this society. They construct a timeline of people, events, and ideas of enduring historical impact in their selected society.

Vocabulary: social classes, hierarchy, priests, scribes, peasants, polytheism (See Appendix D for Vocabulary Strategies.)






Note: This learning experience, along with LE 8.2.4 that follows, comprises the central research activity for this cluster. Allow students the time required to conduct research and to exchange and discuss their discoveries with each other. The research component of this learning experience may be undertaken separately, or integrated with LE 8.2.4, in which students explore the written language, the art, and the architecture of the selected society.

See the Suggested Teaching Scenario on pages 55–60.






8.2.3 Living in an Early Society

Assessment	Outcomes	Strategies
	KI-013 KH-029	<p>Activate</p> <p>As a class, students discuss why they think slavery arose as a social practice in almost all ancient civilizations. Following the discussion, students write a short reflection in their History Journals about the practice of slavery in relation to the development of larger agrarian, territory-based societies.</p> <p style="text-align: right;"><i>(continued)</i></p>





8.2.3 Living in an Early Society

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KI-013 KH-029 KP-045	Collaborative groups of students generate hypotheses as to why societies develop a class system in which different social roles are defined for groups of people (i.e., priests, rulers, landowners, peasants, military, men, women...). Groups share their theories in a class discussion, focusing on the positive and negative consequences of the definition of social classes and roles within societies. TIP: Invite students to consider the differences between urban-centred civilizations, where specialization occurs, and hunter-gatherer societies in which all members of the community need to be involved in the quest for survival and individual roles are less specialized. Students may wish to discuss whether they think modern societies are classless or class-defined.
— or —		
	KH-029 KP-045	Students brainstorm a list of ideas, people, and events that had a lasting influence on life in this historic period and in subsequent periods. The list is posted and students discuss the enduring historical impact of early societies.
— or —		
	KI-013 KH-029 KP-045	Students complete the first two columns of a KWL chart about the daily life of various groups of people in a selected early society of Mesopotamia, Egypt, or the Indus Valley. Students will revisit their KWL chart to reflect on their learning at the end of this learning experience.
		 BLM: KWL: Life in an Early Society
<i>(continued)</i>		
Teacher Reflections		



8.2.3 Living in an Early Society

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-013 KH-029 KP-045	Using a Word Splash as a prompt to their thinking, students generate questions about life in their selected early society. Students may use their questions to guide their research, creating a note-taking frame (paper or electronic format) to help them record and organize their notes. TIP: A suggested word list to use as a prompt is included in BLM 8.2.3b. Alternatively, present the learning outcomes to the students and ask them to generate their own word lists based on the outcomes.  BLM: Word Splash
	<hr/>	
	KI-013 KH-029 KP-045	Using print and electronic resources, students research people, events, and ideas in a selected early society of Mesopotamia, Egypt, or the Indus Valley. Students use the information they have gathered to create an illustrated timeline for the period from 3500 BCE to 500 BCE, focusing on their selected society. TIP: Encourage students to think as historians, selecting events, people, and ideas of enduring significance. Note that ideas include beliefs and values of cultural or religious origins. Explain to students that the historical periods of ancient civilizations were often recorded as dynasties, or ruling families that held hereditary power over several generations and that were often associated with divine power.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >  BLM: People, Events, and Ideas in Early Societies
	<hr/>	
<i>(continued)</i>		
Teacher Reflections		





8.2.3 Living in an Early Society

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-013 KH-029 KP-045	<p>Collaborative groups of students create an illustrated station for the wall timeline, representing a selected person, event, or idea in an early society of Mesopotamia, Egypt, or the Indus Valley. Each group creates a short oral presentation summarizing their selected addition and explaining its significance.</p> <p>TIP: Ideally, student groups should select their own element to add to the timeline, and should be prepared to give historically sound reasons for having chosen a particular event, person, or idea. Try to organize this activity to avoid repetition of the same elements and to assure a good representation of various cultural factors (i.e., political and military events, ideas and innovations, religion, important historical figures or developments). BLM 8.2.3c may be used as a starting point for this activity.</p>
or		
 	KI-013 KH-029 KP-045	<p>Using print and electronic resources, students research the life and impact of a leader, figure, group, or deity of their choice in a selected early society of Mesopotamia, Egypt, or the Indus Valley. Students summarize the information they have gathered by creating a poster for an “Early Society Hall of Fame” exhibit.</p> <p>TIP: Review with students the guidelines to follow for correctly citing print and electronic sources (refer to TN-4: Citing Sources for suggestions.) Students may also select one of the figures or groups highlighted in BLM 8.2.3c. Students may choose to create a drawing, portrait, or figurine of their selected figure using the artistic style of that culture.</p>
		 Appendix H: Teacher Notes: Citing Sources (2 pages)
<i>(continued)</i>		
Teacher Reflections		

8.2.3 Living in an Early Society

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KP-045	Using print and electronic resources, students research governance in a selected early society of Mesopotamia, Egypt, or the Indus Valley, including political and military organization. Students use the information they have gathered to create a chart that explains governance in the selected society and illustrates ways in which political and military structures affected daily life for various groups in that society.
— or —		
	KI-013 KH-029 KP-045	<p>Collaborative groups of students research the importance and role of religion in a selected early society of Mesopotamia, Egypt, or the Indus Valley. Student groups create a Mind Map that illustrates ways in which religion influenced the daily life of various groups, including ideas, governance, and social roles in that society. Mind Maps are shared with the class, and students discuss how the role of religion has changed in modern democratic societies.</p> <p>TIP: This activity offers the opportunity to discuss the role of religion in ancient societies. Clarify with students the idea that the secular state (i.e., the separation of government and religion) is a modern construct and was not part of the beliefs of early societies. Encourage students to explore the ancient world view, in which religion played an important part in understanding nature as well as in defining the role and purpose of human existence. Help students understand that early religions were all polytheistic (many gods) and that the natural environment was explained in terms of divine actions. Belief in an afterlife was also a very important facet of religion in these societies. Students may discuss differences and similarities between ancient and modern world views as a part of this research activity.</p>
Teacher Reflections		





8.2.3 Living in an Early Society

Assessment	Outcomes	Strategies
 	KI-013 KH-029 KP-045	<p>Apply</p> <p>Students develop a narrative that creatively depicts life in their selected early society of Mesopotamia, Egypt, or the Indus Valley. Students may share their stories in an oral storytelling session.</p> <p>TIP: Refer to the guidelines suggested in BLM 8.1.21: “Tell the Story in the History.”</p>
or		
	KI-013 KH-029 KP-045	<p>Pairs or triads of students use their research on an early society of Mesopotamia, Egypt, or the Indus Valley and, through discussion, come to a consensus about the most historically significant social, political, or cultural development in that society. Each group prepares a persuasive speech about the topic and presents it to the class, sharing in the delivery of the speech and in the answering of questions from the class.</p> <p>TIP: For their presentation, students may wish to dress in the fashions of their selected society or to take on the persona of an historical figure of that era. Establish criteria for the historical content to be included in the speech prior to its preparation.</p>
or		
	KI-013 KH-029 KP-045	<p>Collaborative groups of students create a Compare and Contrast chart, noting similarities and differences between governance in their selected early society. Students share their charts in collaborative groups, noting elements of governance that have endured over time:</p> <ul style="list-style-type: none"> • Written codes of law • Hereditary right of royal families in some countries • Military organization as a part of the role of government • Elements that have changed in modern societies (e.g., separation of church and state, abolition of slavery)



(continued)

Teacher Reflections

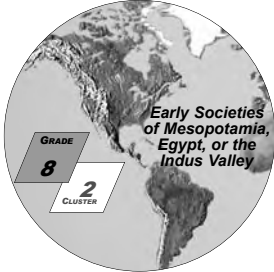
8.2.3 Living in an Early Society

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KI-013 KP-045	<p>Collaborative groups of students design and present a multimedia presentation entitled “A Day in the Life of ...”, discussing an early society of Mesopotamia, Egypt, or the Indus Valley. Students may include in their presentation primary sources such as images of artifacts and archeological excavations. Following the presentations, students discuss how life would have been different for people living in the early society, depending upon their class or social group.</p> <p>TIP: In their presentations, groups should focus on the life of a particular social group rather than trying to cover all groups in that society (e.g., priests, Pharaohs, peasants, women, slaves, merchants...). Assign topics or use a selection system that minimizes repetition to ensure the groups study and present a variety of social groups. In the general discussion, students may wish to consider the notion that significant differences in ways of life existed between the classes in the selected society. These differences are an historically persistent characteristic of societies, and continue today in most modern societies.</p>
— or —		
 	KI-013 KH-029 KP-045	<p>Collaborative groups of students create a Mind Map, illustrating examples of how early societies borrowed from and influenced one another (e.g., governance, military, cities, ideas, historical developments, religion, social organization...). The Mind Maps are displayed and students circulate to view and respond to them.</p> <p>TIP: For this activity, create groups that include students who have studied each of the three early civilizations. Encourage students to reflect on the ongoing historical importance of cultural interaction by relating modern examples as well.</p>
<i>(continued)</i>		
Teacher Reflections		

8.2.3 Living in an Early Society

Assessment	Outcomes	Strategies
		Apply <i>(continued)</i>
		or
	KI-013 KH-029 KP-045	Students revisit their KWL chart, filling in the third column and summarizing what they have learned. After sharing their conclusions with a partner, students may retain their KWL charts in their History Journals.
		
Teacher Reflections		

Early Societies of Mesopotamia, Egypt, or the Indus Valley



8.2.4 Communication and Art in an Early Society

- KI-014 Describe the art, architecture, and science of an early society of Mesopotamia, Egypt, or the Indus Valley.
- KH-030 Describe the impact and significance of the development of writing in an early society of Mesopotamia, Egypt, or the Indus Valley.
- VH-010 Value the study of early societies as a way of understanding contemporary life.

Enduring Understanding

Early river valley societies developed written language codes, explored scientific ideas, and expressed their cultures in distinctive forms of art and architecture.

Description of the Learning Experience

Students view images of art and architecture from the selected early society, research its writing system and scientific ideas, and discuss the enduring legacy of its culture and thought.

Vocabulary: pictogram, cuneiform, astronomy (See Appendix D for Vocabulary Strategies.)




Note: Although the written language, art, architecture, and scientific knowledge of an early society are the main focus in this learning experience, the Applying phase offers the opportunity to incorporate all of the students' learning in this cluster. This may be done by planning a culminating activity with the students that relates to all the topics in this cluster (e.g., transforming the classroom into a "Museum of Ancient Civilizations"). Interdisciplinary projects with visual arts may be included in these activities.

See the Suggested Teaching Scenario on pages 55–60.




8.2.4 Communication and Art in an Early Society

Assessment	Outcomes	Strategies
	KI-014 KH-030 VH-010	<p>Activate</p> <p>Students observe images showing samples of writing or number codes in early societies (i.e., cuneiform tablets from Mesopotamia, Egyptian hieroglyphics, pictogram/script seals from the Indus River Valley). Students discuss similarities they note and generate theories as to how ancient writing codes are deciphered by archeologists.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>
	<p>Teacher Reflections</p>	






8.2.4 Communication and Art in an Early Society

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KH-030 VH-010	Collaborative groups of students engage in a discussion about the importance of written language and number codes in contemporary societies. They generate theories as to why people in early societies developed writing systems (e.g., to record trade transactions, to tell stories, to retain and pass on records of the accomplishments of leaders...). Students will later verify their theories as they research examples of ancient writing.
— or —		
	KI-014 VH-010	Using print and electronic resources, students select a series of images showing examples of the art or architecture of an early society of Mesopotamia, Egypt, or the Indus Valley. They create a small print or electronic portfolio of the images, recording historical and descriptive details of each image (e.g., origins, time, place, purpose, source...). Students share their images with each other, discussing the various reasons why both ancient and modern societies develop art forms and distinctive architectural styles, including the following reasons: <ul style="list-style-type: none"> • Cultural expression • Religious beliefs • Worship • Education • Sharing ideas or stories • Demonstration of the grandeur of their civilization • Available natural resources • Decorative purposes • Quality of life
		 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
<i>(continued)</i>		
Teacher Reflections		

8.2.4 Communication and Art in an Early Society

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KI-014 VH-010	Students observe images of structures or buildings from early societies of Mesopotamia, Egypt, or the Indus Valley (e.g., walled or fortified cities, ziggurats, pyramids, citadels, tombs, granaries, baths...). After observing the images, they use their prior knowledge of these societies to generate explanations of the purposes of these human constructions. Students compare the purposes of these ancient constructions with those of the edifices to be found in modern societies (e.g., meeting places, places of worship, transportation and manufacturing centres, power installation, protection and defence systems, shelters, water reservoirs...). Students compare the purposes of human modification of the surface of the Earth in early and modern societies.
— or —		
	KI-014 VH-010	Using their knowledge of science, students discuss the purpose of scientific thought, with two students acting as scribes to record ideas. Students use the ideas they have generated to compare the modern scientific world view to what they know about the ancient world view (i.e., the importance of religious beliefs in understanding how the world works, such as the belief that the Nile River was divine because it provided sustenance to the people of Egypt). In their discussion, students should not overlook historical evidence that people in ancient times carried out scientific observation and likely carried out experiments (i.e., in the development of technologies such as irrigation, water drainage, natural resource extraction, construction, medicine...). Based on the ideas they have generated, students discuss the view that science has replaced religion in modern thinking as a way of understanding how the world works. Students draw their own conclusions about the roles of science and religion in ancient and modern world views. TIP: This activity is fairly abstract and is intended to stimulate discussion about differences between ancient and modern world views. The students may also use prompts such as those provided in BLM 8.2.4a to inspire discussion.
 BLM: Thoughts about Science and Religion		
<p>Teacher Reflections</p>		



8.2.4 Communication and Art in an Early Society

Assessment	Outcomes	Strategies
	KI-030 VH-010	<p>Acquire</p> <p>Students read an informational text about the Rosetta Stone discovery in 1799, and its importance in helping archeologists and historians decipher Egyptian hieroglyphics.</p> <p>Following the reading, students discuss the role of archeology in unfolding new information that helps us understand the past.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <hr/> <p style="text-align: center;">or</p>
	KH-030 VH-010	<p>Collaborative groups of students read an excerpt from the Code of Hammurabi, the first written code of law, developed in Mesopotamia in 1770 BCE. Students select examples of phrases from the Code that show: (1) different social roles in Mesopotamian society; and (2) elements or principles that influence law in contemporary society. In a general discussion, students discuss the usefulness of primary written sources in conveying information about the past, and the historical impact of written language.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <hr/> <p style="text-align: center;">or</p>
	KI-014 KH-030 VH-010	<p>Pairs or triads of students gather information about science in an early society of Mesopotamia, Egypt, or the Indus Valley. Students create a chart or Mind Map showing early societies' scientific observations and technologies, and highlighting their historical importance. Students share their charts and discuss how ideas and innovations of the past can help us understand developments in contemporary society.</p> <p>  BLM: Evidence of Ancient Science</p>






(continued)

Teacher Reflections





8.2.4 Communication and Art in an Early Society

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-014 KH-030 VH-010	<p>Collaborative groups of students read about an ancient code of writing used in a society of Mesopotamia, Egypt, or the Indus River Valley. They then use this code of writing to create a simple written statement about an application of science (e.g., astronomy, medicine, weather, number, engineering, embalming...) in that ancient society. They exchange their messages with another student, inviting their partner to decipher the message. As a class, students discuss the impact and significance of writing in early societies (i.e., how it has helped preserve the knowledge of the past for historical study). Students may also discuss how the ancient codes prepared the way for the eventual development of an alphabet system (i.e., the use of symbols to represent sounds, from which words are derived).</p> <p>NOTE: For this exercise, students will need to use the models of Mesopotamian cuneiform writing (i.e., wedge-shaped signs) or Egyptian hieroglyphics. Archeological evidence exists of a written language in the Indus River cities, in the form of clay seals engraved with a complex script that includes pictograms of animals and other cuneiform-like symbols. However, archeologists and historians have not yet been able to decipher the Indus script. Students may observe images of the seals and generate hypotheses as to their meaning (i.e., some images are assumed to represent astronomical observations of the constellations). Also encourage students to note that, as early river valley societies were all trading societies, some of the earliest writings were recordings of trade transactions.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
		<i>(continued)</i>
Teacher Reflections		




8.2.4 Communication and Art in an Early Society

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KI-014 KH-030 VH-010	<p>Using the electronic portfolio of images they have collected of the art or architecture of an early society of Mesopotamia, Egypt, or the Indus Valley, students analyze the images to describe them fully, and summarize what the images tell about the early society. Students then prepare a short analysis in the style of an art gallery display, describing each piece and explaining its significance. The presentation summaries and images may be retained in an electronic portfolio to be used as a part of a multimedia presentation at the end of the cluster.</p> <p>NOTE: Refer to TN-5 for suggested guidelines on the use of art as a primary source in historical inquiry. Note that a part of this process involves teaching students how to look at art for art’s sake.</p> <p> BLM: Reading Art and Architecture</p> <p> Appendix H: Teacher Notes: Art As a Primary Source for History</p>
— or —		
	KI-014 KH-030 VH-010	<p>Students view a historical video about an ancient society, noting the use of visual primary sources to convey the culture and world view of that society. Following the viewing, students discuss what they have learned about the art, architecture, written code, and science of the early society. They reflect on the value of primary sources in promoting an understanding of societies of the past.</p> <p>SUGGESTED VIDEO: National Geographic’s <i>Mysteries of Egypt</i> (Imax, 1998), 1 hour 40 minutes</p> <p>TIP: See Appendix A, Skill 6g: Viewing Visual Media on page A29, for guidelines regarding this activity. Occasionally, films of historical fiction may be viewed in class. However, this would require more student preparation to help them distinguish fact from fiction and to discern the presence of anachronisms, stereotypes, or falsifications of the past.</p> <p> Appendix H: Teacher Notes: Viewing Historical Films/Videos</p>
<i>(continued)</i>		
Teacher Reflections		








8.2.4 Communication and Art in an Early Society

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-014 VH-010	<p>Using print and electronic resources, students gather information about the development of astronomy in early river valley civilizations. They summarize the information by adding brief illustrated descriptors to the timeline of ancient civilizations from 3500 BCE to 500 BCE. Possible topics for this mini-research include:</p> <ul style="list-style-type: none"> • 3000 BCE: First written materials showing evidence of astronomical observations in Mesopotamia • 2500 BCE: Evidence of recorded astronomical observation in clay tablets of the Indus River • 2000 BCE: First evidence of solar-lunar calendars in Mesopotamia and Egypt <p>Students share their findings and discuss the importance of the observation of the physical surroundings, including celestial bodies, in the development of scientific thought.</p> <p>NOTE: Students were introduced to the science of astronomy in Grade 6 science (learning outcome 6-4-17).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
	KI-014 VH-010	<p>Apply</p> <p>Using the models of art they have collected and observed, students create a reproduction of a work of art from an early society of Mesopotamia, Egypt, or the Indus Valley. Students create a nameplate introducing their piece and explaining its significance. Works of art are arranged as a Gallery exhibition, and guests are invited to circulate and view the pieces.</p> <p>TIP: Refer to BLM 8.2.4c for a suggested template. This activity may be expanded as a culminating activity for the entire cluster, including displays of artifact reproductions and other research projects throughout the cluster.</p> <p> BLM: Reading Art and Architecture</p>
<i>(continued)</i>		
Teacher Reflections		



8.2.4 Communication and Art in an Early Society

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KI-014 VH-010	<p>Pairs of students present role-plays based on the BBC program <i>Antiques Roadshow</i>, with one student taking the role of the appraiser and the other of an owner of an artifact from one of the selected societies. Students bring in or use representations of artifacts they have made from the selected society (see previous strategy). Student pairs prepare and present an “Antiques Roadshow” dialogue they have written that describes the object, where it was found, how old it was, and how much it may be worth.</p> <p>TIP: If students are unfamiliar with the television program, record one of two segments to model their roles.</p>
— or —		
	KI-014 KH-030 VH-010	<p>Collaborative groups of students create a historical newspaper set in an early society of Mesopotamia, Egypt, or the Indus Valley. The newspaper could contain sections such as news, culture, religion, art, science and technology, government, and economy. Students should strive for an authentic representation of the period, avoiding stereotypes and anachronisms (with the given exception of a newspaper!). Groups may exchange their papers with another group, and evaluate each others’ representations of an ancient society.</p>
— or —		
	KH-030 VH-010	<p>Collaborative groups of students create an interactive display demonstrating how to interpret cuneiform writing or Egyptian hieroglyphics. The class may invite a group of younger students to visit the displays and to participate in a demonstration on the topic.</p>
<i>(continued)</i>		
Teacher Reflections		

8.2.4 Communication and Art in an Early Society

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KI-014 KH-030 VH-010	Students use their collection of images to design and present a multimedia presentation on the art, architecture, and written language of an early society of Mesopotamia, Egypt, or the Indus Valley. Following the presentations, students discuss the enduring importance of these elements and the influence of early societies on later societies, including our own contemporary societies.
		
or		
	KI-014 KH-030 VH-010	Students write an illustrated instruction booklet explaining how to make papyrus. Students discuss the importance of papyrus in the eventual development of parchment and paper, and the impact of these developments on contemporary societies. TIP: Students may choose to actually demonstrate the making of papyrus.
		 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
	KI-014 KH-030 VH-010	Students write a reflection for their History Journals that describes how the study of early societies has helped them to better understand contemporary life. In their reflection, they consider differences and similarities they have noted between the ancient world views and our contemporary world views. TIP: Students may refer to the web they created in Cluster 1 as an organizer for their thoughts (refer to BLM 8.1.3e: Sample Web: Civilizations).
		
<i>(continued)</i>		
Teacher Reflections		

8.2.4 Communication and Art in an Early Society

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KH-030 VH-010	Students use clay to create cuneiform tablets or Indus valley seals, using an ancient system of writing. They create an accompanying written legend to assist in the decoding of the tablets. Tablets and seals are displayed and students circulate in a Gallery Walk to view and decipher them. TIP: Develop with students a set of descriptive criteria to ensure that the reproductions are as authentic as possible. Emphasize the idea that the purpose of recreating an artifact is to remain as faithful as possible to the original model (i.e., style, subject, materials...).
— or —		
	KI-014 KH-030 VH-010	Using Think-Pair-Share, students create a Continuity Chart illustrating elements of early societies that have persisted and have become contemporary societies (e.g., art, architecture, writing, law, social organization, science/technology...). Student pairs share their charts with another pair, and discuss what they believe are the most important contributions of early societies. TIP: Students may refer to the web they created in Cluster 1 as an organizer for their thoughts (refer to BLM 8.1.3e: “Sample Web: Civilizations”).
<p>Teacher Reflections</p>		

Early Societies of Mesopotamia, Egypt, or the Indus Valley**Cluster 2: Connecting and Reflecting****Student:**

Using your “Early Societies of Mesopotamia, Egypt, or the Indus Valley” portfolio, reflect on the contributions of early river societies and explain how your life today is still benefiting from them.



BLM: Early Societies of Mesopotamia, Egypt, or the Indus Valley: Connecting and Reflecting

Teacher Reflections

World History: Societies of the Past

Ancient Societies of Greece and Rome

3
CLUSTER

GRADE
8





Cluster 3

Learning Experiences: Overview

8.3.1 Overview of Antiquity

KG-039 Identify defining characteristics of the ancient civilizations of China, Greece, Rome, Persia, and the Mayas from 500 BCE to 500 CE.

KI-017 Identify defining characteristics of world religions that emerged in antiquity.

Include: Buddhism, Christianity, Confucianism, Hinduism, Judaism.

VI-006 Respect others' ways of life and beliefs.

8.3.2 Culture of Ancient Greece

KC-001 Describe the social organization of ancient Greece.
Examples: classes of citizens, slavery; role and status of children, women, and men...

KI-015 Compare and contrast life in Sparta and Athens.
Examples: social roles, education, governance, beliefs...

KI-016 Describe the importance of Greek myths in ancient Greek culture.

KH-031 Identify people, events, and ideas in ancient Greece and Rome.

VH-011 Appreciate stories, legends, and myths of ancient societies as important ways to learn about the past.

8.3.3 Democracy in Ancient Greece

KC-002 Describe the rise of democracy in ancient Greece.

KC-003 Compare criteria for citizenship and participation in government in ancient Greece and in contemporary Canada.

VC-001 Appreciate the contributions of ancient Greece to modern concepts of citizenship and democracy.

VP-016 Appreciate the benefits of citizenship within a democracy.

8.3.4 Roman Empire

KL-025 Illustrate on a map the expansion of the Roman Empire.

KH-031 Identify people, events, and ideas in ancient Greece and Rome.

KP-047 Describe structures of governance in ancient Rome.

KP-048 Describe the nature of war and territorial expansion in the Roman Empire.

KE-055 Describe the influence of trade on the exchange of ideas within the Roman Empire and between Rome and other places in the world.

8.3.5 Legacy of Ancient Greece and Rome

KH-032 Identify ways in which today's world has been influenced by the ideas of ancient Greece and Rome.

Examples: the arts, philosophy, science, mathematics...

KP-046 Identify factors that influenced the rise and decline of ancient Greece and Rome.

KE-056 Describe technologies and achievements in ancient Greece and Rome.

Examples: architecture, transportation, weapons, aqueducts...

VI-005 Appreciate the enduring qualities of the arts, architecture, science, and ideas of ancient Greece and Rome.

Ancient Societies of Greece and Rome

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.
- **Connecting and Reflecting:** This is the end-of-cluster summative assessment activity.

Cluster Description



Cluster 3 begins with a brief world overview, focusing on China, Greece, Rome, Persia, and the Mayas from about 500 BCE to 500 CE. This overview includes a consideration of world religions that emerged during this time period.

Students then explore life in ancient societies of *both Greece and Rome*. This comprehensive study focuses on the physical environment and the social, cultural, political, economic, and technological issues of these societies. Students consider the enduring qualities of the art, architecture, science, and ideas of ancient Greece and Rome, and explore their influence on the contemporary world.

Key Concepts

- *Greece*: rise and decline, social organization, citizenship and democracy, life in Sparta and Athens, Greek myths, technology, and achievements
- *Rome*: rise and decline, governance, trade, empire building, war and territorial expansion, technology, and achievements



Engaging Students in the Cluster

- Arrive in class dressed in a toga or other period costume and assume the character/role for the day.
- Create a visual display of the architecture of Greece and Rome.
- Present a PowerPoint presentation of the art of ancient Greece and Rome.
- Post quotations in a large font around the classroom. Discuss their meaning.
 - “Education is the best provision for the journey to old age.”
~ Aristotle (384 BCE–322 BCE), Greek critic, philosopher, physicist, and zoologist
 - “United we stand, divided we fall.”
~ Aesop (620 BCE–560 BCE), Greek slave and fable author
 - “It is a true saying that ‘one falsehood leads easily to another.’”
~ Cicero (106 BCE–43 BCE), Roman author, orator, and politician
 - “Your very silence shows you agree.”
~ Euripides (484 BCE–406 BCE), Greek tragic dramatist
 - “Young men’s minds are always changeable, but when an old man is concerned in a matter, he looks both before and after.”
~ Homer (800 BCE–700 BCE), Greek epic poet
 - “To be loved, be lovable.”
~ Ovid (43 BCE–17 CE), Roman poet
 - “The price good men pay for indifference to public affairs is to be ruled by evil men.”
~ Plato (427 BCE–347 BCE), Greek author and philosopher in Athens
 - “If women are expected to do the same work as men, we must teach them the same things.”
~ Plato
 - “Enjoy present pleasures in such a way as not to injure future ones.”
~ Seneca (5 BCE–65 CE), Roman dramatist, philosopher, & politician
 - “I am not an Athenian or a Greek, but a citizen of the world.”
~ Socrates (469 BCE–399 BCE), Greek philosopher in Athens
 - “Money: There’s nothing in the world so demoralizing as money.”
~ Sophocles (496 BCE–406 BCE), Greek tragic dramatist
 - “They can conquer who believe they can.”
~ Virgil (70 BCE–19 BCE), Roman epic poet
- Create a Greek and Roman Wall of Fame.
- Read a Greek or Roman myth (e.g., Romulus and Remus).
- Post a chart of Greek and Roman gods, including names and powers.
- Display maps of ancient Greece and Rome.
- Display posters of ancient Greek and Roman ruins.

Learning Experiences Summary

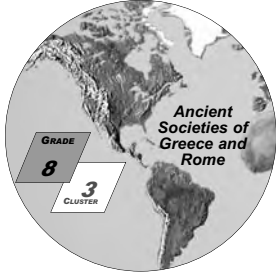
8.3.1 Overview of Antiquity

8.3.2 Culture of Ancient Greece

8.3.3 Democracy of Ancient Greece

8.3.4 Roman Empire

8.3.5 Legacy of Ancient Greece and Rome



8.3.1 Overview of Antiquity

- KG-039 Identify defining characteristics of the ancient civilizations of China, Greece, Rome, Persia, and the Mayas from 500 BCE to 500 CE.
- KI-017 Identify defining characteristics of world religions that emerged in antiquity. *Include: Buddhism, Christianity, Confucianism, Hinduism, Judaism.*
- VI-006 Respect others' ways of life and beliefs.

Enduring Understanding

Powerful and complex civilizations rose and fell in Asia, Europe, the Middle East, and Central America during the historical period often referred to as *antiquity*. These civilizations transformed the ancient world and had an enduring global impact on cultures and societies.

Description of the Learning Experience

Students map the major civilizations of antiquity, engage in collaborative learning to explore defining features of these civilizations, and learn about the world religions that emerged during this period.

Vocabulary: antiquity (See Appendix D for Vocabulary Strategies.)

Note: This cluster deals with the period from the rise of the classical Greek civilization in Europe to the end of the Roman Empire in the West, roughly 500 BCE to 500 CE.

It is important that students understand that historical periods are not discrete and definitive units, but approximate spans of time. It should also be made clear that many of the world's civilizations overlap over extended periods of time (i.e., Egyptian civilization did not end with the rise of the Persian Empire, et cetera).








See the Suggested Teaching Scenario on pages 55–60.

8.3.1 Overview of Antiquity



Assessment	Outcomes	Strategies
	KI-017 KG-039 VI-006	<p>Activate</p> <p>Using BLM 8.1.3e: “Sample Web: Civilizations,” or a web generated by the students for the study of a civilization, collaborative groups of students generate hypotheses as to how civilizations they have just studied in Cluster 2 might change over time (e.g., What types of changes do they envision? In which areas do they feel societies will change the most rapidly? Do they think there will be progress or decline? Will life get better or worse for most people?).</p> <p style="text-align: right;"><i>(continued)</i></p>
	<p>Teacher Reflections</p>	

Ancient Societies of Greece and Rome



8.3.1 Overview of Antiquity

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KG-039	<p>Using a historical map or atlas, collaborative groups of students locate distinctive places related to the ancient civilizations of China, Greece, Rome, Persia, and Maya. In a guided plenary session, and using sticky notes and the provided list “Important Places in Antiquity,” the class locates places and regions of antiquity on the wall map of the world. The class may use a current political map of the world to compare places of antiquity to contemporary names (i.e., Asia Minor and Turkey, Persia and Iran, Gaul and France, Mesopotamia and Iraq...).</p> <p>TIP: The purpose of this exercise is to give students a general overview of the location of the main civilizations of the period of antiquity. Invite groups to begin by identifying the places they already know (e.g., Egypt, Nile River...), allotting enough time for them to explore and locate other places and share their discoveries among groups. Some of the suggested geographic elements will require more research (e.g., Royal Road of Persia, Silk Road, and Great Wall of Asia). Groups may be provided with blank outline maps where they can label major places, regions, and routes. (Note that students will locate places of importance to the Roman Empire in greater detail in a subsequent learning experience.)</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <ul style="list-style-type: none">  BLM: Important Places in Antiquity  BLM: Outline Map of Europe  BLM: Outline Map of Asia  BLM: Outline Map of Central America  BLM: Outline Map of the Mediterranean
Teacher Reflections		



8.3.1 Overview of Antiquity

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-017 KG-039 VI-006	<p>Students are introduced to the idea that most of the major world religions that exist today had their origins in the period called antiquity, from about 500 BCE to about 500 CE. In response to this idea, students brainstorm a list of the names of religions. (If they have difficulty in naming a variety of religions, they may consult a world atlas to find a map of the distribution of the world’s major religions today.) Students then generate ideas about what they think all these religions have in common (e.g., famous leaders or teachers, belief in a non-physical world, rituals or traditional practices, moral instruction, sacred writings...). Using the ideas generated, collaborative groups of students develop their own working definition of religion. Groups share their definitions and discuss how religion influences societies and relationships.</p> <p>TIP: Students will likely not be able to differentiate between “sect” and “religion,” and may name as examples of religion various sects of Christianity, as it is the dominant religion of Canada. Guide them in the recognition that all religions that are based on the central belief in the teachings of Jesus Christ are considered to be part of the Christian religion. Ask questions that encourage students to name religions that are more dominant outside of the Canadian context, calling upon what they learned about societies of the world in Grade 7. This activity offers the opportunity to stress respect for the beliefs and opinions of others and to observe students’ application of this interpersonal skill in the course of the discussion. Caution students also to respect privacy in the matter of religious beliefs or convictions.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
		<i>(continued)</i>
Teacher Reflections		






8.3.1 Overview of Antiquity

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KI-017 KG-039 VI-006	<p>Collaborative groups of students engage in a Sort and Predict exercise about the defining characteristics of the ancient civilizations of China, Greece, Rome, Persia, and the Maya from 500 BCE to 500 CE. Students apply their prior knowledge, and use critical reasoning to decide which characteristics may fit which civilization at this point in their learning. (They will later verify their predictions through research.)</p> <p>TIP: Ideally this activity should be carried out in groups of five, so that groups may pursue a Jigsaw activity on this topic in the Acquiring phase of the learning experience.</p> <p>8.3.1 f BLM: Sort and Predict: Defining Characteristics of Ancient Societies (3 pages)</p> <p>8.3.1 g BLM: Sort and Predict: Defining Characteristics of Ancient Societies—Key (3 pages)</p>
	<p style="text-align: center;">Acquire</p> <p>Collaborative groups of students create an electronic file of examples of two different primary sources from each of the five ancient civilizations in this era (i.e., images of artifacts, writing or numerical notation samples, art, architecture, excerpt from a text written in that period). Roles may be assigned as follows for a four-person group: Internet searcher, recorder or scribe, archivist, and spokesperson. The Internet searcher assesses and selects sources, retaining titles and URLs; the scribe records the group’s notes in point form as a description of each artifact; the archivist in each group records details of the primary sources (refer to BLM template); and the spokesperson prepares an oral presentation explaining why the group selected these pieces.</p> <p>TIP: The group may later use the pieces collected as the basis for preparing a multimedia presentation.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p>8.3.1 h BLM: Primary Source Template</p>	
<i>(continued)</i>		
Teacher Reflections		






8.3.1 Overview of Antiquity

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-017 KG-039 VI-006	<p>Using the Sort and Predict activity completed in the Activating phase of this learning experience, collaborative groups of five students engage in a Jigsaw activity to gather information on the identifying characteristics of each of the five ancient civilizations: China, Greece, Rome, Persia, and the Mayan civilizations.</p> <p>Students begin with their home groups, reviewing the predictions they have made about the defining characteristics of ancient societies and generating their own questions about what distinguishes each of these societies. In each group, tasks are divided so that one student is responsible for one of the five ancient societies listed.</p> <p>Students then regroup into expert groups with the other students assigned the same civilization. Together, they consult sources to verify the accuracy of their home group’s predictions and to add further descriptive detail based on the questions they have generated in their home groups.</p> <p>Each expert group creates a short text describing the main features of their civilization, including additional interesting facts they have discovered. As a group, students decide on the most effective format in which to share this information with their home groups (e.g., a chart, a web, an illustrated Mind Map, a descriptive map including symbols and images, a narrative of the type “once upon a time...”, an illustrated timeline...). The groups prepare their summaries in the allocated time and return to their home groups to share and present their information.</p> <p>In a plenary discussion, students discuss which elements of ancient societies are most prominent or most significant in their perceptions.</p> <p>TIP: Review with students the idea of “defining characteristics” as the elements that stand out as distinguishing one society from another. Emphasize that they will be studying Greece and Rome in greater detail later in the year, but for now they are simply searching for a world overview of ancient societies in this learning experience (i.e., they need to be selective about the information they choose to include). Allow sufficient time for students to verify and add to their initial predictions with their home groups.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
Teacher Reflections		




8.3.1 Overview of Antiquity

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KI-017 KG-039 VI-006	Students are asked to observe that acceptance of religious and cultural diversity was a feature of some ancient societies (e.g., Persia), but not others (e.g., Rome’s persecution of Christianity, Greece’s sentencing of Socrates to death, the belief in ancient China that non-Chinese persons were barbaric...). Students consider the principle of respect for the ways of life and beliefs of others, asking themselves how this can be demonstrated in the classroom. Working in collaborative groups, they generate four or five short descriptors that show their ways of life and beliefs are being respected by others in the class. Each group presents their descriptors, and the class decides collectively on four simple guidelines to be applied throughout the year as a means of assessing their respect for others in classroom interactions.
— or —		
	KI-017 KG-039 VI-006	Pairs of students create an illustrated timeline of the period of antiquity, from approximately 500 BCE to approximately 500 CE (i.e., the end of the Western Roman Empire). Students gather information using BLM 8.3.1g as a starting point, including additional events and developments as desired. TIP: Students may choose to create a large timeline, to which they will be able to add details when they study Greece and Rome in further detail later in the year.
 BLM: Sort and Predict: Defining Characteristics of Ancient Societies—Key (3 pages)		
— or —		
 	KI-017 KG-039 VI-006	Students collaborate to create an illustrated historical wall map of antiquity, showing the locations of the main civilizations of China, Persia, Greece, and Rome on an enlarged outline wall map of the world. The wall map may include images, symbols, or clip art at the appropriate places to represent the defining characteristics of these civilizations (i.e., religion, architecture, major achievements or events). TIP: Students may now replace the sticky notes used in the Activating phase to identify places. Each addition to the collective map should be carefully assigned and planned so that the map may remain a clear reference throughout the cluster. Note that the full extent of the Roman Empire will be outlined in a later learning experience.
<i>(continued)</i>		
Teacher Reflections		




8.3.1 Overview of Antiquity

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KI-017 KG-039 VI-006	<p>Using print and electronic resources, students gather information about the defining characteristics of world religions that emerged in antiquity (e.g., Buddhism, Christianity, Confucianism, Hinduism, Judaism...). Students may use the provided note-taking frame to gather, organize, and record their notes. Students share their information in collaborative groups, helping one another to revise and refine their notes. In a guided plenary discussion, students may wish to consider what they have found that religions have in common, or to discuss reasons why religion, like culture and language, has often been a source of misunderstanding or conflict throughout history.</p> <p>NOTE: Hinduism in India and Judaism in the Middle East originated much earlier (around 2000 BCE); however, during this period religions began to spread across societies. Additionally, as individuals from different religions came into contact with one another, they often influenced each other's religious beliefs and practices. Buddhism emerged during this period as an offshoot of Hinduism in India, with Siddhartha Gautama (b. 563 BCE). Confucianism originated with Kung Fu Tsu in China in about 500 BCE, but did not gain in popularity until the Han Dynasty around 100 BCE. Christianity emerged during this period and spread very rapidly to become the major religion of the later Roman Empire.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Note-Taking Frame: World Religions (2 pages)</p>
 	KI-017 KG-039 VI-006	<p>Apply</p> <p>Using the images of primary sources selected in the Acquiring phase of this learning experience, collaborative groups of students design and present a multimedia presentation of their selected images. As part of their presentation, students identify the source of each image, and provide an oral account of the historical importance of each image. Following the presentations, the class discusses similarities they have observed among these civilizations of antiquity.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

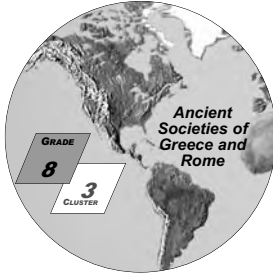
8.3.1 Overview of Antiquity

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KI-017 KG-039 VI-006	<p>Students are divided into five groups for each of the main civilizations of antiquity: China, Persia, Greece, Roma, and Maya. Each group creates a placard, including a symbol and key words, representing the identifying characteristics of the civilization. Students place the placard at an appropriate spot on the wall timeline.</p> <p>TIP: The placard may indicate the approximate time span of the rise, height, and decline of that civilization in order to portray an overview of the period for reference purposes. Additions to the timeline related to events, people, and ideas in the history of ancient Greece and Rome will be added throughout this cluster.</p>
— or —		
	KI-017 KG-039 VI-006	<p>Students read the provided series of quotations from various religious or spiritual texts from major world religions that emerged during this period of history (or invite students to carry out a mini-research to find additional quotations). Working in collaborative groups, students analyze the quotations to discover some of the beliefs and values that are common to these religions. Each group presents their observations, and the class discusses the role of religion in ancient societies.</p> <p>TIP: Students may also create placards representing each of the major world religions and indicating the period of their emergence, to be included on the wall timeline. This activity offers the opportunity for students to self-assess their respect for the ways of life and ideas of others using the criteria developed in the Acquiring phase.</p>
		 BLM: Thoughts from World Religions (2 pages)
		<i>(continued)</i>
Teacher Reflections		

8.3.1 Overview of Antiquity

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KI-017 KG-039 VI-006	Using Think-Pair-Share, students review what they have learned in this overview of the period of antiquity and write a journal reflection about which civilization of this period they would most like to live in, stating the reasons why.
		
— or —		
	KI-017 KG-039 VI-006	Pairs or triads of students create a travel brochure entitled “A Trip through Antiquity”, indicating major features and attractions to visit in each of the civilizations of China, Persia, Greece, Roma, and Maya. Students may focus on archeological sites and ancient architecture that exist today in each of these regions, or they may design the brochure as an imaginary trip through time in which people are invited to “visit” each of the civilizations (i.e, have a conversation with a Mayan astronomer, assist in the building of the tomb of the First Emperor of the Qin [Chin] dynasty, attend the Circus Maximus in Rome, witness the trial of Socrates in Athens...). TIP: Develop clear criteria related to historical content requirements before students begin this activity.
<p>Teacher Reflections</p>		

Teacher Reflections



8.3.2 Culture of Ancient Greece

- KC-001 Describe the social organization of ancient Greece.
Examples: classes of citizens, slavery; role and status of children, women, and men...

- KI-015 Compare and contrast life in Sparta and Athens.
Examples: social roles, education, governance, beliefs...

- KI-016 Describe the importance of Greek myths in ancient Greek culture.

- KH-031 Identify people, events, and ideas in ancient Greece and Rome.

- VH-011 Appreciate stories, legends, and myths of ancient societies as important ways to learn about the past.

Enduring Understanding

The art and culture, social organization, thought, and values that flourished in the city-states of ancient Greece had a far-reaching impact on the development of western societies.

Description of the Learning Experience

Students explore people, events, and ideas that defined the culture of ancient Greece, compare life in the city-states of Sparta and Athens, and read and discuss Greek myths.

Vocabulary: polis (city-state), agora (market), acropolis (fortified hill), philosophy (See Appendix D for Vocabulary Strategies.)

Note: This learning experience offers several opportunities for integrated projects with the visual arts and language arts (e.g., drama, choral reading, creative writing, literature circles). Through the discussion of Greek ideas, encourage students to make connections to concepts acquired in mathematics, geometry, and science.






See the Suggested Teaching Scenario on pages 55–60.

8.3.2 Culture of Ancient Greece






Assessment	Outcomes	Strategies
	KC-001	<p>Activate</p> <p>Students view a series of primary source images that depict people, events, and ideas of ancient Greece (e.g., images of art, artifacts, architecture, mythology). Using the images as a starting point, students generate questions about the culture, life, and social organization of ancient Greece.</p> <p>TIP: Refer to BLM 8.2.4c “Reading Art and Architecture” or BLM 8.2.2b “Examining an Artifact” for guidelines to assist students in viewing and responding to images.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;">(continued)</p>
	KI-015	
	KI-016	
	KH-031	
	VH-011	

Ancient Societies of Greece and Rome

8.3.2 Culture of Ancient Greece








Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KC-001 KI-015 KI-016 KH-031 VH-011	Using a Word Splash, pairs of students make predictions about social organization and daily life in the city-states of ancient Greece. Pairs discuss and compare their predictions with those of another pair.  BLM: Word Splash: Greek Society
— or —		
	KI-016 KH-031 VH-011	Students listen to a reading of a Greek myth and respond by discussing its theme and moral message. Students also discuss what the myth tells them about the values and beliefs of the people of ancient Greece, and generate further questions about the importance of mythology in Greek culture. TIP: Before reading the myth, set the scene by introducing the main characters, and suggest one or two guiding questions to help students focus their listening. Alternatively, students could read and discuss a selected myth aloud in collaborative groups. Suggested print sources for Greek myths: <ul style="list-style-type: none"> • <i>Greek Myths</i> by Olivia Coolidge • <i>Greek Myths, 8 Short Plays for the Classroom</i> by John Rearick  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
— or —		
	KC-001 KI-015 KI-016 KH-031 VH-011	Using the web of the elements of societies created in LE 8.1.3 (refer to BLM 8.1.3e: “Sample Web: Civilizations”), collaborative groups of students brainstorm what they know about ancient Greece, including its social organization, social roles, stories and myths, daily life, beliefs, education, arts, and governance. Student ideas are recorded in the form of a web showing links between ideas under each main element of civilization. The groups display their webs, and students circulate in a Carousel, using sticky notes to suggest additional ideas for each of the webs. In a plenary discussion, students discuss what life may have been like in ancient Greece, and generate questions for further inquiry.
<i>(continued)</i>		
Teacher Reflections		

8.3.2 Culture of Ancient Greece



Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-015 KI-016 KH-031 VH-011	Using their prior knowledge of myths, legends, origin stories, and the traditional oral narratives of oral tradition of indigenous cultures, students generate a working description of the role, subject matter, influence, and importance of mythology in societies throughout history. Students may wish to engage in a discussion about the relevance of myth and legend in modern times. Prompting questions include: <ul style="list-style-type: none"> • Can myths teach us about certain subjects, or provoke thought? • What kinds of myths do we see in modern industrialized societies? • Do myths still influence people’s beliefs and values?
Acquire		
	KC-001 KI-015 KI-016 KH-031 VH-011	Collaborative groups of students read an informational text about Greek society (i.e., social structure, roles, classes, beliefs and values, daily life and culture, organization of the polis, governance in Sparta and Athens) to verify the predictions they have made about life in ancient Greece in the Activating phase of this learning experience. Students represent their information in the form of an illustrated Mind Map to share with the class. After viewing the Mind Maps, students discuss negative and positive aspects of life in Greek society, comparing it to life in modern society.
or		
 	KC-001 KI-015 KI-016 KH-031 VH-011	Using print and electronic resources, students gather information about the culture and social organization in the Greek city-states of Sparta and Athens. Working in pairs, they create a Compare and Contrast chart of the two city-states. Students share their charts with each other, and discuss how these differences may have led to the Peloponnesian Wars and the gradual erosion of Greek society.
		 BLM: Compare and Contrast: Athens and Sparta
<i>(continued)</i>		
Teacher Reflections		

Ancient Societies of Greece and Rome






8.3.2 Culture of Ancient Greece

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KC-001 KI-015 KI-016 KH-031 VH-011	<p>Using print and electronic resources, collaborative groups of students gather information about the city-state of Athens or Sparta, including the social organization and roles, groups of people, and daily life. Each group member selects one social role and creates a corresponding role card. Examples include:</p> <ul style="list-style-type: none"> • Elected politician • Dramatic actor • Soldier • Unmarried woman • Farmer • Mathematician • Craftsperson • Orator • Priest/priestess • Child at school • Slave • Poor citizen • Government official • Merchant • Olympic athlete • Poet or playwright • Married woman • Wealthy citizen • Philosopher • Doctor • Visiting foreigner <p>The role cards will be used later in this learning experience (see Applying strategies) as the basis for a skit or role-play about life in ancient Greece.</p> <p>TIP: In this activity, divide the class in half: one half focuses on Sparta; the other half focuses on Athens. Students will later use the role cards to create and present a short play depicting daily life for various individuals living in their assigned polis.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Role Card: Life in the Polis</p>
or		
	KC-001 KI-015 KI-016 KH-031 VH-011	<p>Using print and electronic resources, collaborative groups of students gather information about a selected topic related to people, events, and ideas in ancient Greece. Students create an illustrated placard for the wall timeline portraying details of the event, person, or idea (i.e., Who was involved? What occurred? When, where, how did this occur? What was its/his/her influence? Why is this event/person/idea important?).</p> <p>TIP: Students may wish to add other persons/events/ideas to the suggested list. Avoid duplication when groups select their topics. Groups may present their placards with a short speech and “unveiling ceremony” using Greek oratorical style (e.g., formal language, dramatic gestures...).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Events, People, and Ideas in Ancient Greece</p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		







8.3.2 Culture of Ancient Greece

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KC-001	<p>Using print and electronic resources, students research a selected topic regarding daily life in the city-states of ancient Greece. Examples include:</p> <ul style="list-style-type: none"> • Education • Governance • Poetry • Science • Philosophers • Playwrights • Myths and stories • Art • Drama • The role of women • Mathematical thinkers • Wars • Architecture • Sports • The role of slavery • Poets <p>Students may use questions generated in the Activating phase of the learning experience to guide their choice of topic.</p> <p>TIP: Students should be guided to narrow their topic and field of inquiry to be as specific as possible. Sample guiding questions:</p> <ul style="list-style-type: none"> • How did the Greeks present their dramatic plays? • Who were some famous playwrights and what were their plays about? • What types of activities took place in the city’s gymnasium? • What subjects were included in the education of Greek citizens? • Who was Pericles and why was he important? • What is the myth of Zeus? • What types of religious festivals did the Greeks have? • What did the Greeks believe about slavery? <p>This activity offers the opportunity to review with students the steps involved in conducting research. Encourage students to develop a note-taking frame to help them organize and record their notes and sources. Establish criteria for historical sources (e.g., at least two print sources and one electronic source, including one example of a primary source). Encourage students to submit a plan for the format in which they would like to present their research, requiring that they include a visual, interactive, or hands-on dimension in their presentation.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
	KI-015 KI-016 KH-031 VH-011	
<i>(continued)</i>		
Teacher Reflections		






8.3.2 Culture of Ancient Greece

Assessment	Outcomes	Strategies																		
Acquire <i>(continued)</i>																				
— or —																				
	KC-001 KI-015 KI-016 KH-031 VH-011	<p>Students listen to a reading from “Socrates’ Apology,” a piece written by Plato to depict how Socrates defended himself against the charges that were brought against him by the leaders of Greece, who accused him of corruption of the young. Students discuss and clarify the main ideas put forth by Socrates, and express their opinions of the charges brought against him, such as:</p> <ul style="list-style-type: none"> • Why do they think the leaders of the time objected so strongly to the teachings of Socrates? • Why did they feel these teachings would be a negative influence on the young? • What does the condemnation of Socrates in 399 BCE tell them about Greek society? <p>TIP: Set the scene for the students prior to the reading, explaining the context and key concepts. A suggested introduction and excerpt are included in the BLM.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: center;"> BLM: Socrates’ Apology (3 pages)</p>																		
	— or —																			
	KC-001 KI-015 KI-016 KH-031 VH-011	<p>Students create illustrated historical maps of ancient Greece to highlight ideas, events, and people that have been included in the wall timeline (e.g., location of city-states, temples and oracles; the building of the Parthenon, the Battle of Marathon, the Persian or the Peloponnesian Wars...). Student maps should include appropriate images, symbols, and historical details, and may be posted around the timeline.</p> <p>TIP: Suggested places to include in the map:</p> <table border="0"> <tr> <td>• Mediterranean Sea</td> <td>• Aegean Sea</td> <td>• Ionian Sea</td> </tr> <tr> <td>• Gulf of Corinth</td> <td>• Peloponnesus (Peloponnesian peninsula)</td> <td></td> </tr> <tr> <td>• Athens</td> <td>• Sparta</td> <td>• Thebes</td> </tr> <tr> <td>• Mount Olympus</td> <td>• Delph</td> <td>• Corinth</td> </tr> <tr> <td>• Marathon</td> <td>• Macedonia</td> <td>• Asia Minor</td> </tr> <tr> <td>• Carthage</td> <td></td> <td></td> </tr> </table> <p>Encourage students to note the influence of geography on Greek life.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>	• Mediterranean Sea	• Aegean Sea	• Ionian Sea	• Gulf of Corinth	• Peloponnesus (Peloponnesian peninsula)		• Athens	• Sparta	• Thebes	• Mount Olympus	• Delph	• Corinth	• Marathon	• Macedonia	• Asia Minor	• Carthage		
	• Mediterranean Sea	• Aegean Sea	• Ionian Sea																	
• Gulf of Corinth	• Peloponnesus (Peloponnesian peninsula)																			
• Athens	• Sparta	• Thebes																		
• Mount Olympus	• Delph	• Corinth																		
• Marathon	• Macedonia	• Asia Minor																		
• Carthage																				
<p>Teacher Reflections</p>																				




8.3.2 Culture of Ancient Greece

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	<p>KC-001 KI-015 KI-016 KH-031 VH-011</p>	<p>Pairs of students read a legend, story, or myth from ancient Greece. After discussing the main ideas, questions, or values represented in the myth, they write and illustrate a modernized version of the myth that addresses the same topic.</p> <p>TIP: The background information included in BLM 8.3.2f may be explored and discussed with students prior to this activity. Invite students to recognize that Greek myths and stories reveal a world view that is in many ways very different from modern world views (e.g., attitudes about women, opinions on slavery and social status, belief in the importance of war, beliefs about competition and triumph, belief in the inevitability of fate, opinions about superiority and inferiority...). Help students to recognize that, despite the vast distance between ancient Greece and modern times, many of the questions that preoccupied the Greeks are questions that human beings still grapple with today (e.g., questions about human relationships and emotions, freedom and duty, personal identity, obligations to others, love and self-love, anger and revenge...).</p> <p>Suggested print sources for Greek myths:</p> <ul style="list-style-type: none"> • <i>Greek Myths</i> by Olivia Coolidge • <i>Greek Myths, 8 Short Plays for the Classroom</i> by John Rearick <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: center;"> BLM: Greek Mythology (2 pages)</p>
— or —		
 	<p>KC-001 KI-015 KI-016</p>	<p>Students draw a diagram illustrating the layout and architecture of a Greek city-state, including public meeting places such as:</p> <ul style="list-style-type: none"> • The agora (central marketplace) • The acropolis (fortified central hill) and its temple (e.g., the Parthenon in Athens) • Theatres • City fortifications • The gymnasium • Roads • The port • The council-house and public buildings • Craftworkers' quarters • Family homes. <p>Student sketches should include a legend and a brief explanation of the purpose of the public areas of the polis.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		





8.3.2 Culture of Ancient Greece

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KC-001 KI-015 KI-016 KH-031 VH-011	<p>Using print and electronic resources, collaborative groups of students research one of the major Greek gods, goddesses, or heroes. They prepare an illustrated poster that summarizes the myth or story of this deity and explains his or her importance in Greek culture (e.g., values and beliefs, practices, art, rituals...). Student posters are displayed in an area of the class designated as “Mount Olympus, Home of the Gods.” After circulating to view the posters, students discuss which myths they consider to be the most relevant to life and values in modern societies.</p> <p>TIP: The background information included in BLM 8.3.2f may be explored and discussed with students prior to this activity.</p> <p style="text-align: center;">  BLM: Greek Mythology (2 pages) </p>
Apply		
 	KC-001 KI-015 KI-016 KH-031 VH-011	<p>Collaborative groups of students select a story, legend, or myth of ancient Greece to dramatize in the style of a Greek theatre performance. Students create masks in the style of those of ancient Greece, depicting exaggerated emotions and characteristics for their characters. If the groups are large, students may wish to include a Greek chorus to provide narration and explanation at certain points in the play. After the presentations, students discuss the beliefs, values, and cultural practices of Greek life depicted in the presentation.</p>
<i>(continued)</i>		
Teacher Reflections		

8.3.2 Culture of Ancient Greece





Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KC-001 KI-015 KI-016 KH-031 VH-011	<p>Pairs of students perform a role-play of a philosophical dialogue between a teacher and a learner about one of the central values and beliefs of Greek culture. In their dialogue, students use the technique of Socratic questioning to explore a question and reach a conclusion (e.g., What is goodness? What is the purpose of life? What is wisdom? What is balance? What is beauty? What is heroism?). The dialogue should show the influence of Greek myth on the values and beliefs being discussed by referring to stories of particular gods or goddesses. After presenting the dialogues to the class, students debrief, discussing their views of the Socratic method.</p> <p>TIP: Provide students with a model of Socratic questioning prior to this activity, or read a short excerpt from a Socratic dialogue by Plato. Encourage students to note that the questions must be thought-provoking, must encourage the learner to question him or herself, and must be logical or rational. The learner must be encouraged to always provide her or his own answers, rather than having the teacher provide them.</p>
— or —		
 	KC-001 KI-015 KI-016 KH-031 VH-011	<p>Collaborative groups of students create and present a short play depicting life and social roles in Sparta or in Athens, using the role cards prepared in the Acquiring phase of this learning experience. Following the presentations, students exchange ideas and opinions about Greek views on slavery, women, the role of children, war, and the values that the Greeks believed essential to the “Good Life.” After the presentations, students discuss the positive and negative aspects of life in ancient Greece.</p> <p>TIP: This activity may be made simple or more elaborate, as time permits. Students may choose to dress in character with chitons, cloaks, or military apparel; they may also use props to support their role-play and depict the city in which they live.</p>
<i>(continued)</i>		
Teacher Reflections		

8.3.2 Culture of Ancient Greece

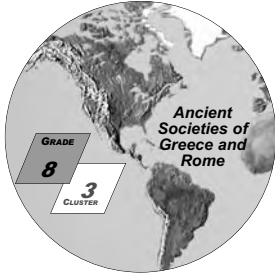
Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
_____ or _____		
	KC-001 KI-015 KI-016 KH-031 VH-011	Students write a journal entry reflecting on the city of ancient Greece where they would prefer to live: Sparta or Athens. The reflection should include details of ways of life, social organization and roles, and values and beliefs.
_____ or _____		
	KC-001 KI-015 KI-016 KH-031 VH-011	Students create a Venn diagram in which they create symbols to represent differences and similarities in values, social roles, and daily life between Sparta and Athens. Students may begin by developing a list of the central values of each of the two societies (i.e., in Sparta: discipline, order, heroism, strength, responsibility, obedience; in Athens: freedom, discussion, debate, reasoning, open-mindedness). Students share their Venn diagrams in collaborative groups, discussing the city-state where they would prefer to live.
_____ or _____		
	KI-016 KH-031 VH-011	Collaborative groups of students select a short text or speech written by a Greek poet, playwright, orator, or philosopher. Each group prepares a choral reading of the text, including a short introduction that explains the context of the piece (i.e., person, event, ideas, beliefs...). TIP: Possible excerpts: Homer, Sophocles, Aristophanes, Aeschylus, Euripides, Plato, speeches of Pericles or Demosthenes
		 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
<i>(continued)</i>		
Teacher Reflections		

Ancient Societies of Greece and Rome

8.3.2 Culture of Ancient Greece

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KC-001 KI-015 KI-016 KH-031 VH-011	Students draw a Mind Map to illustrate the influence and importance of myths in ancient Greek culture. Students may include illustrations or representations of the gods or goddesses of Mount Olympus, explaining their powers and their significance. The Mind Map should depict the Greeks' concept of the role of humans in relation to the gods (e.g., the concept of pleasing the gods, the concept of accepting one's fate, the concept of not transgressing limits through human pride or "hubris," differences and similarities between humans and the immortals...).
— or —		
 	KC-001 KI-015 KI-016 KH-031 VH-011	Students present their research into selected topics about culture, life, and social organization of ancient Greece. The research is presented as a Gallery Walk where students circulate to various stations to participate in short interactive displays. This activity may be retained as a culminating activity for the cluster, to which parents or other students are invited. TIP: Encourage students to present their research in a creative and interactive format, and involve them in planning the exhibits.
<p>Teacher Reflections</p>		

Teacher Reflections



8.3.3 Democracy in Ancient Greece

- KC-002 Describe the rise of democracy in ancient Greece.
- KC-003 Compare criteria for citizenship and participation in government in ancient Greece and in contemporary Canada.
- VC-001 Appreciate the contributions of ancient Greece to modern concepts of citizenship and democracy.
- VP-016 Appreciate the benefits of citizenship within a democracy.

Enduring Understanding

Ancient Greek society developed many of the basic principles of democracy and citizenship that have influenced Western political thought and governance through the ages.

Description of the Learning Experience

Students explore Greek thought about “rule by the many” as opposed to “rule by the few,” consider the influence of Greek democracy on modern governance, and participate in role-plays to explore the nature of collective decision making.

Vocabulary: direct democracy, representative democracy, constitution, aristocracy, oligarchy, tyranny (See Appendix D for Vocabulary Strategies.)






See the Suggested Teaching Scenario on pages 55–60.

8.3.3 Democracy in Ancient Greece






Assessment	Outcomes	Strategies
	KC-002	<p>Activate</p> <p>Students brainstorm ideas to create a web illustrating the concept of democracy. Ideas generated by the students should be organized under key ideas (e.g., democratic principles, government, rights, responsibilities, citizenship, rule of law, equality, freedom, justice...). Students view the webs and discuss Canadian democracy, including the benefits of living in a democratic society.</p> <p>TIP: Students have explored the concept of democracy and democratic ideals in Grades 6 and 7, and should be familiar with the structures and principles of parliamentary democracy in Canada.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KC-003	
	VC-001	
	VP-016	
Teacher Reflections		

Ancient Societies of Greece and Rome








8.3.3 Democracy in Ancient Greece

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KC-002 KC-003 VC-001 VP-016	<p>Collaborative groups of students engage in discussion about the following question: “Can a society that is based on slavery, and that excludes women and immigrants from citizenship, be considered a democracy?” Groups present a summary statement of their collective point of view to the class, and students discuss what they consider to be the essential characteristics of democracy. These characteristics are recorded on chart paper, or in students’ learning journals, for further reference and discussion.</p> <p>TIP: Encourage students to recall that there are various types of democratic government and to highlight what they see as the defining characteristics of democracy. Discuss with students the idea that democracy and citizenship do not have definitive definitions, but are “essentially contested” concepts, subject to change and to influence by the beliefs and values maintained by the dominant world view in a particular time and place.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
	KC-002 KC-003 VC-001 VP-016	<p>Using Think-Pair-Share, students respond to the following quotation from Aristotle, a student of Plato: “Man is by nature a political animal.” Pairs combine with another pair to discuss the importance of politics, using their prior knowledge of the origins of the word <i>politics</i> as meaning “having to do with living in the polis (city-state),” or being a citizen (i.e., being involved in the city-state).</p>
— or —		
	KC-002 KC-003 VC-001 VP-016	<p>Collaborative groups of students brainstorm a list of various ways in which groups, organizations, and countries make decisions. Students may use the outline suggested in BLM 8.3.3a to guide them in their discussion. Each group shares their list with the class, and students consider which types of decision making they consider to be the most fair.</p> <p>TIP: Encourage students to use formal and informal examples of decision making, and to apply what they have learned in previous years about forms of government (e.g., parliamentary democracy, monarchy...).</p>
 BLM: Making Group Decisions		
Teacher Reflections		







8.3.3 Democracy in Ancient Greece

Assessment	Outcomes	Strategies
 	KC-002 KC-003 VC-001 VP-016	<p>Acquire</p> <p>Students are divided into five groups to gather information on different forms of government as identified by Greek thinkers (Plato, Aristotle): tyranny, monarchy, oligarchy or aristocracy, and democracy. Each group creates a two- or three-minute skit that portrays the concept or form of government they have been assigned. Following each presentation, the class discusses differences and similarities among forms of government, and considers which forms they find to be the most just and/or the most effective.</p> <p>NOTE: Students may use the note-taking frame suggested in BLM 8.3.3b. Remind students that not all Greek city-states were democracies, and that many Greek thinkers disagreed with the concept of democratic government. Also remind them that aristocracy in the original Greek sense of the term meant “rule by the best,” and referred to the leadership of those citizens who were the most respected, educated, and influential in Greek society. Ancient Greece did not have an officially recognized nobility or aristocracy defined in socio-economic terms, but rather an elite defined in terms of public conduct and reputation. Over time, the European tradition came to characterize the aristocracy as a hereditary group of wealthy families, and the term is often used in this sense.</p> <p>8.3.3 b BLM: Forms of Government</p> <hr/> <p style="text-align: center;">or</p> <hr/> <p>Students develop a Compare and Contrast chart of the criteria for citizenship and participation in government in Canada and in ancient Greece. Students share their charts, discussing benefits of citizenship within a democracy and the contributions of ancient Greek democracy to modern democratic concepts (i.e., citizen participation in government, election by majority, rule of law, freedom of speech, equality of citizens, citizens’ right to justice, right to peaceful assembly...).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p>8.3.3 c BLM: Compare and Contrast: Ancient and Modern Democracy</p> <p style="text-align: right;"><i>(continued)</i></p>
	 	KC-002 KC-003 VC-001 VP-016







8.3.3 Democracy in Ancient Greece

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KC-002 KC-003 VC-001 VP-016	<p>Collaborative groups of students read a selection of quotations from various historical periods about the concept of democracy. Using a process of consensus decision making, each group selects two or three quotations they find to be the most meaningful. They create political cartoons, depicting their selected sayings in their own words and using a humorous illustration to show its intent. An elected spokesperson for each group presents the cartoons to the class, explaining the reasons why the group selected each saying. The class may present thought-provoking questions of a Socratic nature to each group following their presentation.</p> <p style="text-align: center;"> BLM: Thoughts on Democracy (2 pages)</p>
— or —		
	KC-002 KC-003 VC-001 VP-016	<p>Collaborative groups of students develop a timeline showing the sequence of developments in ancient Greek democracy (refer to BLM 8.3.3e for suggestions). Each group selects or is assigned one development to research and present to the class in the form of an illustrated placard for the wall timeline. The groups present their selected event or development, explaining its significance to the class. After the presentations are completed and the placards affixed to the timeline, the class discusses parallel events in modern times related to the ongoing evolution of democracy.</p> <p>NOTE: The main intent of this activity is not to focus on chronology, but to help students recognize that the history of democracy has not been continuous over time (i.e., in many societies, it has alternated or been combined with other forms of government; democratic principles have also changed over time). A suggested template for the timeline placards is suggested in BLM 8.3.3f.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: center;"> BLM: Democracy in Ancient Greece</p> <p style="text-align: center;"> BLM: Timeline Template</p>
<i>(continued)</i>		
Teacher Reflections		




8.3.3 Democracy in Ancient Greece

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	<p>KC-002 KC-003 VC-001 VP-016</p>	<p>Groups of seven to nine students engage in role-plays to simulate decision making in each of three forms of government: monarchy, oligarchy, and democracy. A question appropriate to Greek society should be used as the subject for decision making, and a set amount of time should be allocated to make the decision. After the exercise, students debrief and discuss which form of decision making they consider to be the most effective, the most fair, the most efficient (i.e., least time consuming), the least divisive, and the most supportive of the public good.</p> <p>TIP: Refer to BLM 8.3.3g and Appendix H for role-play guidelines. Examples of questions for discussion:</p> <ul style="list-style-type: none"> • Should obligatory military service be extended to five years from two years for all males in Athens? • Should members of the Assembly be elected by votes and speeches rather than chosen by lottery? • Should slaves be freed after a certain number of years of service? • Should a person with one Greek parent but one foreign parent be allowed to attain citizenship? • Should Athens seek some allies to support the city-state against Sparta? <p> BLM: Role-Play: Decision Making in the Polis</p> <p> Appendix H: Teacher Notes: Role-Plays and Simulations (2 pages)</p>
or		
	<p>KC-002 KC-003 VC-001 VP-016</p>	<p>Collaborative groups of students read a description of a particular form of government and decision making, and discuss which form of government is described in each scenario. Each group presents their conclusions, and the class discusses how concepts of democracy and citizenship have changed over time.</p> <p>TIP: Note that each scenario may include one or more characteristics of democracy. Encourage students to consider which characteristics they consider to be <i>essential</i> or <i>defining</i> characteristics of democracy, and to explain why.</p> <p> BLM: Democracy or Not?</p>
<p>Teacher Reflections</p>		






8.3.3 Democracy in Ancient Greece

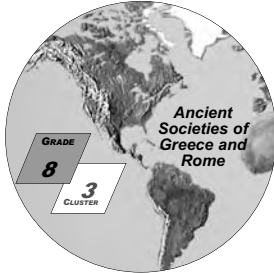
Assessment	Outcomes	Strategies
 	KC-002 KC-003 VC-001 VP-016	<p>Apply</p> <p>Students develop a Mind Map or illustrated chart outlining how the Greek system of direct democracy worked in Athens at the height of its civilization (i.e., during the time of Pericles). Students share their Mind Maps with their peers, discussing similarities and differences between modern and ancient democracy and citizenship.</p>
		<p>or</p>
		 
<p>or</p>		
 	KC-002 KC-003 VC-001 VP-016	
		<p><i>(continued)</i></p>
		<p>Teacher Reflections</p>

8.3.3 Democracy in Ancient Greece

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KC-002	<p>Using what they have learned about Greek culture, beliefs, and political thought, pairs of students prepare a short Socratic dialogue about the Greeks' most important contributions to the modern concepts of citizenship and democracy. The dialogue should include thought-provoking questions that urge students to draw their own conclusions and to question their presuppositions. After the presentation of the dialogue, the class considers how modern concepts of democracy have influenced their own views of the world and life in civil society.</p> <p>TIP: Students may present their dialogues in an Inside/Outside Circle format as follows:</p> <p>Half the class, including the animators of the dialogue, sits in an inside circle as participants in the interactive presentation. Students are accorded the right to speak, one at a time, in response to questions from the animators of the discussion.</p> <p>The other half of the class sits in an outside circle. Their role is to listen, observe, and take notes. (They may also be asked to evaluate certain elements of the presentation.) After the presentation, the outside circle observers may be asked to share their thoughts.</p> <p>Groups then trade places and reverse roles for the next presentation.</p>
	KC-003	
	VC-001	
	VP-016	
or		
	KC-002	<p>Student pairs complete the provided Compare and Contrast chart showing the benefits and disadvantages of direct democracy (e.g., everyone in the group participates in decision making) and representative democracy (e.g., elected representatives make decisions for the larger group), using the models of ancient Athens and contemporary Canada.</p> <p>TIP: This activity offers the opportunity for students to discuss the question of the ideal size of a polis so that maximum citizen participation is encouraged. The Greek ideal was a polis small enough that everyone recognized one another. Students may wish to contrast this with the anonymity of today's large societies, and consider this question in the light of citizen apathy in modern societies, particularly among young people.</p>
	KC-003	
	VC-001	
	VP-016	
		 BLM: Direct and Representative Democracy
		<i>(continued)</i>
Teacher Reflections		

8.3.3 Democracy in Ancient Greece

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KC-002 KC-003 VC-001 VP-016	<p>Students engage in a RAFT writing activity, assuming the role of a person living in ancient Greece who is expressing dissatisfaction with an aspect of the democratic system of the time. Students share their writing in collaborative groups, discussing the issues they present and considering voices that may not have been heard in ancient Greek society.</p> <p>TIP: Brainstorm a list of possible RAFT components with the students before they begin this activity:</p> <ol style="list-style-type: none"> 1) What role will you take on? Note that the roles in this case need not be restricted to official Greek citizens. Students may choose to take on the role of a slave, a woman, a foreigner living in a Greek city-state, et cetera. 2) Who is your audience? This may be the Council of 500, a public official or magistrate, a philosopher-teacher, a corrupt member of the oligarchy, et cetera. 3) What format will your writing take? The writing may be a poem, a letter, a poster, or pamphlet to be circulated to concerned citizens, et cetera. 4) What is your central topic? Choose a strong verb to describe your purpose.
— or —		
 	KC-002 KC-003 VC-001 VP-016	<p>Students perform a role-play where they are a group of Greek citizens of various ages, occupations/classes, and political opinions who are engaged in discussing a question that was likely to have preoccupied the Greeks. Possible questions include:</p> <ul style="list-style-type: none"> • What is the ideal size for a polis? • What are the most important characteristics of a good leader? • Should the conquered foreign peoples be kept as slaves or should they all be freed? • Should women in Greek society be educated and allowed to participate in assemblies? <p>TIP: Refer to suggestions and guidelines in TN-7 in Appendix H. Develop a list of Greek values, beliefs, and social roles prior to the role-play, and encourage students to remain “in character” and to realistically reflect the Greek world view in their role-play. Students may opt to take on the role of a particular historical figure.</p> <p> Appendix H: Teacher Notes: Role-Plays and Simulations</p>
<p>Teacher Reflections</p>		



8.3.4 Roman Empire

KL-025	Illustrate on a map the expansion of the Roman Empire.
KH-031	Identify people, events, and ideas in ancient Greece and Rome.
KP-047	Describe structures of governance in ancient Rome.
KP-048	Describe the nature of war and territorial expansion in the Roman Empire.
KE-055	Describe the influence of trade on the exchange of ideas within the Roman Empire and between Rome and other places in the world.

Enduring Understanding

The Roman Empire dominated Europe, Asia Minor, and northern Africa with its powerful structures of governance and law, military strength and organization, and its extensive system of trade and transportation.

Description of the Learning Experience

Students create timelines and maps of the development of the Roman Empire and explore the structures of governance, military organization, and trading networks established by Rome.

Vocabulary: republic, empire, dynasty, dictator, absolute power (See Appendix D for Vocabulary Strategies.)





See the Suggested Teaching Scenario on pages 55–60.

8.3.4 Roman Empire





Assessment	Outcomes	Strategies
	KL-025	<p>Activate</p> <p>Using a map of the Roman Empire at its peak, collaborative groups of students brainstorm problems Rome may have encountered in trying to govern such a large and diverse territory. Groups share their ideas with each other, considering the advantages and disadvantages of territorial expansion, and discussing how Rome dealt with these challenges.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;">(continued)</p>
	KH-031	
	KP-047	
	KP-048	
	KE-055	
Teacher Reflections		

Ancient Societies of Greece and Rome







8.3.4 Roman Empire

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-025 KH-031 KP-047 KP-048 KE-055	<p>Using a map of the world or a historical atlas, collaborative groups of students locate places relevant to the Roman Empire (see BLM 8.3.4a for list). After groups have identified places in an atlas, they locate them on the wall map of the world. Students observe and discuss the extent of the Roman Empire, comparing it to the regions previously controlled by Alexander the Great, the Persian Empire, or Egypt.</p> <p>TIP: Students may identify places under the control of the Roman Empire on the wall map of the world using sticky notes of one colour, and other places or regions with sticky notes of another colour. Demonstrate the borders of the extent of Roman Empire on the large map of the world after all places have been identified by students. Students may later be assigned the task of labelling the wall map using more permanent labels, symbols, or colours.</p> <p style="text-align: center;">  BLM: Important Places in the Roman Empire </p>
	or	
	KL-025 KH-031 KP-047 KP-048 KE-055	<p>Students articulate their prior knowledge and their views of the Roman Empire, responding to expressions such as “the grandeur that was Rome” and “all roads lead to Rome.” With these notions in mind, they observe a selection of images of artifacts and architecture of ancient Rome, and generate theories about the defining characteristics of Roman society. Students share their theories and discuss similarities and differences they may have noted in comparison to ancient Greece (i.e., style of art and architecture, religion and gods, military, trade...).</p> <p>  Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList> </p>
	<i>(continued)</i>	
Teacher Reflections		





8.3.4 Roman Empire

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KL-025 KH-031 KP-047 KP-048 KE-055	Collaborative groups of students brainstorm what they know about ancient Rome, sorting their ideas into a web under the main elements of civilizations. Groups share their webs in a plenary session, generating questions for further inquiry into the Roman Empire. TIP: Students may follow a model of their own or they may use the sample web provided in BLM 8.1.3e “Sample Web: Civilizations.”
— or —		
	KH-031 KP-047 KP-048	Present students with the following ideas: <i>Monarchy was the form of government in early Rome. It became a Republic under the influence of Greek ideals of democracy. Later, Rome became an Empire governed by an emperor who was, in effect, a dictator. He was not chosen by the people; he controlled the Senate and all aspects of Roman government; and he had unlimited power and a lifelong term of office.</i> Students discuss what they already know about forms of government, noting that often governments can be an amalgamation of several different types (i.e., oligarchy, tyranny, democracy, monarchy). Based on this discussion, students carry out a Sort and Predict activity using words related to governance and political power. Students share their predictions with their peers, and revisit these predictions later in the learning experience.
		 BLM: Sort and Predict: Governance
		 BLM: Sort and Predict: Governance—Key
Teacher Reflections		





8.3.4 Roman Empire

Assessment	Outcomes	Strategies
 	KL-025 KH-031 KP-047 KP-048 KE-055	<p>Acquire</p> <p>Collaborative groups of students select two people, events, or ideas as research topics regarding the rise and expansion of the Roman Empire. Using print and electronic resources, each group gathers information on the topic to create a one-page illustrated handout, summarizing the key points of their research to share with other students.</p> <p>TIP: A list of suggested topics is included in BLM 8.3.4d. Ensure that each group selects a different topic and that various types of historical events are represented (e.g., political, social, artistic, military...). Alternatively, groups may create an illustrated placard for the wall timeline for their selected event, person, or idea.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Events, People, and Ideas of the Roman Empire (2 pages)</p> <p style="text-align: center;">— or —</p>
	KL-025 KH-031 KP-047 KP-048 KE-055	<p>Students create an individual illustrated timeline selecting a specified number of events, people, or ideas in the history of the Roman Empire. (Four or five topics may be selected from the suggested list in BLM 8.3.4d.) The selection of topics should reflect a variety of aspects of Roman society (i.e., governance and citizenship, economics and trade, war and military, arts, leisure, technology), and students should be prepared to justify their choices by explaining the historical significance of each item. Students may then compare their timelines in collaborative groups, discussing the significance of the events they have chosen to include. In a general discussion, students highlight the factors that led to Rome’s dominance of Europe, Asia Minor, and North Africa from the 2nd century BCE to the 6th century.</p> <p>TIP: Students may choose to add events to the timeline they have previously created for ancient Greece. This will highlight for them the idea of the chronological overlap of civilizations and their gradual development and rise to power.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Events, People, and Ideas of the Roman Empire (2 pages)</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		







8.3.4 Roman Empire

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-025 KH-031 KP-047 KP-048 KE-055	Students create a historical map of the Roman Empire at its peak, identifying significant places and conquered provinces, major trade routes and trade items from various regions in Europe, Asia, and North Africa. TIP: Individual student maps may be used as the research basis for adding details about the Roman Empire to the collective classroom wall map, assigning specific tasks to small groups.
or		
	KH-031 KP-047 KP-048	Students create charts that illustrate governance in ancient Rome. They begin their work by first engaging in a guided class discussion, during which they review the terms <i>monarchy</i> , <i>republic</i> , and <i>empire</i> , and focus on distinctive characteristics of each form of government. Students then gather information about the main structures of governance Rome used to rule its empire, including conquered territories and its central government (keeping in mind that Roman rule underwent many changes over time). Students use the information they have acquired to create a chart that illustrates governance in ancient Rome and the role of the military in the empire. TIP: Students may use the words suggested in BLM 8.3.4e to help them gather information and construct their charts. Students are familiar with the concepts of empire and monarchy. Highlight the distinguishing characteristics of a republic (i.e., the leader is chosen by the people and the state is ruled by law). Clarify that the Roman Republic gradually became a dictatorship and that, when it became an empire in 27 BCE, the emperor had absolute or unlimited power (i.e., it was a dictatorship). Students may discuss the question of what conditions may lead people to accept dictatorship (i.e., the desire for security, law and order, economic prosperity, military defence...).
		 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
		 BLM: Word Splash: Roman Governance
<i>(continued)</i>		
Teacher Reflections		




8.3.4 Roman Empire

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KH-031 KP-047 KP-048 KE-055	<p>Collaborative groups of students gather information about the nature of war, the organization of the army, and its role in territorial expansion and protection in the Roman Empire. Each group creates an illustrated poster summarizing the information it has gathered. Posters are displayed, and students circulate to view them. In a guided plenary discussion, students consider reasons why war and military power were so important in ancient Rome, including the following:</p> <ul style="list-style-type: none"> • Influence of Roman and Greek military ideals of discipline and power • Desire to expand trade and economy by conquering lands • Desire to increase the tax base to support building and transportation • Belief in the superiority of the Roman people • Desire to acquire more slaves for construction and work • Desire to protect the government and the wealth and property of the upper classes • Desire to control and subdue the conquered provinces • Desire to maintain law and order <p>TIP: Students may use the words suggested in BLM 8.3.4f as the basis for their research. As an alternative activity, students may use the Word Splash to make predictions about the nature of war and territorial expansion in ancient Rome, and then conduct research to verify, correct, and refine their predictions.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Word Splash: Roman War</p>
<i>(continued)</i>		
Teacher Reflections		



8.3.4 Roman Empire

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-025 KH-031 KP-047 KP-048 KE-055	<p>Students view a documentary video about the Roman Empire. Following the viewing, students discuss what they have learned about Roman territorial expansion, structures of governance, war, social organization, and trade.</p> <p>TIP: Be aware of copyright restrictions when using commercial films/video. Refer to the Discovery Channel, PBS, A&E Educational Videos, or the History Channel for program titles that may be used in the classroom. Encourage critical viewing, inviting students to note images and historical details (refer to TN-6 “Viewing Historical Films/Videos” in Appendix H for further suggestions). Commercial historical fiction films may also be used in the classroom to provide rich visual supports and to help students envisage life in past societies. When using these types of films, elicit student impressions of the accuracy of portrayals of ways of life in that era, rather than particular events or historical figures.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> Appendix H: Viewing Historical Films/Videos</p>
or		
 	KL-025 KH-031 KP-047 KP-048 KE-055	<p>Collaborative groups of students create a map of the Roman Empire and its trading partners in Northern Africa, India, and China. They illustrate major trade routes and symbols representing the goods traded, and create a colour code to indicate the conquered provinces under the control of Rome at its peak. Students discuss the strategies used by Rome to preserve and extend trade, and the cultural influences that resulted from the exchange of ideas that accompanied the exchange of goods, including</p> <ul style="list-style-type: none"> • the spread of Christianity from the Middle East • Greek influence on religion, art, architecture • the influence of the Persians, Arabs, and other Asian cultures on the arts of the Byzantine Empire <p>TIP: Students may be divided into groups to create maps of the Roman Empire that depict its various stages of development or that depict details of particular wars for territorial expansion or protection (e.g., Gallic wars, Punic wars with Carthage, Hannibal’s expedition, the conquest of Greece, the conquest of Britain, Hadrian’s Wall...).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>



8.3.4 Roman Empire

Assessment	Outcomes	Strategies
	KL-025 KH-031 KP-047 KP-048 KE-055	<p>Apply</p> <p>Students present a persuasive speech, enhanced by visual supports, describing what they consider to be the most important person, event, or idea in ancient Rome. Students should take the perspective of a historian, explaining the historical significance of the event and its impact during Roman times and in subsequent eras. Following the presentations, students may decide to vote on what they consider to be the “Top Five” historic moments of the Roman Empire. Each of five groups may create a distinctive marker illustrating one of the selected events, people, or ideas for inclusion on the wall timeline.</p> <p>TIP: Highlight the importance of persuasive speech in Roman culture, and develop with the students a set of descriptive criteria for evaluating oratorical skills as well as the use of historical evidence. Emphasize the need to provide valid historical arguments for the selection of a particular event, person, or idea, rather than basing the selection on personal interests or preferences.</p>
	 	KL-025 KH-031 KP-047 KP-048 KE-055
<p>Teacher Reflections</p>		

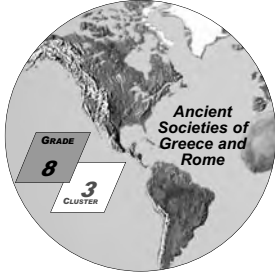
8.3.4 Roman Empire

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KL-025 KH-031 KP-047 KP-048 KE-055	<p>Students create an announcement seeking candidates to fill a position in government, military, or trade in the Roman Empire. The announcement should include a description of responsibilities, qualifications, expectations, the nature and location of the posting, and the benefits and salary associated with the position. Announcements are shared with the class, and students discuss which roles they find to be the most difficult, or the most appealing, in ancient Rome.</p> <p>TIP: Students may first brainstorm a list of the types of occupations before beginning their writing (e.g., mercenary, legionary, general, Senator, publican, teacher, governor, charioteer, gladiator, weapons manufacturer, importer of cotton and silk, marble worker, road builder, aqueduct engineer, architect, doctor, temple priest...). Remind students that most physical labour and menial tasks in Roman society (e.g., construction, roads, services, cleaning, manufacture...) were carried out by slaves who were either conquered peoples or plebeians sold into slavery because of debts.</p>
— or —		
	KL-025 KH-031 KP-047 KP-048 KE-055	<p>Collaborative groups of students discuss some of the Greek influences evident in Roman ideas of governance and military organization. Using their knowledge of Greece and Rome, they create a Concept Map that shows the distinctions between the Greek model of government and the Roman model of government. The Concept Map should also include ideas of why structures of governance moved away from democracy (i.e., as it expanded, the empire was too large to be a “polis” in the Greek sense; the need for military control of the conquered regions created an increasingly stronger role for the military and generals; values moved toward respect for law and order rather than respect for freedom...).</p> <p>TIP: Encourage students to discuss the reasons why Rome chose to conquer lands to extend its influence and resources rather than establishing colonies, as Greece did.</p>
<i>(continued)</i>		
Teacher Reflections		

8.3.4 Roman Empire

Assessment	Outcomes	Strategies
Apply <i>(continued)</i> or		
 	KL-025 KH-031 KP-047 KP-048 KE-055	<p>Students create an illustrated story or a short play about an event or person of ancient Rome. The narrative should be based on historical facts, and contain all the elements of a creative short story, including some fictionalized but realistic detail. Suggested topics include the following:</p> <ul style="list-style-type: none"> • Assassination of Julius Caesar • Life and death of Cicero • Story of Mark Antony and Cleopatra • Expedition of Hannibal • Building of the Pantheon • Conversion of Constantine to Christianity <p>TIP: Students may perform or read their stories to invited groups in a culminating activity or a historical festival at the end of the cluster (refer to LE 8.3.5).</p>
<p>Teacher Reflections</p>		

Ancient Societies of Greece and Rome



8.3.5 Legacy of Ancient Greece and Rome

- KH-032 Identify ways in which today’s world has been influenced by the ideas of ancient Greece and Rome.
Examples: the arts, philosophy, science, mathematics...
- KP-046 Identify factors that influenced the rise and decline of ancient Greece and Rome.
- KE-056 Describe technologies and achievements in ancient Greece and Rome.
Examples: architecture, transportation, weapons, aqueducts...
- VI-005 Appreciate the enduring qualities of the arts, architecture, science, and ideas of ancient Greece and Rome.

Enduring Understanding

Greek and Roman civilizations dominated European culture for many centuries and continue to have a profound impact on culture, language, thought, science, and the arts in contemporary societies.

Description of the Learning Experience

Students investigate diverse examples of the achievements and cultural influence of Greece and Rome; they consider and compare factors that influenced the rise and decline of these classical civilizations.

Vocabulary: classical (civilizations), humanism (See Appendix D for Vocabulary Strategies.)






Note: This learning experience is planned to help students refine, synthesize, and reflect on what they have learned about the civilizations of Greece and Rome. Involve students in advance when selecting and planning a culminating experience for this entire cluster, such as a Gallery of Antiquity or a Historical Festival.

See the Suggested Teaching Scenario on pages 55–60.






8.3.5 Legacy of Ancient Greece and Rome

Assessment	Outcomes	Strategies
	<p>KH-032 KP-046 KE-056 VI-005</p>	<p>Activate</p> <p>Collaborative groups of students draw a Mind Map of the elements that led to the greatness and the enduring influence of the civilizations of Greece and Rome. Groups share their Mind Maps and discuss what they see as the most significant factors in the rise and historical impact of civilizations.</p> <p style="text-align: right; margin-top: 20px;"><i>(continued)</i></p>

8.3.5 Legacy of Ancient Greece and Rome







Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KH-032 KP-046 KE-056 VI-005	Students brainstorm a list of factors they believe may lead to the decline of a great civilization. When the contribution of ideas begins to slow down, the ideas are sorted into category titles proposed by the students (e.g., problems inside the civilization, threats from outside, economic factors...). Students discuss what they consider to be the most significant factors in the decline of civilizations.
— or —		
	KH-032 KE-056 VI-005	Students view contemporary images of architecture that includes columns, arches, or statuary that are influenced by Greek and Roman building styles. After viewing the images, students discuss why many of the most imposing or majestic buildings of modern times, such as the Manitoba Legislative Building, are based on elements of Greek or Roman architectural style. TIP: Provide students with images of local buildings, such as the Manitoba Legislative Building, as well as images of classical buildings of antiquity. Elicit adjectives and specific descriptions from the students as they observe the images. Encourage them to note symmetry, order, proportion, and to compare these buildings with buildings of antiquity.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
— or —		
	KH-032 KP-046 KE-056 VI-005	Students select images of the arts in Greece and Rome (e.g., painting, sculpture, decorative arts, architecture...), and create an electronic portfolio of the arts of classical antiquity. Students share their images in small collaborative groups, and develop a list of the characteristics of the arts and culture of antiquity that they believe have had an ongoing impact and have contributed to their historical continuity. TIP: Engage students in discussion about cultural elements and ideas that are “here today, gone tomorrow” as opposed to those that are lasting. They may be able to generate many contemporary examples and discuss what they think are the characteristics that generate a lasting cultural influence (i.e., continuity).  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
<i>(continued)</i>		
Teacher Reflections		

8.3.5 Legacy of Ancient Greece and Rome






Assessment	Outcomes	Strategies
	KH-032 KP-046 KE-056 VI-005	<p>Activate <i>(continued)</i></p> <p>Pairs or triads of students find definitions of the term <i>classical</i>, and create a concept overview showing how the word is often used by historians and the values it entails. Student share their Concept Overview with each other and discuss characteristics that have made Greece and Rome exemplars of classical civilizations.</p> <p>TIP: Highlight the characteristics of classicism, such as balance, formality, objectivity, order, simplicity of design, and respect for recognized rules or patterns. Encourage students to think analytically about what they have learned about Greek and Roman civilizations. It may be useful to invite students to revisit their Concept Overviews at the end of the learning experience.</p> <p> 8.3.5 a BLM: Classical Civilizations: Concept Overview</p>
 	KH-032 KP-046 KE-056 VI-005	<p>Acquire</p> <p>Pairs or triads of students select a historical achievement or idea of enduring influence that originated in ancient Greece or Rome. Using print or electronic resources, students gather information on ways in which our contemporary world has been influenced by the selected achievement or idea, and create a short illustrated placard for a “Classical Hall of Fame” for the classroom.</p> <p>TIP: This research may also be carried out as a Jigsaw activity, in which various members of collaborative groups are assigned a particular aspect of classical culture (e.g., the arts, architecture, philosophy, science, technology, mathematics...). Students should focus on ideas or achievements that have a clear contemporary influence (e.g., they may present a symbolic award in a short speech as part of a simulated “nomination ceremony” to the Hall of Fame). Examples of specific areas of influence and achievement are suggested as separate activities in the strategies that follow.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>

Teacher Reflections







8.3.5 Legacy of Ancient Greece and Rome

Assessment	Outcomes	Strategies
	KH-032 KE-056 VI-005	<p>Acquire <i>(continued)</i></p> <p>Using print and electronic resources, students gather information to compare Greek and Roman gods and goddesses, and to learn of the influence of ancient religion on contemporary elements of culture, such as the calendar and astronomy. Students may summarize their results in the form of a poster depicting the planet names and their origins, or the seven-day calendar and the origins of the names of the days of the week.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: center;">or</p>
		<p>Collaborative groups of students carry out a mini-research project to find a list of the titles of tragedies and comedies of William Shakespeare that are inspired by ancient Greece or Rome. Students share their findings and discuss the reasons why this period continues to have such appeal for dramatic writing.</p> <p>TIP: Examples include <i>Titus Andronicus</i>, <i>The Comedy of Errors</i>, <i>Julius Caesar</i>, <i>Troilus and Cressida</i>, <i>Antony and Cleopatra</i>, <i>Coriolanus</i>, <i>Timon of Athens</i>, <i>Pericles</i>. Students may be able to pick out many of these works based on their titles alone using an index of the collected works of Shakespeare. Students may later be invited to select a short passage from one of the historical plays of Greece or Rome to perform or read to the class.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: center;">or</p>
		<p>Beginning with a list of examples of words and expressions that have their roots in Greek or Roman culture, students carry out etymological research on the influence of ancient Greece and Rome on the English language and alphabet. Students share their findings with each other, adding their own contributions to the list.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Greek Roots</p> <p> BLM: Roman Roots</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		





8.3.5 Legacy of Ancient Greece and Rome

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KH-032 KE-056 VI-005	<p>Students carry out a mini-research project about the contribution and influence of a selected mathematician, mathematical idea, or scientific idea of ancient Greece or Rome. They may share their discoveries in collaborative groups in the form of a short lesson delivered in Socratic style and by using visual prompts or drawings. A list of suggested topics as a starting point is included in BLM 8.3.5d. Students may discuss the quotation from Aristotle in a guided plenary session.</p> <p>TIP: The examples of the Pythagorean theorem have been selected as part of the Grade 8 mathematics curriculum (SS-II.2.8: uses concrete materials and diagrams to develop the Pythagorean relationship in triangles; SS-II.4.8: uses the Pythagorean relationship to calculate the measure of the third side of a right triangle given the other two sides, in 2-D applications). A model of the Socratic method of teaching the Pythagorean theorem is found in Plato’s dialogue <i>Meno</i> (82b–85d).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: center;"> 8.3.5 d BLM: Ancient Mathematical Thought</p>
	or	
	KH-032 KP-046	<p>Collaborative groups of students read an informational text about the decline of ancient Greece and the decline of ancient Rome. Following the reading and using BLM 8.3.5e, students discuss which factors they consider to be the most significant in the decline of these civilizations. Groups present their conclusions to the class, and the class discusses whether internal factors or external factors are the greatest influences on the rise and decline of civilizations.</p> <p style="text-align: center;"> 8.3.5 e BLM: Decline of Ancient Greece and Ancient Rome (2 pages)</p>
	<i>(continued)</i>	
Teacher Reflections		

8.3.5 Legacy of Ancient Greece and Rome

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KH-032 KP-046 KE-056 VI-005	<p>Collaborative groups of students create a physical replica of an architectural monument of ancient Greece or Rome (e.g., Statue of Zeus at Olympia, Colossus of Rhodes, Parthenon, Temple of Athena; the Pantheon, the Aqueducts of Rome, the Via Appia, the Baths of Caracalla, Trajan’s Markets, the Circus Maximus, and the Colosseum...). Student models may be displayed in a Gallery Walk of ancient Greece and Rome.</p> <p>TIP: Ask students to observe and highlight the idea of mathematical proportions of design in Greek architecture (e.g. the Parthenon), and the perfection of the use of the arch and of new building materials (e.g., concrete) in Roman architecture. Suggest that students use recycled materials that realistically represent the original materials. As an extension to this activity, have students consider the claim of Augustus Caesar that he “<i>found Rome a city of brick and left it a city of marble.</i>”</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
 	KH-032 KP-046	<p>Students create an illustrated map showing the internal and external factors (including invasions and wars) that led to the decline of Greece and Rome. The map should include a legend explaining the symbols used to illustrate events or developments, as well as significant dates.</p> <p>TIP: Half the class may be assigned ancient Greece and the other half ancient Rome, after which students may share their maps in groups.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
Teacher Reflections		

8.3.5 Legacy of Ancient Greece and Rome

Assessment	Outcomes	Strategies
 	<p>KH-032 KP-046 KE-056 VI-005</p>	<p>Apply</p> <p>Collaborative groups of students create a multimedia presentation to illustrate the enduring legacy of ancient Greece and Rome and their influence on western civilizations over time. The presentation may include examples from Greek and Roman art and architecture, philosophy, science and mathematics, and technological achievements. Following the presentations, students discuss evidence in contemporary society of the enduring influence of these civilizations, and consider why they are often considered the “classical ideal.”</p> <p>TIP: Different groups may select or be assigned either Greece or Rome for the presentations. Encourage students to divide tasks in their groups so that each member of the group is responsible for one area of achievement. Students may use a web such as the one provided in BLM 8.1.3: “Sample Web: Civilizations” to study and analyze these civilizations.</p>
<p>or</p>		
 	<p>KH-032 KP-046 KE-056 VI-005</p>	<p>Students create a museum Gallery of Antiquity in which they display exhibits of the technologies, achievements, ideas, and arts of ancient Greece and Rome. Ideas for exhibits include:</p> <ul style="list-style-type: none"> • Models or posters of Greek or Roman cities, architecture, monuments, or art • Student reproductions of artifacts or extracts of ancient writings • Scientific or mathematical demonstrations • Student simulations of individuals of Ancient Greece or Rome making speeches, performing drama, teaching, discussing ideas, or making political decisions <p>Students invite guests (e.g., other classes in the school, parents, senior groups...) to view the displays and interact with the presenters as they would in a museum. Students may prepare Exit Slips, and invite guests to respond to the displays, to gather information about the effectiveness of their presentations.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

8.3.5 Legacy of Ancient Greece and Rome

Assessment	Outcomes	Strategies
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Apply *(continued)*

or

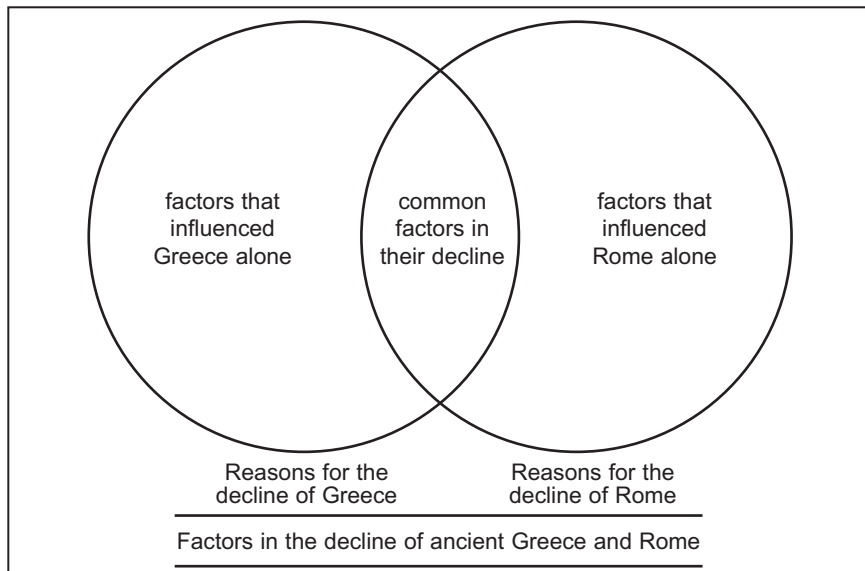
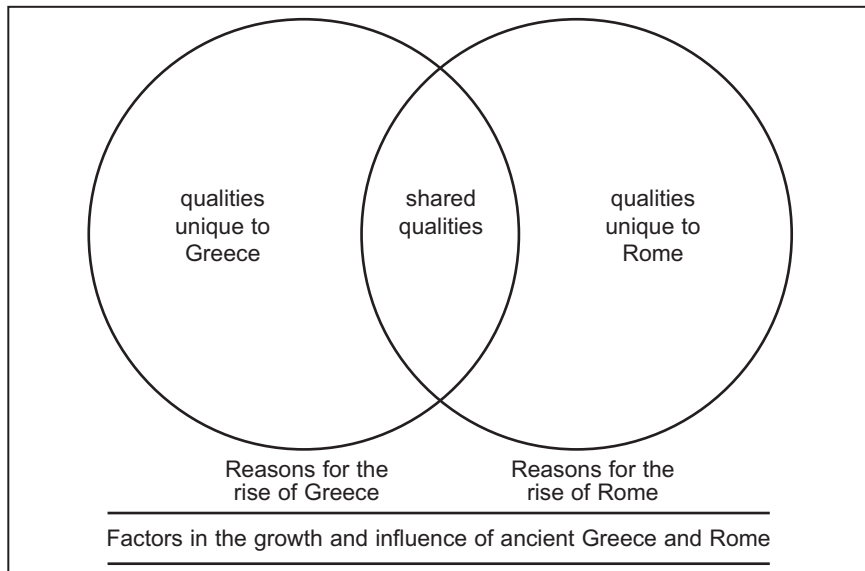


KH-032
 KP-046
 KE-056
 VI-005





Students create two Venn diagrams incorporating words and symbols to represent the factors that influenced:

- 1) The rise of Greece and Rome
- 2) The decline of Greece and Rome






Sample Venn diagrams:



8.3.5 Legacy of Ancient Greece and Rome

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KH-032 KP-046 KE-056 VI-005	<p>Students create a collage representing significant ideas of Greece and Rome that have had an enduring impact on civilizations. The collage may include images, artwork, symbols, key words, extracts from literature, and quotations from historical figures and historians. Collages are posted and students circulate to view and respond to them.</p> <p>TIP: Encourage students to be creative and plan their collage in advance so that it provides a synthesis of what they have learned about the impact of Greek and Roman thought and culture. It may be useful to introduce students to the idea of the European Renaissance as a period in which philosophy and the arts flourished as inspired by a rebirth of interest in the ideas of classical antiquity.</p>
or		
	KH-032 KP-046 KE-056 VI-005	<p>Groups of students engage in a team deliberation about the greatness of Greece and Rome, responding to the question of which society was superior. Arguments for each side must be based on historical evidence, and must reflect reasonable and logical historical interpretation.</p> <p>TIP: This activity should follow the guidelines outlined in TN-2. Remind students that this is an example of a historical question that does not have a correct answer. It also offers the opportunity to discuss the influence that cultures continually have on one another and ways in which they “borrow” from one another. It may be useful to follow up the team deliberations with a class discussion on the question of whether societies of the past ever really “die” or whether they simply find a new incarnation in a successive society. Students may be invited to write a short reflection on this topic for their history journals.</p>
		 BLM: Ideas of Ancient Greece and Rome
		 Appendix H: Teacher Notes: Team Deliberation
<i>(continued)</i>		
Teacher Reflections		

8.3.5 Legacy of Ancient Greece and Rome

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KH-032 KP-046 KE-056 VI-005	Collaborative groups of students tell the story of the rise and decline of Greece or Rome in the form of an illustrated legend, or as a tragic or comedic drama. The legend or drama should exemplify some of the principles of classical thought, including: <ul style="list-style-type: none"> • Respect for strength and power • The triumph of reason over emotion • The search for excellence, heroism, the tragic principle that greatness contains the seeds of its own destruction Students present their stories to the class. In a guided discussion, students consider whether there are ways in which history repeats itself, using examples of events and developments from modern times.
— or —		
	KH-032 KP-046 KE-056 VI-005	Students write a letter to a writer, poet, playwright, leader, mathematician, scientist, general, or philosopher of Greece or Rome with the purpose of formally thanking her or him for the lasting contributions of their civilization to modern societies. The letter should include concrete examples of the influence of classical antiquity and should supply the relevant historical information.
		
— or —		
	KH-032 KP-046 KE-056 VI-005	Students write an ode to ancient Greece or Rome, including an illustration in the style of ancient art. The odes are read to the class and displayed for feedback.
		
<p>Teacher Reflections</p>		

Ancient Societies of Greece and Rome**Cluster 3—Connecting and Reflecting****Student:**

Using your “Ancient Societies of Greece and Rome” portfolio, reflect on the enduring influence of those cultures on the world and give examples of how this influence is evident in your life today.



8.3.5 BLM: Ancient Societies of Greece and Rome: Connecting and Reflecting

Teacher Reflections

World History: Societies of the Past

Transition to the Modern World (Circa 500 to 1400)

GRADE

8

4

CLUSTER





Cluster 4

Learning Experiences: Overview

8.4.1 Overview of the Middle Ages

KH-033 Identify the consequences of the fall of the Western Roman Empire.

Examples: the Dark Ages, expansion of Arab-Islamic culture...

KG-040 Identify major events in Europe, the Middle East, Africa, Asia, and the Americas from the fifth to fifteenth centuries.

VG-015 Appreciate the importance of world history in understanding the contemporary world.

8.4.2 Life in Medieval Europe

KH-034 Identify motivations for and consequences of the Crusades.

Examples: Peasants', Nobles', Kings', and Children's Crusades...

KH-035 Describe characteristics of medieval Europe.

Examples: feudalism, social and political organization, plagues, medical practices...

KP-050 Locate on a map and describe the impact of the Viking invasions on Europe from the ninth to twelfth centuries.

KP-052 Describe the influence of the Catholic Church in medieval Europe.

Examples: education, art, political and social stability, suppression of ideas, attitudes to other faiths...

KE-057 Identify how work and education were organized in medieval Europe.

Examples: guilds and apprenticeships, universities, military training, religious training...

8.4.3 The Rise of Islam and the Ottoman Empire

KI-018 Identify Islamic achievements from the seventh to fifteenth centuries and describe how they influenced other societies.

Examples: artistic, literary, intellectual, scientific, religious...

KG-041 Describe the significance of the spread of ideas and technologies between societies from the fifth to fifteenth centuries.

KP-049 Locate on a map and describe the Arab conquests in the Middle East, North Africa, India, and southern Europe in the seventh and eighth centuries.

KP-053 Locate on a map and describe the nature of the Ottoman Empire and its expansion into the Middle East, North Africa, India, and Europe from the fourteenth to sixteenth centuries.

8.4.4 China and the Mongol Empire

KI-019 Explain why China may be regarded as one of the most advanced civilizations of the fifth to fifteenth centuries.

Examples: science, technology, philosophy, art...

KP-051 Locate on a map and describe the expansion of the Mongol Empire into China, Europe, and the Middle East in the thirteenth century.

VH-012 Appreciate the contributions of all societies to the development of the modern world.

8.4.5 Legacy of the Middle Ages

KG-040 Identify major events in Europe, the Middle East, Africa, Asia, and the Americas from the fifth to fifteenth centuries.

KG-042 Give examples of achievements in art, architecture, literature, and science in diverse societies from the fifth to fifteenth centuries.

KE-058 Describe the impact of technological developments from the fifth to fifteenth centuries.



Examples: wind power, gunpowder, stirrups, catapults, longbows, armour...

VG-014 Appreciate the enduring qualities of art, architecture, literature, and science of the fifth to fifteenth centuries.

VG-015 Appreciate the importance of world history in understanding the contemporary world.

Transition to the Modern World (Circa 500 to 1400)

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
-  **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
-  **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.
- **Connecting and Reflecting:** This is the end-of-cluster summative assessment activity.

Cluster Description



Cluster 4 has a global perspective. It begins with a brief world overview, focusing on China, Europe, the Middle East, Africa, Asia, and the Americas from about 500 to 1400.

Students then explore individuals and events in selected places in the world during this time period. This study includes a focus on the impact of the fall of Rome, the rise of Islam, Arab conquests and Viking invasions, life in medieval Europe, and the expansion of the Mongol and Ottoman Empires. Students examine the significance and impact of technological development and the spread of ideas during this period. Through an exploration of art, architecture, literature, and science, students consider achievements and contributions of diverse cultures during this period of transition to the modern world.



Engaging Students in the Cluster

- View videos that present life in various places in the world in the period from 500 to 1400.
- Display books that relate to this time period.
- Create a Wall of Fame from this time period.
- Gather music from this time period in a listening centre.
- Create a visual display of achievements from this time period. Ideas include inventions, architecture, weapons, modes of travel, literature, and science.
- Display wall maps of the regions to be studied.
- Set up a game centre, with games that were invented in this time period (e.g., chess).

Learning Experiences Summary

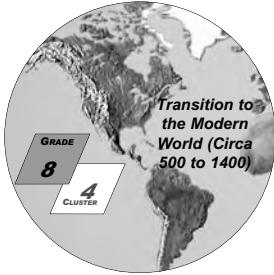
8.4.1 Overview of the Middle Ages

8.4.2 Life in Medieval Europe

8.4.3 The Rise of Islam and the Ottoman Empire

8.4.4 China and the Mongol Empire

8.4.5 Legacy of the Middle Ages



8.4.1 Overview of the Middle Ages

- KH-033 Identify the consequences of the fall of the Western Roman Empire.
Examples: the Dark Ages, expansion of Arab-Islamic culture...

- KG-040 Identify major events in Europe, the Middle East, Africa, Asia, and the Americas from the fifth to fifteenth centuries.

- VG-015 Appreciate the importance of world history in understanding the contemporary world.

Enduring Understanding

During the Middle Ages, a period of conflict and religious domination, the foundations for the political and geographic divisions of the modern world emerged.

Description of the Learning Experience


In this introductory overview, students explore some of the identifying features of the historical era from 500 to 1500 in various regions of the world, and create event markers for this period using timelines and maps.

Vocabulary: Feudalism, Islam, Muslim (See Appendix D for Vocabulary Strategies.)





Note: Some of the concepts and historical topics introduced in this learning experience will be explored in greater depth later on in the cluster. Note that some of the learning experiences in this cluster will overlap chronologically, and the wall timeline may be used to make this clear to students.

See the Suggested Teaching Scenario on pages 55–60.





8.4.1 Overview of the Middle Ages

Assessment	Outcomes	Strategies
 <p>Appendix A Skill 3a</p>	<p>KH-033 KG-040 VG-015</p>	<p>Activate</p> <p>Using Think-Pair-Share, students generate theories as to why the period from the fall of the western Roman Empire to about 1500 was called the “Middle Ages,” and why its beginning is sometimes referred to as the Dark Ages of European history. Student ideas are recorded on chart paper to be revisited and refined later in the learning experience.</p> <p>TIP: Encourage students to use what they have learned about the decline and defeat of the Roman Empire to envisage what may have been the consequences on European society of this period. The cluster title “Transition to the Modern World” may also give students a clue as to the meaning of the term <i>Middle Ages</i> (i.e., the period between antiquity and the modern world).</p> <p style="text-align: right;"><i>(continued)</i></p> <hr/> <p>Teacher Reflections</p>







8.4.1 Overview of the Middle Ages

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KH-033 KG-040 VG-015	<p>Collaborative groups of students brainstorm words that come to mind when they think of the Middle Ages, going around the group in a round-table format. Each member records his or her ideas on small slips of paper. When the flow of ideas begins to slow down, groups sort them into four or five categories of their own creation, arranging the slips of paper on a large sheet of chart paper. Groups then circulate to view the charts and category titles generated by other groups. In a general class discussion, students review what they know about the Middle Ages, what they think about the Middle Ages but are unsure of, and questions they have about this period.</p> <p>TIP: After students have completed their brainstorming and sorting of ideas, encourage them to be critical about their own beliefs, helping them detect stereotypes and false impressions based on fiction and fairy tales.</p>
— or —		
	KH-033 KG-040 VG-015	<p>Students observe a collection of images of art and architecture from various societies during the period of the Middle Ages. Based on their observations of the images, students generate ideas about the defining characteristics of this period of history. Students share their impressions, retaining them along with selected images in an electronic file.</p> <p>TIP: Refer to TN-5 for suggested guidelines for this activity. Students should also record and save details of the sources consulted.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> Appendix H: Teacher Notes: Art As a Primary Source for History</p>
<i>(continued)</i>		
Teacher Reflections		






8.4.1 Overview of the Middle Ages

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KH-033 KG-040 VG-015	<p>Students complete an Anticipation Guide regarding this period of history, and in collaborative groups discuss their opinions of each provided statement. Students retain their responses in their learning journals, which they will revisit at the end of the learning experience.</p> <p>TIP: Allow students time to rethink or revise their views after engaging in group discussions.</p> <p> 8.4.1 a BLM: Anticipation Guide: Middle Ages</p> <p> 8.4.1 b BLM: Anticipation Guide: Middle Ages—Key</p>
— or —		
	KH-033 KG-040 VG-015	<p>Students help create an historical “Tickle Trunk” by contributing items, drawings, or writings that represent some element of the Middle Ages. Students may be asked to do a brief oral report on the item they add to the trunk, explaining its significance and reasons for its inclusion. Items may be added to the trunk over the course of the entire cluster, and the contents could be used as a part of a culminating activity later in the cluster, such as a Historical Festival.</p> <p>TIP: Begin the collection by including a calligraphy instruction booklet, a sample of medieval music, a chessboard, a 3-D castle puzzle, a magnetic compass, images of medieval art, a statue of a knight in armour, et cetera. Ask each student to label his or her contribution and to explain what the selected item represents about this historical period.</p>
Teacher Reflections		




8.4.1 Overview of the Middle Ages

Assessment	Outcomes	Strategies
	KH-033 KG-040 VG-015	<p>Acquire</p> <p>Pairs or triads of students review the provided list of key world events from the 5th to 15th centuries and select one event from the medieval period that interests them. Using print and electronic resources, groups gather information on the selected event using the provided note-taking frame. Students share their information with each other, and explain the meaning of any important terms included in the event (e.g., feudalism, Islam, Mongols...).</p> <p>TIP: Ensure that each group selects a different event to maximize exposure to the various events. This activity may be set up as a “time travel” experience in which students are asked to describe a journey to a particular time or place and to describe their experience. The information gathered may be added to the illustrated wall timeline. Note that this is not intended to be an intensive research project, but an activity to help students develop a broad overview of the period using chronological markers to situate themselves.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Key World Events (5th Century to 15th Century)</p> <p> BLM: Note-Taking Frame: Key World Events (2 pages)</p>
		<p style="text-align: center;">or</p> <p>Using BLM 8.4.1c, collaborative groups of students are given a selection of four to five of the events included on the provided list. Consulting an historical atlas and other sources as needed, students design a 4x5 card for each event they are assigned. Each card should include a headline/title, date, and symbol to represent the event. Groups then attach their cards to the wall map of the world at the appropriate place. (In the case of empires, they should include a small inset map or trace the extent of the empire on the wall map using a colour code indicated on the card.)</p> <p>TIP: Ensure that the groups include all the significant places listed in BLM 8.4.1d. This activity also offers an opportunity to review with the students the general territories inhabited by the various Germanic and northern tribes in the early Middle Ages. The students may also do this activity using individual world outline maps.</p> <p> BLM: Key World Events (5th Century to 15th Century)</p> <p> BLM: Outline Map of the World</p> <p style="text-align: right;"><i>(continued)</i></p>






8.4.1 Overview of the Middle Ages

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KH-033 KG-040 VG-015	<p>Collaborative groups of students conduct a web search to create a list of items that exist in contemporary society that had their origins in the Middle Ages (e.g., universities, stained glass, gunpowder, paper, paper money, magnetic compass, castles, cathedrals, books, banks, buttons, eyeglasses, playing cards, pasta, table forks, mechanical clocks, domesticated cats, carnivals, fireplaces, movable type, the number zero, Arabic numerals...). Groups create a poster or collage including images of the items they have discovered. Posters are displayed for students to circulate and view.</p> <p>TIP: Rather than providing web addresses to students, review web search tips and keyword searches briefly before they begin this task. Encourage students to retain useful websites on the Middle Ages in an electronic file, with annotations, for further reference.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
	KH-033 KG-040 VG-015	<p>Using a world atlas or other statistical sources, students gather information about the current distribution of religions in the world, and replicate the information on an outline map. In collaborative groups, students discuss the connection and significance of events and developments of the Middle Ages to world religions in the contemporary world.</p> <p>TIP: Students may be invited to bring in news clippings of recent events that involve discussion of contemporary religions, the distribution of world religions, or current religious issues. Students may also choose to represent their data in the form of a chart, graph, or spreadsheet.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Outline Map of the World</p>
<i>(continued)</i>		
Teacher Reflections		




8.4.1 Overview of the Middle Ages

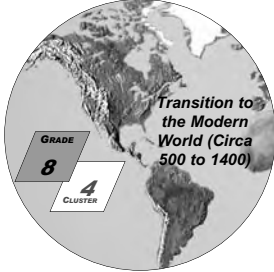
Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KH-033 KG-040 VG-015	<p>Students read a short informational text about the origins of the term <i>Dark Ages</i> and the reasons why some historians referred to the period following the fall of the Roman Empire as the Dark Ages of European history. Students use the information they have gathered to create a Mind Map that illustrates the consequences on Europe of the end of the long period of Roman rule.</p> <p>TIP: Review with students the notion that the Germanic tribes were considered by the Greeks and Romans to be “barbarians” or uncivilized foreigners. Review the names of some of the tribes that would have been considered to be barbarians at this time (e.g., Ostrogoths, Visigoths, Huns, Vikings, Franks, Normans, Angles, Saxons, Celts, Mongols, Vikings...). Encourage students to recall that this period was not necessarily “dark” for all regions of the world by noting that other civilizations (India, China, the Americas) were flourishing during this period.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
	KH-033 KG-040 VG-015	<p>Students read an informational text on the origins and basic principles of Islam. Using the same note-taking frame they used in LE 8.3.1 to explore earlier world religions, students record information on Islam (See BLM 8.3.1i: “Note-Taking Frame: World Religions”). In collaborative groups students observe and discuss similarities and differences they note among the world religions, such as:</p> <ul style="list-style-type: none"> • All world religions present moral guidelines for human beings. • Christianity, Judaism, and Islam all believe in one God (monotheistic). • All three accept the Old Testament of the Bible as sacred writings. <p>TIP: Help students recognize that the modern concept of the separation of Church and State was not at all a part of the world view of societies during the Middle Ages, and that religions such as Christianity and Islam extended their sphere of influence by becoming official state religions with significant political control.</p>
Teacher Reflections		

8.4.1 Overview of the Middle Ages

Assessment	Outcomes	Strategies
	KH-033 KG-040 VG-015	<p>Apply</p> <p>Collaborative groups of students prepare and present a short dramatization of a selected event or development from the timeline of the Middle Ages, using the notes they have recorded in the Acquiring phase of this learning experience as the historical content for their skit. Students observe the skits and complete an Exit Slip, commenting on what they have learned and their impressions of the portrayal.</p> <p>TIP: In a simple role-play, encourage students to rely on words and actions for effect, rather than on props and costumes. Invite them to find creative and simple ways of depicting the important elements of the story.</p>
		<p>or</p>
	KH-033 KG-040 VG-015	<p>Using a template designed by the class for the wall timeline, collaborative groups of students create an illustrated plaque or marker for the wall timeline of a selected event in the Middle Ages. This timeline will be used as a reference to the students throughout Cluster 4. Students may then be asked to individually select five or six events they consider to be the most significant, and to represent these events in summary form with an illustration on an individual timeline.</p>
		<p>or</p>
	KH-033 KG-040 VG-015	<p>Referring to a list of key world events in the time period from the 5th to the 15th centuries, collaborative groups of students select by consensus what they consider to be the five most significant events or developments. Each group prepares and presents a persuasive speech explaining their selections and attempting to convince the class of the importance of their selections. In a full class discussion, students attempt to reach agreement as to the events they see as most significant in this period.</p>
		 <p>BLM: Key World Events (5th Century to 15th Century)</p>
	KH-033 KG-040 VG-015	<p>Using the timeline of the Middle Ages as a starting point, students draw a consequences map that illustrates connections between events of the Middle Ages and conditions that exist in modern times (e.g., countries of Europe, modern monarchies, major cities of Europe, architecture, distribution of world religions...). Students share their ideas with each other, focusing their discussion on the concept of the continuity of past societies over time.</p> <p>TIP: Students may wish to revisit their consequences map later in the cluster to add to it and refine it.</p>
		<p><i>(continued)</i></p>
<p>Teacher Reflections</p>		

8.4.1 Overview of the Middle Ages

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KH-033 KG-040 VG-015	Students draw a Venn diagram illustrating similarities and differences between Christianity and Islam, using the notes they recorded on this topic in the Acquiring phase of this learning experience. In collaborative groups, students share their Venn diagrams, refining and correcting them as needed.
or		
	KH-033 KG-040 VG-015	Using Think-Pair-Share, students complete the last column of their Anticipation Guide, which they started in the Activating phase of this learning experience. In a guided class discussion, the statements are reviewed and misconceptions clarified. Students may use this discussion as a springboard for generating inquiry questions regarding specific topics on the Middle Ages for the remainder of the cluster. TIP: Ensure that key terms and concepts for this cluster are clarified.
or		
	KH-033 KG-040 VG-015	Students participate in a continuum activity that is centred on a question such as: <ul style="list-style-type: none"> • Would you like to live in the Dark Ages? • Was this period really a dark period in history? After debriefing the exercise, students may wish to chart or map where all the class members placed themselves on the continuum. This activity may be revisited at the end of the cluster to determine whether attitudes and beliefs about the Middle Ages have changed. TIP: Refer to guidelines suggested in Appendix A: “Using A Continuum of Points of View” on page A13 for this activity. Ask students to emphasize historical justifications for their opinions rather than simply stating personal preferences and interests.
<p>Teacher Reflections</p>		



8.4.2 Life in Medieval Europe

- KH-034 Identify motivations for and consequences of the Crusades.
Examples: Peasants', Nobles', Kings', and Children's Crusades...

- KH-035 Describe characteristics of medieval Europe.
Examples: feudalism, social and political organization, plagues, medical practices...

- KP-050 Locate on a map and describe the impact of the Viking invasions on Europe from the ninth to twelfth centuries.

- KP-052 Describe the influence of the Catholic Church in medieval Europe.
Examples: education, art, political and social stability, suppression of ideas, attitudes to other faiths...

- KE-057 Identify how work and education were organized in medieval Europe.
Examples: guilds and apprenticeships, universities, military training, religious training...

Enduring Understanding

Early Medieval Europe was an agricultural society that assured stability and protection for its people through a feudal system of responsibilities and the authority of the Catholic Church.

Description of the Learning Experience

Students conduct research on various aspects of medieval European society, participate in cooperative learning activities and simulations, and explore the medieval world view as it was expressed in the social and political organization of that period.






Vocabulary: feudalism, serfs, social, hierarchy, Catholicism, crusades, guilds (See Appendix D for Vocabulary Strategies.)

See the Suggested Teaching Scenario on pages 55–60.




8.4.2 Life in Medieval Europe

Assessment	Outcomes	Strategies
	KH-035 KP-052 KE-057	<p>Activate</p> <p>Students read the provided excerpt from the text of the Magna Carta. Working in collaborative groups, students paraphrase the excerpt in their own words, and generate explanations as to the historical context and importance of the signing of the “Great Charter.” In a guided general discussion, students note what the excerpt tells them about medieval values and medieval government.</p> <p style="text-align: center;"> BLM: Magna Carta </p>
		<i>(continued)</i>







8.4.2 Life in Medieval Europe

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KH-035 KP-052 KE-057	<p>Collaborative groups of students view images of medieval European art and architecture and select a set of 10 images to retain in an electronic portfolio. Selected pieces should express the world view, events, or culture of medieval Europe. Using the frame provided in BLM 8.4.2b, students describe each of their selections. Students share two of their selected images with the class, discussing what they have discovered about medieval Europe by observing its art.</p> <p>TIP: Encourage students to include a variety of media (e.g., paintings, tapestries, sculpture, stained glass, illuminated manuscripts...), as well as a variety of subjects (e.g., religion, war or conflict, daily life, agriculture, love and marriage, agriculture...).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: center;"> BLM: Medieval Art</p>
— or —		
	KH-035 KP-052 KE-057	<p>Collaborative groups of students view images of the Bayeux Tapestry in order to gather information about the story of the Battle of Hastings in 1066 between William the Conqueror and Harold, Earl of Wessex. Students note the events depicted by the tapestry in their own words. In a guided general discussion, students consider the value of primary sources of historical information, such as this tapestry.</p> <p>TIP: The entire Bayeux Tapestry may be viewed online with descriptions of each scene at <www.bayeuxtapestry.org.uk/>.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		







8.4.2 Life in Medieval Europe

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KH-034 KH-035 KP-050 KP-052 KE-057	<p>Students brainstorm what they know about life in medieval Europe, organizing their ideas in the format of a web using the following categories:</p> <ul style="list-style-type: none"> • Wars • Feudal System • Agriculture • Government • Justice • Health • Catholic Church • Work • Education <p>Each group shares their web with another group, clarifying points and refining their webs as needed. Home groups then generate two questions for further inquiry under each of the topics.</p> <p>TIP: If students have difficulty generating ideas, provide them with a keyword list from the outcomes to prompt their thinking.</p>
	Acquire	
	KH-034 KH-035 KP-050 KP-052 KE-057	<p>Students read an informational text about the feudal system in medieval Europe. Using BLM 8.4.2c, they draw a diagram and complete a chart showing the social hierarchy, the influence of the Catholic Church, and the various roles and responsibilities of members of medieval society. Student groups display their charts and circulate. Using sticky notes, they add ideas to the charts of other groups. Students refine their charts as needed, and in a plenary session discuss the purpose of this social order, assessing its effectiveness in protecting people and helping medieval people meet their physical and non-physical needs.</p> <p style="text-align: center;">  BLM: Feudal System (3 pages) </p>
	<i>(continued)</i>	
Teacher Reflections		





8.4.2 Life in Medieval Europe

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KH-034 KH-035 KP-050 KP-052 KE-057	<p>Students read a series of quotations from medieval thinkers or theologians. They paraphrase the ideas in their own words, and discuss what the quotations tell them about the key characteristics of the medieval world view, or the influence of the Catholic Church and possible motivations for the Crusades. In a guided class discussion, students express their opinions on the value of primary sources in shedding light on world views of the past.</p> <p>TIP: This activity offers an opportunity to review the interpretation of primary sources with students. Students may be asked to use BLM 8.4.2e to analyze one of the selected quotations from medieval thinkers, or to use this outline to examine a short text from a different primary source of their choice. Visit the URL listed below to access background information for teachers on the use of primary sources.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Medieval Thought (2 pages)</p> <p> BLM: Using Primary Sources</p>
	— or —	
	KH-035 KP-050 KP-052 KE-057	<p>Collaborative groups of students select by consensus one event from the Viking timeline to represent on the wall timeline. Ensuring that they have not selected the same event as other groups, each group prepares an illustration or a selected primary source image, along with a headline or precise description of the event, to include on the wall timeline.</p> <p> BLM: Viking Timeline</p>
	<i>(continued)</i>	
Teacher Reflections		








8.4.2 Life in Medieval Europe

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KH-035 KP-050 KP-052 KE-057	<p>Pairs of students gather information on the Viking invasions of Europe from the 9th to the 12th centuries. Using BLM 8.3.1b: “Outline Map of Europe” as a starting point, students create a map of Europe using symbols and colours to illustrate the sequence of events related to Viking expansion, the impact of the Viking invasions, and the parts of Europe affected by these invasions. Students share their maps with their peers, and discuss the role of conflict among monarchies and ethnic groups in the early Middle Ages.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Viking Timeline</p>
— or —		
	KH-034 KH-035 KP-050 KP-052 KE-057	<p>Collaborative groups of students read assigned texts to gather information about various aspects of work and education in medieval Europe. In each group, topics may be divided as follows:</p> <ul style="list-style-type: none"> • Guilds and Apprenticeships • Universities • Monasteries and Religious Training • Education • Books and Writing • Knighthood and Military Training <p>Students combine their information to create an electronic or paper summary to use for their own reference in subsequent activities. In a guided plenary discussion, students make comparisons to the organization of work and education in modern times.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
<i>(continued)</i>		
Teacher Reflections		






8.4.2 Life in Medieval Europe

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KH-034 KH-035 KP-052 KE-057	<p>Using print and electronic resources, students gather information about the motivations for and consequences of the Crusades, or “wars of the cross,” to regain control of Jerusalem and the lands considered to be holy, from 1095 to 1271. Students may use the provided note-taking frame to organize and record their information. Groups combine their research to create a poster-sized Mind Map of the Crusades, including a map that indicates regions under Muslim control and regions under Christian control during this period. Posters are displayed for viewing, and students discuss the influence of religion on medieval world views, and medieval beliefs and values about war.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Note-Taking Frame: Crusades (2 pages)</p>
— or —		
	KH-034 KH-035 KP-050 KP-052 KE-057	<p>Collaborative groups of students participate in a Jigsaw activity to conduct and share research about characteristics of life in medieval Europe. Topics may be assigned to students as follows:</p> <ul style="list-style-type: none"> • War • Health • Religion • Education • Agriculture • Government • Art and Architecture <p>Students may use the questions they generated in the Activating phase of this learning experience to direct their inquiry. In the final phase of the Jigsaw, students return to their home groups to share information and develop a more complete picture of medieval society. This research phase may be conceived as a preparation for a historical festival in which the expert groups of students present interactive displays or exhibits on their selected topic.</p> <p>NOTE: Students will further examine the legacy of the Middle Ages in art, architecture, literature, science, and technology in the final learning experience of the cluster (LE 8.4.5).</p>
<i>(continued)</i>		
Teacher Reflections		




8.4.2 Life in Medieval Europe

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KH-035 KP-052 KE-057	<p>Students read an informational text about the Magna Carta (i.e., historical context, consequences, importance). After reading the text, students create a Vocabulary Circle illustrating the links between the words suggested in BLM 8.4.2h, ensuring that they understand the meaning of all the concepts. Students share their Vocabulary Circles in collaborative groups.</p> <p>TIP: Students have already been introduced to the concept of absolute monarchy and rule of law; however, it may be useful to elicit their understanding of these concepts before they read the text and carry out the Vocabulary Circle activity.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Vocabulary Circle: Magna Carta</p>
or		
	KH-035 KE-057	<p>Students read a text about the emergence of cities, trading networks, and a merchant and artisan class toward the end of the Middle Ages. Following the reading, students discuss how the changing social conditions of the later Middle Ages led to the decline of feudalism. Students may use the information they have gathered to create a new diagram of the social hierarchy showing the changes that arose as medieval Europe became more stable militarily, more urbanized, and less isolated from other cultures.</p> <p>TIP: Use BLM 8.4.2c as a starting point, adding new classes and groups within the hierarchy.</p> <p> BLM: Feudal System (3 pages)</p>
or		
 	KH-034 KH-035 KP-050 KP-052 KE-057	<p>Pairs of students gather information on the life and influence of a historical figure of their choice in medieval Europe (e.g., Charlemagne, Eleanor of Aquitaine, Richard the Lion-Hearted, William the Conqueror, Viking kings Olav or Knut, Alfred the Great, Edward the Confessor, Joan of Arc, Pope Gregory the Great...). Students share their information with each other in the form of a short interview with that figure. Following the interviews, student observers are offered the opportunity to ask questions of the historical figure.</p>
<i>(continued)</i>		
Teacher Reflections		







8.4.2 Life in Medieval Europe

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KH-034 KH-035 KP-050 KP-052 KE-057	Students view a historical video about medieval Europe and are asked to observe images that portray social, political, or religious characteristics of medieval Europe. Following the viewing, students discuss and compare their observations. SUGGESTED VIDEO: <i>The Crusades</i> , 1995, A&E Entertainment for History Television TIP: There are a number of films of historical fiction, with varying degrees of historical accuracy, that focus on this time period. It is not recommended that these films be used as a means of acquiring information about the period; however, they may be used toward the end of the cluster when students will be better equipped to detect historical inaccuracies and to view them with a critical eye (refer to LE 8.4.5).
Apply		
	KH-035 KP-052 KE-057	Students create a comparison chart showing differences between the life of a tradesperson and guild member living in a city of Europe and the life of a serf working as a farmer on the land of a member of the nobility. Students share their charts in collaborative groups and discuss which lifestyle they would have preferred and why.
		
or		
	KH-035 KP-052 KE-057	Collaborative groups of students create and present a re-enactment of an historical event that provoked social change in medieval Europe (e.g., the signing of the Magna Carta, the crowning of Charlemagne as emperor of the Holy Roman Empire...). Following the presentations, students assess which characteristics of medieval Europe were most accurately represented. They engage in a discussion about any parallels or long-term effects of medieval society that have endured until modern times.
		
<i>(continued)</i>		
Teacher Reflections		





8.4.2 Life in Medieval Europe

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KH-034 KH-035 KP-050 KP-052 KE-057	Students carry out a RAFT exercise in the form of a letter from the son or daughter of the lesser nobility to his or her parents. In the letter, the young person is asking for advice about a life decision. Examples include the following: <ul style="list-style-type: none"> • Becoming a member of the clergy • Seeking a scholarly education • Joining a Crusade • Pledging loyalty to a more powerful lord • Moving to a city to engage in trade • Becoming a knight • Joining a monastery or a nunnery The letter should propose realistic options, briefly describe the historical context, and discuss the advantages and disadvantages of the available choices.
— or —		
	KH-034 KH-035 KP-050 KP-052 KE-057	Collaborative groups of students select a member of the feudal social order, and prepare a short skit depicting “A Season in the Life of a _____” (e.g., Crusader, knight in training, tradesperson in a large city, bishop, monk, child of a noble, lady of a manor, apprentice tradesperson, serf, free peasant, the Pope, Viking invader...). Groups present their skits and assess each other on the accuracy of their historical representations. <p>TIP: Develop with the class a set of descriptive criteria for the skit before students begin their planning.</p>
— or —		
	KH-034 KH-035 KP-050 KP-052 KE-057	Collaborative groups of students create and present a multimedia presentation using primary source images to portray distinguishing characteristics of medieval Europe (e.g., feudal order, plagues, agriculture, role of the Catholic Church, Crusades, wars, knighthood, guilds, towns and cities, role of women, education, castles and cathedrals...).
<i>(continued)</i>		
Teacher Reflections		

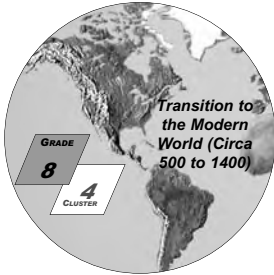
8.4.2 Life in Medieval Europe

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KH-035 KP-052 KE-057	Students create a journal, accompanied by a map, of an imaginary journey through medieval Europe during the time of a serious outbreak of bubonic plague. Suggested itinerary: from London to Brussels, to Lyon, to Marseilles, to Genoa, to Milan, to Florence, to Rome. The journal should include descriptions of the traveller’s sights and experiences, features of each city, the effects of the plague on the people, the Church, doctors, and leaders, and dangers encountered. Students share their readings in collaborative groups, and students discuss the impact of epidemics on world populations past and present. (Refer to BLM 8.3.1b: “Outline Map of Europe.”)
— or —		
 	KH-034 KH-035 KP-052 KE-057	Students create a Mind Map of the consequences of the Crusades on medieval Europe. Examples of consequences include the following: <ul style="list-style-type: none"> • Society based on military protection • Role of the Church • Attitudes toward Islam and Jews • Training for knighthood • Values of heroism based on war • Loss of lives • Plunder and the spoils of war • Exposure to other cultures and ways of life • Opening of trade routes toward the East Mind Maps are displayed and students circulate to view and respond to them.
— or —		
 	KH-034 KH-035 KP-050 KP-052 KE-057	Collaborative groups of students plan and create a medieval “newspaper,” selecting a particular city of Europe and a year of publication. The newspaper should include such things as political and social events; editorials about issues concerning religion, health, or education; interviews with historical figures; et cetera.
<i>(continued)</i>		
Teacher Reflections		

8.4.2 Life in Medieval Europe

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KH-034 KH-035 KP-050 KP-052 KE-057	<p>Students prepare an announcement that might be made by a town crier regarding an event or issue in medieval Europe. Each student in turn presents their announcement of the event to the class, stating the date and place of their message. After the presentations, students may write an Exit Slip summarizing their impressions and assessing the historical portrayal of the medieval period.</p> <p>TIP: Each student should select a different event or issue, and prepare her or his announcement so as to reflect historical facts as well as to realistically portray the medieval world view. Possible events may include:</p> <ul style="list-style-type: none"> • Nearby outbreak of the plague • Opening of a school by Charlemagne • Call by the Pope for a new Crusade • Viking invasion • Denouncement of a heretical view • News of kings or conquests • Announcement of the beginning of the building of a new cathedral
— or —		
 	KH-034 KH-035 KP-050 KP-052 KE-057	<p>Collaborative groups of students design an interactive display or exhibit for a Medieval Historical Festival. Once they have selected or have been assigned their topic, each group plans how they will present their material, dividing individual tasks and gathering materials needed for their presentation. Students should emphasize historical authenticity and accuracy in the information and ideas they will be including in their display.</p> <p>TIP: The historical festival may be reserved as a culminating activity at the end of the cluster, so as to incorporate further elements of Islam, the Mongol Empire, and the overall legacy of the Middle Ages in art, architecture, literature, science, and technology. However, students should begin thinking about an aspect of the Middle Ages that interests them and a means of presenting this aspect in an interactive display. This activity may be organized as a Multiple Intelligences activity. Suggestions for stations and activities are included in BLM 8.4.2i.</p> <p style="text-align: center;">  BLM: Medieval Festival Stations </p>
Teacher Reflections		

Teacher Reflections



8.4.3 The Rise of Islam and the Ottoman Empire

- KI-018 Identify Islamic achievements from the seventh to fifteenth centuries and describe how they influenced other societies.
Examples: artistic, literary, intellectual, scientific, religious...
- KG-041 Describe the significance of the spread of ideas and technologies between societies from the fifth to fifteenth centuries.
- KP-049 Locate on a map and describe the Arab conquests in the Middle East, North Africa, India, and southern Europe in the seventh and eighth centuries.
- KP-053 Locate on a map and describe the nature of the Ottoman Empire and its expansion into the Middle East, North Africa, India, and Europe from the fourteenth to sixteenth centuries.

Enduring Understanding

In the early Middle Ages, Islam rapidly grew in influence to become an extensive empire in Arabia, Persia, North Africa, and parts of southern Europe and central Asia. Muslim culture and trade flourished, permitting the circulation of ideas, technologies, goods, and art throughout these regions. Islam had a second period of growth and cultural rebirth under the empire of the Ottoman Turks in the 13th to 16th centuries.

Description of the Learning Experience








Students examine a timeline of major events in the growth of Islam, gather information about selected events and developments, and create maps and graphic organizers representing the growth and achievements of Islam in the Middle Ages.

Vocabulary: Islam, Muslim, caliph, caliphate, pilgrimage (See Appendix D for Vocabulary Strategies.)








Note: Clarify to students that the next two learning experiences represent an overlapping timeline with the previous one on Medieval Europe. Invite students to notice that, while much of Europe may have been in a period of “darkness” or ignorance during the Middle Ages (i.e., beset by wars, cultural isolation, religious intolerance, rigid control by the Catholic Church, neglect of academic and scientific learning, restricted literary achievement, lack of education in most of the populace, et cetera), these conditions did not necessarily apply to the Arab, Chinese, or Indian cultures of the same historical period.

See the Suggested Teaching Scenario on pages 55–60.







8.4.3 The Rise of Islam and the Ottoman Empire

Assessment	Outcomes	Strategies
 	KI-018 KG-041 KP-049 KP-053	<p>Activate</p> <p>Students complete the first two columns of a KWL chart about Islam, Arab territories in the Middle Ages, and the Ottoman Empire. Students may use the questions in the second column to guide their inquiry, discussing them with their peers. Students will revisit the chart to complete the last column at the end of this learning experience, including a Mind Map or summary statement focusing on “Big Ideas.”</p> <p> BLM: KWL: Islam</p> <p style="text-align: center;">or</p>
	KI-018 KG-041 KP-049 KP-053	<p>Collaborative groups of students view historical maps of two periods of Muslim expansion: the first, from Mohammed to the height of the Abbasid Empire; the second, during the time of the rise of the Ottoman Empire. Students locate familiar places and landmarks on the maps, and discuss how the extent of the Arab conquests and later Turkish Ottoman conquests compares with the size of the ancient Roman Empire. Students generate questions about the factors in the rise of these empires (e.g., Might they have faced many of the same challenges as the Roman Empire? Might they have known a similar cultural influence?).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: center;">or</p>
	KI-018 KG-041	<p>Students view images of various forms of Islamic art created during the Middle Ages. If they have access to the Internet, students may create an electronic portfolio of images that represent Islamic culture of that period. Students complete a record using BLM 8.4.2b: “Medieval Art” or a similar outline.</p> <p>TIP: Encourage students to note differences in art forms, design, and style from European medieval art, including distinctive decorative elements that show the influence of the designs of ancient Persia and of India (e.g., complex geometric motifs, designs from plants and flowers in nature, use of vivid colour...).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		





8.4.3 The Rise of Islam and the Ottoman Empire

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KI-018 KG-041 KP-049 KP-053	<p>Referring to the overview BLM 8.4.1c: “Key World Events (5th Century to 15th Century”), students identify and select those events that relate to Islam or the Ottoman Turks. They begin a timeline of the growth of Islam in the Middle Ages by adding each of these events as markers on an individual timeline. Students discuss the broad sweep of the developments of Islam in this period, and consider why the Byzantine Empire and European kingdoms may have felt threatened by the expansion of Islam and Arab prominence in trade with other societies.</p> <p>TIP: This activity offers the opportunity to discuss with students the role of religion in the development of empires and in conflicts between states, particularly in Europe and the Middle East during this period. It also offers the opportunity to discuss the concept of “eurocentrism” or the bias inherent in some approaches to traditional western history (i.e., placing emphasis on events and developments in western Europe and Christianity when many more remarkable accomplishments may have been occurring in other regions and cultures).</p>
Acquire		
	KI-018 KG-041 KP-049 KP-053	<p>Using the BLM provided, students select events that complete the narrative of Islamic achievement and expansion during this period, and add them to their individual timelines. They highlight one or two of these developments that interest them as topics for further research.</p> <p> BLM: Timeline: Islam in the Middle Ages (2 pages)</p>
— or —		
	KI-018 KG-041 KP-049 KP-053	<p>Using print and electronic resources, students carry out research on a selected topic in the development and achievements of Islam. Using a template developed by the class, students create an illustrated placard of their selected event or achievement to add to the wall timeline.</p> <p>TIP: Refer to BLM 8.4.3b for a selection of topic suggestions.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Timeline: Islam in the Middle Ages (2 pages)</p>
		<i>(continued)</i>
Teacher Reflections		




8.4.3 The Rise of Islam and the Ottoman Empire

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 <p>Appendix A Skill 7b</p>	<p>KG-041 KP-049</p>	<p>Using a historical atlas or other sources, collaborative groups of students consult a map of the Muslim empire at the height of its expansion (9th to 11th centuries). On a wall map of the world, and using the provided list, students locate significant places related to Islam. They use different-coloured sticky notes as a code to indicate Muslim territories during this period. Each group may then create a map that shows the extent of the Muslim territories during this period of expansion.</p> <p>TIP: It may be useful to divide the class in half, assigning to one half the task of mapping the first phase of Muslim territorial expansion (6th to 9th centuries) and the other half the later phase of Muslim territorial expansion under the Ottoman Turks (14th to 16th centuries). Students may then share their maps, locating areas of successive expansion on the wall map of the world. (Refer to next activity.)</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> 8.4.3 c BLM: Important Places in Muslim History</p>
or		
 <p>Appendix A Skill 7a</p> 	<p>KG-041 KP-053</p>	<p>Using a historical atlas or other sources, students locate the regions of expansion of the Turkish Ottoman Empire from the 14th to the 16th centuries. They trace the outline of the empire’s extent on the wall map of the world. They may then create a map of Eurasia that shows the extent of the Ottoman Empire at its peak.</p> <p>TIP: Refer to BLM 8.4.3c for a list of suggested place names. Explain to students that the Seljuk Turks were converts to Islam. They began moving into territories held by the Byzantine Empire in the 11th century. The Byzantine Emperor, fearful that Muslims would overtake Christians in the empire, requested help from other Christian states in Europe in expelling the Turks from the land. This effort was ultimately unsuccessful, as the Turks eventually captured Constantinople, and it became Istanbul, the capital of the Ottoman Empire.</p> <p> 8.4.3 c BLM: Important Places in Muslim History</p>
<i>(continued)</i>		
Teacher Reflections		








8.4.3 The Rise of Islam and the Ottoman Empire

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-018 KG-041 KP-049 KP-053	Students carry out Internet research to gather statistics on Muslim population percentages in areas that came under the control of the original Arab Muslim Empire or the Turkish Ottoman Empire during the Middle Ages (e.g. Turkey, Iran, Iraq, Afghanistan, Egypt, Jordan, Syria, Lebanon, Morocco...). Students compare their discoveries, and discuss the ongoing influence of the events of the Middle Ages on the contemporary world.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
	KI-018 KG-041	Students listen to a reading from a selected story of the <i>Arabian Nights</i> (e.g., “Sinbad the Sailor,” “Aladdin and the Wonderful Lamp”...). Following the reading, students respond to the story, and discuss similarities and differences among folk stories from various cultures through history. (Alternatively, students may listen to a short reading of poetry selected from the <i>Rubaiyat of Omar Khayyàm</i> , a 12th-century Persian poet.) NOTE: The <i>1001 Arabian Nights</i> is a collection of Persian, Arabian, and Indian folk tales handed down through several centuries. There is no definitive text, but several different manuscripts in Arabic, some of which were translated into English. Similarly, many western European fairy tales were passed on by oral tradition through the Middle Ages and were later written down by German, French, and Scandinavian writers. It is possible to see similar elements and the cross-influence of various cultures on these types of stories. This may be explored as part of an English language arts project.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
<i>(continued)</i>		
Teacher Reflections		








8.4.3 The Rise of Islam and the Ottoman Empire

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	<p>KI-018 KG-041 KP-049 KP-053</p>	<p>Collaborative groups of students carry out a mini-research project on Islamic achievements and influence and the spread of ideas and technologies across cultures during the Middle Ages. Students may be divided into groups of five, for example, and assigned the same five topics to research: art, literature, religion, science and technology, and mathematics. Students identify significant ideas or achievements in their assigned field, focusing on those that originated or were spread through Islamic cultures during this period. Students combine their information to create an illustrated Mind Map of the achievements, ideas, and technologies created or circulated by Islam during this period. Groups circulate in a Carousel activity to view Mind Maps, adding new ideas on sticky notes to the posters of other groups. Following the Carousel, students may decide to refine or add to their Mind Maps. (The research may also be carried out as a Jigsaw activity.)</p> <p>NOTE: Provide students with key words or ideas as needed to guide their research (refer to BLM 8.4.3d). It is not necessary that each group create an exhaustive list. Students may be asked to focus on one or two examples of achievements under each category. Help students to recognize that the rapid growth of Islam and the extensive Arab trading network into areas of India, China, Africa, and western Europe brought Muslims into contact with the ideas and technologies of many cultures, which they then adopted and disseminated throughout the areas under their influence. Often, Muslims were the intermediaries between the western and eastern cultures. For example, they obtained the concept of zero and numerals in mathematics from India, and adapted it to their numerical system; they translated Greek classic works into Arabic; they obtained the magnetic compass, the astrolabe, and papermaking from China and took it to the West; they built up the salt and gold trade from Africa into Europe.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Key Words: Islamic Achievements</p>
<i>(continued)</i>		
<p>Teacher Reflections</p>		





8.4.3 The Rise of Islam and the Ottoman Empire

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KI-018 KG-041	Pairs of students select an example of an art piece from the electronic portfolio they gathered in the Acquiring phase of this learning experience. Using the image as a model, they create a reproduction of the piece and an accompanying art gallery <i>précis</i> , which includes details on the work, to be used later as part of an art gallery display.
— or —		
 	KI-018 KG-041 KP-049 KP-053	Using print and electronic resources, students research and write a short biography of an important figure in the rise of Islam (e.g., Muhammad [Mohammed], the caliph Omar, Osman I, Seljuk of the Turks, Suleyman the Magnificent...). Students prepare a written report, citing all sources and including images to support their text.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
Apply		
 	KI-018 KG-041 KP-049 KP-053	Students revisit their KWL charts to summarize their learning, adding specific facts they have learned in the third column, and creating a Mind Map or summary statement to synthesize the “big ideas” they have discovered in this learning experience.
<i>(continued)</i>		
Teacher Reflections		






8.4.3 The Rise of Islam and the Ottoman Empire

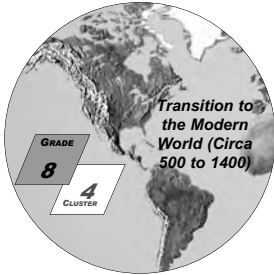
Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KI-018 KG-041 KP-053	Collaborative groups of students create a collage representing the achievements and influence of Islamic cultures and empires through the period of the Middle Ages (i.e., artistic, literary, intellectual, scientific, religious, economic, technological). Collages may be displayed and shared as part of a Gallery Walk.
— or —		
 	KI-018 KG-041	Employing the artistic style of Muslim art of the Middle Ages, students create an illustration of a scene from the Arabian Nights that they have listened to or read. Students include a short annotation of the illustration for display purposes. Illustrations may be displayed and shared as part of a Gallery Walk.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
— or —		
 	KI-018 KG-041 KP-049 KP-053	Students participate in a Gallery Walk of the art and achievements of Islam in the Middle Ages, circulating to view exhibits of art reproductions, posters, biographies, maps, collages, or other visual representations. Students may set up the class as an art gallery or museum, inviting guests from another class to view and respond to their displays.
<i>(continued)</i>		
Teacher Reflections		

8.4.3 The Rise of Islam and the Ottoman Empire

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KI-018 KG-041 KP-049 KP-053	Students select one or two key developments from the Islam timeline and create an illustrated narrative in the form of historical fiction, including some basic historical facts about the era. Students read their narratives to the class and, following the reading, students in the audience distinguish the elements of fact and fiction in the story. TIP: Encourage students to reproduce the Muslim artistic style of the Middle Ages in their illustration of the story, and to include a small sample of Arabic script or characters (e.g., title, or the name of a person in the story).  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
	KI-018 KG-041 KP-049 KP-053	Students carry out a debate or team deliberation regarding the greatest achievement of Islamic culture during the Middle Ages. Students must supply historical evidence for their arguments. Following the debates, students may be invited to write an Exit Slip reflecting on Muslim contributions to history during the Middle Ages.
or		
	KI-018 KG-041 KP-049 KP-053	Students write a history journal reflection on the importance and effects of cultures exchanging ideas and technologies throughout history. Students may consider various forms of intercultural contact they have seen in their study of the Middle Ages, including: <ul style="list-style-type: none"> - Wars - Travel - Migration of people - Arts - Governments - Crusades - Education - Intermarriage - Religious conversion - Language standardization - Trade - Alliances - Stories and literature - Expansion of empires
<i>(continued)</i>		
Teacher Reflections		

8.4.3 The Rise of Islam and the Ottoman Empire

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KI-018 KG-041 KP-049 KP-053	<p>Students complete the provided Vocabulary Circle to explain basic principles of religious beliefs of Islam. Students share their Vocabulary Circles with a partner. Students may wish to note some of the similarities between Islam and Christianity (e.g., monotheism, obedience, sacred writings and sacred places, pilgrimages, prayer, emphasis on rewards in the afterlife, founded on the life and teachings of one recognized prophet...), as well as some of the differences between the two (e.g., Church structure of Christianity, use of priests as intermediaries, holy days and celebrations, forms of prayer, Ten Commandments vs. Five Pillars...).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Vocabulary Circle: Religion of Islam</p>
— or —		
 	KI-018 KG-041 KP-049 KP-053	<p>Collaborative groups of students design a symbol to represent the Muslim Empire in the Middle Ages. The groups' symbols are presented to the class, and the class collectively decides on the most historically appropriate symbol. This symbol is reproduced by the students and used to identify all the regions on the world wall map that came under Muslim influence during the Middle Ages.</p>
<p>Teacher Reflections</p>		



8.4.4 China and the Mongol Empire

- KI-019 Explain why China may be regarded as one of the most advanced civilizations of the fifth to fifteenth centuries.
Examples: science, technology, philosophy, art...

- KP-051 Locate on a map and describe the expansion of the Mongol Empire into China, Europe, and the Middle East in the thirteenth century.

- VH-012 Appreciate the contributions of all societies to the development of the modern world.

Enduring Understanding

China in the Middle Ages was a highly developed civilization with many cultural, artistic, and technological achievements. At the height of the Mongol Empire, China was its hub.

Description of the Learning Experience

Students interpret and construct timelines of events in China during the Middle Ages, map the growth and extent of the Mongol Empire, and identify cultural and scientific contributions to world history of Chinese civilization of this period.

Vocabulary: Mongols, Khan, movable type, porcelain (See Appendix D for Vocabulary Strategies.)



See the Suggested Teaching Scenario on pages 55–60.

8.4.4 China and the Mongol Empire





Assessment	Outcomes	Strategies
	KI-019	<p>Activate</p> <p>Learning Outcome 8-KI-019 is written on the board for students to view and respond to:</p> <p>Explain why China may be regarded as one of the most advanced civilizations of the fifth to fifteenth centuries. <i>Examples: science, technology, philosophy, art...</i></p> <p>Using Think-Pair-Share, students generate explanations as to why this may have been the case, applying what they already know about Chinese civilization.</p> <p style="text-align: right;"><i>(continued)</i></p>
	VH-012	
<p>Teacher Reflections</p>		

Transition to the Modern World (Circa 500 to 1400)






8.4.4 China and the Mongol Empire

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KI-019 KP-051 VH-012	Referring to BLM 8.4.1c: “Key World Events (5th Century to 15th Century)” or other sources, students identify marker events related to China or the Mongol Empire in the Middle Ages. Using these events as a starting point, students generate questions about China and about the Mongol Empire, focusing on what they want to know or clarify about this society in the Middle Ages. NOTE: The following relevant events from BLM 8.4.1c may be indicated on the wall timeline in the course of this learning experience: 1203–1206: Genghis Khan defeats and unites the Mongol tribes and calls himself King of Kings. 1207–1233: Genghis Khan conquers areas of eastern Europe, China, and present-day Russia as territories of the Mongol Empire. 1258: Mongols attack and sack Baghdad. 1267: Kublai Khan establishes a unified Mongol Empire centred in China. 1271: Marco Polo leaves Italy to travel to China.
	— or —	
	KI-019 KP-051 VH-012	Students view a historical map of the Mongol Empire in the 13th century, and identify places with which they are familiar that were part of this empire. Students may also consult a contemporary map of Eurasia and the Middle East, to locate places such as present-day Russia, Mongolia, China, Kazakhstan, et cetera. Students compare the extent of the Mongol empire to that of the Arab Islamic Empire, the Roman Empire, or other empires of the Middle Ages. TIP: Clarify with students that the Mongols were a group of nomadic tribes who lived in central Asia north of China, in and around the Gobi desert and the surrounding steppes and mountains (roughly the area that is Mongolia on a modern map). As there was little arable land in this area, they began as herders of horses, yaks, and camels, moving with the seasons to find pasture land. They became known as fearful warriors and quickly built up their empire under the leadership of warlord Genghis Khan in the 13th century. In fact, the Mongol Empire, although short-lived, was geographically the largest empire the world has ever known.
	<i>(continued)</i>	
Teacher Reflections		

8.4.4 China and the Mongol Empire

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-019 KP-051 VH-012	<p>Students listen to an excerpt from the stories told by Marco Polo about the wonders of the civilization of China under the Mongol Empire in the 13th century. Students locate the city of Hangchow on a modern map of China in order to situate the place described in this excerpt. In a guided discussion, students identify elements of Chinese culture described in the excerpt, as well as opinions expressed by the writer.</p> <p>NOTE: BLM 8.4.4a provides a sample excerpt, which may be divided into sections for various groups to read. Provide students with some background details regarding the origins of this primary source, noting that its factual content is sometimes questioned by historians. Encourage students to note that the stories told by Marco Polo about his voyages often tell as much about Europe as they do about China, because of the opinions and judgements expressed in the writing (e.g., Because the Chinese and Mongols were not Christian, Polo refers to them as “idolators” or worshippers of false gods. He refers to their temples as “abbeys and churches,” using European words for these spiritual meeting places.)</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Marco Polo in China (3 pages)</p>
or		
	KI-019 VH-012	<p>Learning Outcome KI-019 is written on the board for students to view and respond to:</p> <p style="padding-left: 40px;">Explain why China may be regarded as one of the most advanced civilizations of the fifth to fifteenth centuries. <i>Examples: science, technology, philosophy, art...</i></p> <p>Using Think-Pair-Share, students generate explanations as to why this may have been the case, applying what they already know about Chinese civilization.</p>
<p>Teacher Reflections</p>		






8.4.4 China and the Mongol Empire

Assessment	Outcomes	Strategies
	KI-019 VH-012	<p>Acquire</p> <p>Pairs of students conduct a web search to gather and select examples of Chinese art from the 5th to the 15th century. They select four or five examples to create an electronic portfolio of representative pieces that express the complexity and artistry of the Chinese civilization. Students share their selections in groups.</p> <p>TIP: Encourage students to select examples from landscape painting, calligraphy, and decorative art or ceramics design from this period. This involves an aesthetic judgement that students should be invited to explain or justify. (Refer to TN-5 in Appendix H. Have students record information on their selected pieces using a form such as the one in BLM 8.4.2b: “Medieval Art”.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> Appendix H: Teacher Notes: Art As a Primary Source for History</p> <p style="text-align: center;">or</p>
	KI-019 KP-051 VH-012	<p>Using the provided timeline of China in the Middle Ages, collaborative groups of students select one event or historical figure to depict in an annotated illustration for the wall timeline. Groups select a spokesperson to provide a short oral summary of the selected event or historical figure before posting their addition to the timeline.</p> <p>TIP: Ensure that groups do not duplicate the selected events. Invite students to replicate the style of imperial Chinese drawing in their illustrations.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: China in the Middle Ages</p>







(continued)

Teacher Reflections





8.4.4 China and the Mongol Empire

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KP-051	<p>Using a historical atlas or other resources, students observe a map of the Mongol Empire at its height. Students develop a symbol to represent this empire, and use this symbol to identify on the wall map regions of the world that were dominated by the Mongols under Genghis Khan and Kublai Khan from 1280 to 1367 (i.e., a territory that extended from modern-day Korea to the Middle East, including China, most of Russia, and areas of eastern Europe).</p> <p>TIP: Alternatively, students may be asked to create their own maps showing the extent of the territory. Students may be introduced to a quote from a primary source that tells about the nature of the Mongol Empire before they design their symbol (e.g., “All who surrender will be spared; whoever does not surrender but opposes with struggle and dissension shall be annihilated.” – Genghis Khan).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
	— or —	
	KI-019 KP-051 VH-012	<p>Collaborative groups of students use the provided frame to gather information on cultural, artistic, scientific, or technological achievements of the Chinese civilization in the Middle Ages, adding illustrations where appropriate.</p> <p>TIP: Students need not find information on all of the achievements listed, but may choose or be assigned a set of topics.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Achievements of Chinese Civilization in the Middle Ages (2 pages)</p>
	<i>(continued)</i>	
Teacher Reflections		

8.4.4 China and the Mongol Empire

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KI-019 KP-051 VH-012	Students view a documentary historical film about China in the Middle Ages or the Mongol Empire. Following the viewing, students discuss what they observed about the world views and achievements of the civilizations portrayed in the film. TIP: An example of a film on this topic is <i>Genghis Khan: Terror and Conquest</i> , produced by A&E and the History Channel. It is available on the A&E website.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
Apply		
 	KI-019 KP-051 VH-012	Using their notes gathered about the cultural, artistic, scientific, or technological achievements of the Chinese civilization in the Middle Ages, collaborative groups of students design and create an illustrated Mind Map portraying why China may be regarded as one of the most advanced civilizations of this period. Mind Maps should include information about the dissemination of ideas and goods through trade routes such as the Silk Road, the wars of the Mongol Empire, and other forms of intercultural contact.
— or —		
 	KI-019 KP-051 VH-012	Collaborative groups of students plan and present a short role-play of the first meeting of Marco Polo with Kublai Khan in China. The role-play should include realistic historical details about Chinese culture and the Mongol Empire at that time. After the presentations, students discuss how Marco Polo may have behaved in order to be accepted and welcomed in the court of the great Khan.
<i>(continued)</i>		
Teacher Reflections		

8.4.4 China and the Mongol Empire

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KI-019 KP-051 VH-012	Students prepare a short multimedia presentation to depict examples of the artistic, cultural, scientific, and technological achievements of China in the Middle Ages. The presentation should include a selection of primary and secondary sources of text and images as historical evidence, and provide a summary statement or generalization about the contributions of this civilization to the modern world.
or		
	KI-019 VH-012	Students create a reproduction of a selected piece of Chinese art (e.g., landscape painting, calligraphy, or decorative art), imitating the style as authentically as possible. Students create an accompanying art gallery <i>précis</i> , giving details of the artwork and interpreting its historical importance. The artwork may be included as part of a Gallery Walk or Historical Festival at the end of the cluster (refer to LE 8.4.5). TIP: This may be planned as an interdisciplinary project in art, using rice paper and brushes or bamboo quills.
or		
	KI-019 KP-051 VH-012	Students create a travel log entry, writing from the point of view of a European merchant travelling along the Silk Road to China to obtain goods for trade during the time of the Mongol Empire (e.g., silk, jade, tea, paper, compasses from China; gold, silver, new foods, wool from the regions west of China). The journal entry should include a simple map of the route, and a brief description of the types of goods being traded, the mode of transportation, dangers encountered along the route, and cultural experiences in China that would have been new or different to the trader. Students read their log entries to each other in small groups, highlighting authentic historical and cultural elements in their stories.
 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >		
<p>Teacher Reflections</p>		

Teacher Reflections



8.4.5 Legacy of the Middle Ages

- KG-040 Identify major events in Europe, the Middle East, Africa, Asia, and the Americas from the fifth to fifteenth centuries.
- KG-042 Give examples of achievements in art, architecture, literature, and science in diverse societies from the fifth to fifteenth centuries.
- KE-058 Describe the impact of technological developments from the fifth to fifteenth centuries.
Examples: wind power, gunpowder, stirrups, catapults, longbows, armour...
- VG-014 Appreciate the enduring qualities of art, architecture, literature, and science of the fifth to fifteenth centuries.
- VG-015 Appreciate the importance of world history in understanding the contemporary world.

Enduring Understanding

The Middle Ages was a time of transition between the dominance of the Roman Empire and the emergence of the nations of modern Europe. Many developments in architecture, art, literature, language, technology, science, and politics can trace their roots to this long and tumultuous period of history.

Description of the Learning Experience

Students gather information on the architecture and literature of the Middle Ages, and synthesize what they have learned about achievements and social change during this period. As time permits, they plan and participate in a historical festival in which they share and celebrate their learning.

Vocabulary: parliament, longbows, crossbows (See Appendix D for Vocabulary Strategies.)

Note: This may be approached as a culminating learning experience for the cluster in which students consolidate and apply what they have learned about the Middle Ages. Several activities offer the opportunity for interdisciplinary learning (language arts, art, or science). It would be useful to obtain examples of the music of the Middle Ages to help students appreciate the character of the time.

Please observe that two learning outcomes—KG-040 and VG-015—were addressed in earlier learning experiences. They are repeated here as they are relevant to summing up the changes that took place in the Middle Ages as a period of “transition to the modern world” (i.e., the rise of European monarchies, new weapons that transformed medieval warfare during the Hundred Years’ War, the decline of the feudal system, the rise in importance of the peasant classes, the beginnings of Parliament). This provides a bridge to the period of the Renaissance in Cluster 5.






See the Suggested Teaching Scenario on pages 55–60.

Transition to the Modern World (Circa 500 to 1400)





8.4.5 Legacy of the Middle Ages

Assessment	Outcomes	Strategies
	<p>KG-040 KG-042 KE-058 VG-014 VG-015</p>	<p>Activate <i>(continued)</i></p> <p>Collaborative groups of students brainstorm enduring achievements in art, architecture, literature, science, technology, and governance in the Middle Ages. Students may refer to their notes and timelines as needed, organizing their ideas in a paper or electronic web format similar to the example below. Groups post their webs and circulate to view them.</p> <p>TIP: Provide students with key words as needed to help them recall the achievements of the Middle Ages they have explored throughout this cluster. Each group member may assume responsibility for later developing a summary statement for one of the suggested areas of achievement.</p> <div data-bbox="597 821 1435 1381" data-label="Diagram"> <pre> graph TD A([Impact of the Middle Ages]) --> B([Art]) A --> C([Architecture]) A --> D([Literature and language]) A --> E([Technology]) A --> F([Governance]) A --> G([Science and mathematics]) </pre> </div>
or		
	<p>KG-040 KG-042 VG-014 VG-015</p>	<p>Collaborative groups of students view a historical map of Eurasia and North Africa during the late Middle Ages (12th to 14th centuries) and compare it to a present-day map of the region, listing all the contemporary country and city names that became important or were founded during the Middle Ages. Students discuss the enduring impact and influence of the European countries and cities that emerged during this period.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		






8.4.5 Legacy of the Middle Ages

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KG-040 KG-042 KE-058 VG-014 VG-015	Using a Word Splash of medieval scientific and technological developments and print and electronic resources as needed, students find definitions of the words they do not know. They then describe the impact of medieval scientific and technological developments on the world views and ways of life of people living in early medieval society. NOTE: Students should make use of what they know about the 15th and 16th centuries through their study of the European exploration of Canada as they consider the impact of these developments (i.e., transatlantic navigation, colonization of the Americas...). The impact of certain innovations may be evident or already known by the students; in other cases students may be asked to make predictions (e.g., the effect of gunpowder on medieval castles, armour, and warfare...).  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
 BLM: Word Splash: Medieval Science and Technology		
or		
	KG-042 VG-014 VG-015	Collaborative groups of students view a variety of images of architecture of the Middle Ages, including examples of medieval castles, European Gothic and Romanesque cathedrals, Islamic architecture, and Chinese architecture. Students are asked to speculate in which region of the world each building was created, and discuss what they have observed as defining characteristics of each style of architecture.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
<i>(continued)</i>		
Teacher Reflections		




8.4.5 Legacy of the Middle Ages

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KG-040	<p>Students participate in a continuum activity regarding the question of whether they would like to live in the Middle Ages (refer to the same activity in the 8.4.1 Overview). After debriefing, students may wish to compare class results with those of the initial activity, to assess whether their attitudes and beliefs about the Middle Ages have changed.</p> <p>TIP: Refer to Appendix A: “A Continuum of Points of View” on page A13 for an explanation of this strategy. Ask students to emphasize historical justifications for their opinions rather than simply stating personal preferences and interests. In this version of the activity, they should be encouraged to be very specific in their reasons (e.g., They may wish to live in China during the period of the Song dynasty because of the cultural and technological development at that time, or they may prefer to live in a city of the late Middle Ages when the working classes began to have more freedom.).</p>
	KG-042	
	KE-058	
	VG-014	
	VG-015	
Acquire		
	KG-040	<p>Collaborative groups of students identify examples of achievements in art, architecture, literature, science, technology, and governance during the Middle Ages, sharing responsibility for these areas among group members. Students prepare a summary report of their findings, including two examples under each category, and a general conclusion about the enduring qualities and impact of medieval achievements in each area. Groups may share their charts in a Carousel activity.</p> <p>TIP: A planning outline is included in BLM 8.4.5b. Note that students will have already explored some examples of achievements in art, science/mathematics, technology, and governance in previous learning experiences. This activity may be planned as a Jigsaw collaborative learning experience, or as separate activities on selected themes (refer to the activities that follow).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Planning Outline: Achievements of the Middle Ages</p> <p style="text-align: right;"><i>(continued)</i></p>
	KG-042	
	KE-058	
	VG-014	
	VG-015	
Teacher Reflections		







8.4.5 Legacy of the Middle Ages

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KG-042 VG-014 VG-015	<p>Students are asked to consider the idea that manuscripts were a form of art in the days before printing and mass production of books. In partners, students gather information to create a sample book page of the Middle Ages using the calligraphy and design of European illuminated manuscripts, Arabic calligraphy and decorative motifs, or Chinese calligraphy.</p> <p>TIP: Ensure that all three styles of manuscripts are represented. Invite each student pair to create a title plate and <i>précis</i> for their work for display purposes. A display area called “Books as Works of Art” may be set up in preparation for a Medieval Festival or Gallery Walk.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
	KG-042 VG-014 VG-015	<p>Students listen to a short reading of a description of Heaven, Hell, or Purgatory from Dante Alighieri’s <i>Divine Comedy</i> (c. 1300, originally written in Italian), or an excerpt about stories of pilgrims in the Middle Ages from Chaucer’s <i>Canterbury Tales</i> (c.1400, originally written in Middle English). To support their understanding of the reading, students may be presented with accompanying images or illustrations (refer to websites). Following the reading, students discuss what they have noted about the enduring qualities of medieval literature.</p> <p>NOTE: This may be done as a language arts activity. Provide students with a short background text on the selected extract of Dante or Chaucer, or ask them to carry out a mini-research on the theme and style of the text.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
<i>(continued)</i>		
Teacher Reflections		






8.4.5 Legacy of the Middle Ages

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KG-040 KG-042 KE-058 VG-014 VG-015	<p>Collaborative groups of students select or are assigned one of four topics on architecture in the Middle Ages:</p> <ul style="list-style-type: none"> • Cathedrals in western European architecture • Castles in western European architecture • Chinese architecture • Islamic architecture. <p>Students prepare a short multimedia presentation showing one building that represents the architecture they are assigned. The presentation should include selected images of the building, a brief description of the building and its features, an explanation of its importance, and the reasons they have selected it. Following the presentations, students discuss the common and distinctive elements of medieval architecture.</p> <p>TIP: Alternatively, students may be asked to draw a sketch of their selected building or monument on poster paper, highlighting and explaining its features, to be included as a part of a Gallery Walk display at the end of the cluster. Remind students that many of these buildings underwent renewals or restorations in later periods, and show the influence of later architectural styles. This activity offers the opportunity to discuss the role of religious belief in inspiring the creation of monuments, and architecture as the expression of the grandeur or power of civilizations and their gods.</p> <p>Suggested buildings include:</p> <ul style="list-style-type: none"> • Great Mosque • Mecca • Suleyman Mosque • Temple of Heaven • Great Wall of China • Tower of London • Mont-Saint-Michel • Cathédrale de Chartres • Windsor Castle • Exeter Cathedral • Damascus • Dome of the Rock • Istanbul • Westminster Abbey (England) • Cathédrale de Notre-Dame in Paris • Cathédrale de Notre-Dame in Amiens • Carrikfergus Castle (Ireland) • Imperial Palace (Forbidden City) • Confucian Shrine (Beijing) • Angkor Watt Temple (Cambodia). • Ka'aba Mosque • Jerusalem • Canterbury Cathedral <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
	<i>(continued)</i>	
Teacher Reflections		





8.4.5 Legacy of the Middle Ages

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KG-042 VG-014	<p>Students listen to a sample of authentic medieval music. Following the listening, they gather information on medieval instruments (e.g., harp, psaltery, organ, lute, transverse flute, hurdy-gurdy, bagpipe, dulcimer...), discussing how these instruments resemble or differ from instruments used today.</p> <p>TIP: In medieval times, people often danced in a circle formation, taking simple steps forward, backward, or around the circle in unison as they followed the music, occasionally bowing to one another or linking arms in couples to turn around. Students may wish to design a simple dance to accompany a piece of music, to be performed as part of a Medieval Festival. Consider inviting a local dance group (e.g., English or Scottish country dancers) to demonstrate dancing to students.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
	— or —	
	KG-040 KG-042 KE-058 VG-014 VG-015	<p>Students gather information about events that provoked change in the Middle Ages, beginning the transition from ancient to modern societies (e.g., technological developments, political events, social changes), and record their observations on the provided chart. After they have completed their notes, the class discusses ways in which events of the later Middle Ages laid the foundation for changed societies in Europe.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Transition to the Modern Age (2 pages)</p> <p> BLM: Transition to the Modern Age—Key (2 pages)</p>
	<i>(continued)</i>	
Teacher Reflections		

8.4.5 Legacy of the Middle Ages

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KG-040 KG-042 KE-058 VG-014 VG-015	<p>Students view a historical fiction film of the Middle Ages, preferably divided into half-hour viewing sessions. Following the viewing, and using the provided viewing guide to historical fiction, students discuss and assess how the film portrayed the era, noting any historical biases, anachronisms, stereotypes, or misrepresentations.</p> <p>TIP: Always preview historical fiction for local sensitivities and to verify content. Provide general background information to students prior to viewing, and assign students something to watch for. Explain to students that historical fiction is a way of portraying in artistic form “what might have happened” rather than what actually happened. Invite students to reflect on whether they agree that it “might have happened” in the way it is portrayed in the film. Always allow time for the exchange of ideas after each viewing session.</p> <p>SUGGESTED TITLES:</p> <ul style="list-style-type: none"> • <i>The Seventh Seal</i> (1957), Ingmar Bergman • <i>The Passion of Joan of Arc</i> (1928), Carl-Theodor Dreyer • <i>The Name of the Rose</i> (1986), Jean-Jacques Annaud • <i>The Return of Martin Guerre</i> (1984), Daniel Vigne • <i>Henry V</i> (1989), Kenneth Branagh • <i>A Lion in Winter</i> (1968), Anthony Harvey • <i>A Man for all Seasons</i> (1966), Fred Zinneman. <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Viewing Guide Historical Fiction</p>
	or	
	KG-042 VG-014 VG-015	<p>Students examine a piece of literature written in Old English or Middle English, comparing it to a modern English translation. Students observe the influence of German (e.g., <i>ich</i> for I) and the differences in spelling that evolved over time.</p> <p>NOTE: Clarify that English was still evolving in the Middle Ages: it is a Germanic language with elements borrowed from Greek, Norse, Latin, and French. Dante’s language, Italian, was a developing dialect based mostly on Latin, as was French. In medieval Europe, most texts in religion, philosophy, or history were written in Latin. Popular texts in Europe (poems, songs, plays) were often written in the early forms of English, Italian, or French.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>





8.4.5 Legacy of the Middle Ages

Assessment	Outcomes	Strategies
 	KG-040 KG-042 KE-058 VG-014 VG-015	<p>Apply</p> <p>Students plan and prepare costumes, materials, stations, decorations, and invitations for a Medieval Festival celebration. Each student should choose a role or a historic figure to represent in costume as a part of his or her demonstration (monk, bishop, lord, lady, knight, crusader, priest, nun). The festival may be combined with a medieval meal, music, demonstrations, and hands-on activities. Student projects are used as decorations and displays.</p> <p>TIP: Refer to BLM 8.4.2i: “Medieval Festival Stations” for ideas for student displays. All students should have a costume for the event. Costumes need not be elaborate (e.g., simple tunics, robes, capes, or hats made by the students). Medieval recorded music adds to the ambiance of the occasion. Invitations, menus, and posters give students a chance to practise calligraphy. Students should be involved in giving guided tours to guests, making speeches, giving demonstrations, and serving food or beverages. If a meal is included, keep it simple but authentic (e.g., a chicken leg served on a thick slice of brown bread, raw carrots, apple cider [with spices from the East], and fruit trays). Encourage historical authenticity by integrating primary sources in the décor and displays.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: center;">or</p>
	KG-040 KG-042 KE-058 VG-014 VG-015	<p>Pairs of students create a Compare and Contrast chart showing conditions in Europe at the fall of the Roman Empire and conditions in the 1400s, highlighting the major changes (positive and negative) that have taken place. In a guided plenary session, students discuss continuity and change in this period of history, making connections to contemporary societies where appropriate. Examples include:</p> <ul style="list-style-type: none"> • The continuing importance of ethnic and religious conflicts in modern societies • The effects of European colonialism that arose following the Middle Ages • The gradual rise of democracies and involvement of classes other than the nobility in government <p> BLM: Compare and Contrast</p>





(continued)

Teacher Reflections

8.4.5 Legacy of the Middle Ages

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KG-040 KG-042 KE-058 VG-014 VG-015	Collaborative groups of students create a Mind Map showing why the Middle Ages may be considered to be a bridge to the modern world. Important ideas related to this include: <ul style="list-style-type: none"> • Emergence of European monarchies • End of feudalism • Beginning of book publication and less restricted education • Better navigational methods • New weaponry changed warfare and the need for castles and armour • Rise of a class of tradespeople in the cities • Increased freedom of peasants • Beginnings of Parliamentary system in England • Beginning of transatlantic travel • Search for an ocean route to open trade between East and West • Development of modern European languages (English, French, Italian, Spanish) TIP: Begin this activity by brainstorming ideas with the students, providing prompts as needed, and encouraging them to consult their notes and projects.
— or —		
 	KG-040 KG-042 KE-058 VG-014 VG-015	Collaborative groups of students prepare the telling of the major events, people, and ideas of the Middle Ages in the form of a folk tale or fairy tale. They present their stories as a Readers’ Theatre, choral reading, or short play. TIP: Encourage students to focus on the “big ideas” and the most dramatic events of the period, highlighting how the world was transformed (for better and for worse) during this chapter of human history.
<i>(continued)</i>		
Teacher Reflections		

8.4.5 Legacy of the Middle Ages

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KG-040 KG-042 KE-058 VG-014 VG-015	<p>Students plan and present a Medieval Awards ceremony, replicating medieval style, in which they present awards (plaques, certificates on parchment) for accomplishments such as Best Achievement in...</p> <ul style="list-style-type: none"> • Visual Art • Literature and Language • Music • Religious Leadership • Technology • Scientific Thought • Governance <p>Students may create a role for a fictitious person to receive the award, or may designate an authentic historical figure to receive certain awards (e.g., the award for “Best Achievement in Military Bravery” may be presented to Joan of Arc).</p> <p>TIP: Decide as a class which achievements the students consider to be the most significant before they plan their roles for the ceremony. Alternatively, collaborative groups of students may be assigned to decide on and present a particular award.</p>
— or —		
 	KG-040 KG-042 KE-058 VG-014 VG-015	<p>Students write a journal reflection on where and when in the Middle Ages they would prefer to have lived, justifying their choices with historical evidence. Students share their reflections in collaborative groups.</p>
Teacher Reflections		

Teacher Reflections

Transition to the Modern World (Circa 500 to 1400)**Cluster 4—Connecting and Reflecting****Student:**

Using your “Transition to the Modern World” portfolio, reflect on the achievements and contributions of diverse cultures of this time period, and explain (with examples) how the spread of knowledge and learning from other peoples is important and enhances your life.



8.4.5 BLM: Transition to the Modern World (Circa 500 to 1400): Connecting and Reflecting

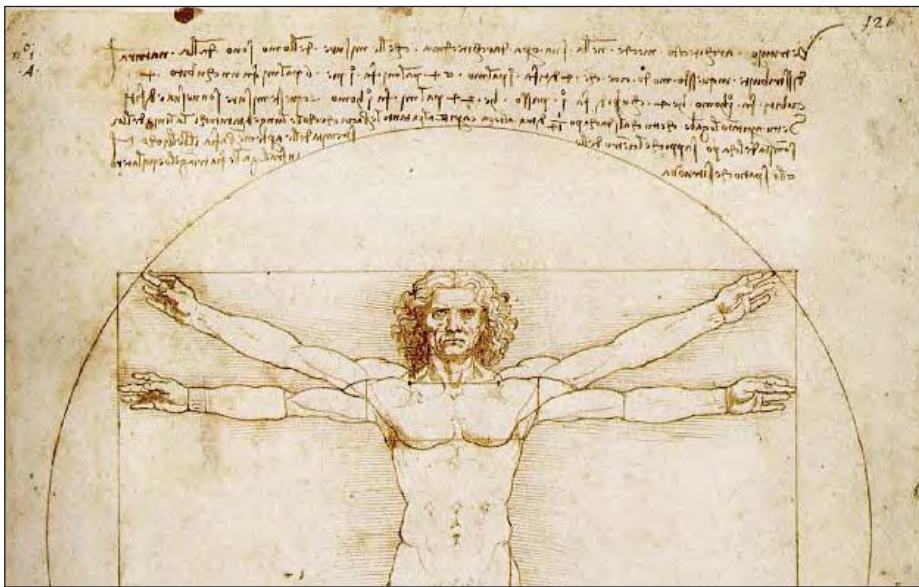
Teacher Reflections

World History: Societies of the Past

Shaping the Modern World (Circa 1400 to 1850)

GRADE
8

5
CLUSTER





Cluster 5

Learning Experiences: Overview

8.5.1 World Overview (1400 to 1850)

KC-004 Identify the origins and significance of the rule of law.

Include: transition from absolute monarchy to representative government.

KG-043 Identify major events in Europe, Africa, Asia, Australasia, and the Americas during the fifteenth to eighteenth centuries.

VC-002 Appreciate the enduring significance of the rule of law.

VC-003 Appreciate the struggles of past societies for their importance in shaping the modern world.

8.5.2 Global Exploration

KI-021 Give examples of the impact of interactions between Europeans and indigenous peoples of Africa, Asia, Australasia, and the Americas from the fifteenth to nineteenth centuries.

Examples: slavery, diseases, missionaries, intermarriage, adoption of indigenous practices...

KL-026 Illustrate on a world map the voyages of European explorers during the fifteenth to eighteenth centuries.

Examples: Christopher Columbus, Giovanni Caboto, Vasco da Gama, Ferdinand Magellan, James Cook...

KG-044 Explain the motivations for and the impact of global exploration and territorial expansion from the fifteenth to eighteenth centuries.

VH-013 Appreciate the contributions of past societies to the shaping of the modern world.

8.5.3 Renaissance and Reformation

KI-020 Give examples of the expression of the Renaissance in its art, architecture, philosophy, literature, science, or technology from the fourteenth to sixteenth centuries.

KH-036 Identify individuals and ideas of the Renaissance and describe the historical significance of this period.

KH-037 Identify individuals and ideas of the Protestant Reformation during the sixteenth century and describe the historical significance of this movement.

Include: shift in power from church to state.

VI-007 Value the enduring qualities of art, architecture, ideas, literature, and science of the fifteenth to eighteenth centuries.

8.5.4 Industrial Revolution

KE-059 Describe the impact of advances in science and technology on societies from the fifteenth to nineteenth centuries.
Examples: printing press, compass, telescope, guns, steam engine...

KE-060 Describe the impact of the Industrial Revolution on individuals and societies.

Examples: work and living conditions, urbanization, education...

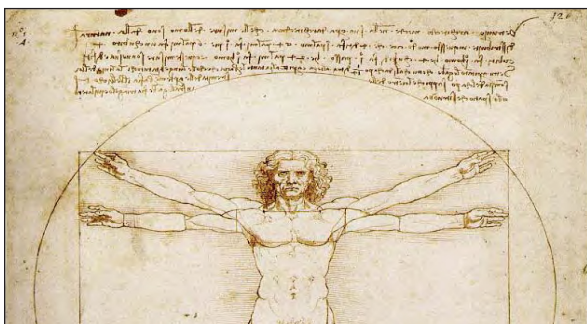
KE-061 Give examples of the continuing influence of ideas and technologies of past societies.

VE-018 Appreciate the benefits afforded to the modern world by ideas and technologies of past societies.

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.
- **Connecting and Reflecting:** This is the end-of-cluster summative assessment activity.

Cluster Description



Cluster 5 begins with a brief world overview, focusing on Europe, Africa, Asia, Australasia, and the Americas from about 1400 to 1850.

Students then explore individuals, ideas, and events related to the Renaissance, the Protestant Reformation, global exploration, and the Industrial Revolution. Students also focus on the impact of changing social and political ideas and advances in science and technology. They examine the motivations for global exploration and territorial expansion and their impact on diverse groups, including indigenous peoples. Through an exploration of art, architecture, ideas, literature, science, and technology, students consider achievements and contributions of diverse cultures of the past and how they continue to influence and shape the modern world.



Engaging Students in the Cluster

- Create a display of Medieval or Renaissance art.
TIP: Art posters are available for loan from the Winnipeg Art Gallery for various time periods.
- Trace the routes of various explorers on a world map.
- Choose a selection of authors from this time period and display their books, plays, and/or poetry.
- Create a Shakespeare centre that includes his poetry and plays, and images of the writer.
- Gather music from this time period in a listening centre.
- Invite a guest speaker who is knowledgeable about the Renaissance to share ideas about the significance of that period.
- Create a visual display. Possible ideas include architecture, inventions, and achievements of the Industrial Revolution (e.g., science and technology), changing modes of transportation (e.g., ships, steam engines), foods and other items explorers brought back to their home countries (e.g., chocolate, corn, potatoes, spices, cotton, tobacco...).

Learning Experiences Summary

8.5.1 World Overview (1400 to 1850)

8.5.2 Global Exploration

8.5.3 Renaissance and Reformation

8.5.4 Industrial Revolution



8.5.1 World Overview (1400 to 1850)

- KC-004 Identify the origins and significance of the rule of law.
Include: transition from absolute monarchy to representative government.

- KG-043 Identify major events in Europe, Africa, Asia, Australasia, and the Americas during the fifteenth to eighteenth centuries.

- VC-002 Appreciate the enduring significance of the rule of law.

- VC-003 Appreciate the struggles of past societies for their importance in shaping the modern world.

Enduring Understanding

Modern world views and political systems began to take shape in the 15th to 19th centuries through greater freedom of thought and religion, artistic and intellectual rebirth, and European global exploration, trade, and colonization. This period was marked by rapid and dramatic change from absolute monarchy toward modern democracy, and the transformation of agricultural societies into industrial societies.

Description of the Learning Experience


Students distinguish global political, social, cultural, and technological developments during the Renaissance, the Reformation, and the Industrial Revolution. They explore the roots of liberal democracy in the western hemisphere (e.g., rule of law, constitutional democracy, American and French Revolutions...).

Vocabulary: divine right (monarchy established by the authority of God and responsible only to God), rule of law, constitutional monarchy (power of monarchy limited by law), civil war (war between groups within a country or nation), revolution (See Appendix D for Vocabulary Strategies.)






Note: Encourage students to focus on the “big ideas” as an overview of the most significant changes and turning points of this period. Note that in subsequent learning experiences students will have further opportunities to examine European exploration and colonization, Renaissance art and thought, and the impact of the Industrial Revolution.

See the Suggested Teaching Scenario on pages 55–60.


8.5.1 World Overview (1400 to 1850)

Assessment	Outcomes	Strategies
	KC-004 KG-043 VC-002 VC-003	<p>Activate</p> <p>Collaborative groups of students discuss the meaning of the word <i>revolution</i>, prompted by the idea that the computer has created a revolution in communications and information. Consulting dictionaries as needed, students discuss other definitions of the word <i>revolution</i> and try to reach consensus of the meaning of the word using their own language. Groups share their definitions with the class.</p> <p style="text-align: right;"><i>(continued)</i></p>

8.5.1 World Overview (1400 to 1850)

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-004 KG-043 VC-002 VC-003	Collaborative groups of students consider the idea that the period from the European Renaissance to the mid-1850s shaped the modern world as we know it today. Using what they have learned in Cluster 4, students create a chart or Mind Map that illustrates their explanation of the following question: <i>“What are the biggest changes that would need to happen to change the world from what it was at the end of the Middle Ages to what it is today?”</i> Groups share and compare their charts in a Carousel activity.  BLM: Shaping the Modern World (2 pages)
or		
	KG-043 VC-003	Using an historical atlas, students view a map of the world in the 1600s. They identify the major colonizing countries of Western Europe (Portugal, Spain, Holland, France, England) and their territories around the world. Students note what these countries have in common and generate theories as to why they were all seeking a sea route to the East (i.e., noting physical barriers, distances, and possible political difficulties related to land trade routes at this time). Students draw conclusions about what the map tells them about developments in this period of world history (e.g., competition for world power, colonialism and natural resources, control of the oceans, international trade...).
or		
	KG-043 VC-003	Using Think-Pair-Share, students discuss what they know about the world view that has the world divided into <i>Old World</i> and <i>New World</i> , generating explanations for the origins of this world view. In a guided class discussion, students consider the possible impact of events such as the discovery that the world is round, the European awareness of the existence of the continents of the Americas, and the contact between indigenous cultures and arriving European settlers. TIP: Students should be familiar with the concept of <i>Old World</i> and <i>New World</i> from their study of Canadian history (i.e., European expansion and colonization into the Americas, intercultural contact between Aboriginal peoples and European explorers and settlers). It may be useful to invite students to scan the events in BLM 8.5.1b to help stimulate their thinking on this topic.  BLM: Timeline of Events c. 1400–1850 (3 pages)
Teacher Reflections		




8.5.1 World Overview (1400 to 1850)

Assessment	Outcomes	Strategies
Acquire		
_____ or _____		
	KC-004	<p>Collaborative groups of students read BLM 8.5.1b, and classify the events into four categories:</p> <ul style="list-style-type: none"> • Government and Power • Economics and Trade • Culture and World View • Science and Technology <p>Students will note that these categories may overlap, and that there is no single correct way to classify them. However, they should be able to justify their classification. Each group then formulates a summary statement explaining a general trend or important change that distinguishes events of this period in each of the four areas. Groups share their four summary statements with the class.</p> <p>TIP: Clarify or review the meaning of important terms in the timeline (e.g., absolute monarchy, colonization). Encourage students to focus on “big ideas” by articulating generalizations about events of this period, including:</p> <ul style="list-style-type: none"> • The struggle for control of the world’s oceans and trade • European dominance and colonization • The rise and fall of absolute monarchies • Increased demand for representative government • The end of absolute control by the Catholic Church • The beginning of the recognition of universal human rights and the end of slavery <p>Groups may also be invited to create an illustration or an analogy to represent their summary statements.</p>
	KG-043	
VC-002		
VC-003		
		(continued)
Teacher Reflections		






BLM: Timeline of Events c. 1400–1850 (3 pages)







8.5.1 World Overview (1400 to 1850)

Assessment	Outcomes	Strategies
	KC-004 KG-043 VC-002 VC-003	<p>Acquire <i>(continued)</i></p> <p>Students highlight all of the events in BLM 8.5.1b that refer to the concept of revolution. They collaborate to create a Concept Overview of revolution, using some of these events as examples of different types of revolutions. Students share and discuss their Concept Overviews in collaborative groups.</p> <p> BLM: Concept Overview: Revolution</p>
		<p style="text-align: center;">or</p> <p>Through consensus, collaborative groups of students choose a turning-point event in each of the following four categories:</p> <ul style="list-style-type: none"> • Government and Power • Economics and Trade • Culture and World View • Science and Technology <p>Students create an illustrated marker for the wall timeline summarizing each of their four selected events. Markers are posted for student reference throughout the cluster.</p> <p>TIP: Ensure a good representation of world regions and types of developments in the events selected by the groups.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		





8.5.1 World Overview (1400 to 1850)

Assessment	Outcomes	Strategies
		Acquire <i>(continued)</i>
	or	
	KC-004	<p>Collaborative groups of students gather information to summarize the causes, main events, and effects of one of the following three episodes in the rise of representative government and the rule of law:</p> <ul style="list-style-type: none"> • The French Revolution • The American Revolution • The rise of parliamentary democracy in Britain in the 1600s (e.g., British Civil War and “Glorious Revolution”) <p>Students may use BLM 8.5.1d to organize and record their information. Three groups (American, French, British) combine to share their charts. In a guided plenary discussion, students discuss the often violent struggles that have taken place in the growth of modern democracy.</p> <p>NOTE: This activity is not meant to involve in-depth research into the chronology of events from this time period, but to provide a general overview of events related to the development of democracy and the rule of law. Provide students with informational texts from books, encyclopedias, or websites, encouraging them to focus on ideas such as:</p> <ul style="list-style-type: none"> • Rule of law • Government responsibility to the people • Human rights • The end of feudal class privileges • The shift of power from the monarch to the people • Constitutional monarchy • Elected representatives • Freedom and equality • Increasing separation of Church and State <p>It may be useful to review and post democratic ideals and principles with students before they begin this activity.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Rise of Representative Government</p>
	KG-043	
VC-002		
VC-003		
		<i>(continued)</i>
Teacher Reflections		

8.5.1 World Overview (1400 to 1850)

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-004 KG-043 VC-002 VC-003	Using an outline map of the world (see BLM 8.4.1e: “Outline Map of the World” and consulting atlases as needed, students identify all the places mentioned in BLM 8.5.1b. Students share their maps in groups, noting patterns in geography and in the nature of interactions among societies of this period. TIP: Students may also create a symbol to represent significant events in various regions, and to use this symbol to identify relevant places on the wall map of the world.  BLM: Timeline of Events c. 1400–1850
or		
	KC-004 KG-043 VC-002 VC-003	Pairs or triads of students read the provided quotations about the concept of revolution. They select two or three quotations to present to the class in their own words, expressing persuasive reasons for accepting these statements as true. In a general classroom discussion, students exchange ideas about historical examples that support the statements that have been selected. TIP: Encourage students to identify which quotations are referring specifically to political revolutions that may involve violence, and which refer to other forms of revolution.  BLM: Thoughts on Revolution
or		
	KC-004 KG-043 VC-002 VC-003	Collaborative groups of students discuss a value statement related to the age of enlightenment and the scientific revolution of the 1700s, drawing a conclusion as to what they believe about the statement. A spokesperson for each group shares their conclusion with the class and students are invited to respond in a guided plenary session.  BLM: Thinking about Science and Technology
<i>(continued)</i>		
Teacher Reflections		

8.5.1 World Overview (1400 to 1850)

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KC-004 KG-043 VC-002 VC-003	<p>Students develop a Concept Frame for the rule of law and its development during this period of history. Students share their Concept Frames in collaborative groups, discussing which event from this period they believe to be the most significant in the establishment of the rule of law as a foundation of modern democracy.</p> <p>TIP: Review with students what they have learned about the rule of law in their study of the Magna Carta in LE 8.4.2. Encourage them to make connections to modern examples of application of the rule of law, including ideas such as:</p> <ul style="list-style-type: none"> • Government leaders can be dismissed or put on trial for breaking laws. • Citizens cannot be arrested or detained without legal grounds. • All people have the right to a fair trial. • Constitutions establish limits to the power of government over individuals and protect basic rights and freedoms. <p> BLM: Concept Frame: Rule of Law</p>
	— or —	
	KC-004 KG-043 VC-002 VC-003	<p>Students create a comparison chart of absolute monarchy and representative government. Students share their charts in collaborative groups, discussing some of the reasons why the people, especially the lower classes, wanted to overthrow monarchies and establish republics in many countries during the 17th century.</p> <p>TIP: Review the meaning of the concept of “divine right” of monarchy and discuss reasons why this theory was weakening in the Renaissance, including:</p> <ul style="list-style-type: none"> • Separation of church and state powers • Greater freedom of religion and thought • Challenge to the authority of Catholic Church to crown rulers <p> BLM: Comparison: Absolute Monarchy and Representative Government (2 pages)</p>
	<i>(continued)</i>	
Teacher Reflections		

Teacher Reflections



8.5.2 Global Exploration

- KI-021 Give examples of the impact of interactions between Europeans and indigenous peoples of Africa, Asia, Australasia, and the Americas from the fifteenth to nineteenth centuries.
Examples: slavery, diseases, missionaries, intermarriage, adoption of indigenous practices...
- KL-026 Illustrate on a world map the voyages of European explorers during the fifteenth to eighteenth centuries.
Examples: Christopher Columbus, Giovanni Caboto, Vasco da Gama, Ferdinand Magellan, James Cook...
- KG-044 Explain the motivations for and the impact of global exploration and territorial expansion from the fifteenth to eighteenth centuries.
- VH-013 Appreciate the contributions of past societies to the shaping of the modern world.

Enduring Understanding

European monarchies competed in global exploration and trade, cultural influence, and territorial expansion through colonization during the 15th to 18th centuries.



Description of the Learning Experience

Students consider reasons for expansion and colonization, identify key empires of Renaissance Europe, and trace the voyages of global explorers of this period. They consider cultural interactions between indigenous peoples and Europeans, as well as the impact of this period of global exploration on modern history.

Vocabulary: indigenous peoples, imperialism, colonization, mercantilism (See Appendix D for Vocabulary Strategies.)



See the Suggested Teaching Scenario on pages 55–60.

8.5.2 Global Exploration








Assessment	Outcomes	Strategies
	<p>KI-021 KL-026 KG-044 VH-013</p>	<p>Activate</p> <p>Collaborative groups of students create a Concept Overview of colonization using examples from their study of Canadian history in Grades 5 and 6, and their Grade 7 study of the impact of colonization on various regions of the world. Students share their Concept Overviews, articulating their own views of the effects of colonization and exchanging questions they would like to explore in this learning experience.</p> <p style="text-align: center;">  BLM: Colonization: Concept Overview </p>

(continued)





8.5.2 Global Exploration

Assessment	Outcomes	Strategies
	KI-021 KL-026 KG-044 VH-013	<p>Activate <i>(continued)</i></p> <p>Students view a political map of the world showing territories colonized by European nations in the 16th or 17th centuries. Students generate explanations as to the factors that motivated global exploration and territorial expansion among European countries of that period, including the following:</p> <ul style="list-style-type: none"> • International competition for power and wealth • Agricultural land and natural resources • Labour • Religious persecution or freedom • Missionary purposes • Belief in cultural superiority • Control of ocean routes and international trade routes • Adventure • Cartography
		KI-021 KL-026 KG-044 VH-013
<p>Teacher Reflections</p>		






8.5.2 Global Exploration

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-021 KL-026 KG-044 VH-013	<p>Students articulate what they already know about the indigenous peoples of the world. In a guided discussion, students generate theories about the reactions of indigenous peoples to the arrival of Europeans and the claiming of territories in the name of various monarchs from unknown lands across the ocean, or the establishment of European trading outposts in their lands.</p> <p>TIP: Students were introduced to indigenous peoples of the contemporary world in Grade 7. It may be useful to review this knowledge in the context of the period of early European colonization (refer to BLM 8.5.2b, which reproduces information from Grade 7 materials).</p> <p> BLM: Indigenous Peoples of the World (3 pages)</p>
	<p>Acquire</p> <p>Students read an informational text explaining the triangular trade system among Europe, Africa, and the Americas established by European countries in the 15th to 18th centuries. Based on the information they have gathered from the text, they create a diagram representing the trade triangle. Students compare their diagrams and discuss the historical impact of the slave trade and colonization on Africa and the Americas.</p> <p>TIP: Clarify with students the meaning of the term <i>mercantilism</i> by building on their knowledge of the colonization of Canada: colonies supply natural resources (e.g., fish, furs, lumber, tobacco, cotton...) for the production of manufactured goods in “mother” nations (textiles, clothing, furniture), that are in turn sold to the colonies for profit.</p> <p>Encourage students to include as much specific detail as possible (e.g., goods traded, principal countries involved, effects of the slave trade...). Students may also choose to create their diagram using an outline map of the world as a background (refer to BLM 8.4.1e: “Outline Map of the World”).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Triangular European Trade c. 1450–1800s</p> <p> BLM: Triangular European Trade c. 1450–1800s—Key</p> <p style="text-align: right;"><i>(continued)</i></p>	
	KI-021 KL-026 KG-044 VH-013	<p></p>
Teacher Reflections		




8.5.2 Global Exploration

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KI-021 KL-026 KG-044 VH-013	Students are divided into five groups to represent the major European countries involved in exploration, international trade, and colonization in this period of history: <ul style="list-style-type: none"> • Portugal • Spain • England • France • Holland/Netherlands Each group designs an appropriate symbol to represent their country, using a distinctive colour code. The symbol is reproduced on 3x5 cards and placed on the wall map of the world to indicate all the colonies, areas of expansion, or trading posts established by this country. Cards should also include a brief annotation indicating the date and describing the development. Groups explain to the class the events related to their country as they attach their cards to the wall map as a class reference.
	— or —	
	KI-021 KL-026 KG-044 VH-013	Students select a European explorer of global significance in the 15th to 18th centuries: <ul style="list-style-type: none"> • Christopher Columbus • Vasco da Gama • James Cook • Hernando Cortès • Vasco de Balboa • Jacques Cartier • Robert Cavalier de la Salle • Giovanni Caboto • Ferdinand Magellan • Francis Drake • Henry the Navigator • Amerigo Vespucci • Samuel de Champlain Using print and electronic resources, students record notes summarizing the accomplishments of their selected explorer and trace the routes followed by this explorer on a map of the world. TIP: Students may use the provided note-taking frame in BLM 8.5.2e to organize and record their notes. Students should also be prepared to trace the exploration routes on the wall map of the world, consulting their individual maps as needed (refer to BLM 8.4.1e “Outline Map of the World”).
	 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >	
 BLM: Note-Taking Frame: An Important Explorer		<i>(continued)</i>
Teacher Reflections		

8.5.2 Global Exploration

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-021 KL-026 KG-044 VH-013	Consulting the overview BLM 8.5.1b: “Timeline of Events c. 1400–1850,” students identify events that have to do with European exploration, trade, colonization, and expansion. Collaborative groups of students select one event from this list, and use print and electronic resources to research this topic. Groups combine to share their research on three or four different events.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >  BLM: Note-Taking Frame: Age of Exploration
or		
	KI-021 KL-026 KG-044 VH-013	Collaborative groups of students gather information about the impact of European exploration and colonization on indigenous peoples in various regions of the world. Using the information they have gathered, students create a Mind Map portraying the impact of interactions between indigenous peoples and colonizing nations. Examples include the following: <ul style="list-style-type: none"> • Economic development • Slavery • Cultural, linguistic, and religious changes • Health and disease • Population displacement • Emergence of new cultural groups • Exchange of ideas • Conflict of world views • Intercultural cooperation • Inter marriage • Wars and alliances • Population changes TIP: Encourage students to begin by considering differences in European and indigenous world views. Ask them to note both positive and negative effects of intercultural contact. Clarify to students that European mercantilism emphasized the use of colonies as sources of natural resources and markets for the sale of the manufactured goods exported from Europe. Also ask students to consider how contact with Europeans would affect indigenous peoples whose traditional lifestyles depended upon natural resources.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
Teacher Reflections		





8.5.2 Global Exploration

Assessment	Outcomes	Strategies	
	KI-021 KL-026 KG-044 VH-013	<p>Apply</p> <p>Students who have researched the same explorer gather in groups to share their information and route maps. They collaborate to prepare a short summary of the accomplishments of the explorer, written in the first person in the form of a ship’s log or narrative. Each group presents their story as one group member traces the explorer’s route on the wall map of the world. Following the presentations, students discuss the relative importance of the explorers, providing historical justifications for their opinions.</p> <p style="text-align: center;">— or —</p>	
		KI-021 KL-026 KG-044 VH-013	<p>Collaborative groups of students gather images and words to create an annotated collage depicting the advantages and disadvantages of intercultural contact during the period of global exploration. Student collages are displayed and groups circulate to view and respond to the ideas they express. Following the exchange of ideas, students may write an individual reflection for their history journals expressing their own point of view regarding the impact of European exploration and colonization.</p> <p>TIP: Encourage students to focus on the long-term historical impact of this historical period. For a more fruitful exchange of ideas, it may be useful to invite some groups of students to create their collage from the perspective of an indigenous people of Australasia, Africa, or the Americas, while other groups create their collage from the perspective of European explorers or monarchies of the so-called “Old World.”</p> <p style="text-align: center;">— or —</p>
		KI-021 KL-026 KG-044 VH-013	<p>Students prepare and present a persuasive speech from the point of view of a selected European explorer who is attempting to convince his reigning monarch to provide financial backing for a voyage of exploration. The speech must clearly present the motivations and reasons for the expedition, and the advantages expected to accrue to the country of origin as a result of the voyage. Following the speeches, the class may discuss which explorer they view as the most significant and most successful in terms of the objectives of his voyage and the long-term historical impact.</p>




(continued)

Teacher Reflections

8.5.2 Global Exploration

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KI-021 KL-026 KG-044 VH-013	<p>Students prepare and deliver a persuasive speech regarding the following statement:</p> <p style="text-align: center;"><i>“The period of European exploration and colonization during the Renaissance was the beginning of globalization in world history.”</i></p> <p>Following the speeches, students discuss whether they see the continuing trend toward globalization as a positive development (e.g., improved communication and exchange of information and technologies, greater freedom of choice in trade and travel...) or a negative development (e.g., domination by the most developed nations, widening gap between rich and poor nations, loss of culture and identity...).</p> <p>TIP: Students have been introduced to the concept of globalization in the contemporary context in Grade 7 (LE 7.2.4). It may be useful to review this concept by having students read the background material in BLM 8.5.2g, which has been reproduced from <i>Grade 7 Social Studies: People and Places in the World: A Foundation for Implementation</i>.</p> <p style="text-align: center;"> BLM: Globalization (2 pages)</p>
or		
	KI-021 KL-026 KG-044 VH-013	<p>Collaborative groups of students consult websites to select a short extract from a primary source that sheds light on the world views and motivations of European explorers of this period. Students share their selections by reading them aloud to the class. Following the readings, students discuss important ideas from the selections.</p> <p>TIP: Students will require guidance in selecting their extracts, and should be reminded that primary sources will often express values and perspectives very different from their own, and may include judgements they find to be objectionable. Refer to BLM 8.4.2e: “Using Primary Sources” for student guidelines in interpreting primary sources.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
<i>(continued)</i>		
Teacher Reflections		

8.5.2 Global Exploration

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KI-021 KL-026 KG-044 VH-013	<p>Collaborative groups of students consider a variety of reasons and motivations for European exploration and expansion during this time period. Each group attempts to reach consensus on prioritizing the order of reasons and motivations, basing their judgements on historical reasons. A spokesperson from each group presents their list of priority reasons, and the class discusses how European world views and values of that period continued to have an impact on history well into modern times.</p> <p>TIP: Encourage students to make connections to what they have learned in Grade 7 about colonization and decolonization in the modern era.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Motivations for European Expansion and Exploration</p>
	<p>Teacher Reflections</p>	



8.5.3 Renaissance and Reformation

- KI-020 Give examples of the expression of the Renaissance in its art, architecture, philosophy, literature, science, or technology from the fourteenth to sixteenth centuries.

- KH-036 Identify individuals and ideas of the Renaissance and describe the historical significance of this period.

- KH-037 Identify individuals and ideas of the Protestant Reformation during the sixteenth century and describe the historical significance of this movement. *Include: shift in power from church to state.*

- VI-007 Value the enduring qualities of art, architecture, ideas, literature, and science of the fifteenth to eighteenth centuries.

Enduring Understanding

The European Renaissance and Reformation embodied a time of dynamic cultural change, artistic renewal, and religious reform. The 14th to 16th centuries brought about fundamental changes in world view, a revival of interest in classical culture, and a dramatic shift in power from church to state.

Description of the Learning Experience

Students explore cultural and religious developments of this period, research key figures of the Renaissance and Reformation, and generate role-plays, discussions, and visual representations of the social and cultural changes of this historical period.

Vocabulary: Renaissance, Humanism, perspective (in art), Protestant Reformation (See Appendix D for Vocabulary Strategies.)




Note: This learning experience offers many opportunities for interdisciplinary activities in art (e.g., linear and aerial perspective), language arts (e.g., William Shakespeare, Miguel de Cervantes), and music. A collection of Renaissance art prints, art books, literature extracts or adaptations for young people, and recorded Renaissance music would be a helpful resource for students. Recommendations on music for this period may be obtained from the Winnipeg Early Music Society: <www.mts.net/~mhultin/wems.htm>.

See the Suggested Teaching Scenario on pages 55–60.


8.5.3 Renaissance and Reformation

Assessment	Outcomes	Strategies
	KI-020 KH-036 KH-037 VI-007	<p>Activate</p> <p>Collaborative groups of students respond to the provided scenario that parallels Martin Luther’s protest against the practices of the Catholic Church. Following the activity, groups share their “six theses” and consider how the scenario reflects the beginnings of the Protestant Reformation. Students discuss what they think of Luther’s actions and the consequences they generated.</p> <p style="text-align: center;"> BLM: Scenario for Reformation (2 pages) </p> <p style="text-align: right;"><i>(continued)</i></p>







8.5.3 Renaissance and Reformation

Assessment	Outcomes	Strategies
	KI-020 KH-036 KH-037 VI-007	<p>Activate <i>(continued)</i></p> <p>Students engage in a Think-Pair-Share activity, imagining they are living in the 14th century. Characteristics of this time period include:</p> <ul style="list-style-type: none"> • Freedom of thought and freedom to question established beliefs—a radical change from previous eras • Many great artists and writers, new books, and new scientific discoveries • exciting new forms of music • Greater wealth for the poorer classes • Beautiful new cities • A rediscovery of the teachings and culture of classical Greece and Rome • A feeling of hope for the future of humanity <p>Students generate theories as to why great thinkers of the period called this time the Renaissance, and why the period of time that preceded the Renaissance was referred to as the Middle Ages. Students discuss what it would have been like to live in this time, and why this time is often seen by historians as the beginning of the modern world.</p>
	<p style="text-align: center;">or</p>	<p> KI-020 KH-036 KH-037 VI-007 </p> <p>Collaborative groups of students conduct a WebQuest to select pieces of art from Renaissance Europe, taking on the role of art gallery curators, selecting a theme, and preparing an exhibit on Renaissance art. Students retain the images they have selected in an electronic portfolio, along with the details of their sources. Each group selects two images to present to the class, explaining briefly what the two pieces tell them about the Renaissance. Students may complete a museum <i>précis</i> for their selected pieces, following the outline in BLM 8.2.4c: “Reading Art and Architecture.” Students may retain their pieces and use them later as models for a museum exhibit or as part of a multimedia presentation on the Renaissance.</p> <p>TIP: There is a wealth of material related to the Renaissance on the Internet. Allow students sufficient time to browse through the suggested websites. Refer to TN-5 for guidelines in viewing historical art.</p> <p>  Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList> </p> <p>  Appendix H: Art As a Primary Source for History </p>
<i>(continued)</i>		
Teacher Reflections		






8.5.3 Renaissance and Reformation

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-020 KH-036 KH-037 VI-007	<p>Students consult BLM 8.5.1b: “Timeline of Events c. 1400–1850” and select all the events that relate to art, architecture, religion, philosophy, literature, science, or technology in Europe during the Renaissance (14th to 16th centuries). Collaborative groups of students create an illustrated marker of events that is not already included on the wall timeline. Students discuss in their groups what they already know about the Renaissance and Reformation, and what they want to know, creating a collective KWL chart.</p> <p>TIP: The following events are included in the timeline as suggested markers. If these are already indicated on the timeline as a result of activities in the LE 8.5.1 Overview, groups may propose other significant dates related to the Renaissance.</p> <ul style="list-style-type: none"> • c. 1400 to early 1600s: Renaissance culture (arts, science, ideas) begins in Italy and spreads though Europe: freedom of thought, interest in classical Greece and Rome • 1450: The printing press is developed. • 1452 to 1519: Life of Leonardo da Vinci, famous Italian artist and inventor • 1517: Martin Luther officially protests against the Catholic Church and the religious Reformation begins. Protestant religions emerge in Europe. • 1534: England breaks away from the authority of the Catholic Church and becomes a Protestant country under Henry VIII. • 1558 to 1603: Elizabeth I rules England: period of William Shakespeare • 1600s to 1700s: Scientific Revolution begins; scientific method is developed. Galileo proves solar-centred universe. Isaac Newton studies gravity. William Harvey studies human circulation. Microscope is invented. • 1700s “Age of Enlightenment” in Europe: Thinkers question the authority of religion, and believe that reason and science can solve human problems.
	<p>Teacher Reflections</p>	




8.5.3 Renaissance and Reformation

Assessment	Outcomes	Strategies
 	KI-020 KH-036 KH-037 VI-007	<p>Acquire</p> <p>Students select (or are assigned) one of the following categories:</p> <ul style="list-style-type: none"> • Art • Literature and Philosophy • Science and Technology • Religion • Government <p>Using the list of figures in BLM 8.5.3b, individual students select and research the life and achievements of a figure from Renaissance Europe from within their assigned category. Students may use the guide suggested in the BLM to organize and gather their information for the creation of a Renaissance Hall of Fame exhibition.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Figures of the Renaissance (2 pages)</p>
		<p>or</p>
	KI-020 KH-036 KH-037 VI-007	<p>Students discuss what they recall about the origins of Humanism in ancient Greece and Rome (they may need to refer to BLM 8.3.5f: “Ideas of Ancient Greece and Rome”). Students are reminded that one of the defining characteristics of Renaissance Europe was a renewed interest in the teachings of classical Greece and Rome. Students discuss how this “rebirth,” along with a revitalization of Humanist thought, differentiated the Renaissance world view from the medieval world view (e.g., greater interest in human goals on this Earth rather than in the next life, increased reliance on human reasoning and scientific inquiry rather than on religious faith alone as a way to understand the world and solve human problems).</p> <p>Following the discussion, students read BLM 8.5.3c, which provides information on Humanism in the Renaissance, including quotations by Humanist thinkers in various periods of history. Based on their readings, students complete a Concept Overview to depict the meaning of Humanism. Students’ Concept Overviews are shared and discussed in collaborative groups.</p> <p>TIP: Invite students to begin with the model suggested in the BLM, but to create their own illustrated poster-sized version of the Concept Overview, using a creative layout and presentation. Encourage students to make connections to present-day world views as they view and respond to the posters.</p> <p> BLM: Humanism (3 pages)</p>
		<p>(continued)</p>




8.5.3 Renaissance and Reformation

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-020 KH-036 VI-007	<p>Students read a print or electronic illustrated text that explains how Renaissance artists improved the realism and depth of their artistic representations by the discovery and application of the principles of perspective. Following the reading, students view examples of Renaissance and medieval art and compare them, observing how the use of perspective helps create a more realistic portrayal of space and nature.</p> <p>TIP: This lesson may be integrated into an art class and followed up in social studies by discussion of the world views expressed in Renaissance art. Students may be invited to notice that the application of more rigorous scientific observation and methodology transformed Renaissance art (e.g., a mathematical approach to linear perspective, the study of human anatomy, the study of proportion, optical effects of light and dark, distance and depth...).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
	KI-020 KH-036 KH-037 VI-007	<p>Students listen to a short description of events leading up to and following Martin Luther’s posting of the 95 theses protesting practices of the Catholic Church. Following the reading, students refer back to their simulation activity in BLM 8.5.3a, and analyze the parallels between this scenario and the actual historical events. Students may use BLM 8.5.3d to guide them in this activity. In a class discussion, students consider the impact of Luther’s actions and teachings, generating ideas as to why his ideas had such a profound effect on western societies.</p> <p> BLM: Scenario for Reformation (2 pages)</p> <p> BLM: Luther’s Concerns</p>
<i>(continued)</i>		
Teacher Reflections		





8.5.3 Renaissance and Reformation

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KI-020 KH-036 KH-037 VI-007	<p>Students read an informational text about the spread of Renaissance ideas and culture throughout Europe (i.e., from Florence to Venice to Rome to the other city-states of Italy in the 1400s, to France from 1494, to Germany and Flanders in the late 1400s, to Spain, and later to England). Students discuss the factors that helped advance the rapid spread of ideas, including the following:</p> <ul style="list-style-type: none"> • Invention of the printing press • Increased travel and trade between cities • Communication and education in Greek and Latin • Connections through churches and governing families <p>Using the information they have gathered, students create an illustrated map showing the growth and flow of Renaissance ideas across Europe during this period. The map should include a legend that explains any symbols and colour codes used to depict the growth of Renaissance ideas.</p>
	KI-020 KH-036 KH-037 VI-007	<p>Apply</p> <p>Students prepare a visual demonstration or exhibit that compares a piece of medieval art to a piece of Renaissance art, analyzing the differences in style. Guide students to note differences in the use of the following:</p> <ul style="list-style-type: none"> • Perspective • Proportion • Light and dark • Techniques of realism • Detailed portrayals of the human face • Form • Expression • Subject matter <p>In a general discussion, students observe what these differences suggest about changes in world views between these two periods (e.g., respect for ancient classical forms and themes, art as human expression rather than worship or decoration, expression of admiration, and respect for human endeavours...).</p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		




8.5.3 Renaissance and Reformation

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KI-020 KH-036 KH-037 VI-007	Using the images and information they have gathered in this learning experience, collaborative groups of students prepare a multimedia presentation that depicts enduring accomplishments of the Renaissance and Reformation. The presentation should incorporate music from the period, extracts from primary sources, and images of art and architecture. Each group should plan their presentation around a specific theme in order to limit its focus (e.g., art, architecture, literature, religion, philosophy, science, technology). Presentations may be shared in a culminating celebration to which guests from other classes may be invited.
or		
	KI-020 KH-036 VI-007	Collaborative groups of students plan and prepare a short reading or dramatization of a piece of literature from this era (e.g., Shakespeare, Cervantes...). Presentations may be shared in a culminating celebration to which guests from other classes may be invited. TIP: This may be planned as an integrated language arts activity (refer to print and electronic resource suggestions that follow). Guide students in the selection and interpretation of appropriate literary extracts, and provide them with criteria for oral presentation and dramatic representation. The presentation may incorporate props, costumes, and music if desired. Students may also perform an extract from a piece such as Alexandre Dumas' <i>The Three Musketeers</i> , which was not written during this period but relates a tale of four swashbucklers living during the period of Louis XIII in France. SUGGESTED BOOKS: <ul style="list-style-type: none"> • <i>Shakespeare for Kids: His Life and Times</i> by Colleen Aagesen and Margie Blumberg. • "The Ingenious Gentleman Don Quixote de la Mancha" by Miguel de Cervantes.
 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >		
<i>(continued)</i>		
Teacher Reflections		





8.5.3 Renaissance and Reformation

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KI-020 KH-036 KH-037 VI-007	<p>Pairs or triads of students use words, images, symbols, expressions, lines, and colours to arrange and create a collage design that compares and contrasts the medieval, Renaissance, and modern world views. The collage should focus on the essential questions of a world view, such as:</p> <ul style="list-style-type: none"> • Who and what are human beings? • Why are we here? • How should we live? • What is most important in human life? <p>The collages are displayed and viewed in a Gallery Walk, and students exchange ideas about the ongoing influence of past societies’ world views.</p> <p>TIP: Students will need to plan their collage carefully around the key ideas they want to express for each of the three world views. This activity may be conducted as an integrated art lesson, in which students apply elements of composition, balance, and design as they attempt to portray the “medieval spirit,” the “Renaissance spirit,” and the “modern spirit.”</p>
— or —		
 	KI-020 KH-036 KH-037 VI-007	<p>Collaborative groups of students plan and present a talk show in which they perform role-plays of famous figures of the Renaissance discussing a particular theme. Examples include:</p> <ul style="list-style-type: none"> • Michelangelo and Leonardo da Vinci on art • Martin Luther, Pope Leo X, and Calvin on religion • Henry VIII and Ignatius Loyola on the authority of the Pope • Newton, Galileo, and a Catholic Church bishop on the value of science <p>Following the role-plays, students discuss the conflicting ideas and figures that arose during the Renaissance, and assess their importance.</p>
<i>(continued)</i>		
Teacher Reflections		

8.5.3 Renaissance and Reformation

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KI-020 KH-036 KH-037 VI-007	Using the information they have gathered on a famous figure of the Renaissance, students design a commemorative plaque, including a portrait of the person and a short description of his or her life and achievements. In a ceremony planned in Renaissance style, students in turn unveil their plaques in the Hall of Fame, giving a persuasive oral presentation on each individual. Following the ceremony, students discuss whom they consider to be the most influential people of this period.
or		
 	KI-020 KH-036 KH-037 VI-007	Collaborative groups of students re-enact a scene from the Renaissance or Reformation. Examples include: <ul style="list-style-type: none"> • The condemnation of Galileo by the Church • The Pope’s excommunication of Martin Luther • Newton’s discovery of gravity • The declaration of King Henry VIII of the new Church of England separate from the Catholic Church • The unveiling of Michelangelo’s Sistine Chapel paintings • The crowning of Queen Elizabeth I in England • The opening of a new Shakespeare play in the Globe Theatre • The first publication of a book on the new printing press • The rise to power of Lorenzo de Medici in Florence After the presentations, students discuss the question of whether these events might have happened in the way they were depicted.
<i>(continued)</i>		
Teacher Reflections		

8.5.3 Renaissance and Reformation

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KI-020 KH-036 KH-037 VI-007	<p>Students read the provided extract from a primary source text about the Catholic Church’s condemnation to prison of Galileo Galilei for teaching the theory of heliocentrism (the Sun is at the centre of the Universe). Following the reading, students interpret the meaning of the judgement and discuss why the Church may have been opposed to or fearful of this type of scientific teaching. Students discuss some of the advantages and disadvantages of the waning power of the Catholic Church during this period of history, including:</p> <p>Advantages</p> <ul style="list-style-type: none"> • Greater discussion among people • More interest in reading, education, philosophy • More individual freedom of choice • Reforms in some of the excesses of the Catholic Church <p>Disadvantages</p> <ul style="list-style-type: none"> • Religious censorship and intolerance • Conflicts between various religious sects • Increasing power of states or national leaders led to Church-State conflicts • Religious wars <p> BLM: The Condemnation of Galileo (2 pages)</p>
— or —		
 	KI-020 KH-036 KH-037 VI-007	<p>Students create a Mind Map depicting the meaning of the words <i>Renaissance</i> and <i>Reformation</i>, incorporating examples of historical people, events, and ideas of this period. Posters are displayed and students circulate to view them, afterward writing a journal reflection on the historical impact of this period in “shaping the modern world.”</p>
<p>Teacher Reflections</p>		



8.5.4 Industrial Revolution

- KE-059 Describe the impact of advances in science and technology on societies from the fifteenth to nineteenth centuries.
Examples: printing press, compass, telescope, guns, steam engine...

- KE-060 Describe the impact of the Industrial Revolution on individuals and societies.
Examples: work and living conditions, urbanization, education...

- KE-061 Give examples of the continuing influence of ideas and technologies of past societies.

- VE-018 Appreciate the benefits afforded to the modern world by ideas and technologies of past societies.

Enduring Understanding

The Industrial Revolution began with the use of coal-fired steam engines in the textile and transportation industries of England in the late 1700s. This development radically changed the nature of life and work in western societies.

Description of the Learning Experience

Students research scientific and technological advances during this historical period, explore the impact of industrialization and urbanization in modern history, and exchange points of view on the industrial era and its effects.




Vocabulary: Industrial Revolution, assembly line, urbanization (See Appendix D for Vocabulary Strategies.)

See the Suggested Teaching Scenario on pages 55–60.









8.5.4 Industrial Revolution

Assessment	Outcomes	Strategies
	KE-059	<p>Activate</p> <p>Using the events listed on the timeline BLM 8.5.1b: “Timeline of Events c. 1400–1850,” students identify advances in science and technology that took place during this period of history (e.g., printing press, scientific method, heliocentric theory, gravity, circulation of the blood, microscope, steam engine, steam railway...). Working in collaborative groups, students consider the list and predict the impact that would have been brought about by these innovations (i.e., social change, economic conditions, health, education). Groups share their predictions with the class in a general discussion about the continuing impact of science and technology on societies.</p>
	KE-060	
	KE-061	
	VE-018	
		<i>(continued)</i>





8.5.4 Industrial Revolution

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KE-059 KE-060 KE-061 VE-018	<p>Collaborative groups of students brainstorm and record ideas under three headings:</p> <ul style="list-style-type: none"> • Living in an Agricultural Society • Living in an Industrial Society • Living in an Information Technology Society <p>When they have gathered their ideas, groups share their observations with the class, discussing the advantages and disadvantages of living in each type of society. Students may also generate theories about what the Industrial Revolution involved and how it affected European societies.</p> <p>NOTE: Clarify that these three types of societies do not necessarily follow one another in time sequence, as they have in most western European societies. Encourage students to use their understanding of the contemporary world, which they developed in Grade 7 social studies, to notice that agriculture-based, industry-based, and technology-based societies often co-exist in time.</p>
or		
	KE-059 KE-060 KE-061 VE-018	<p>Students carry out an informal survey of school or family members to create a list of technologies and inventions they believe to be the most useful or the most “revolutionary” (i.e., produced the greatest changes or impact) in modern times. Students share their findings and discuss which scientific and technological advances they see as being the most revolutionary throughout history.</p>
or		
	KE-059 KE-060 KE-061 VE-018	<p>Students view a map of European colonization of the world in the late 1700s to early 1800s, noting which regions of the world were colonies of the various countries of Europe, and comparing which countries held the most territory (Great Britain will emerge as the largest). Reviewing what they have learned about mercantilism in LE 8.5.2, students discuss how technological advances that permitted greater and faster production would affect British approaches to colonialism.</p> <p>TIP: Review with students the meaning of the term <i>mercantilism</i>, in which a country’s wealth depends upon acquiring large amounts of natural resources from colonies, producing manufactured goods, and selling these goods at home and in its colonies. Increased production would mean increased need for natural resources (e.g., cotton, furs, lumber...) and larger markets for manufactured goods. Students may apply to this topic the knowledge of Canadian history they acquired in Grades 5 and 6 (e.g., the fur trade, the Hudson’s Bay Company, the demand for beaver hats in Europe..).</p>






8.5.4 Industrial Revolution

Assessment	Outcomes	Strategies
Acquire		
or		
 	KE-059 KE-060 KE-061 VE-018	Pairs or triads of students select a scientific or technological innovation of the 15th to 19th centuries and use print and electronic resources to research the discovery, its inventor, its applications, and its impact. Students prepare a brief report on their selected invention and share this information in collaborative groups. Each group chooses the invention or development they consider to be the most important among those studied in their group, and prepares an illustrated marker for the wall timeline on this subject.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >  BLM: Advances in Science and Technology
or		
	KE-059 KE-060 KE-061 VE-018	Students read an informational text about the development and impact of the Industrial Revolution in England in the late 1800s (e.g., beginnings in the textile trade, movement from agricultural to industrial society, urbanization, working conditions...). Based on their readings, students prepare a chart showing the positive and negative results of the Industrial Revolution. Students share their charts with a partner, discussing their opinions of industrialized society in the modern world. TIP: Encourage students to note parallels to what they have learned in Grade 7 about the problems of industrialization in the contemporary world.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
	KE-059 KE-060 KE-061 VE-018	Students gather contemporary news articles about issues related to industrialization and urbanization. Using the outline provided in BLM 8.5.4b, students analyze the opinions expressed in the article and draw parallels to conditions or issues that arose as a result of the Industrial Revolution. Students then exchange ideas about the pros and cons of industrialization and urbanization throughout history.  BLM: Issue-Based Article Analysis
<i>(continued)</i>		
Teacher Reflections		





8.5.4 Industrial Revolution

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KE-059 KE-060 KE-061 VE-018	<p>Students participate in a simulation activity in which the class is divided into two groups: Medieval Craftspersons and Industrial Workers. Students collect materials for the production of a simple but usable item (e.g., a fabric-covered portfolio for history reflections and art images). Students are then organized to produce their items in their separate groups. The Industrial Workers produce their goods in assembly-line fashion under a designated supervisor who determines all specifications for the products (e.g., uniform materials, dimensions...), and this group is allowed to have certain tools that the other group is not allowed to have (e.g., a glue gun or electric stapler). The Craftspersons each plan and create their own product, designing it as they see fit and selecting materials that display their workmanship. Following the production process, students debrief by comparing the results and the process of production. They may use the provided chart to draw conclusions about the economic advantages of industrial production, and the efficiency of the assembly line compared to the loss of workmanship and artisanship.</p> <p>TIP: This activity requires the allocation of a planning session, the actual production session, and a debriefing session. Encourage students to plan and provide their own materials, using recycled materials where possible. Remind them that costs must be kept down and time must be reduced for them to make a profit on production. Invite students to discuss the reasons for uniformity in modern production (i.e., all Toyota cars of the same model must be identical in mass production).</p> <p style="text-align: center;"> 8.5.4 c BLM: Guilds vs. Industrial Production</p>
	or	
	KE-059 KE-060 KE-061 VE-018	<p>Students sort and predict the provided list of words into two categories: Before the Industrial Revolution and After the Industrial Revolution. After they have sorted the words, students refer to a text about the Industrial Revolution and verify whether they have classified the words correctly. They then use the words to design a Mind Map depicting social conditions in Europe before the Industrial Revolution and the social and economic impact of the Industrial Revolution.</p> <p>TIP: Students may use images from magazines and newspapers (e.g., environmental impact, assembly lines) to add visual impact to their Mind Map and to draw parallels between the 1800s and contemporary society.</p> <p style="text-align: center;"> 8.5.4 d BLM: Before and After the Industrial Revolution</p>

8.5.4 Industrial Revolution

Assessment	Outcomes	Strategies
Apply		
or		
	KE-059 KE-060 KE-061 VE-018	Students listen to a reading of an excerpt written by Thomas Carlyle (1829) from <i>Signs of the Times</i> , critiquing what he refers to as the “Mechanical Age.” Following the reading, students discuss what they understood from the text and its meaning is clarified as needed. In response to the text, students consider the age in which we now live as the “Computer Age,” where physical work is often done by machines and mental work is increasingly done by computers. Students write a short critique of the Computer Age in which they imitate the style and approach of Carlyle, later sharing their pieces in collaborative groups.
 BLM: Carlyle: The Mechanical Age		
or		
	KE-059 KE-060 KE-061 VE-018	Students participate in a continuum activity in which they express and exchange their views on industrialization. The extremes of the continuum may be statements, such as: <ul style="list-style-type: none"> • Industrialization leads to more advanced societies, richer lifestyles, and greater choice of products. • Industrialization leads to mass boredom, unfulfilling work, poor quality products, and environmental damage. Following the activity, students debrief, discussing how the study of history has helped them understand or approach some of the issues of contemporary society. TIP: See Appendix A: “Skills Assessment,” on page A13 for a description of how to engage students in a continuum of points of view.
or		
	KE-059 KE-060 KE-061 VE-018	Students view and respond to an excerpt from the Charlie Chaplin film <i>Modern Times</i> , making connections to what they know about the Depression era. Following the viewing, students discuss what the film portrays about the dehumanization of the worker in modern times, and consider whether they agree with this portrayal. Students write a journal reflection on the social consequences of mass production.
	(continued)	
<p>Teacher Reflections</p>		

8.5.4 Industrial Revolution

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KE-059 KE-060 KE-061 VE-018	<p>Students select an invention or innovation they have researched from this period of history. Using the information they have acquired, they plan and present an advertising campaign promoting the benefits and advantages of their selected invention and praising the genius of its inventor. Student advertisements are presented and displayed to share with the class. Following a tour of the displays, students discuss which innovations they consider to have had the most significant impacts.</p> <p>TIP: This activity may be developed as a media literacy activity integrated with language arts. Students may collect examples of existing promotional materials, including newspaper and magazine advertisements, pamphlets and brochures, digital images they take of billboards and bus advertisements they’ve observed, and radio and television advertisements they record...). In a guided class discussion, students observe advertising techniques (e.g., appealing to emotions, witty slogans and images, testimonials...). Students select a medium for their ad campaign and incorporate advertising techniques.</p>
or		
	KE-059 KE-060 KE-061 VE-018	<p>Students research and engage in a team deliberation or debate about the activities of the Luddites (who destroyed machinery and factories in the early 1800s because they thought they were the source of poverty among the working classes in England).</p>
or		
	KE-059 KE-060 KE-061 VE-018	<p>Students read <i>The Excursion</i> by William Wordsworth, which describes the social consequences of the Industrial Revolution. Following the reading, students discuss the poet’s view of industrialization and urbanization, and consider what life would have been like for the people arriving from the countryside into the crowded, coal-heated cities of this era. Students may wish to discuss the connection between these social conditions and the appeal of emigrating to the colonies of the “New World” to start a new life (i.e., push and pull factors).</p> <p>TIP: This activity may be developed as a language arts activity and be further enriched by having students dramatize a selected scene. Possible texts include extracts by Charles Dickens from <i>Hard Times</i> (e.g., chapter 2), <i>David Copperfield</i>, <i>Oliver Twist</i>, or <i>Nicholas Nickleby</i>. BLM 8.5.4f is a poem by William Wordsworth that is very critical of the Age of Industry, which students may be guided to interpret and discuss.</p>
		 BLM: William Wordsworth, the Excursion, 1814
		<i>(continued)</i>

Shaping the Modern World (Circa 1400 to 1850)**Cluster 5—Connecting and Reflecting****Student:**

Using your “Shaping the Modern World” portfolio, reflect on the impact of European exploration and colonization and explain how they have affected your life.



8.5.4 BLM: Shaping the Modern World (Circa 1400 to 1850): Connecting and Reflecting

Teacher Reflections

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Foundation for Implementation

GRADE

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APPENDICES

GRADE

8

Skills Assessment

Appendix A

GRADE

8

Skills Assessment Key

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Appendix A – Skills Assessment

1 – Active Listening



Skills

S-400 Listen to others to understand their perspectives.

Active listening is an integral component of all learning. Students use active listening skills in a wide variety of classroom experiences including brainstorming, discussion, collaborative group activities, note taking, listening to instructions and presentations, and viewing media. To develop active listening skills, students need opportunities to observe good models of active listening, practise the physical behaviours, positive attitudes, and cognitive skills that enable them to become effective students. Information on specific active listening strategies is found on page 8 of “Strategies That Make a Difference” (Manitoba Education and Training, 1996a).

Think about...

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated assessment criteria (e.g., What does an active listener look/sound like? Why?)
- recording focused observations to monitor student growth over time as well as determine which students need differentiation
- guiding self-assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (See “Strategies That Make a Difference,” pp. 26–28 for information on Y-Charts and T-Charts.)



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 54: Assessing Active Listening

Success for All Learners

- P. 6.11: SLANT; HASTE; SWIM

2 – Brainstorming



Skills

S-100	Collaborate with others to establish and carry out goals and responsibilities.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.

Brainstorming may take place individually or as a small-group or large-group strategy. Brainstorming encourages students to focus on a topic and to contribute to a free flow of ideas, exploring what they know or may want to know about a topic. The teacher or students may stimulate thinking by posing questions, reading brief text excerpts, or displaying/viewing pictures or other media. All ideas that are contributed are accepted, and no efforts are made to judge or criticize the validity or appropriateness of ideas.

Individual brainstorming allows the student to focus on what he or she knows about a topic and a variety of possible solutions to a problem. Similarly, small- or large-group brainstorming allows students to focus on what they know about the topic, but also exposes the students to the ideas and knowledge of others. Group brainstorming allows individuals to piggyback on the ideas of others and extend, revise, and incorporate new ideas into their thinking. Essential behaviours in brainstorming include active listening, acceptance of others' contributions, temporary suspension of judgement, and openness to new ideas. Brainstorming may be carried out over a period of days, weeks, or even months by making additions to the initial brainstorm charts (use a different-colour marker/font) to show growth over time.

Think about...

- focusing assessment on a manageable number of outcomes/students
- recording focused observations to determine participation, active listening, and acceptance of others' ideas, as well as prior knowledge, gaps or misconceptions, and starting points for instruction and remediation
- orally guiding/facilitating reflection on What do we/I notice about our/my thinking?; Evidence of our/my thinking is..., using a Y-chart, T-Chart, or journals. (See "Strategies That Make a Difference," pp. 26–28, for information on Y-Charts and T-Charts.)



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

3 – ORAL COMMUNICATION

3a – Discussion



Skills

S-100	Collaborate with others to establish and carry out goals and responsibilities.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-404	Elicit and clarify questions and ideas in discussions.
S-405	Articulate their beliefs and perspectives on issues.

Discussion provides students with opportunities to generate and share their questions and ideas related to a concept, issue, object, or experience. Vary discussions to include both large- and small-group activities to encourage participation by all students. (See “Strategies That Make a Difference,” p. 29, for suggested discussion strategies, including Inside-Outside Circle, Talking Chips, and Talking Sticks.) Consider assigning specific roles for students to take during discussions, and provide opportunities for students to experience various roles, (e.g., discussion leader, note-taker, timer, questioner...).

In the exchange of information that occurs in discussion, students contribute ideas, listen carefully to what others have to say, think critically, seek clarification, and develop positions or relevant arguments. Emphasize active listening during discussion, and model both the affective and cognitive skills students need to become active participants in discussions that reflect higher-order thinking. Discussions provide teachers with valuable information to assess student understanding, as well as the students’ values and attitudes. Discussions also assist in planning for learning and instruction.

Think about...

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated criteria for “What does an effective discussion group member look/sound like?”
- recording focused observations to determine affective and cognitive skills or higher-order thinking skills
- guiding self- and peer-assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (See “Strategies That Make a Difference,” pp. 26–28 for information on Y-Charts and T-Charts.)

(continued)

3a – Discussion (*continued*)



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 37: Group Work Assessment—Form B
- BLM 40: Group Work Reflection
- BLM 42: How Was My Group Work? Middle Years
- BLM 60: Group Discussion—Observation Checklist

Appendix A – Skills Assessment

3b – Public Speaking



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-302	Draw conclusions based on research and evidence.
S-304	Distinguish fact from opinion and interpretation.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-405	Articulate their beliefs and perspectives on issues.

Public speaking provides students with opportunities to organize, write, and communicate their ideas to an audience. Students learn that both the way in which they say something and how they physically present themselves are as important as the message itself. As students prepare for oral presentations, they need to consider their audience and the purpose of the presentation (e.g., to share information or perspectives, to persuade...), as well as the format of the presentation, so that they may prepare accordingly.

Components of speeches include

- an introduction to engage the audience and establish the purpose
- a body that outlines the main supporting points
- a conclusion that restates the main ideas and leaves the audience with a lasting impression

Debriefing and post-presentation feedback from the audience help students understand how they may improve their oral communication techniques. As students gain experience with writing and presenting speeches, they develop confidence in communicating.

Think about...

- sharing and reflecting on exemplars of oral presentations
- modelling, guiding, and offering time to practise writing and presenting speeches
- focusing assessment on the accuracy and completeness of the information, as well as the effective use and application of information, visual aids, and other technical supports
- constructing student-generated assessment criteria (e.g. What does a quality speech look/sound like? Why?)
- offering descriptive feedback

(continued)

3b – Public Speaking (*continued*)

- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (See “Strategies That Make a Difference,” pp. 26–28 for information on Y-Charts and T-Charts.)
- using videotape to record presentations for review and reflection



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

3c – Debate/Team Deliberation



Skills

S-100	Collaborate with others to establish and carry out goals and responsibilities.
S-101	Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-104	Negotiate constructively with others to build consensus and solve problems.
S-105	Recognize bias and discrimination and propose solutions. <i>Examples: racism, ageism, heterosexism...</i>
S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-301	Evaluate the advantages and disadvantages of solutions to a problem.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-311	Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-404	Elicit and clarify questions and ideas in discussions.
S-405	Articulate their beliefs and perspectives on issues.

Debate and team deliberation engage students with issues and help them develop critical thinking and presentation skills as they exercise reasoning, logic, clarity, organization, persuasion, and collaborative learning. Debate and team deliberation encourage the consideration of diverse perspectives as students learn to think for themselves when challenged in a fair-minded discussion. Students use facts and evidence rather than emotion

(continued)

3c – Debate/Team Deliberation (*continued*)

to support their points. Advance preparation and the ability to examine a question critically from both affirmative and negative points of view are important skills in debate and team deliberation. Debate is about argument and persuasion. Students try to prove that their arguments are more convincing than those on the other side of the proposition. In team deliberation, there are no winners or losers as students work toward consensus decision making. Through the process debate and team deliberation, students become more respectful of ideas and opinions different from their own.

Think about...

- focusing assessment on the accuracy and completeness of the information, as well the effective application of information in constructing arguments
- modelling, guiding, and offering time to practise writing and presenting the information/argument
- constructing student-generated assessment criteria (e.g., What does a quality speech look/sound like? Why?)
- offering descriptive feedback on presentation and delivery
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-Chart, T-Chart, or journals (See “Strategies That Make a Difference,” pp. 26–28 for information on Y-Charts and T-Charts.)



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

4 – COLLABORATIVE LEARNING

4a – Collaborative Groups



Skills

S-100	Collaborate with others to establish and carry out goals and responsibilities.
S-101	Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-104	Negotiate constructively with others to build consensus and solve problems.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-404	Elicit and clarify questions and ideas in discussions.
S-405	Articulate their beliefs and perspectives on issues.

Collaborative groups provide students with opportunities to work together to accomplish shared goals and requires the establishment of a positive, safe, and inclusive classroom culture. Collaborative learning experiences help students develop greater self esteem and positive relationships with their peers, as well as skills related to problem solving, decision making, and critical/creative thinking. Frequent experience in a variety of collaborative structures allows students to gain expertise in various roles and practise interacting fairly and respectfully with one another. Emphasize that both the individual and group are accountable in collaborative learning experiences. (See “Strategies That Make a Difference,” pp. 21–22, for information on Cooperative Learning Strategies, including Corners, Co-op Co-op, and Community Check.)

Middle Years research shows that students learn best when offered a wide range of learning experiences in which they have opportunities to interact with their peers. Due to their physical development at this age, Middle Years students need opportunities for physical movement during their learning. As well, their social and emotional development is such that Middle Years students are seeking their own identity independent from adults, necessitating a move toward receiving approval from and belonging to their peer group.

Think about...

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated assessment criteria (e.g., What does a quality collaborative group/group member look/sound like? Why?)
- offering descriptive feedback

(continued)

4a – Collaborative Groups *(continued)*

- following collaborative learning activities with debriefing activities
- recording focused observations to assess group processes
- guiding self- and peer assessment through opportunities for group processing and debriefing
- orally guiding/facilitating reflection, using a Y-chart, T-Chart or journals (See “Strategies That Make a Difference,” pp. 26–28 for information on Y-Charts and T-Charts.)



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 39: How Was Our Group Work?
- BLM 40: Group Work Reflection
- BLM 42: How Was My Group Work? Middle Years
- BLM 56: Checklist and Learning Log
- BLM 57: Self-Assessment of a Collaborative/Cooperative Task

Appendix A – Skills Assessment

4b – Using a Continuum of Points of View



Skills

S-100	Collaborate with others to establish and carry out goals and responsibilities.
S-101	Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-104	Negotiate constructively with others to build consensus and solve problems.
S-105	Recognize bias and discrimination and propose solutions. <i>Examples: racism, ageism, heterosexism...</i>
S-301	Evaluate the advantages and disadvantages of solutions to a problem.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-404	Elicit and clarify questions and ideas in discussions.
S-405	Articulate their beliefs and perspectives on issues.

Every individual holds personal points of view. Using this strategy, students' attitudes are represented by where they physically place themselves along a line or continuum. Eliciting the expression and exchange of opinions, beliefs, and values using a physical continuum is a means of inviting students to explore their own preconceptions, to learn about the perspectives of others, and to reflect on changes in their points of view. Using a continuum helps students recognize that for many questions, there is no black-or-white, right-or-wrong answer, but rather a wide range of points of view.

Using a continuum is also a way of encouraging students to make explicit their own points of view and to actively listen to others to understand their position, rather than debating an issue to identify a winning or a losing argument. Encourage students to be spontaneous and frank in this activity, and to not concern themselves with discussing with their peers until after they have found their own position on the continuum. Emphasize the idea that in this activity, there are no "right" or "wrong" positions, and that all perspectives are valid.

(continued)

4b – Using a Continuum of Points of View (*continued*)

Suggested procedure:

This example for using a continuum activity explores the theme of *global cooperation and conflict*. It may be adapted to suit a variety of topics in social studies.

Select and introduce a question for which there is a wide range of possible approaches and beliefs (e.g., “Is the world more a place of conflict and misunderstanding, or cooperation and understanding?”). Encourage students to take a few seconds to silently reflect on the ideas and images that come to mind spontaneously, considering what they know about interpersonal relations, Canada, and international relations.

Clear a space so that students may move around and situate themselves along a line or continuum showing a gradation of opinion. Indicate the centre point of the continuum with a small poster on the wall or floor that describes the neutral position: “There is as much violence and misunderstanding in the world as there is cooperation and understanding.” Also indicate both extremes of the continuum with a poster on one end that reads: “The world is dominated by competition, conflict, and misunderstanding”; and on the other end, “The world is mostly a place of cooperation, understanding and peaceful solutions to problems.”

After students have reflected on their own positions, invite them to place themselves at a point on the continuum where they feel most comfortable, judging by how strongly they agree with the statements at either end and at the mid-point. (It may be helpful to ask students to sketch out on paper where they think they stand before the actually move into position.) When they are all in position, ask them to *silently* consider why they believe as they do.

Ask students to move toward a person who is relatively distant from them on the continuum and to partner up with that person to exchange ideas. (There is little point in having students of the same opinion (position on the continuum) discuss the topic with each other.) The exchange of ideas should proceed as follows: first, one partner explains her or his point of view without interruption (1 – 2 minutes); then, the second partner explains his or her position without interruption (1 – 2 minutes). Remind students that the purpose of this exchange is not to convince their partners to change their point of view, but to understand their partner’s perspective, and to explain their own.

Debrief in a general discussion, inviting students to share what they learned about their own view and their partner’s view, and to observe where most of the class members found themselves on the continuum. Encourage students to consider various reasons why people believe as they do (i.e., news reporting and other media influences, adult discussions they have heard, personal experiences, et cetera.)

Students may be asked to write an Exit Slip or a short journal reflection on the exercise. You may choose to revisit the exercise at the end of a learning experience or cluster so that students may consider whether their initial beliefs have changed or not.

(*continued*)

Appendix A – Skills Assessment**4b – Using a Continuum of Points of View** *(continued)*

Think about...

- offering descriptive feedback on how students express themselves and listen to others' perspectives
- recording focused observations to observe student values and group processes
- providing debriefing opportunities for students to reflect on attitudinal changes they undergo as a result of engaging in the activity

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

4c – Consensus Decision Making



Skills

S-100	Collaborate with others to establish and carry out goals and responsibilities.
S-101	Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-104	Negotiate constructively with others to build consensus and solve problems.
S-105	Recognize bias and discrimination and propose solutions. <i>Examples: racism, ageism, heterosexism...</i>
S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-301	Evaluate the advantages and disadvantages of solutions to a problem.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-404	Elicit and clarify questions and ideas in discussions.
S-405	Articulate their beliefs and perspectives on issues.

Consensus decision making is a complex collaborative process that relies on the understanding of certain basic principles, as well as the application of interpersonal skills. As students practise consensus decision making, they come to understand that consensus is the result of negotiation and cannot be reached by more simple means such as majority vote or compromise. Its goal is to bring all participants to a common, shared agreement that reflects the perspectives of each and every team member. For this reason, consensus building requires a supportive, safe, and inclusive classroom culture, active listening, and a high degree of commitment from all team members. Students may assume specific roles within the group (e.g., facilitator, scribe, timekeeper, questioner...) or create variations, depending on the nature of the task. The only essential role in a consensus decision making task is that of facilitator.

(continued)

Appendix A – Skills Assessment**4c – Consensus Decision Making** (*continued*)**Basic principles of consensus decision making:**

- All members are equal and have a valid perspective to contribute to the group.
- Everyone has the right, but not the obligation, to change his or her mind.
- The decision is reached when all the members decide on a common course of action.

Indispensable elements:

- Willingness of each member to share power
- Respect for assigned roles
- Commitment to follow the established process
- Clear common objective
- Neutral facilitator accepted by the group

Practical considerations:

- Begin with simple issues to allow students to focus on the processes of reaching consensus before engaging in more complex issues.
- Generally, a heterogeneous team of four to six members is the most effective in collective decision making.
- Establish ground rules for the process at the beginning of the year.
- Students should sit in a circle or face one another.
- Give each student the chance to take on a leadership role over the course of the year.
- Teacher intervention should be minimal.
- Teachers may wish to allocate an initial period of time for *dialogue*, or exchange of ideas, before indicating that it is time to move on to the *discussion phase*, when the purpose is to make a decision.

Think about...

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated assessment criteria (e.g., What does a quality collaborative group/group member look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to assess group process
- guiding self- and peer assessment, using a Met/Developing/Not-Yet-Met strategy
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (See “Strategies That Make a Difference,” pp. 26–28, for information on Y-Charts and T-Charts.)

(continued)

4c – Consensus Decision Making *(continued)*



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 56: Checklist and Learning Log
- BLM 57: Self-Assessment of a Collaborative/Cooperative Task

Appendix A – Skills Assessment

5 – Using Graphic Organizers

**Skills**

-
- S-200 Select information from a variety of oral, visual, material, print, or electronic sources.
Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...
-
- S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps...
-

Frames and graphic organizers are tools that assist students with thinking, organizing, comprehending, reviewing, and representing. Frames and graphic organizers are also referred to as thinking frames, webs, thinking maps, mind maps, semantic maps, and concept organizers. Model the use of frames (e.g., webbing brainstorming contributions, using various types of frames to organize the same information...), and discuss the role of frames in helping students organize their thinking. Provide frequent opportunities for students to practise using familiar frames and introduce additional types of frames as appropriate. Consider teaching and modelling the use of one graphic organizer at a time, and posting graphic organizers around the classroom for students to use as models and references. (Note: It takes approximately 6–8 weeks for students to internalize and apply a new strategy independently.)

Think about...

- offering descriptive feedback
- recording focused observations on students' independent choice of, or creation of, graphic organizers to organize thoughts and ideas
- orally guiding/facilitating student reflection (e.g., Graphic organizers help me...because...; Evidence of this is...)

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

6 – INQUIRY PROCESS

6a – Sorting and Classifying

**Skills**

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>

Sorting and classifying helps students make sense of information. Sorting and classifying also helps teachers and students identify prior knowledge as students make connections between previous experiences and new information. Sorting is the process of identifying unique characteristics within a set and dividing the items based on their differences. Classifying involves identifying common characteristics and grouping items/ideas that share these characteristics into labelled categories. Students may sort and classify, or compare and contrast, based on student-generated or pre-determined criteria.

Think about...

- teaching, modelling, guiding, and debriefing the process of sorting and classifying
- recording focused observations to determine sorting skills used to identify unique characteristics within a set
- recording focused observations on students' classifying skills
- recording focused observations on students' development to compare and contrast

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 64: Venn Diagram

Success for All Learners

- Page 6.100: Sort and Predict Frame
- Page 6.103: Compare and Contrast Frame

Appendix A – Skills Assessment

6b – Generating Questions

**Skills**

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-300	Plan topics, goals, and methods for inquiry and research.
S-309	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>
S-404	Elicit and clarify questions and ideas in discussions.

Providing students with opportunities to generate their own questions allows them to focus and plan their inquiry and identify purposes for their learning. When students search for answers to questions they believe to be important, they are better motivated to learn, and the result is deeper understanding. Framing student research around an overall investigative question and then providing opportunities for groups or individuals to generate their own questions connects all stages of inquiry into a meaningful whole. Model the process of generating effective questions by using “Think-Alouds” (“Strategies That Make a Difference”, Manitoba Education and Training, 1996a, p. 288).

Think about...

- focusing assessment on a manageable number of outcomes/students
- constructing student-generated assessment criteria (e.g., What makes a good questions?)
- recording focused observations on students’ growing competence in formulating questions

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

6c – KWL



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.

The acronym KWL stands for what students **K**now, what they **W**ant to know, and what they **L**earned. There are many variations of the KWL strategy and all of them provide a systematic process for accessing prior knowledge, developing questions, reviewing, and summarizing learning. A KWL may be used for short- or long-term learning, and should be revisited throughout the learning process in order to provide opportunities for students to reflect on their learning. Model each of the phases of KWL and provide guided practice in the use of the strategy before expecting independent use.

Think about...

- focusing assessment on a manageable number of outcomes/students
- recording focused observations to determine prior knowledge, gaps, misconceptions, curiosity, and starting points for instruction
- adding a KWL chart to the students' portfolios as evidence of growth in thinking over time



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"

- BLM 65: KWL Plus
- BLM 66: KWL Plus Map

Success for All Learners

- Page 6.94: KWL Plus
- Page 6.95: Knowledge Chart

Appendix A – Skills Assessment

6d – Preparing and Conducting Interviews



Skills

S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-300	Plan topics, goals, and methods for inquiry and research.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-308	Compare diverse perspectives in the media and other information sources.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-404	Elicit and clarify questions and ideas in discussions.

Conducting interviews allows students to collect and record information from a primary source and also creates opportunities for students to draw upon first-hand knowledge and experience.

Practical Considerations

After establishing the purpose of the interview (e.g., gathering facts, opinions, or stories) and identifying candidates to interview, students formulate appropriate questions. The questions should be both closed and open-ended, clearly stated, and include follow-up questions for in-depth information. Students need to consider how they will record information from the interview (e.g., audio recording, videotape, written notes), and practise both their questioning skills and recording information during mock interviews. Provide students with opportunities to view or listen to examples of interviews (both effective and ineffective) in order to observe and discuss interview techniques.

(continued)

6d – Preparing and Conducting Interviews (*continued*)

Working with Potentially Sensitive Issues

It is critical that students who engage in demographic and ethnographic research conduct their studies ethically, respectfully, and without bias—particularly when potentially sensitive issues are addressed. From the beginning stage of question formulation to the collection, analysis, and presentation of data, students need to be fully aware of the areas of potential concern. Before students embark on surveying a group concerning their culture, heritage, ethnicity, or other potentially sensitive areas, ask the students to consider why and how they will use the data. Ask them to consider:

- Why do they need that particular information? Is there a real purpose for the data?
- Why is it important to gather statistics on different groups?
- How will they analyze their data to ensure it is treated with fairness and respect?
- What do they need to know about a particular groups' social context, historical experiences, and other factors so that they will be able to interpret survey results fairly?

Ensure that students understand the need to respect individual rights to privacy, as well as individual decisions to not answer particular questions or to not participate in the survey. Help students avoid the pitfalls of stereotyping and ensure students respect interviewees' rights to self-identify their ethnic, cultural, linguistic, or other aspect of group identity if they so choose.

At the question formulation stage, students require guidance to create questions that demonstrate sensitivity and respect for the interviewees. Depending on the nature of the interview and the target audience, examples of sensitivities include

- the use of appropriate language
- respect for privacy
- questions that are free of bias
- asking questions that respect religious or cultural protocols
- avoiding personal questions that might make interviewees uncomfortable

At the data analysis and presentation stage (and particularly if the data presents a negative view of individuals or a particular group of people), ensure that students consider contextual information in order to give a fair and respectful presentation of their results and conclusions. For example, reporting and studying different rates of employment will be more meaningful and relevant if there is a discussion of the factors that create employment barriers for some groups and privilege others.

Following the interview, students reflect on the survey process and send thank-you letters to their interview subjects.

(continued)

Appendix A – Skills Assessment**6d – Preparing and Conducting Interviews** (*continued*)

Think about...

- focusing assessment on a manageable number of students/outcomes
- constructing student-generated assessment criteria (e.g., What are the characteristics of good questions and/or effective interviews?)
- recording focused observations to monitor student growth over time and to determine which students need differentiation and/or appropriate scaffolding
- orally guiding/facilitating student reflection on the interview process

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

6e – Field Trips



Skills

S-100	Collaborate with others to establish and carry out goals and responsibilities.
S-101	Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-103	Make decisions that reflect principles of environmental stewardship and sustainability.
S-106	Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i>
S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-300	Plan topics, goals, and methods for inquiry and research.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-305	Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.

Learning happens best in a context that gives meaning to knowledge, values, and skills learning outcomes. Experiences that take students outside the classroom can be highly motivating and complement classroom-based learning. Accessing community resources provides knowledge and understanding of the broader environment and allows students to learn from the resources and expertise available in the community at large. Students also gain practical experience when they are involved in planning the purpose and logistics of the field trip. As well, teachers gain valuable insights into their students as they observe their interactions outside the classroom. Teachers are encouraged to prepare students for field trips through pre-teaching or using anticipation guides. Many field trip sites provide pre-trip materials for classroom use.

(continued)

Appendix A – Skills Assessment**6e – Field Trips** *(continued)*

Think about...

- engaging students in planning a field trip based on primary inquiry questions or the “W” in a KWL strategy
- orally guiding/facilitating reflection to assess the outcomes of the field trip and to facilitate student inquiry
- engaging in a debriefing process after the field trip to identify further questions, misconceptions, and new learnings, as well as to plan follow-up activities
- application of the knowledge acquired during the field trip to follow up classroom activities

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 6: Daily Observation Form

Success for All Learners

- Page 9.5: Teacher’s Planning Sheet for Learning Experiences Outside the Classroom

6f – Collecting and Analyzing Images



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-202	Interpret primary and secondary information sources for research.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-305	Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-308	Compare diverse perspectives in the media and other information sources.
S-309	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>

Collecting and analyzing images related to an idea or concept helps students acquire new information, stimulates questions, and provides opportunities for sorting and classifying. Images may include calendars, art, photographs, news and magazine clippings, and clip art. After establishing the criteria that the images are intended to represent (e.g., landforms, daily life, Canadian symbols...), students may browse a predetermined set of images or search for images matching the criteria. As well, encourage students to generate their own questions about the images in order to pursue a deeper analysis of the content.

Think about...

- how students connect images to the topic/theme under consideration
- student ability to extract information from images and captions
- how students analyze and apply the ideas and information in the images
- student application of critical thinking skills regarding the images they use (e.g., bias, authenticity, primary/secondary sources...)
- student independence in locating appropriate images related to the topic/theme

Appendix A – Skills Assessment

Skill 6g – Viewing Visual Media



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-202	Interpret primary and secondary information sources for research.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-305	Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-308	Compare diverse perspectives in the media and other information sources.
S-309	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>

Video and media can offer students insights into experiences that would otherwise be unavailable to them. A key to teaching with video is to provide students with opportunities to be critical, active viewers rather than passive recipients, and to include before-, during-, and after-viewing strategies. Introduce the video by setting the tone for viewing, and explain how the segment relates to the ideas they are exploring.

Consider the use of a variety of strategies, before, during, and after viewing as indicated below. As well, consider these ideas:

- View longer videos in segments of 20 to 30 minutes.
- Tell students the name of the video and details about the theme before viewing.
- Clarify key terms or challenging vocabulary.
- Give the students a purpose, or something to watch for, as they view the film.
- Avoid having students take notes during the video—this is difficult to do and interferes with active listening.
- If the film depicts a series of events, encourage students to focus on sequence and on causality (what led to what) rather than on dates and statistics.
- Encourage students to be critical about how realistically the video represents the topic (particularly if it deals with historical topics).

(continued)

Skill 6g – Viewing Visual Media *(continued)***Before viewing**

- Establish a purpose for viewing by describing what the students are about to view and points to watch for.
- Activate with “story-mapping” (i.e., predicting what the video might be about).
- Have students create questions about what they are wondering, or provide “focus questions” (i.e., informational questions, intuitive/interpretive questions...).

During viewing

Consider viewing a video more than once, using these alternative methods:

- **Silent viewing:** Mute the volume to focus on cues (e.g., body language, setting, gestures, facial expressions...), and then review the segment with the sound. Discuss how perceptions changed with the sound.
- **Sound only:** Darken the screen to focus on audio cues (e.g., background noises, tone, sound effects...), and then review the segment with video. Discuss how perceptions changed with the video.
- **Jigsaw:** One group views silently while the other group listens only to the soundtrack. Members from opposite groups collaborate to share their information and ideas. Alternately, one-half of the class, the “listeners,” sits with their backs to the screen while the other half of the class, the “viewers,” faces the screen. After the video segment, the listeners ask the viewers questions, and the viewers describe what was happening in response to the listeners’ questions.
- **Freeze frame:** Pause the image to freeze the picture. Discuss new vocabulary, make further predictions and inferences, or have small-group discussions about connections to the concept, topic, or theme.

After viewing

- Students may ask new questions (e.g., “Some of my questions that were answered were...”, “Now, I know/wonder...”).
- Discuss and evaluate what they viewed and their feelings and connections to the content.
- Represent their new learning, or add new information to their inquiry journal or notebook.

(continued)

Appendix A – Skills Assessment

Skill 6g – Viewing Visual Media (continued)

Suggested outline for post-viewing reflection or discussion:

Video title and topic:	
Date of viewing:	
What did you see? Describe the images that impressed you.	What did you hear? Relate 4 – 5 ideas or words that you recall from the narration.
How did you feel about what you saw and heard?	Facts that were presented in the film:
What questions do you have?	Note one thing you learned about the past by viewing this video.
Did this film use or portray primary sources? Describe them.	
Write a comment on each element to evaluate this film. Historical accuracy: Photography: Clear narration: Interest and creativity:	

Think about...

- observing evidence of new understandings and/or gaps or misperceptions in students’ understanding
- recording focused observations to facilitate further student inquiry (Note: Watch for individuals’ curiosities, new questions, expertise....)



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

Success for All Learners

- Page 6.102: Look It Over
- Page 6.108: Do Your Laps

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 73: A Viewer’s Discussion Guide

6h – Preparing and Conducting Surveys



Skills

S-100	Collaborate with others to establish and carry out goals and responsibilities.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-300	Plan topics, goals, and methods for inquiry and research.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-308	Compare diverse perspectives in the media and other information sources.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.

Creating and conducting surveys are a form of participatory research that involves students in learning about their communities. Surveys may take the form of interviews where questions are asked and the responses recorded, or individual surveys where the person taking the survey also records the answers. Surveys provide large amounts of information from a broad range of people and may require a lot of time to prepare, administer, and analyze. For this reason, consider whether the information you are collecting already exists (e.g., Internet, library, public records...) elsewhere before choosing a survey as the research vehicle.

In creating the survey, identify the survey objectives to help focus concise, unbiased questions that will provide relevant information and avoid unnecessary data. Keep the survey as short as possible, ideally less than 15 questions, to achieve the best possible completion rate. The order of questions matters. Place simple questions first, more complex or controversial questions in the middle, and demographic questions, if required, at the end. Questions should be brief, direct, unambiguous, written in neutral language, and cover a single topic. Close-ended questions (e.g., Yes/No, True/False, Multiple Choice) are easier to administer and analyze. Open-ended questions may provide answers unrelated to the research topic and respondents may be reluctant to complete the survey. Before administering the survey, test it on people who are not familiar with it to determine if the questions are clear and the responses are providing the information required to address the research question.

(continued)

Appendix A – Skills Assessment**6h – Preparing and Conducting Surveys** *(continued)*

It is important to provide students with guidance in creating questions/surveys that demonstrate sensitivity and respect for the interviewees. Students need to understand the importance of

- using appropriate language
- respecting personal privacy
- ensuring that survey questions are not biased
- asking questions that respect religious or cultural protocols and/or sensitivities
- avoiding personal questions that might make interviewees uncomfortable

Surveys can be online or in paper format. Online surveys provide more flexibility in terms of completion times, and facilitate the summarization and analysis of data. Paper surveys are more cumbersome to process, but are easier to present. After the survey has been administered collate the results for analysis. A spreadsheet may be a useful tool for recording and analyzing results. Once the results are analyzed, communicate your findings with the survey participants and your community. Ensure that survey participants know that their anonymity will be protected, and finish each survey with a sincere thank-you.

Think about...

- focusing assessment on a manageable number of students/outcomes
- constructing student-generated assessment criteria (e.g., What are the characteristics of good questions and/or effective surveys?)
- recording focused observations to monitor students' ability to analyze and draw conclusions from the information they collect through the use of surveys
- orally guiding/facilitating student reflection on the survey process

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

7 – SOCIAL STUDIES

7a – Creating Maps



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-204	Create maps using a variety of information sources, tools, and technologies. <i>Examples: observation, traditional knowledge, geographic information systems (GIS), Global Positioning Systems (GPS)...</i>
S-205	Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.
S-206	Select and interpret various types of maps for specific purposes.
S-207	Use latitude and longitude to locate and describe places on maps and globes.
S-302	Draw conclusions based on research and evidence.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Students need to understand that maps are abstract representations of places on Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another.

Students need opportunities to both read/interpret and create different types of maps. When engaging students in map-making, encourage the use of mental maps to help them think spatially. Verbalize directions or read stories aloud and have students create mental images of described places and spaces. Have students—individually or collaboratively—create maps from these oral sources of information to practise listening skills, following directions, and visualizing.

Early Years students create maps with simple pictorial representations of their surrounding environment (e.g., the classroom, school, and neighbourhood...) in a variety of media. By beginning with objects, pictures, or drawings before moving to the use of abstract symbols, younger students come to understand the idea of symbolic representation. As students grow developmentally, the maps they create become increasingly more abstract, and students become proficient in the use of various map components (e.g., title, legend, compass rose, scale, latitude and longitude...). Map-making and map reading should eventually become as natural for students as reading and writing. Encourage students to incorporate maps into their daily work (e.g., journals, stories, research...).

(continued)

Appendix A – Skills Assessment**7a – Creating Maps (continued)**

Map construction can be an individual, small-group, or class learning experience, and provides students with opportunities to develop, clarify, and communicate their understanding of abstract ideas in a visual and symbolic format. Through the use of symbols and drawings in the creation of maps, students demonstrate their understanding of place, distance, and relationships.

Think about...

- observing for students' map-reading, interpreting, and creating skills
- constructing student-generated assessment criteria (e.g., What are the components of a quality map?)
- focusing assessment on the accuracy and completeness of the information in the map
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment, using a Met/Developing/Not-Yet-Met strategy
- adding student-made maps to the students' portfolios as evidence of understanding of mapping skills

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work

7b – Using/Interpreting Maps



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-206	Select and interpret various types of maps for specific purposes.
S-207	Use latitude and longitude to locate and describe places on maps and globes.
S-302	Draw conclusions based on research and evidence.

Students need to understand that maps are abstract representations of places on the Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another. Students also need to know that maps represent a particular time and place and change over time. It is important to teach them to look for the source of the map and when/where it was created in order to be aware of its historical and political context and implications.

Students need opportunities to both read and create different types of maps. As students engage in strategies that involve map reading/interpretation, they learn that maps have particular components (e.g., title, symbols, legend, directions, scale...). Students also come to understand that maps are important sources of physical and human geographic information, and are fundamental to social studies inquiry. Maps help students think critically as they find locations and directions, determine distances, observe distributions of people and resources, and interpret and analyze patterns and relationships.

Encourage students to consult maps when they engage in individual research and when they are working in collaborative groups. As well, use and interpret maps as a whole-class learning experience. Maps, globes, and atlases are rich and engaging resources that stimulate questions, conversation, and critical thinking.

Think about...

- teaching, modelling, and guiding map reading/interpreting skills
- observing students' knowledge and skills in reading and interpreting a variety of maps and atlases to plan for differentiation
- observing students' skills in connecting information from maps to other concepts
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (e.g., What did I learn from this map? Compare/contrast different maps...) journals (See "Strategies That Make a Difference," pp. 26–28, for information on Y-Charts and T-Charts.)
- adding map interpretations and reflections to the students' portfolios as evidence of understanding of mapping skills

(continued)

7b – Using/Interpreting Maps *(continued)***BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition

7c – Interpreting Timelines



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with specific historical periods.

Interpreting timelines through social studies inquiry helps students imagine and visualize events of the past, and therefore better understand abstract concepts related to history and chronology. Students need to see and interpret timelines, and understand their nature and purpose, before they are asked to create their own timelines.

Think about...

- teaching, modelling, and guiding interpretation of timelines
- Planning for differentiation by observing students' knowledge and skills in interpreting timelines
- observing students' skills in connecting information from the past, present, and future, and descriptions of periods of time
- orally guiding/facilitating reflection, using a Y-chart, T-Chart, or journals (e.g., What I am learning about timelines...; Evidence of my learning is...) journals (See "Strategies That Make a Difference," pp. 26–28, for information on Y-Charts and T-Charts.)
- adding student timeline interpretations and reflections to the students' portfolios as evidence of understanding



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 6: Daily Observation Form

Appendix A – Skills Assessment

7d – Creating Timelines



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-403	Present information and ideas orally, visually, concretely, or electronically.

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with specific historical periods.

Before students create their own timelines, they need opportunities to use and understand the nature and purpose of timelines. Students first examine, discuss, and use prepared timelines. Next, they contribute to the making of a class timeline, discussing and placing events on the timeline. The timeline can be an ongoing project that is integrated into the instructional process. Ideally, a class timeline would occupy the length of one wall of the classroom, providing room for all of the historical events that are discussed, as well as space for drawings, pictures, and illustrations. Finally, individually or in collaborative groups, students create their own timeline. Depending on developmental ability, students might simply label and illustrate events on a timeline that already has periods of time indicated. Alternately, students can integrate mathematical skills to determine and mark time periods on the timeline before labelling and illustrating events.

(continued)

7d – Creating Timelines (*continued*)

Think about...

- constructing student-generated assessment criteria (e.g., What are the components of a quality timeline?)
- focusing assessment on the accuracy and completeness of the information (e.g., chronological order, scale, appropriate choice of images...)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment
- orally guiding/facilitating reflection, using a Y-chart, T-Chart or journals (See “Strategies That Make a Difference,” pp. 26–28, for information on Y-Charts and T-Charts.)
- adding a timeline and reflection to the students’ portfolios as evidence of growth and understanding of timelines



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

7e – Social Action



Skills

S-100	Collaborate with others to establish and carry out goals and responsibilities.
S-101	Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-103	Make decisions that reflect principles of environmental stewardship and sustainability.
S-104	Negotiate constructively with others to build consensus and solve problems.
S-105	Recognize bias and discrimination and propose solutions. <i>Examples: racism, ageism, heterosexism...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-301	Evaluate the advantages and disadvantages of solutions to a problem.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-404	Elicit and clarify questions and ideas in discussions.
S-405	Articulate their beliefs and perspectives on issues.

As students are given opportunities to develop and use the skills of active responsible citizenship, they should also be encouraged—when necessary and in appropriate ways—to engage in social action.

Student social action involves students interacting with others for the purpose of change. Social action might involve just a few students, the entire class, several classrooms or grades, the entire school, or the greater community. As students develop knowledge, values, and skills related to citizenship, they need to understand that social action is not only a right, but is perhaps the most important responsibility for citizens living within a democratic society. They also need to learn that, in most cases, social action involves collaboration, cooperation, and being respectful of others.

Social action is a natural result of authentic social studies inquiry. As students learn about social issues that affect them or others, and as they become aware of problems and injustices in their communities, and if they are truly empowered to be active and responsible citizens, they are likely to take actions that initiate change. If and when they do take action, there is perhaps no better means of assessing student learning. As students engage in social action, their behaviours become an observable expression of the social studies knowledge, values, and skills they have been learning.

(continued)

7e – Social Action (*continued*)

Empowered students might initiate social action on their own (e.g., coming to the aid of a victim of bullying; circulating a petition in the classroom or school...) or teachers may choose to encourage student social action. Student social action may be the culminating activity of a learning experience, a particular cluster, or the school year. It might take the form of a local classroom or school project, such as a recycling/anti-litter campaign, or the creation of a local nature preserve. Social action with a global focus might involve raising funds for a community well or sending school supplies to children in a developing country. Events such as UNICEF campaigns and Earth Day may trigger projects. Opportunities might also arise for students to be involved in more complex civil action, where projects involve the lobbying of policy/lawmakers and legislators.

Social action is the ultimate application of social studies learning. It is through social action that students' altruistic attitudes are expressed within the context of the knowledge and skills of the curriculum. Social action projects not only familiarize students with specific issues, but also provide opportunities to understand processes, such as conducting issue-based research, letter-writing campaigns, media publicity, the creation of surveys and petitions, and demonstrations and other civil actions.

Think about...

- setting classroom goals for developing action plans and becoming active responsible citizens
- constructing student-generated assessment criteria (e.g., What does a democratic classroom/an active responsible citizen look/sound like? Why?)
- offering descriptive feedback to students regarding their approach to social action
- recording focused observations to inform instruction
- guiding self- and peer assessment
- orally guiding/facilitating reflection, using a Y-chart or journals
- adding an account and/or images of evidence of social actions to the students' portfolios



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 93: Goal Setting

Appendix A – Skills Assessment

8 – Content Reading



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-202	Interpret primary and secondary information sources for research.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-308	Compare diverse perspectives in the media and other information sources.
S-309	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>
S-311	Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.

Content reading is integral to acquiring information and ideas for learning about a particular class topic or theme; and content subject areas are ideal contexts for improving, acquiring, and applying reading comprehension skills and strategies to make meaning of a variety of texts. Teachers need to extend reading instruction beyond the ELA classroom, and to offer students opportunities to practise reading comprehension strategies and make to connections in the content areas. Text sets are valuable resources for supporting content reading and a broad range of reading abilities. A text set consists of a variety of non-fiction and fiction texts on a theme or unit of study (e.g., picture books, visuals, short stories, historical fiction, atlases, songs, poetry, media texts, vignettes, textbooks...).

Competent readers use reading comprehension strategies independently before, during, and after reading. Additional information on characteristics of readers may be found in *Success for All Learners* (Manitoba Education and Training, 1996b, p. 6.39). Teachers need to model a variety of before, during, and after strategies daily to help students choose, and become independent in the use of these strategies. Developing readers need access to texts that they can read, and scaffolding and guided instruction to successfully access the required information and ideas from texts they cannot yet read independently.

Think about...

- using read-aloud, shared reading, guided reading, partner reading, and independent reading literacy contexts for assessing comprehension strategies and differentiating instruction
- monitoring students' choices of texts for seeking information

(continued)

8 – Content Reading (continued)

- observing comprehension strategies including predicting, questioning, imaging, self-monitoring, re-reading, inferring, skimming and scanning, re-telling, and summarizing
- recording focused observations to determine students’ ability to get information and ideas from textual cues (titles, sub-titles, tables of content, images, captions...) and text structures/features (compare and contrast, sequential, description, cause and effect...)



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Before Reading Strategies

Strategy	Reference	BLM Title
Think-Pair-Share	“Strategies That Make a Difference,” page 15*	x
Thinking Maps	“Strategies That Make a Difference,” page 49	x
KWL	“Strategies That Make a Difference,” page 89 <i>Success for All Learners</i> , pages 6.20-6.21	BLM 65: KWL Plus BLM 6.94: KWL Plus
Anticipation Guide	“Strategies That Make a Difference,” pages 142–145 <i>Success for All Learners</i> , page 6.25	x BLM 6.98: Anticipation Guide
Before-During-After Map	“Strategies That Make a Difference,” pages 146–149	BLM 74: Before-During-After Map
Pre-Reading Plan	“Strategies That Make a Difference,” pages 160–161	x
Sort and Predict	“Strategies That Make a Difference,” pages 214–215 <i>Success for All Learners</i> , pages 6.33–6.35	x BLM 6.100: Sort and Predict Frame
Story Impressions	“Strategies That Make a Difference,” pages 176–178	x
Word Splash	<i>Success for All Learners</i> , pages. 6.28–6.29	x
Three-Point Approach	“Strategies That Make a Difference,” page 215 <i>Success for All Learners</i> , page 6.36	x BLM 6.101: Three-Point Approach for Words & Concepts
Previewing Questions	“Strategies That Make a Difference”	BLM 14: Previewing Questions

**Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation*, “Strategies That Make a Difference”

During Reading Strategies

Strategy	Reference	BLM Title
Cornell Method	“Strategies That Make a Difference,” page 116	x
Thinking Maps	“Strategies That Make a Difference,” pages 49–51	x
How to Find the Main Idea of a Paragraph	“Strategies That Make a Difference”	BLM 12: How to Find the Main Idea of a Paragraph
Magnet Summaries	“Strategies That Make a Difference,” page 116	x
Slim Jims	“Strategies That Make a Difference,” page 116	x
Reciprocal Reading	<i>Success for All Learners</i> , pages 6.46–6.47	x
Collaborative Reading	<i>Success for All Learners</i> , page 6.45	x
Directed Reading Thinking Activity (DRTA)	<i>Success for All Learners</i> , page 6.48	x
Two Column Notes	<i>Success for All Learners</i> , page 6.83	x
Note-Making Tips for Students	<i>Success for All Learners</i> , page 6.82	x

(continued)

Appendix A – Skills Assessment

8 – Content Reading (continued)

Researching	<i>Success for All Learners</i> , page 6.84	x
SQ3R	<i>Success for All Learners</i> , page 6.85 “Strategies That Make a Difference,” page 179	x
Graphic Organizers	<i>Success for All Learners</i> , page 6.14	x
Mind Maps	<i>Success for All Learners</i> , page 6.14	x
Concept Frames	<i>Success for All Learners</i> , page 6.15	BLM 6.114: Fact Based Article Analysis BLM 6.115: Issue Based Article Analysis BLM 6.111: Concept Frame BLM 6.112: Concept Overview BLM 6.103: Compare & Contrast Frame BLM 6.104: Concept Relationship Frame BLM 6.113: Frayer Plus Concept Builder
Before-During-After Checklist (Student)	“Strategies That Make a Difference”	BLM 17: Before, During & After Reading Strategies—Middle Years
Before-During-After Map	“Strategies That Make a Difference”	BLM 74: Before-During-After Map
Content Reading Strategies	<i>Success for All Learners</i> , pages 6.40–6.44	x
Skim and Scan—Teacher Observation Group	“Strategies That Make a Difference”	BLM 4: Observation Checklist for Skimming and Scanning to Make Sense of Information
Skim and Scan—Teacher Observation Individual	“Strategies That Make a Difference”	BLM 5: Observation Checklist for Skimming and Scanning Skills
Skimming	“Strategies That Make a Difference”	BLM 15: Skimming Strategies

After Reading Strategies

Strategy	Reference	BLM Title
Before-During-After Map	“Strategies That Make a Difference,” pages 146–149	BLM 74: Before-During-After Map
Three Point Approach	“Strategies That Make a Difference,” page 215 <i>Success for All Learners</i> , page 6.36	x BLM 6.101: Three-Point Approach for Words and Concepts
Word Cycle	“Strategies That Make a Difference,” page 216 <i>Success for All Learners</i> , pages 6.31–6.32	x BLM 6.99: Word Cycle
Retelling	“Strategies That Make a Difference,” pages 169–173	BLM 75: Retelling

Strategies for All Three Stages – Before, During, and After Reading

Strategy	Reference	BLM Title
Before-During-After Checklist (Teacher)	“Strategies That Make a Difference”	BLM 6: Comprehension Focus (Before, During, & After Reading Strategies)
Before-During-After Map	“Strategies That Make a Difference,” pages 146–149	BLM 17: Before, During, and After Reading Strategies: Self Reflection-Middle Years
Reading Strategies	“Strategies That Make a Difference”	BLM 8: Reading Strategies: Student Monitoring Sheet

9 – WRITING

9a – Journals

**Skills**

S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-401	Use language that is respectful of human diversity.
S-405	Articulate their beliefs and perspectives on issues.

Journals are notebooks in which students record their personal thoughts and ideas, as well as information and questions about, and reflections on, what they hear, view, read, write, discuss, and think. Journals provide students with the opportunity to use exploratory language. The responses in personal journals are based on student feelings, and teachers should be sensitive to the private nature of personal journals. Other journals explore, clarify, and discover ways of refining and assessing thinking. Journals may include both written and representational formats. They may be a separate notebook or a section of another notebook, and they may also be specifically devoted to response and used across curriculum areas.

Think about...

- using student journals as a tool to observe values
- constructing student-generated assessment criteria (e.g., What does quality reflective journal writing look like?)
- posing questions and offering prompts to encourage reflection
- guiding self-assessment of journals
- encouraging students to select journal entries for inclusion in their portfolios as evidence of growth in metacognitive thinking over time
- assessing the journal for growth over time and/or for summative purposes

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

9b – Exit Slip



Skills

S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-405	Articulate their beliefs and perspectives on issues.

An Exit Slip is simply a brief note or conversation with students at the end of a lesson. Exit Slips provide students with opportunities to reflect on their learning and provide teachers with feedback to inform future instruction as students summarize their understandings of a lesson. Exit Slips may be open-ended, include a reflective stem (e.g., Today I learned...; I am still confused about...; I would like to know more about...; A question I have is...), or used to set a learning goal for the next day. Exit Slips may be completed individually or in small groups. Review Exit Slip responses to guide planning for future instruction.

Think about...

- observing students' perceived strengths and areas for further learning
- focusing assessment on the accuracy and completeness of the information
- observing students' opinions, assumptions, and conclusions about their learning of a topic/issue/theme



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Success for All Learners

- Page 6.61: Admit and Exit Slips

9c – RAFT



Skills

S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-307	Compare differing viewpoints regarding global issues.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-405	Articulate their beliefs and perspectives on issues.

RAFT (Role, Audience, Format, Topic) is a writing strategy that provides students with opportunities to creatively analyze and synthesize information by writing from a different viewpoint. Students assume a Role other than themselves (e.g., animal, historical figure, comic book character...). They choose an Audience (e.g., a person living in another time or place, a corporation, an inanimate object...). They select a Format (e.g., poem, letter, journal...) for their writing. They also choose a Topic (e.g., plea, persuasion, demand, excuse...) related to the inquiry. Because the focus of the writing is so well defined in a RAFT, students gain experience in clearly and completely explaining their point of view. Teachers need to model and guide the use of RAFT before students work independently. RAFT may be used as an activating strategy to help identify students' prior knowledge or as a culminating task to demonstrate understanding.

Think about...

- sharing and reflecting on examples of point-of-view genre in literature
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., What does a quality written point of view (RAFT strategy) look/sound like? Why?)
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment
- having students include RAFT examples in their portfolios as evidence of learning

(continued)

9c – RAFT (continued)**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 71: Point of View

Success for All Learners

- Page 6.116: Reading from Another Point of View

9d – Persuasive Writing



Skills

S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-307	Compare differing viewpoints regarding global issues.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-405	Articulate their beliefs and perspectives on issues.

Persuasive writing provides opportunities for students to present ideas and information and express their opinions and viewpoints on an issue. Persuasive writing is also often a component of social action. Students need to be aware of their intended audience as they state their view and present evidence and examples to support their position. Composing persuasive writing allows students to practise organizational skills and make connections between prior knowledge and new understandings. Teachers need to model, guide, and offer time for students to practise persuasive writing techniques. Persuasive writing can provide evidence of attitudinal changes as students evaluate and synthesize new knowledge and information.

Think about...

- sharing and reflecting on examples of persuasive writing
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., What does quality persuasive writing look/sound like? Why?)
- recording focused observations to monitor student growth in order to determine which students need differentiation
- guiding self- and peer assessment
- having students include persuasive writing examples in their portfolios as evidence of learning



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

9e – Descriptive Writing



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-401	Use language that is respectful of human diversity.

Descriptive writing presents people, places, things, or events with enough detail to enable the reader to create a mental picture and share the writer's sensory experience (e.g., sights, smells, sounds, tastes, and feelings) of the subject of the writing. It provides opportunities for students to express their feelings creatively and to experiment with language to convey those feelings to the audience. Encourage the use of pre-writing strategies (e.g., brainstorming, conferencing, drawing, read/listen to examples of descriptive writing, observe/view...) and planning structures (e.g., outlining, mapping, story frames...) to assist students in the writing process. The writing form may be a paragraph, essay, poem, character portrait/sketch, or other forms of descriptive writing. As students engage in the writing process, encourage them to share their drafts with peers and revise their writing to create the desired mood.

Think about...

- sharing and reflecting on examples of descriptive writing
- modelling, guiding, and offering time to practise descriptive writing
- constructing student-generated assessment criteria (e.g., What does quality descriptive writing look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment
- having students select descriptive writing pieces for inclusion in their portfolios and highlighting evidence of their own growth
- posing reflective questions (e.g., What are you discovering as you write? What surprises you? What might your readers think as they read this piece? What goals do you have for your next writing piece?...)

(continued)

9e – Descriptive Writing *(continued)***BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 29: Writing Work in Progress: Student Self-Assessment
- BLM 47: Character Poem
- BLM 84: Revision Record

Success for All Learners

- BLM 111: Concept Frame

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

9f – Narrative Writing



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-300	Plan topics, goals, and methods for inquiry and research.
S-302	Draw conclusions based on research and evidence.
S-304	Distinguish fact from opinion and interpretation.
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-401	Use language that is respectful of human diversity.

Narrative presents a personal or fictional experience or tells the story of a real or imagined event. Narrative writing takes many forms (e.g., paragraph, anecdote, short story, diary, autobiography, myth, legend, newspaper article, dialogue, personal letter...). As students plan their narrative, they may need guidance in developing the details to create an identifiable storyline that is easy for the reader to follow. Encourage the use of pre-writing strategies (e.g., brainstorming, conferencing, drawing, read/listen to examples of narrative writing, research, observe/view...) and planning structures (e.g., outlining, mapping, story frames...) to assist in the writing process and to recreate their narrative for the reader by including details that support, explain, and enhance the story. Composing narrative writing provides students with opportunities to think and write stories about people, places, and events.

Think about...

- sharing and reflecting on examples of narrative writing
- modelling, guiding, and offering time to practise narrative writing
- constructing student-generated assessment criteria (e.g., What does quality narrative writing look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment
- having students select narrative writing pieces for inclusion in their portfolios and highlighting evidence of their own growth
- posing reflective questions (e.g., What are you discovering as you write? What surprises you? What might your readers think as they read this piece? What goals do you have for your next writing piece?...)

(continued)

9f – Narrative Writing *(continued)***BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 23: First Draft Writing Plan
- BLM 24: First Draft Review
- BLM 27: Signal, Words and Phrases
- BLM 28a: Writing Self-Assessment
- BLM 28b: Writing Self-Assessment (continued)
- BLM 29: Writing Work-in-Progress: Student Self-Assessment
- BLM 30: Peer Writing Assessment
- BLM 48: Character Grid
- BLM 49: Story Planner—Middle Years
- BLM 61: Story Map—A
- BLM 62: Story Map—B
- BLM 63: Story Map—C
- BLM 67: W-5 Chart
- BLM 84: Revision Record

Success for All Learners

- BLM 110: Paragraph Frame

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

9g – Expository Writing



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-300	Plan topics, goals, and methods for inquiry and research.
S-302	Draw conclusions based on research and evidence.
S-304	Distinguish fact from opinion and interpretation.
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-401	Use language that is respectful of human diversity.

The purpose of expository writing is to inform, clarify, explain, define, or instruct the reader on a particular topic. Expository writing provides opportunities for students to develop skills in clarity and organization in their writing. Expository writing also allows students opportunities to become familiar with and use text structures (e.g., compare/contrast, cause/effect, problem/solution, main idea/detail, sequence/chronology...). Forms of expository writing include paragraphs, essays, reports, news articles, research, and business or formal letters. Encourage the use of pre-writing strategies (e.g., brainstorming, conferencing, drawing, reading/listening to examples of expository writing, research, observe/view...) and planning structures (e.g., outlining, mapping, story frames...) to assist students in the writing process. As students encounter this type of writing in much of their content reading, gaining experience in composing expository may help them develop skills in reading for information.

Think about...

- sharing and reflecting on examples of expository writing
- focusing assessment on the accuracy and completeness of the information
- modelling, guiding, and offering time to practise expository writing
- constructing student-generated assessment criteria (e.g., What does quality expository writing look/sound like? Why?)
- offering descriptive feedback
- recording focused observations to monitor student growth over time and to determine which students need differentiation

(continued)

9g – Expository Writing *(continued)*

- Guiding self- and peer assessment
- Having students select expository writing pieces for inclusion in their portfolios and highlighting evidence of their growth
- Posing reflective questions (e.g., What are you discovering as you write? What surprises you? What might your readers think as they read this piece? What goals do you have for your next writing piece?...)

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Success for All Learners

- BLM 103: Compare and Contrast Frame
- BLM 104: Concept Relationship Frame
- BLM 109: Explanation Planner
- BLM 110: Paragraph Frame

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 23: First Draft Writing Plan
- BLM 24: First Draft Review
- BLM 25: Sequential Paragraph Form
- BLM 27: Signal Words and Phrases
- BLM 28a: Writing Self-Assessment
- BLM 28b: Writing Self-Assessment (continued)
- BLM 29: Writing Work in Progress: Student Self-Assessment
- BLM 30: Peer Writing Assessment
- BLM 84: Revision Record

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

9h – Creating Plans/Outlines



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-300	Plan topics, goals, and methods for inquiry and research.

Plans and outlines may be used for a wide variety of purposes, both simple and complex, (e.g., determining roles for a group activity, planning events or special days, creating goals for research projects, drafting plot outlines...). Creating a written plan provides opportunities for students to establish a process for achieving their learning goals. Students identify their goals, outline the steps they will use to achieve them, and determine how they will know their goals have been attained. As students engage in planning, they come to understand that the plan is a means to achieving an end, and not the end itself. Written plans may be developed collaboratively or individually.

Think about...

- focusing assessment on a manageable number of learning outcomes/students
- focusing assessment on the accuracy and completeness of the information
- teaching, modelling, and guiding the creation of plans and outlines
- constructing student-generated assessment criteria (e.g., What does a quality plan or outline look/sound like? Why?)
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment
- encouraging students to revise plans/outlines as needed
- orally guiding/facilitating reflection on planning, using a Y-chart or journals (See “Strategies That Make a Difference,” pp. 26–28, for information on Y-Charts and T-Charts.)

(continued)

9h – Creating Plans/Outlines *(continued)***BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 7: Our/My Learning Plan

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 33: Set Your Goal
- BLM 34: We Reached Our Goal!
- BLM 46: Personal Goal Setting
- BLM 94: Goal Setting
- BLM 96: Project Outline

Appendix A – Skills Assessment

9i – Recording Information



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-202	Interpret primary and secondary information sources for research.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-309	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>

As students are engaged in inquiry and research, they need to experience various strategies for recording and organizing acquired information. Strategies may include drawing, simple note-making skills, process notes, Slim Jims, concept maps, or graphic representations. Additional information on information processing strategies may be found in *Success for All Learners* (Manitoba Education and Training, 1996b, p. 6.49) and “Strategies That Make a Difference,” (Manitoba Education and Training, 1996a, pp. 59-64, 76–77, and 114–117). As students develop a repertoire of strategies, they become able to choose the most appropriate method related to the purpose and the type of information.

Think about...

- teaching and modelling one strategy at a time for recording information (Note: It takes students approximately six to eight weeks to internalize a strategy and to apply it independently.)
- focusing assessment on the accuracy and completeness of the information
- recording focused observations to determine which students need differentiation and scaffolding
- guiding self- and peer assessment
- observing students’ choices of strategies for recording information
- orally guiding/facilitating reflection, using a Y-chart or T-chart. (See “Strategies That Make a Difference,” pp. 26–28, for information on Y-Charts and T-Charts.)

(continued)

9i – Recording Information *(continued)***BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 8: Evidence of Learning

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 45: Checklist to Assess Student’s Ability to Select and Process Information
- BLM 64: Venn Diagram
- BLM 67: W-5 Chart

Success for All Learners

- Page 6.101: Three-Point Approach for Words and Concepts
- Page 6.102: Look It Over
- Page 6.114: Fact-Based Article Analysis
- Page 6.115: Issue-Based Article Analysis

Appendix A – Skills Assessment

10 – PRESENTATIONS/REPRESENTATIONS

10a – Dramatic Presentations



Skills

S-100	Collaborate with others to establish and carry out goals and responsibilities.
S-102	Make decisions that reflect fairness and equality in their interactions with others.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-400	Listen to others to understand their perspectives.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-405	Articulate their beliefs and perspectives on issues.

Drama and role-play are forms of language and literature that tell a story through the actions and speech of characters. Drama is a powerful tool that can stimulate creative and critical thinking through a variety of intelligences and develop language and literacy. Dramatizations are often collaborative in nature and intended to be shared with a broader audience. In planning dramatizations, students consider how the structure of the presentation will effectively communicate new information to their intended audience. Drama and role-play provide opportunities for students to make connections between their personal experiences and the lives of others, and explore diverse perspectives or points of view. They also help students develop empathy and enrich their social consciousness.

Guidelines for drama and role-play

- The context and roles should be clearly defined, while allowing some latitude for spontaneity and creativity on the part of the students.
- Determine a designated time frame for the presentation.
- When topics are controversial or require solutions, encourage students to consider diverse perspectives and alternative solutions, to use language appropriately, and to take a position and reach a conclusion or resolution.
- Provide students time to prepare and to access any preparatory information they need.

(continued)

10a – Dramatic Presentations (*continued*)

- Role descriptions should provide enough information to help students “enter into” the character they are to portray (general characteristics, beliefs, and values) but should not follow a pre-determined script.
- Students may complete a character outline (see BLM) to help them prepare.
- Props and costumes may be used appropriately.
- Discuss with students the effectiveness of realism versus fantasy scenarios, the need to be mindful of anachronisms, oversimplifications, and the indiscriminate use of stereotypes.

Variations

- Props and costumes could be used in different ways.
- If there are not enough roles for everyone in the group, one student could be assigned the task of being a witness or observer who “thinks out loud” to the audience without disrupting the action.
- Students could be asked to reverse roles or switch points of view in a second role-play.
- A narrator or series of narrators may be named to help set the scene and expand on what is happening.

Think about...

- focusing assessment on a manageable number of outcomes/students, keeping the end in mind
- constructing student-generated assessment criteria (e.g., What does a quality dramatization/role-play look/sound like? Why?)
- offering descriptive feedback and conferencing with students throughout the process
- orally guiding/facilitating reflection, using a Y-chart or journals
- allowing time for a group debriefing, including the audience, after the presentation
- recording focused observations during the planning and presentations of dramatizations



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 36: How We Cooperated in Our Group Work
- BLM 51: Identifying Appropriate Audience Behaviours
- BLM 89: Cooperative Group Learning (Teacher Assessment)
- BLM 95: Observation Checklist for Speaking and Listening Skills

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

10b – Video Production



Skills

S-100	Collaborate with others to establish and carry out goals and responsibilities.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-309	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>
S-311	Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.
S-401	Use language that is respectful of human diversity.
S-402	Persuasively express differing viewpoints regarding an issue.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Video projects provide opportunities for students to develop and apply skills in research, critical thinking, problem solving, collaborative learning, and communication, and to express their creativity. Students learn to mix moving and still images, text, sound, music, and dialogue to create compelling stories and to communicate messages. Students produce videos for a variety of reasons: to inspire, to inform, to instruct, and to entertain. Video project subjects include biographies, social issues/advocacy, community stories/local history, how to, news, commercials, science and nature, reenactments, travel and tourism, and documentaries.

Students need to plan their video project before taping. Once a topic is chosen, students prepare a descriptive overview, and conduct their research. They then plan the script, create a storyboard, record the scenes, and edit. Students can assume the roles of Executive Director, Director, Producer, Researcher, Script Writer, Storyboard Artist, Set Designer, Camera Operator, Sound Technician, Editor, Online Graphic Artist, and Actors. Video production helps students learn media literacy skills and become more critical consumers of media.

(continued)

10b – Video Production (*continued*)

Think about...

- constructing student-generated assessment criteria (e.g., What does a quality video look/sound like? Why?)
- focusing assessment on the accuracy and completeness of the information
- conferencing with students throughout the process
- orally guiding/facilitating reflection, using a Y-chart or journals
- offering descriptive feedback
- recording focused observations during the planning and production of videos



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 36: How We Cooperated in Our Group Work
- BLM 52: Film and Television Techniques
- BLM 89: Cooperative Group Learning (Teacher Assessment)

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

10c – Artistic Representations



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-309	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>
S-401	Use language that is respectful of human diversity.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Engaging in the creation of art allows students to express their learning and their understanding in alternative ways and, more importantly, provides a venue for them to be truly creative. Not only do students learn more about the topic at hand, when they are given opportunities to communicate their ideas artistically they learn about themselves, their culture and identity, as well as the larger world around them.

The processes related to the creation of art include exploration and active learning, as well as the use of imagination. These processes enhance student understanding and engage their attention. As well, the opportunity to be creative motivates and connects students to subject matter in emotional, physical, and personal ways. Art supports the development of spatial, kinesthetic, interpersonal, and intrapersonal intelligences, and promotes open-ended, non-linear thinking. As students participate in meaningful artistic activities, they are better able to understand and appreciate the constant flow of images, sounds, and messages (i.e., art and media) that surround them. They also come to understand and empathize with people from diverse groups and cultures (e.g., racial, religious, age, gender, and language).

Think about...

- constructing student-generated assessment criteria (e.g., What does a quality artistic representation look like?)
- encouraging the exploration and use of a variety of media in their artistic representations
- conferencing with students throughout the process
- guiding peer and self-assessment
- focusing on the principles and elements of art (e.g., line, colour, shape, texture, movement, balance...)
- posing reflective questions
- offering descriptive feedback
- having students select artistic pieces for inclusion in their portfolios and highlighting evidence of their understanding

(continued)

10c – Artistic Representations (*continued*)

- posing reflective questions (e.g., What are you discovering as you create? What surprises you? What might your audience think as they view this piece? What goals do you have for your next artistic piece? Why did you choose this medium to express your understanding?...)

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work

Appendix A – Skills Assessment

10d – Musical Representations



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-309	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>
S-401	Use language that is respectful of human diversity.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-405	Articulate their beliefs and perspectives on issues.

Classroom music-making contributes to students' cognitive development, including reasoning, creativity, thinking, and decision-making and problem-solving skills. Creating songs, raps, chants, or other musical forms helps focus the learner's attention and provides a safe and motivating social learning context in which all students can contribute. Putting curricular concepts into musical form is consistent with theories of multi-sensory learning. Students can create lyrics to demonstrate their understanding of concepts, and perform them to original or familiar melodies. Music-making is a motivating and fun activity that engages the whole brain and helps move information into long-term memory. Music-making creates a language-rich environment and promotes self-esteem and a sense of inclusion and collaboration.

Think about...

- encouraging the use of a variety of musical genres
- conferencing with students throughout the process
- guiding peer and self-assessment
- focusing on the principles of music (e.g., rhythm, harmony...)
- offering descriptive feedback
- having students self-select recordings of their musical pieces for inclusion in their portfolios and highlighting evidence of their understanding
- posing reflective questions (e.g., What are you discovering as you create? What surprises you? What might your audience think as they listen to this piece? What goals do you have for your next musical piece? Why did you choose this genre to express your understanding?...)



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work

11 – INFORMATION AND COMMUNICATION TECHNOLOGIES

11a – Print and Electronic Research



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-202	Interpret primary and secondary information sources for research.
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-300	Plan topics, goals, and methods for inquiry and research.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-305	Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-307	Compare differing viewpoints regarding global issues.
S-308	Compare diverse perspectives in the media and other information sources.
S-309	Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>
S-310	Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.
S-311	Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.

Print and electronic research is one way of gathering knowledge within the inquiry process. The inquiry process includes the following stages:

- Choose a theme or topic.
- Identify and record prior knowledge.
- Ask initial questions.
- Explore and select primary and secondary sources.

(continued)

Appendix A – Skills Assessment

11a – Print and Electronic Research (*continued*)

- Plan for inquiry.
- Gather, process, and record information.
- Focus the inquiry.
- Plan to express learning.
- Create performances/demonstrations/products.
- Celebrate and reflect.

Research helps students construct knowledge and develop their understanding as they acquire new information and build on prior knowledge. The focus of the research is often guided by student-generated questions related to the knowledge learning outcomes. Observe and offer guidance to students as they engage in research in order to help them focus their learning.

Additional information on the inquiry process may be found in *Independent Together: Supporting the Multilevel Learning Community* (Manitoba Education and Youth, 2003, Chapter 6, Integrated Learning Through Inquiry: A Guided Planning Model p. 6.1–6.18) and “Strategies That Make a Difference” (Manitoba Education and Training, 1996a, p. 73–93).

Think about...

- focusing assessment on a manageable number of outcomes/students, keeping the end in mind
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., referencing sources, avoiding plagiarism, recognizing bias, relevancy, validity of sources...)
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- encourage students to use a variety of before, during, and after strategies throughout the research process
- conferencing with students throughout the research process



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 7: Our/My Learning Plan

11b – Using Graphics Software



Skills

S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Students may use graphics software to illustrate and label concepts and ideas. Images created with graphics software may be imported into other applications (e.g., word processor, presentation software...) and more fully explained. Students may change and adapt previously created images to reflect new understanding as additional information is acquired.

Think about...

- focusing assessment on the visual representation of concepts and ideas
- constructing student-generated assessment criteria (e.g., What do quality illustrations/diagrams look like?)
- having students select graphics for inclusion in their portfolios and highlighting evidence of their understanding
- offering descriptive feedback
- guiding self- and peer assessment



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work

Appendix A – Skills Assessment

11c – Email



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-311	Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.
S-401	Use language that is respectful of human diversity.

Email offers authentic opportunities for students to communicate with others, near and far. Students articulate ideas and information and analyze responses for relevancy and accuracy. Students may use email to conduct interviews, request information, state a position, or share understandings on a topic or issue. Help students identify the purpose of their email communications and model compositions to achieve various purposes. As well, assist students in selecting style and language to match audience and purpose, and ensure they use language that is respectful of others. Teach students about safety on the Internet and the importance of not including personal information in email communication with people they do not know.

Think about...

- modelling appropriate Internet practices
- focusing assessment on the clarity of student communication and the match of style and tone with purpose
- constructing student-generated assessment criteria (e.g., What does an appropriate Internet communication look/sound like? Why?)
- offering descriptive feedback
- guiding student self-reflection regarding email they send and receive (e.g., tone, validity, bias, accuracy...)

(continued)

11c – Email *(continued)***BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work

Appendix A – Skills Assessment

11d – Desktop Publishing



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-401	Use language that is respectful of human diversity.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Desktop publishing includes the use of text, images, maps, and charts to communicate information and concepts. It provides opportunities for students to synthesize new knowledge and represent their understandings creatively. Examples of desktop-published products include brochures, posters, and newsletters. They may be produced collaboratively or individually. Encourage students to identify the purpose of the final product and to plan accordingly to ensure it communicates the purpose effectively to their intended audience.

Think about...

- focusing assessment on the layout, organization, visual appeal, content choices, and whether the final product communicates the purpose effectively
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., What does a quality brochure look like?)
- having students select published pieces for inclusion in their portfolios and highlighting evidence of their understanding
- offering descriptive feedback throughout the process
- guiding self- and peer assessment



BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work

11e – Word Processing



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.

Word processing supports students throughout the writing process and facilitates them in revising initial drafts and in the organization of their writing to best represent their current understandings. Students may take advantage of standard word-processing features to improve their writing (e.g., spell and grammar check, thesaurus, formatting options...). Encourage students to organize and save electronic copies of drafts as they work through the editing and revision process as evidence of their growth and improvement over time.

Think about...

- modelling and guiding the development of word-processing skills and strategies
- constructing student-generated assessment criteria (e.g., What does a quality word-processed document look like?)
- having students select word-processed pieces for inclusion in their portfolios and highlighting evidence of their understanding
- recording focused observations to determine skills in organizing information and ideas, revising and editing, and organizing and saving electronic copies of files
- offering descriptive feedback



BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”

- BLM 28a: Writing Self-Assessment
- BLM 28b: Writing Self-Assessment (continued)

Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

11f – Concept Mapping

**Skills**

- | | |
|-------|--|
| S-200 | Select information from a variety of oral, visual, material, print, or electronic sources.
<i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i> |
| S-203 | Select and use appropriate tools and technologies to accomplish tasks. |

Concept mapping involves the visual organization of ideas and information. This helps students identify patterns and relationships, build upon prior knowledge, and review concepts. It also stimulates creative thinking. As students acquire new information, they can organize additional ideas and information graphically to integrate new knowledge and reinforce their understandings. This helps students identify misconceptions and clarify their thinking. The use of colours, symbols, and images reinforces written text. The ease with which changes in relationships can be represented makes concept mapping particularly helpful for some students. Concept mapping examples include facilitating brainstorming (Activating), gathering information (Acquiring), or displaying new understanding (Applying).

Think about...

- modelling and guiding the use of concept mapping
- constructing student-generated assessment criteria (e.g., What does a quality concept map look like?)
- having students select concept maps to include in their portfolios and highlighting evidence of their understanding
- offering descriptive feedback
- guiding self- and peer assessment

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 2: Constructing Student-Generated Criteria for Quality Work

11g – Multimedia Presentations



Skills

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-401	Use language that is respectful of human diversity.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-405	Articulate their beliefs and perspectives on issues.

Multimedia presentations (e.g., web page, *PowerPoint*...) provide opportunities for students to synthesize new knowledge and share their understandings. Multimedia presentations allow students to represent their understandings creatively by including text, images, sound clips, and hyperlinks that support their ideas and information. Presentations are often collaborative in nature and intended to be shared with a broader audience. In planning their presentations, students need to consider how the structure of the presentation will communicate information effectively to their intended audience. Provide students time to practise before they give their presentations.

Think about...

- focusing assessment on a manageable number of outcomes/students, keeping the end in mind
- focusing assessment on the accuracy and completeness of the information
- constructing student-generated assessment criteria (e.g., audience engagement, audio/visual appeal, content, presentation techniques...)
- offering descriptive feedback throughout the process
- having students select multimedia presentations for inclusion in their portfolios and highlighting evidence of their understanding
- recording focused observations to monitor student growth and to determine which students need differentiation

(continued)

Appendix A – Skills Assessment**11g – Multimedia Presentations** *(continued)*

- guiding self- and peer reflection on whether the presentation effectively communicates the intended message
- orally guiding/facilitating reflection, using a Y-chart or journals (See “Strategies That Make a Difference,” pp. 26–28, for information on Y-Charts and T-Charts.)

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

11h – Creating Animations

**Skills**

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Creating animations provides students with opportunities to apply new knowledge and graphically represent concepts and ideas. Students may create animations to illustrate patterns, cycles, changes over time, or cause-and-effect relationships, as well as stories. In creating animations, students develop skills in problem solving, sequencing, timing, and duration of scenes/screens to communicate the concepts and ideas they are illustrating. The interactive and graphic nature of animations provides alternative ways for students to demonstrate their learning.

Think about...

- focusing assessment on how the animation creatively communicates a concept or idea
- constructing student-generated assessment criteria (e.g., What does quality animation look/sound like? Why?)
- offering descriptive feedback
- having students select animations for inclusion in their portfolios and highlighting evidence of their understanding
- recording focused observations to monitor student growth over time and to determine which students need differentiation
- guiding self- and peer assessment
- orally guiding/facilitating reflection, using a Y-chart or journals

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

Appendix A – Skills Assessment

11i – Using Software

**Skills**

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-304	Distinguish fact from opinion and interpretation.
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>
S-311	Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.

Using software allows students to access new information and interact with simulations and/or animations to explore new concepts and ideas. Simulations provide an environment where students can explore, experiment, question, and hypothesize about real-life situations that would otherwise be inaccessible. Students can explore “what-if” scenarios as they predict the results of various actions, modify parameters accordingly, and evaluate the resulting outcomes. Simulations and animations allow students to visualize complex and dynamic interactions and develop deeper understandings than may be achieved through a text description. By exploring a simulated environment, students can “learn by doing.” Using software also allows students to practise specific skills and receive corrective feedback.

Think about...

- focusing assessment on students’ skills in exploring concepts and ideas with simulations and/or animations
- offering descriptive feedback on students’ explorations, deepening understandings and testing hypotheses
- orally guiding/facilitating reflection, using a Y-chart or journals (e.g., Using this software helps me...)

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 1: Reflection—Metacognition

11j – Using Spreadsheets/Databases

**Skills**

S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-203	Select and use appropriate tools and technologies to accomplish tasks.
S-302	Draw conclusions based on research and evidence.
S-303	Evaluate personal assumptions based on new information and ideas.
S-306	Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>

Spreadsheets and databases allow students to record and graphically represent data, analyze relationships and patterns, and manipulate data to solve problems. There are several opportunities to integrate spreadsheet and database skills. With spreadsheets, students can enter formulas to calculate values (e.g., population density equals population divided by area). Additionally, students can chart their data by creating graphs to facilitate data analysis. Databases are particularly useful for students to make comparisons in their recorded research (e.g., characteristics of daily life in communities studied, location and characteristics of geographic regions...). Students may then query the data to identify patterns and relationships. As students develop the skills to use spreadsheets and databases, they are able to apply these skills in the context of analyzing issues and concepts related to their investigations.

Think about...

- modelling and guiding the use of spreadsheets/databases
- focusing assessment on the analysis of patterns and relationships rather than isolated technology skills
- recording focused observations to determine prior knowledge, gaps, points for instruction, and/or growth over time
- offering descriptive feedback to improve understanding of relationships between various factors in data analysis and/or research

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.
Independent Together: Supporting the Multilevel Learning Community

- BLM 5: Focused Observation Form

Blackline Masters

Appendix B

GRADE

8

Blackline Masters

Cluster 1

Learning Experience 8.1.1

- 8.1.1a** The Blind Men and the Elephant (2 pages)
- 8.1.1b** What Do You See?
- 8.1.1c** How Do You View the World (2 pages)
- 8.1.1d** World View Expressed in Art: Guiding Questions (2 pages)
- 8.1.1e** Concept Frame: World View

Learning Experience 8.1.2

- 8.1.2a** Stories of Origins (5 pages)
- 8.1.2b** Anticipation Guide: Hunter-Gatherer and Agrarian Societies
- 8.1.2c** Anticipation Guide: Hunter-Gatherer and Agrarian Societies—Key
- 8.1.2d** Events in Prehistory: Dates and Event Cards (2 pages)
- 8.1.2e** Events in Prehistory: Dates and Event Cards—Key
- 8.1.2f** Chronology
- 8.1.2g** Agricultural Revolution
- 8.1.2h** Model Timeline
- 8.1.2i** Compare and Contrast: Hunter-Gatherer and Agrarian Societies (2 pages)
- 8.1.2j** Concept Relationship: Stories and Theories of Origins (2 pages)
- 8.1.2k** Concept Relationship: Stories and Theories of Origins—Key
- 8.1.2l** Tell the Story in the History

Learning Experience 8.1.3

- 8.1.3a** Sustainability
- 8.1.3b** Societies and Civilizations: Concept Relationship Frame
- 8.1.3c** Imaginary Civilization (3 pages)
- 8.1.3d** Thoughts on Civilization
- 8.1.3e** Sample Web: Civilizations

Learning Experience 8.1.4

- 8.1.4a** Talking about History
- 8.1.4b** Quotations about History (2 pages)
- 8.1.4c** Primary and Secondary Sources (2 pages)
- 8.1.4d** Compare and Contrast Frame: Primary and Secondary Sources

- 8.1.4e** Vocabulary Circle: History, Evidence, and Interpretation

- 8.1.4f** Understanding Societies Past and Present: Connecting and Reflecting

Cluster 2

Learning Experience 8.2.1

- 8.2.1a** Important Places: Early Civilizations
- 8.2.1b** Sort and Predict: Stone Age and Bronze Age
- 8.2.1c** Sort and Predict: Stone Age and Bronze Age—Key
- 8.2.1d** Searching the Web (2 pages)
- 8.2.1e** Evaluating Internet Sites (3 pages)
- 8.2.1f** Developments in Early Civilizations—Event Cards (2 pages)

Learning Experience 8.2.2

- 8.2.2a** What Is Technology? (2 pages)
- 8.2.2b** Examining an Artifact
- 8.2.2c** Note-Taking Frame: Technologies of an Ancient Society

Learning Experience 8.2.3

- 8.2.3a** KWL: Life in an Early Society
- 8.2.3b** Word Splash
- 8.2.3c** People, Events, and Ideas in Early Societies

Learning Experience 8.2.4

- 8.2.4a** Thoughts about Science and Religion
- 8.2.4b** Evidence of Ancient Science
- 8.2.4c** Reading Art and Architecture
- 8.2.4d** Early Societies of Mesopotamia, Egypt, or the Indus Valley: Connecting and Reflecting

Cluster 3

Learning Experience 8.3.1

- 8.3.1a** Important Places in Antiquity
- 8.3.1b** Outline Map of Europe
- 8.3.1c** Outline Map of Asia
- 8.3.1d** Outline Map of Central America
- 8.3.1e** Outline Map of the Mediterranean
- 8.3.1f** Sort and Predict: Defining Characteristics of Ancient Societies (3 pages)
- 8.3.1g** Sort and Predict: Defining Characteristics of Ancient Societies—Key (3 pages)

Blackline Masters (continued)

- 8.3.1h** Primary Source Template
- 8.3.1i** Note-Taking Frame: World Religions (2 pages)
- 8.3.1j** Thoughts from World Religions (2 pages)

Learning Experience 8.3.2

- 8.3.2a** Word Splash: Greek Society
- 8.3.2b** Compare and Contrast: Athens and Sparta
- 8.3.2c** Role Card: Life in the Polis
- 8.3.2d** Events, People, and Ideas of Ancient Greece
- 8.3.2e** Socrates' Apology (3 pages)
- 8.3.2f** Greek Mythology (2 pages)

Learning Experience 8.3.3

- 8.3.3a** Making Group Decisions
- 8.3.3b** Forms of Government
- 8.3.3c** Compare and Contrast: Ancient and Modern Democracy
- 8.3.3d** Thoughts on Democracy (2 pages)
- 8.3.3e** Democracy in Ancient Greece
- 8.3.3f** Timeline Template
- 8.3.3g** Role-Play: Decision Making in the Polis
- 8.3.3h** Democracy or Not?
- 8.3.3i** Direct and Representative Democracy

Learning Experience 8.3.4

- 8.3.4a** Important Places in the Roman Empire
- 8.3.4b** Sort and Predict: Governance
- 8.3.4c** Sort and Predict: Governance—Key
- 8.3.4d** Events, People, and Ideas of Roman Empire (2 pages)
- 8.3.4e** Word Splash: Roman Governance
- 8.3.4f** Word Splash: Roman War

Learning Experience 8.3.5

- 8.3.5a** Classical Civilizations: Concept Overview
- 8.3.5b** Greek Roots
- 8.3.5c** Roman Roots
- 8.3.5d** Ancient Mathematical Thought
- 8.3.5e** Decline of Ancient Greece and Ancient Rome (2 pages)
- 8.3.5f** Ideas of Ancient Greece and Rome

- 8.3.5g** Ancient Societies of Greece and Rome: Connecting and Reflecting

Cluster 4

Learning Experience 8.4.1

- 8.4.1a** Anticipation Guide: Middle Ages
- 8.4.1b** Anticipation Guide: Middle Ages—Key
- 8.4.1c** Key World Events (5th Century to 15th Century)
- 8.4.1d** Note-Taking Frame: Key World Events (2 pages)
- 8.4.1e** Outline Map of the World: Countries

Learning Experience 8.4.2

- 8.4.2a** Magna Carta
- 8.4.2b** Medieval Art
- 8.4.2c** Feudal System (3 pages)
- 8.4.2d** Medieval Thought (2 pages)
- 8.4.2e** Using Primary Sources
- 8.4.2f** Viking Timeline
- 8.4.2g** Note-Taking Frame: Crusades (2 pages)
- 8.4.2h** Vocabulary Circle: Magna Carta
- 8.4.2i** Medieval Festival Stations

Learning Experience 8.4.3

- 8.4.3a** KWL: Islam
- 8.4.3b** Timeline: Islam in the Middle Ages (2 pages)
- 8.4.3c** Important Places in Muslim History
- 8.4.3d** Key Words: Islamic Achievements
- 8.4.3e** Vocabulary Circle: Religion of Islam

Learning Experience 8.4.4

- 8.4.4a** Marco Polo in China (3 pages)
- 8.4.4b** China in the Middle Ages
- 8.4.4c** Achievements of Chinese Civilization in the Middle Ages (2 pages)

Learning Experience 8.4.5

- 8.4.5a** Word Splash: Medieval Science and Technology
- 8.4.5b** Planning Outline: Achievements of the Middle Ages
- 8.4.5c** Transition to the Modern Age (2 pages)
- 8.4.5d** Transition to the Modern Age—Key (2 pages)

Blackline Masters (continued)

- 8.4.5e** Viewing Guide Historical Fiction
- 8.4.5f** Compare and Contrast
- 8.4.5g** Transition to the Modern World (Circa 500 to 1400): Connecting and Reflecting

Cluster 5

Learning Experience 8.5.1

- 8.5.1a** Shaping the Modern World (2 pages)
- 8.5.1b** Timeline of Events c. 1400–1850 (3 pages)
- 8.5.1c** Concept Overview: Revolution
- 8.5.1d** Rise of Representative Government
- 8.5.1e** Thoughts on Revolution
- 8.5.1f** Thinking about Science and Technology
- 8.5.1g** Concept Frame: Rule of Law
- 8.5.1h** Comparison: Absolute Monarchy and Representative Government (2 pages)

Learning Experience 8.5.2

- 8.5.2a** Colonization: Concept Overview
- 8.5.2b** Indigenous Peoples of the World (3 pages)
- 8.5.2c** Triangular European Trade c. 1450–1800s
- 8.5.2d** Triangular European Trade c. 1450–1800s—Key
- 8.5.2e** Note-Taking Frame: An Important Explorer
- 8.5.2f** Note-Taking Frame: Age of Exploration
- 8.5.2g** Globalization (2 pages)
- 8.5.2h** Motivations for European Expansion and Exploration

Learning Experience 8.5.3

- 8.5.3a** Scenario for Reformation (2 pages)
- 8.5.3b** Figures of the Renaissance (2 pages)
- 8.5.3c** Humanism (3 pages)
- 8.5.3d** Luther's Concerns
- 8.5.3e** The Condemnation of Galileo (2 pages)

Learning Experience 8.5.4

- 8.5.4a** Advances in Science and Technology
- 8.5.4b** Issue-Based Article Analysis
- 8.5.4c** Guilds vs. Industrial Production
- 8.5.4d** Before and After the Industrial Revolution
- 8.5.4e** Carlyle: The Mechanical Age
- 8.5.4f** William Wordsworth: The Excursion, 1814
- 8.5.4g** Shaping the Modern World (Circa 1400 to 1850): Connecting and Reflecting

Charts and Checklists

Appendix C

GRADE

8

Skills Checklist												
Active Democratic Citizenship	S-100	Collaborate with others to establish and carry out group goals and responsibilities.										
	S-101	Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>										
	S-102	Make decisions that reflect fairness and equality in their interactions with others.										
	S-103	Make decisions that reflect principles of environmental stewardship and sustainability.										
	S-104	Negotiate constructively with others to build consensus and solve problems.										
	S-105	Recognize bias and discrimination and propose solutions. <i>Examples: racism, ageism, heterosexism...</i>										
	S-106	Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i>										
Managing Information and Ideas	S-200	Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>										
	S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>										
	S-202	Interpret primary and secondary information sources for research.										
	S-203	Select and use appropriate tools and technologies to accomplish tasks.										
	S-204	Create timelines and other visual organizers to sequence and represent historical periods, figures, relationships, or chronological events.										
	S-205	Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.										
	S-206	Select, use, and interpret various types of maps for specific purposes. <i>Examples: historical maps and atlases...</i>										
	S-207	Use latitude and longitude to locate and describe places on maps and globes.										
	S-207A	Use traditional knowledge to read the land.										
	S-208	Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.										

Skills Checklist									
Critical and Creative Thinking	S-300 Plan topics, goals, and methods for historical inquiry and research.								
	S-301 Consider the context of events, accounts, ideas, and interpretations.								
	S-302 Draw conclusions based on research and evidence.								
	S-303 Evaluate personal assumptions based on new information and ideas.								
	S-304 Distinguish fact from opinion and interpretation.								
	S-305 Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>								
	S-306 Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>								
	S-307 Compare differing accounts of historical events.								
	S-308 Compare diverse perspectives in the media and other information sources.								
	S-309 Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>								
	S-310 Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.								
S-311 Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.									
Communication	S-400 Listen to others to understand their perspectives.								
	S-401 Use language that is respectful of human diversity.								
	S-402 Persuasively express differing viewpoints regarding an issue.								
	S-403 Present information and ideas orally, visually, concretely, or electronically.								
	S-404 Elicit and clarify questions and ideas in discussions.								
	S-405 Articulate their beliefs and perspectives on issues.								

Vocabulary Strategies

Appendix D

GRADE

8

Vocabulary

Vocabulary development should be integrated within each learning experience, introducing or reinforcing understanding of specific words and concepts within the context of the learning experiences and the cluster. A variety of vocabulary strategies may be used to assist students in activating, acquiring, and applying the appropriate vocabulary. Strategies may be modified to suit different grades.

Activate

- Using a word processor, students type new vocabulary in a word bank. Students may change the colour and/or font of the words they recognize and explain the meaning to each other, or highlight related words and explain their relationship to each other.
- Cooperative groups of students are provided with three vocabulary words. Students discuss each word and agree upon a meaning for each. A reporter from each group reads the definitions aloud. Students suggest the matching vocabulary word, and provide a reason for their choice.

Acquire

- Using print and electronic resources, students research vocabulary and, using a word processor, create a three-column chart. Students insert the vocabulary word in the first column and either a definition, synonyms/antonyms, image representing the word, or use the word in a sentence in the other two columns.
- Using Hot Potatoes, students create a crossword puzzle, a cloze passage, a multiple choice quiz, or a matching quiz using vocabulary. Students exchange quizzes with each other and solve.
- Introduce new vocabulary as “word of the day.” Students write the word, identify its root word, prefix, suffix, synonyms, antonyms, illustrate the word, and use it in a sentence.
- Using a word processor, students type new vocabulary into a word bank. Individually or in collaborative groups, students create a picture dictionary, inserting digital images or clip art representing the new vocabulary. Alternately, they create a talking dictionary, recording and inserting sound clips explaining the word, or using it correctly in a sentence.
- Using graphics software, students create mini-posters that include the vocabulary word, an illustration, and/or a definition. Print and display mini-posters, or set as desktop wallpaper.
- Using *Inspiration* vocabulary templates, students identify antonyms, synonyms, and/or people associated with new vocabulary.

- Students use “Pocket Definitions” to reinforce new vocabulary. Students write new vocabulary on slips of paper and put them in their pockets. Several times throughout the day, call out “Pocket Definitions!” Students take the slips of paper out of their pockets and practise the words and definitions.
- Using a word processor, word art, or concept mapping, students create a word splash of new vocabulary. Students add definitions, explanations, or illustrations of the vocabulary. TIP: Students may add further information by inserting text boxes, comments, or sound clips.
- Students use self-stick notes to label items displayed in an artifact centre (e.g., Red River Cart, kayak, map projection, longbow...). Students add and label additional items related to new vocabulary.
- Students match new vocabulary to magazine pictures or clip art illustrating the new word.
- List vocabulary words from a piece of text the students will be reading. Students use the words to compose a short story. Students share their stories and compare them with the original text.
- Using a word processor, students create a clip-art collage of images representing new vocabulary. Students record a sound clip of the vocabulary word and insert it next to the related image. Students predict the vocabulary word each image represents, and check their answer by playing the sound clip.
- Students contribute to the development of a Word Wall that contains key words related to a current topic of study. Students record words and definitions they contributed in personal dictionaries.
- Students complete a Word Cycle think sheet related to new vocabulary. Given vocabulary terms, students arrange the words and indicate the relationships among them. Using a Think-Pair-Share strategy, students identify the relationship between all adjoining words and justify their choices.
TIP: For more information on Word Cycle, see the Manitoba Education, Citizenship and Youth documents *Success for All Learners*, pp. 6.31-6.32 or “Strategies That Make a Difference,” p. 216. For a Word Cycle blackline master, see *Success for All Learners*, p. 6.99. For more information on Think-Pair-Share/Think-Pair-Square, see “Strategies That Make a Difference,” p. 15.
- Students sort and predict vocabulary terms. Working with partners or in small groups, students categorize and predict the meaning of a bank of words. Reporters from each group share the categories with the class. Students compare the categories from each group and discuss word placements. Students use a concept map to show understanding and connections between categories.
- Using concept mapping, students create a Word Explosion, choosing a root word and developing new words by adding prefixes and suffixes to develop new vocabulary. Students create posters of their Word Explosion activities and display them in the classroom. Students create and add new words to the posters as they are encountered.

Vocabulary**Apply**

- Students complete a concept frame or organizer to illustrate their understanding of vocabulary.
- Provide students with a vocabulary word and a definition for a different vocabulary word. One student reads her or his word and the student with the corresponding definition reads it and then reads out his or her word. Students continue until all the words and definitions are matched.
- Provide some students with vocabulary words and others with definitions. Students match the word with the correct definition in the least amount of time.
- Cooperative groups of students are provided three vocabulary words. Students research the definitions and record them in their own words. Students create three additional incorrect definitions. The group reporter reads all four definitions to the class and students guess the correct meaning from the four definitions.
- Students perform role-play vignettes, use mime, or create tableaux to illustrate the meaning of new vocabulary. Students guess the words.
- Using graphics software, students create a paneled comic strip that incorporates vocabulary. Students include speech bubbles and/or text demonstrating the meaning of vocabulary words with each panel.
- Using a word processor, students play “Vocabulary Bingo.” Students enter new vocabulary to fill the bingo squares. The teacher provides a definition, explanation, synonym, antonym, or cloze sentence for vocabulary words. Students match words on their bingo card to the given clue, highlighting the word or changing the font or colour. The first student to fill in the card or a designated row or column calls “Bingo!”
TIP: In classrooms with one computer, students may create individual bingo cards and print them.
- Using word-processing or graphics software, students create word graphics that represent the meaning of new vocabulary words. Students share word graphics in an electronic Gallery Walk.
- Collaborative groups of students create “The Answer is...” puzzles using new vocabulary, and quiz each other, (e.g., “The answer is “title, legend, compass rose, scale, latitude, longitude” What is the question?” – The question is “What are the elements of a map?”).
- Students play new vocabulary “Password.” Four students are divided into two teams of two. One student on each team is given a “secret” vocabulary word on a slip of paper. Taking turns, the first team member provides a one-word clue to her or his partner, who attempts to guess the “secret” word. The second team member provides an additional clue to his or her partner. Students continue until the vocabulary word is guessed.
- Students compose poems (e.g., Cinquain, Haiku...) to illustrate the meaning of new vocabulary.

- Using presentation or web authoring software, students create a web page or interactive glossary of new vocabulary. The presentation may include links to definitions, labelled diagrams, pictures, phrases, or sentences using the word in context, sound clips associated with the word, or digital pictures of classroom explorations with the concept represented by the word.
TIP: The presentation may be developed throughout the cluster and used as a culminating activity.
- Reinforce understanding of new vocabulary with exit slips (e.g., students must respond with the correct vocabulary word when given a definition in order to leave the class).
TIP: Show students a picture illustrating the vocabulary word or provide the word and have students respond with its meaning.
- Using presentation software, students create a rapid-fire class quiz. Collaborative groups of students create a three-part slide that includes an illustration or clip-art image representing the word, a definition, and the vocabulary word. Students set the timing feature so the illustration appears first, followed in three seconds by the definition, and followed five seconds later by the word. Each group's slide is included in a class presentation. During the presentation, students are encouraged to call out their guesses before the word appears.
- Using animation software or animation features of presentation software, students create an animation illustrating the meaning of cluster vocabulary.
- Using presentation software, students create an interactive four-slide riddle for new vocabulary words. Students create three clues for each new vocabulary word, entering one clue for each of the first three slides. The fourth slide contains the vocabulary word that answers the riddle. Students share their riddles with other students who use the clues to guess the vocabulary word.

GRADES
5^{to} 8

Cumulative Skills Chart
Appendix E

Appendix E

Skills for Active Democratic Citizenship		Grade 5	Grade 6
Code	Students will...	Students will...	Students will...
S-100	Collaborate with others to establish and carry out group goals and responsibilities.	5-S-100 Collaborate with others to establish and carry out group goals and responsibilities.	6-S-100 Collaborate with others to establish and carry out group goals and responsibilities.
S-101	Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>	5-S-101 Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>	6-S-101 Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>
S-102	Make decisions that reflect fairness and equality in their interactions with others.	5-S-102 Make decisions that reflect fairness and equality in their interactions with others.	6-S-102 Make decisions that reflect fairness and equality in their interactions with others.
S-103	Make decisions that reflect care, concern, and responsibility for the environment.	5-S-103 Make decisions that reflect care, concern, and responsibility for the environment.	6-S-103 Make decisions that reflect care, concern, and responsibility for the environment.
S-104	Negotiate constructively with others to build consensus and solve problems.	5-S-104 Negotiate constructively with others to build consensus and solve problems.	6-S-104 Negotiate constructively with others to build consensus and solve problems.
S-105	Recognize bias and discrimination and propose solutions.	5-S-105 Recognize bias and discrimination and propose solutions.	6-S-105 Recognize bias and discrimination and propose solutions.
S-106	Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i>	5-S-106 Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i>	6-S-106 Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i>

Appendix E

Skills for Active Democratic Citizenship		Grade 7	Grade 8
Code	Students will...	Students will...	Students will...
S-100	7-S-100 Collaborate with others to establish and carry out goals and responsibilities.	8-S-100 Collaborate with others to establish and carry out group goals and responsibilities.	
S-101	7-S-101 Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>	8-S-101 Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>	
S-102	7-S-102 Make decisions that reflect fairness and equality in their interactions with others.	8-S-102 Make decisions that reflect fairness and equality in their interactions with others.	
S-103	7-S-103 Make decisions that reflect principles of environmental stewardship and sustainability.	8-S-103 Make decisions that reflect principles of environmental stewardship and sustainability.	
S-104	7-S-104 Negotiate constructively with others to build consensus and solve problems.	8-S-104 Negotiate constructively with others to build consensus and solve problems.	
S-105	7-S-105 Recognize bias and discrimination and propose solutions. <i>Examples: racism, ageism, heterosexism...</i>	8-S-105 Recognize bias and discrimination and propose solutions. <i>Examples: racism, ageism, heterosexism...</i>	
S-106	7-S-106 Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i>	8-S-106 Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i>	

Appendix E

Skills for Managing Information and Ideas		Grade 5	Grade 6
Code	Students will...	Students will...	Students will...
S-200	5-S-200 Select information from oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>	6-S-200 Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>	6-S-200 Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	5-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>	6-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>	6-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-202	5-S-202 Distinguish between primary and secondary information sources for research.	6-S-202 Distinguish between primary and secondary information sources for research.	6-S-202 Distinguish between primary and secondary information sources for research.
S-203	5-S-203 Select and use appropriate tools and technologies to accomplish tasks.	6-S-203 Select and use appropriate tools and technologies to accomplish tasks.	6-S-203 Select and use appropriate tools and technologies to accomplish tasks.
S-204	5-S-204 Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.	6-S-204 Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.	6-S-204 Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.
S-205	5-S-205 Construct maps that include a title, legend, compass rose, grid, and scale.	6-S-205 Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.	6-S-205 Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.
S-206	5-S-206 Interpret maps that include a title, legend, compass rose, grid, and scale.	6-S-206 Select and interpret various types of maps for specific purposes.	6-S-206 Select and interpret various types of maps for specific purposes.
S-207	5-S-207 Use latitude and longitude to locate and describe places on maps and globes.	6-S-207 Use latitude and longitude to locate and describe places on maps and globes.	6-S-207 Use latitude and longitude to locate and describe places on maps and globes.
S-207A	5-S-207A Use traditional knowledge to read the land.	6-S-207A Use traditional knowledge to read the land.	6-S-207A Use traditional knowledge to read the land.
S-208	5-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.	6-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.	6-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.

Appendix E

Skills for Managing Information and Ideas		Grade 7	Grade 8
Code	Students will...	Students will...	Students will...
S-200	7-S-200 Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>	8-S-200 Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>	8-S-200 Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>
S-201	7-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>	8-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>	8-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>
S-202	7-S-202 Interpret primary and secondary information sources for research.	8-S-202 Interpret primary and secondary information sources for research.	8-S-202 Interpret primary and secondary information sources for research.
S-203	7-S-203 Select and use appropriate tools and technologies to accomplish tasks.	8-S-203 Select and use appropriate tools and technologies to accomplish tasks.	8-S-203 Select and use appropriate tools and technologies to accomplish tasks.
S-204	7-S-204 Create maps using a variety of information sources, tools, and technologies. <i>Examples: observation, traditional knowledge, geographic information systems (GIS), Global Positioning Systems (GPS)...</i>	8-S-204 Create timelines and other visual organizers to sequence and represent historical periods, figures, relationships, or chronological events.	8-S-204 Create timelines and other visual organizers to sequence and represent historical periods, figures, relationships, or chronological events.
S-205	7-S-205 Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.	8-S-205 Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.	8-S-205 Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.
S-206	7-S-206 Select and interpret various types of maps for specific purposes.	8-S-206 Select, use, and interpret various types of maps for specific purposes. <i>Examples: historical maps and atlases...</i>	8-S-206 Select, use, and interpret various types of maps for specific purposes. <i>Examples: historical maps and atlases...</i>
S-207	7-S-207 Use latitude and longitude to locate and describe places on maps and globes.	8-S-207 Use latitude and longitude to locate and describe places on maps and globes.	8-S-207 Use latitude and longitude to locate and describe places on maps and globes.
S-207A	7-S-207A Use traditional knowledge to read the land.	8-S-207A Use traditional knowledge to read the land.	8-S-207A Use traditional knowledge to read the land.
S-208	7-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.	8-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.	8-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.

Appendix E

Skills for Critical and Creative Thinking		Grade 5	Grade 6
Code	Students will...	Students will...	Students will...
S-300	5-S-300 Plan topics and goals for historical inquiry and research.	6-S-300 Plan topics, goals, and methods for historical inquiry and research.	
S-301	5-S-301 Evaluate the advantages and disadvantages of solutions to a problem.	6-S-301 Evaluate the advantages and disadvantages of solutions to a problem.	
S-302	5-S-302 Draw conclusions based on research and evidence.	6-S-302 Draw conclusions based on research and evidence.	
S-303	5-S-303 Evaluate personal assumptions based on new information and ideas.	6-S-303 Evaluate personal assumptions based on new information and ideas.	
S-304	5-S-304 Distinguish fact from opinion and interpretation.	6-S-304 Distinguish fact from opinion and interpretation.	
S-305	5-S-305 Observe and analyze material or visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>	6-S-305 Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>	
S-306	5-S-306 Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>	6-S-306 Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>	
S-307	5-S-307 Compare differing accounts of historical events.	6-S-307 Compare differing accounts of historical events.	
S-308	5-S-308 Compare diverse perspectives in a variety of information sources.	6-S-308 Compare diverse perspectives in a variety of information sources.	
S-309	5-S-309 Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>	6-S-309 Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>	
S-310	5-S-310 Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.	6-S-310 Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.	

Appendix E

Skills for Critical and Creative Thinking		Grade 7	Grade 8
	Students will...	Students will...	Students will...
S-300	7-S-300 Plan topics, goals, and methods for inquiry and research.	8-S-300 Plan topics, goals, and methods for historical inquiry and research.	
S-301	7-S-301 Evaluate the advantages and disadvantages of solutions to a problem.	8-S-301 Consider the context of events, accounts, ideas, and interpretations.	
S-302	7-S-302 Draw conclusions based on research and evidence.	8-S-302 Draw conclusions based on research and evidence.	
S-303	7-S-303 Evaluate personal assumptions based on new information and ideas.	8-S-303 Evaluate personal assumptions based on new information and ideas.	
S-304	7-S-304 Distinguish fact from opinion and interpretation.	8-S-304 Distinguish fact from opinion and interpretation.	
S-305	7-S-305 Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>	8-S-305 Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>	
S-306	7-S-306 Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>	8-S-306 Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>	
S-307	7-S-307 Compare differing viewpoints regarding global issues.	8-S-307 Compare differing accounts of historical events.	
S-308	7-S-308 Compare diverse perspectives in the media and other information sources.	8-S-308 Compare diverse perspectives in the media and other information sources.	
S-309	7-S-309 Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>	8-S-309 Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>	
S-310	7-S-310 Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.	8-S-310 Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.	
S-311	7-S-311 Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.	8-S-311 Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.	

Appendix E

Communication Skills	
Code	Grade 5
	Students will...
S-400	5-S-400 Listen to others to understand their perspectives.
S-401	5-S-401 Use language that is respectful of human diversity.
S-402	5-S-402 Support their ideas and opinions with information or observations.
S-403	5-S-403 Present information and ideas orally, visually, concretely, or electronically.
S-404	5-S-404 Elicit and clarify questions and ideas in discussions.
S-405	5-S-405 Articulate their beliefs and perspectives on issues.
	Grade 6
	Students will...
	6-S-400 Listen to others to understand their perspectives.
	6-S-401 Use language that is respectful of human diversity.
	6-S-402 Persuasively express differing viewpoints regarding an issue.
	6-S-403 Present information and ideas orally, visually, concretely, or electronically.
	6-S-404 Elicit and clarify questions and ideas in discussions.
	6-S-405 Articulate their beliefs and perspectives on issues.

Appendix E

Communication Skills		Grade 7	Grade 8
Code	Students will...	Students will...	Students will...
S-400	7-S-400 Listen to others to understand their perspectives.	8-S-400 Listen to others to understand their perspectives.	8-S-400 Listen to others to understand their perspectives.
S-401	7-S-401 Use language that is respectful of human diversity.	8-S-401 Use language that is respectful of human diversity.	8-S-401 Use language that is respectful of human diversity.
S-402	7-S-402 Persuasively express differing viewpoints regarding an issue.	8-S-402 Persuasively express differing viewpoints regarding an issue.	8-S-402 Persuasively express differing viewpoints regarding an issue.
S-403	7-S-403 Present information and ideas orally, visually, concretely, or electronically.	8-S-403 Present information and ideas orally, visually, concretely, or electronically.	8-S-403 Present information and ideas orally, visually, concretely, or electronically.
S-404	7-S-404 Elicit and clarify questions and ideas in discussions.	8-S-404 Elicit and clarify questions and ideas in discussions.	8-S-404 Elicit and clarify questions and ideas in discussions.
S-405	7-S-405 Articulate their beliefs and perspectives on issues.	8-S-405 Articulate their beliefs and perspectives on issues.	8-S-405 Articulate their beliefs and perspectives on issues.

Recommended Learning Resources

Appendix F

GRADE

8

Grade 8 Recommended Learning Resources

This is an alphabetical list of resources for Grade 8. The annotations are either in paragraph form or by topic. This list combines Integrated Resources, Series, Atlases, and/or Stand-Alone Resources.

These resources have been evaluated and recommended between March 2003 and August 2005 by a group of Manitoba teachers who were nominated by their school divisions. As additional materials are evaluated and recommended, this resource list will be updated. *Social Studies Kindergarten to Grade 8 Learning Resources: Annotated Bibliography (New Edition September 2005)* is available in its entirety online at:

<www.edu.gov.mb.ca/k12/learnres/bibliographies.html>.

Contact the Manitoba Text Book Bureau to purchase a print copy of the New Edition September 2005 bibliography (stock number 80514).

For information or assistance regarding the purchase of learning resources listed, please contact:

The Manitoba Text Book Bureau, Box 910, Souris, MB R0K 2C0

Toll free (in Manitoba and Saskatchewan): 1-866-771-6822

Telephone (outside Manitoba and Saskatchewan): 204-483-5040

Fax: 1-204-483-5041 Email: <mtbb@merlin.mb.ca>

Search and order online at <www.mtbb.mb.ca>

Definitions of Terms Used in the Learning Experiences

- **Student Breadth:** identifies student learning resources that address a wide range of topics for a particular grade.
- **Student Depth:** identifies student learning resources that provide especially effective learning experiences for students for a particular grouping of learning outcomes.
- **Student Breadth and Depth:** identifies comprehensive learning resources that provide both breadth and depth dimensions for a particular grouping of learning outcomes.
- **Teacher Reference:** identifies classroom strategies to assist teachers in implementing the learning outcomes identified for Social Studies.

How To Access Learning Resources

Many of the resources listed are available for loan by contacting: Instructional Resources Unit (IRU), Manitoba Education, Citizenship and Youth, and accessible by Manitoba educators and registered patrons of the IRU.

To register as a patron, renew resources and inquire about loans, contact:

Instructional Resources Unit (IRU)

Manitoba Education, Citizenship and Youth

1181 Portage Avenue

Winnipeg, MB R3G 0T3

Telephone: (204) 945-7830/7851 (in Winnipeg)

Toll Free: 1-800-282-8069 ext. 7830/7851 (Manitoba only)

Fax: 204-945-8756

Email: <iruref@gov.mb.ca>

Internet: <<http://library.edu.gov.mb.ca:4100>>

Online Catalogue

To conduct searches of the library's collections, visit the online catalogue at: <<http://libcat.merlin.mb.ca>>.

Videos and DVDs

The videos listed in this document were available from the IRU at the time of printing. However, in some cases there may be limited availability and videos may not always be available as needed.

Please consult the IRU for a list of DVD resources to support the Grade 8 learning experiences. At time of publication that list was not available.

Free Materials and Websites

Please note that the free materials and websites listed in this document were available at time of publication. However, if some of the items or web addresses are not accessible, please contact the host organization for alternatives.

Recommended Learning Resources**25 Mini-Plays World History**

(Non-Fiction).

Fry, Erin.

Scholastic Canada Ltd. (SCH), 2000. 96 p. ISBN 0-439-14009-9.

Grade 8 – Cluster 2 – Early Societies of Mesopotamia, Egypt, or the Indus Valley (3500–500 BCE)

- General world overview and major achievements (location, contributions, beliefs) of Mesopotamia, Egypt, Indus Valley

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- General world overview and major achievements of China, Greece, Rome from 500 BCE to 500 CE
- World religions that emerged during this time (Buddhism)

Suggested Use: Grade 8; Grade 8 – Cluster 2; Grade 8 – Cluster 3; Teacher Reference

Date Recommended: 2003-Aug-25

Adventures in Ancient Greece

(Non-Fiction).

Bailey, Linda.

Kids Can Press (KCP), 2002. 48 p. ISBN 1-55074-536-0.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- General world overview and major achievements of Greece from 500 BCE to 500 CE
- Ancient Greece – life in Sparta and Athens

Note: Easy reading level.

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

Alexander the Great

(Non-Fiction).

Green, Robert.

Scholastic Canada Ltd. (SCH), 1996. 63 p. ISBN 0-531-15799-7.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Greece

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

Ancient Egypt

(Non-Fiction).

Wassynger, Ruth Akamine.

Scholastic Canada Ltd. (SCH), 1996. 72 p. ISBN 0-590-89644-X.

Grade 8 – Cluster 2 – Early Societies of Mesopotamia, Egypt, or the Indus Valley (3500–500 BCE)

- General world overview and major achievements (location, contributions, beliefs) of Egypt

Note: Teacher Background Information/Reference

Suggested Use: Grade 8; Grade 8 – Cluster 2; Teacher Reference

Date Recommended: 2003-Aug-25

Ancient Greece: 40 hands-on activities to experience this wondrous age

(Non-Fiction).

Hart, Avery.

(Kaleidoscope Kids Books Series). Williamson Publishing Co. (MON), 1999. 104 p. ISBN 1-885593-25-2.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- General world overview and major achievements of Greece from 500 BCE to 500 CE
- Ancient Greece – Greek myths

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

The following four books are part of the *Ancient Technology* series:

- Ancient Communication: From Grunts to Graffiti
- Ancient Computing: From Counting to Calendars
- Ancient Construction: From Tents to Towers
- Ancient Warfare: From Clubs to Catapults

Ancient Technology: Ancient Communication: From Grunts to Graffiti

(Non-Fiction).

Woods, Michael.

(Ancient Technology Series). Runestone Press (SBC), 2000. 88 p. ISBN 0-8225-2994-7.

Grade 8 – Cluster 2 – Early Societies of Mesopotamia, Egypt, or the Indus Valley (3500–500 BCE)

- General world overview and major achievements (location, contributions, beliefs) of Mesopotamia, Egypt, Indus Valley, China, the Mayas and Incas
- One in-depth study of Mesopotamia, Egypt, or Indus Valley: impact and significance of development of writing

Suggested Use: Grade 8; Grade 8 – Cluster 2; Student – Depth

Date Recommended: 2003-Aug-25

Recommended Learning Resources

Ancient Technology: Ancient Computing: From Counting to Calendars

(Non-Fiction).

Woods, Michael.

(Ancient Technology Series). Runestone Press (SBC), 2000. 88 p. ISBN 0-825-2997-1.

Grade 8 – Cluster 2 – Early Societies of Mesopotamia, Egypt, or the Indus Valley (3500–500 BCE)

- Technologies and achievements

Suggested Use: Grade 8; Grade 8 – Cluster 2; Student – Depth

Date Recommended: 2003-Aug-25

Ancient Technology: Ancient Construction: From Tents to Towers

(Non-Fiction).

Woods, Michael.

(Ancient Technology Series). Runestone Press (SBC), 2000. 88 p. ISBN 0-8225-2998-X.

Grade 8 – Cluster 2 – Early Societies of Mesopotamia, Egypt, or the Indus Valley (3500–500 BCE)

- General world overview and major achievements (location, contributions, beliefs) of Mesopotamia, Egypt, Indus Valley, China, the Mayas and Incas
- One in-depth study of Mesopotamia, Egypt, or Indus Valley: architecture

Suggested Use: Grade 8; Grade 8 – Cluster 2; Student – Depth

Date Recommended: 2003-Aug-25

Ancient Technology: Ancient Warfare: From Clubs to Catapults

(Non-Fiction).

Woods, Michael.

(Ancient Technology Series). Runestone Press (SBC), 2000. 96 p. ISBN 0-8225-2999-8.

Grade 8 – Cluster 2 – Early Societies of Mesopotamia, Egypt, or the Indus Valley (3500–500 BCE)

- One in-depth study of Mesopotamia, Egypt, or Indus Valley: technologies and achievements (irrigation, tools, construction, weapons, transportation)

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Rome – war and territorial expansion

Note: Teacher Background Information/Reference

Suggested Use: Grade 8; Grade 8 – Cluster 2; Grade 8 – Cluster 3; Teacher Reference

Date Recommended: 2003-Aug-25

Ancient Times: A Watts Guide for Children

(Non-Fiction).

Austrian, Guy.

Scholastic Canada Ltd. (SCH), 2000. 112 p. ISBN 0-531-16550-7.

Grade 8 – Cluster 2 – Early Societies of Mesopotamia, Egypt, or the Indus Valley (3500–500 BCE)

- General world overview and major achievements (location, contributions, beliefs) of Mesopotamia, Egypt, Indus Valley

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- General world overview and major achievements of China, Greece, Rome, Persia, and the Mayas and Incas from 500 BCE to 500 CE

Suggested Use: Grade 8; Grade 8 – Cluster 2; Grade 8 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

Ancient Worlds (Outlooks; 7).

(Integrated Resource).

Toutant, Arnold.

Oxford University Press (OUP), 2000. 220 p. ISBN 0-19-541435-7.

This student text supports Clusters 1, 2, and 3 of the Manitoba Grade 8 social studies curriculum. It provides insight into past civilizations and can be used to supplement certain topics in the curriculum. It addresses life in prehistoric and early historic times, life in River Valley civilizations, and the ancient civilizations of India, China, Greece, and Rome. It explores how people lived in ancient civilizations and draws comparisons to life in Canada today. It also discusses global issues faced by the people in Canada and the world in the 21st century. The text is written at less than a Grade 8 reading level, and could be most useful for English as an additional language students.

Suggested Use: Grade 8; Grade 8 – Cluster 1; Grade 8 – Cluster 2; Grade 8 – Cluster 3; Student – Breadth

Date Recommended: 2003-Mar-10

Ancient Worlds (Outlooks; 7) Teacher's Resource

(Integrated Resource).

Bowman, Jean.

Oxford University Press (OUP), 2001. 267 p. ISBN 0-19-541436-5.

This resource supports the understanding of past and present societies in China, South America, Mesopotamia, Egypt, Indus Valley, and the ancient societies of Greece and Rome. Teachers will need to find additional materials to support understanding of Aboriginal societies, including those in Canada, as well as topics in Clusters 4 and 5. This resource would also provide useful background material as a teacher resource at the Grade 3 level. This resource provides a variety of student activities for inquiry, cooperative learning, and research, and suggests many potential enrichment opportunities. It also includes activities for various learning styles, specific linkages between the Teacher's Resource and the student textbook, blackline masters, and assessment and

Recommended Learning Resources

evaluation techniques and tools (some of which are directly matched to the Manitoba curriculum outcomes). Some lessons will have to be adapted to Manitoba outcomes.

Suggested Use: Grade 8; Grade 8 – Cluster 1; Grade 8 – Cluster 2; Grade 8 – Cluster 3; Teacher Reference

Date Recommended: 2003-Mar-10

Anna of Byzantium

(Fiction).

Barrett, Tracy.

Delacorte Pr. (RAN), 1999. 209 p. ISBN 0-440-41536-5.

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- Medieval Europe

Suggested Use: Grade 8; Grade 8 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

Art in History: Ancient Chinese Art

(Non-Fiction).

Shuter, Jane.

(Art in History). Heinemann Library (JAS), 2001. 32 p. ISBN 1-4034-4015-8.

Grade 8 – Cluster 2 – Early Societies of Mesopotamia, Egypt, or the Indus Valley (3500–500 BCE)

- General world overview and major achievements (location, contributions, beliefs) of China

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- General world overview including achievements and contributions in art, architecture, literature, and science from China

Suggested Use: Grade 8; Grade 8 – Cluster 2; Grade 8 – Cluster 4; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Art in History: Art of the Middle Ages

(Non-Fiction).

Olmsted, Jennifer.

Reed Educational & Professional Publishing (KRS), 2001. 24 p. ISBN 1-58810-091-X.

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500-1400)

- General world overview including achievements and contributions in art from Europe
- Medieval Europe

Note: Extensive references to Christianity

Suggested Use: Grade 8; Grade 8 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

The Art of Emily Carr

(Non-Fiction).

Shadbolt, Doris.

Groundwood Books (GROUND), 1987. 223 p. ISBN 0-88899-441-1.

Grade 8 – Cluster 1 – Understanding Societies Past and Present

- Influence of natural environment on development of a society

Suggested Use: Grade 8; Grade 8 – Cluster 1; Student – Depth

Date Recommended: 2003-Aug-25

Canadian Oxford School Atlas.

(Atlas).

Stanford, Quentin H.

Oxford University Press (OUP), 2003. 224 p. ISBN 0-19-541865-6.

This atlas is an appropriate resource for Grade 7 to Senior 4 students. It is detailed, informative, readable, well organized, and up-to-date. It includes a variety of types of maps, graphs, statistics, and information about continents, countries, cities, environmental issues, climate, tourism, the solar system, Aboriginal populations, endangered species, et cetera. Information in this atlas can be used with the whole class or for independent student research.

Suggested Use: Grade 7; Grade 7 – Cluster 1; Grade 7 – Cluster 3; Grade 7 – Cluster 4; Grade 8; Grade 8 – Cluster 2; Grade 8 – Cluster 3; Grade 8 – Cluster 4; Student – Breadth and Depth; Teacher Reference

Date Recommended: 2003-Mar-10

Castle

(Fiction).

Macaulay, David.

Houghton Mifflin Company (ALL), 1977. 79 p. ISBN 0-590-99509-X.

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- Medieval Europe
- Impact of technological development

Suggested Use: Grade 8; Grade 8 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

Castle Diary: The Journal of Tobias Burgess, Page

(Fiction).

Platt, Richard.

Scholastic Canada Ltd. (SCH), 1999. 64 p. ISBN 0-439-18798-2.

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- Medieval Europe

Note: This is historical fiction with extensive detail about medieval castle life.

Suggested Use: Grade 8; Grade 8 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

Recommended Learning Resources**Cathedral: The Story of Its Construction**

(Non-Fiction).

Macaulay, David.

Houghton Mifflin Company (ALL), 2003. 79 p. ISBN 0-618-24034-9.

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- General world overview including achievements and contributions in architecture from China, Europe, the Middle East, Africa, Asia, and the Americas
- Crusades

Suggested Use: Grade 8; Grade 8 – Cluster 4; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

City: A Story of Roman Planning and Construction

(Non-Fiction).

Macaulay, David.

Houghton Mifflin Company (ALL), 1974. 111 p. ISBN 0-395-19492-X.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Rome

Note: Uses BC and AD instead of BCE and CE.

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Cities Through Time: Daily Life in Ancient and Modern Cairo

(Non-Fiction).

Barghusen, Joan D.

(Cities Through Time Series). Runestone Press (SBC), 2001. 64 p. ISBN 0-8225-3221-2.

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- General world overview including achievements and contributions in art, architecture, literature, and science from Africa
- Islamic achievements

Suggested Use: Grade 8; Grade 8 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

Civilizations Past to Present: Greece

(Non-Fiction).

Supples, Kevin.

National Geographic Educational Service (NGS), 2002. 24 p. ISBN 0-7922-8673-1.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Greece – citizenship and democracy
- Ancient Greece – technologies and achievements (architecture, transportation, weapons, aqueducts...)

Note: Easy reading levels

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

Civilizations Past to Present: Rome

(Non-Fiction).

Supples, Kevin.

National Geographic Educational Service (NGS), 2002. 24 p. ISBN 0-7922-8681-2.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Rome

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

Clothes and Crafts in History: Clothes and Crafts in Ancient Greece

(Non-Fiction).

Steele, Philip.

(Welcome to My Country Series). Gareth Stevens (GAS), 2000. 32 p. ISBN 0-8368-2734-1.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Greece – technologies and achievements (architecture, transportation, weapons, aqueducts...)

Note: Some hands-on activities are provided.

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

Early Civilizations

(Non-Fiction). (Early Civilizations).

Duval House Publishing (DHPB), 2003.

The Early Civilizations series is a useful teacher/student resource for Grade 8, Cluster 3. The Teacher's Guide follows the student text, using the following headings: Environment; Meeting Basic Needs; Work and Trade; Social Structure; Religion, Arts, Sports; and Political Life.

Date Recommended: 2004-Aug-23

Recommended Learning Resources

Early Civilizations (Student Text)

(Non-Fiction).

Waters, Pat.

(Early Civilizations). Duval House Publishing (DHPB), 2001. 156 p. ISBN 1-55220-205-4.

This resource is a student text that is most useful for Cluster 3 of the Manitoba Grade 8 social studies curriculum, when studying the general world overview and major achievements of China as well as ancient Greece. It could also be helpful in Cluster 3 when studying the world religions that emerged during this time (Buddhism).

Note: Well-designed comparative study between ancient Greece and ancient China.

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

Early Civilizations Teacher's Guide

(Non-Fiction).

Waters, Pat.

(Early Civilizations). Duval House Publishing (DHPB), 2003. 332 p. ISBN 1-55220-206-2.

This Teacher's Guide is suitable for Cluster 3 (Ancient Greece) of the Manitoba Grade 8 social studies curriculum, and provides a general world overview and summary of major achievements in ancient China. It includes activities, blackline masters, and assessment strategies useful for Grade 8.

Suggested Use: Grade 8; Grade 8 – Cluster 3; Teacher Reference

Date Recommended: 2004-Aug-23

The following four books are part of the *East Meets West* series:

- Cultures and Civilizations
- Exploration by Land
- Exploration by Sea
- Inventions and Trade

East Meets West: Cultures and Civilizations

(Non-Fiction).

Reid, Struan.

(East Meets West Series). Smart Apple Media (KRS), 2002. 48 p. ISBN 1-931983-34-8.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- World religions that emerged during this time (Buddhism, Christianity, Confucianism, Hinduism, Judaism)
- Ancient Greece – technologies and achievements (architecture, transportation, weapons, aqueducts...)
- Ancient Rome – technologies and achievements (architecture, transportation, weapons, aqueducts...)

Note: Teacher Background Information/Reference

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Depth; Teacher Reference

Date Recommended: 2003-Aug-25

East Meets West: Exploration by Land

(Non-Fiction).

Strathern, Paul.

(East Meets West Series). Smart Apple Media (KRS), 2002. 48 p. ISBN 1-931983-32-1.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Rome – empire building
- Ancient Rome – mapping (expansion of Roman Empire)

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- General world overview including achievements and contributions in art, architecture, literature, and science from China, Europe, the Middle East, Africa, Asia, and the Americas
- Mongol Empire expansion

Note: Teacher Background Information/Reference

Suggested Use: Grade 8; Grade 8 – Cluster 3; Grade 8 – Cluster 4; Student – Depth; Teacher Reference

Date Recommended: 2003-Aug-25

East Meets West: Exploration by Sea

(Non-Fiction).

Reid, Struan.

(East Meets West Series). Smart Apple Media (KRS), 2002. 48 p. ISBN 1-961938-31-3.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Rome – empire building
- Ancient Rome – mapping (expansion of Roman Empire)

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- General world overview including achievements and contributions in art, architecture, literature, and science from China, Europe, the Middle East, Africa, Asia, and the Americas

Note: Teacher Background Information/Reference

Suggested Use: Grade 8; Grade 8 – Cluster 3; Grade 8 – Cluster 4; Student – Depth; Teacher Reference

Date Recommended: 2003-Aug-25

Recommended Learning Resources**East Meets West: Inventions and Trade**

(Non-Fiction).

Reid, Struan.

(East Meets West series). Smart Apple Media (KRS), 2002. 48 p. ISBN 1-931983-33-X.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Greece – technologies and achievements (architecture, transportation, weapons, aqueducts...)
- Ancient Rome – technologies and achievements (architecture, transportation, weapons, aqueducts...)

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- Impact of technological development

Note: Teacher Background Information/Reference

Suggested Use: Grade 8; Grade 8 – Cluster 3; Grade 8 – Cluster 4; Student – Depth; Teacher Reference

Date Recommended: 2003-Aug-25

Escape: Adventures of a Loyalist Family

(Fiction).

Fryer, Mary Beacock.

Dundurn Group, The (DUN), 2000. 188 p. ISBN 1-895681-17-0.

Grade 8 – Cluster 1 – Understanding Societies Past and Present

- Knowing the past and understanding history

Suggested Use: Grade 8; Grade 8 – Cluster 1; Student – Depth

Date Recommended: 2003-Aug-25

Explorer Chronicles: Explorers of the Pacific Northwest

(Non-Fiction).

Sherwood, Betty, et al.

(Explorer Chronicles). Canchron Books (HPF), 2003. 64 p. ISBN 0-9688049-2-6.

Grade 8 – Cluster 5 – Shaping the Modern World (Circa 1400–1850)

- Mapping (voyages of European explorers)

Note: Map on page 31 does not have a compass rose.

Suggested Use: Grade 8; Grade 8 – Cluster 5; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Explorer Chronicles: The Vikings, Cabot and Cartier

(Non-Fiction).

Sherwood, Betty, et al.

(Explorer Chronicles). Canchron Books (HPF), 2002. 64 p. ISBN 0-9688049-1-8.

Grade 8 – Cluster 5 – Shaping the Modern World (Circa 1400–1850)

- Mapping (voyages of European explorers)

Note: Uses BC and AD instead of BCE and CE throughout.

Suggested Use: Grade 8; Grade 8 – Cluster 5; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

The following two books are part of the *Eyewitness Books* series:

- Aztec, Inca & Maya
- Fossil

Eyewitness Books: Aztec, Inca & Maya

(Non-Fiction).

Baquedano, Elizabeth.

(Eyewitness Books series). Dorling Kindersley, Inc. (CDS), 2000. 64 p. ISBN 0-7894-6115-2.

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500 to 1400)

- General world overview including achievements and contributions in art, architecture, literature and science from the Americas

Suggested Use: Grade 8; Grade 8 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

Eyewitness Books: Fossil (Out-of-Print)

(Non-Fiction).

Taylor, Paul D.

(Eyewitness Books Series). Dorling Kindersley, Inc. (CDS), 2000. 64 p. ISBN 0-7894-5840-3.

Grade 8 – Cluster 1 – Understanding Societies Past and Present

- Origin and development of human life
- Sources of historical evidence and information

Suggested Use: Grade 8; Grade 8 – Cluster 1; Student – Depth

Date Recommended: 2003-Aug-25

Recommended Learning Resources**The Five Heavenly Emperors: Chinese Myths of Creation**

(Fiction).

Zhang, Song Nan.

Tundra Books Inc. (RAN), 1994. 31 p. ISBN 0-88776-338-3.

Grade 8 – Cluster 1 – Understanding Societies Past and Present

- Origin and development of human life

Grade 8 – Cluster 2 – Early Societies of Mesopotamia, Egypt, or the Indus Valley (3500–500 BCE)

- General world overview and major achievements (location, contributions, beliefs) of China

Suggested Use: Grade 8; Grade 8 – Cluster 1; Grade 8 – Cluster 2; Student – Depth

Date Recommended: 2003-Aug-25

Glencoe Human Heritage: A World History (Student Text) (New Edition)

(Integrated Resource).

Greenblatt, Mariam, et al.

(Glencoe Human Heritage: A World History). Glencoe/McGraw Hill (MHR), 2004. 744 p. ISBN 0-07-846240-1.

This student resource is appropriate for Grade 8 students. It supports the majority of topics outlined in the Manitoba social studies curriculum, and addresses in depth the topics of “Life in Very Early Times (Paleolithic and Neolithic)” and “Life in River Valleys: Mesopotamia and Egypt.” It provides extensive coverage of ancient Greece and Rome, as well as life in early modern Europe, the Middle Ages, the Renaissance, and the Reformation. Each chapter contains an outline, vocabulary review, critical thinking questions, a graphic organizer, a journal exercise, and a summary. At the end of each unit there is a standardized practice test using multiple choice questions. An English/Spanish glossary, reference atlas from the National Geographic Society, and index are included. It should be noted that this text focuses on U.S.-World relationships. The text is based on the Canadian National Standards for Geography (revision of the United States Geography for Life: National Geography Standards, 1994). An accompanying teacher’s wraparound edition is available, as is a package of teachers’ classroom resources.

Suggested Use: Grade 8; Grade 8 – Cluster 1; Grade 8 – Cluster 2; Grade 8 – Cluster 3; Grade 8 – Cluster 4; Grade 8 – Cluster 5; Student – Breadth and Depth

Date Recommended: 2004-Mar-31

**Glencoe Human Heritage: A World History Teacher Classroom Resources
(New Edition)**

(Integrated Resource – Kit).
(Glencoe Human Heritage: A World History).
Glencoe/McGraw Hill (MHR), 2004.

This teacher resource package is designed to complement the student text *Glencoe Human Heritage: A World History*, and is appropriate for teacher use with Grade 8 students. It is an integrated resource that contains colour-coded booklets divided into the following categories: Teacher Planning and Support, Review and Reinforcement, Assessment, and Application and Enrichment Activities. The resource includes lesson plan outlines that are cross-referenced with the teacher's guide and the student text, as well as resource booklets, videos, CD-ROMs, and websites that may be purchased separately or as a package. (The videodiscs, videotapes, and CD-ROMs were not evaluated.)

Suggested Use: Grade 8; Grade 8 – Cluster 1; Grade 8 – Cluster 2; Grade 8 – Cluster 3; Grade 8 – Cluster 4; Grade 8 – Cluster 5; Teacher Reference

Date Recommended: 2004-Mar-31

**Glencoe Human Heritage: A World History Teacher Wraparound Edition
(New Edition)**

(Integrated Resource).
Greenblatt, Mariam, et al.
(Glencoe Human Heritage: A World History). Glencoe/McGraw Hill (MHR), 2004. 744 p. ISBN 0-07-846224-X.

This teacher's wraparound edition corresponds with the student text *Glencoe Human Heritage: A World History* and is appropriate for teacher use with Grade 8 students. The guide correlates with the United States NCSS Standards. The guide contains management strategies, extensions of student activities, and answers to text and test questions. A planning guide is included at the beginning of each chapter that outlines chapter objectives and offers suggestions for reproducible and multi-media resources. The guide offers performance assessment activities. Feature sections include: Multimedia Activities, Map Skills and Map Study, Critical Thinking Skills, Technology Skills, People in History, and Charts, Diagrams and Illustrations. The guide provides suggestions for novel studies to further enrich a chapter study and websites to review for further information. An English/Spanish glossary is included.

Suggested Use: Grade 8; Grade 8 – Cluster 1; Grade 8 – Cluster 2; Grade 8 – Cluster 3; Grade 8 – Cluster 4; Grade 8 – Cluster 5; Teacher Reference

Date Recommended: 2004-Mar-31

Recommended Learning Resources**Great Civilizations of the East**

(Non-Fiction).

Oakes, Lorna, et al.

Lorenz Books (LB), 2003. 256 p. ISBN 0-7548-1200-6.

Grade 8 – Cluster 2 – Early Societies of Mesopotamia, Egypt, or the Indus Valley (3500–500 BCE)

- One in-depth study of Mesopotamia, Egypt, or Indus Valley

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- General world overview including achievements and contributions in art, architecture, literature, and science from China, Europe, the Middle East, Africa, Asia, and the Americas

This teacher reference includes detailed background information about Mesopotamia, India, China, and Japan. It also includes many ideas for hands-on activities, crafts, and recipes. The colourful illustrations add to its usefulness.

Suggested Use: Grade 8; Grade 8 – Cluster 2; Grade 8 – Cluster 4; Teacher Reference

Date Recommended: 2004-Aug-23

The Greek Gods

(Fiction).

Evslin, Bernard.

Scholastic Canada Ltd. (SCH), 1966. 116 p. ISBN 0-590-44110-8.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Greece – Greek myths

Caution: Greek mythology topics include incest, murder, and graphic violence.

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

Greek Myths: 8 Short Plays for the Classroom (Out-of-Print)

(Non-Fiction).

Rearick, John.

Scholastic Canada Ltd. (SCH), 1997. 88 p. ISBN 0-590-96383-X.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Greece – Greek myths

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Depth; Teacher Reference

Date Recommended: 2003-Aug-25

The following five books are part of the *Groundbreakers* series:

- Francisco Pizarro
- Hernán Cortés
- John Cabot
- Sir Francis Drake
- Sir Walter Raleigh

Note: It is an American series that uses no Canadian spelling. Cautionary notes were excluded in regards to maps not including the compass rose and illustrations that might be controversial.

Groundbreakers: Francisco Pizarro

(Non-Fiction).

Manning, Ruth.

(Groundbreakers). Heinemann Library (JAS), 2001. 48 p. ISBN 1-5881-0341-2.

Grade 8 – Cluster 5 – Shaping the Modern World (Circa 1400–1850)

- Mapping (voyages of European explorers)
- Global exploration and territorial expansion

Caution: Maps on pages 5, 9, 12, 42, 43, and illustration on page 28 could be controversial.

Suggested Use: Grade 8; Grade 8 – Cluster 5; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Groundbreakers: Hernán Cortés

(Non-Fiction).

January, Brenda.

(Groundbreakers). Heinemann Library (JAS), 2003. 48 p. ISBN 1-4034-0479-8.

Grade 8 – Cluster 5 – Shaping the Modern World (Circa 1400–1850)

- Mapping (voyages of European explorers)
- Global exploration and territorial expansion

Caution: Maps on pages 26, 42, and 43 do not include compass rose to assist with orientation. Painting on page 5 could be controversial but it is a valid representation from a museum as stated in the acknowledgements.

Suggested Use: Grade 8; Grade 8 – Cluster 5; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Groundbreakers: John Cabot

(Non-Fiction).

Champion, Neil.

(Groundbreakers). Heinemann Library (JAS), 2001. 48 p. ISBN 1-5881-0370-6.

Grade 8 – Cluster 5 – Shaping the Modern World (Circa 1400–1850)

- Global exploration and territorial expansion

Suggested Use: Grade 8; Grade 8 – Cluster 5; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Recommended Learning Resources**Groundbreakers: Sir Francis Drake**

(Non-Fiction).

Champion, Neil.

(Groundbreakers). Heinemann Library (JAS), 2001. 48 p. ISBN 1-5881-0372-2.

Grade 8 – Cluster 5 – Shaping the Modern World (Circa 1400–1850)

- Mapping (voyages of European explorers)
- Global exploration and territorial expansion

Suggested Use: Grade 8; Grade 8 – Cluster 5; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Groundbreakers: Sir Walter Raleigh

(Non-Fiction).

McCarthy, Shaun.

(Groundbreakers). Heinemann Library (JAS), 2002. 48 p. ISBN 1-5881-0987-9.

Grade 8 – Cluster 5 – Shaping the Modern World (Circa 1400–1850)

- Mapping (voyages of European explorers)
- Global exploration and territorial expansion

Suggested Use: Grade 8; Grade 8 – Cluster 5; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Hands-On History: Middle Ages

(Non-Fiction).

Kapuscinski Gaylord, Susan.

Scholastic Canada Ltd. (SCH), 2002. 80 p. ISBN 0-439-29642-0.

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- Medieval Europe

Note: Teacher Background Information/Reference

Suggested Use: Grade 8; Grade 8 – Cluster 4; Student – Depth; Teacher Reference

Date Recommended: 2003-Aug-25

The following ten books recommended for Grade 8 are part of the *Historical Biographies series*:

- Alexander the Great
- Aristotle
- Christopher Columbus
- Cleopatra
- Hatshepsut: First Female Pharaoh
- Julius Caesar
- Mansa Musa: Ruler of Ancient Mali

- Marco Polo
- Qin Shi Huangdi: First Emperor of China
- Tutankhamen

The following book recommended for Grade 7 is part of the *Historical Biographies Series* and can be found in the Grade 7 bibliography:

- Montezuma

Note: It is an American series that uses no Canadian spelling.

Historical Biographies: Alexander the Great

(Non-Fiction).

Pancella, Peggy.

(Historical Biographies). Heinemann Library (JAS), 2004. 32 p. ISBN 1-4034-3707-6.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Greece

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Historical Biographies: Aristotle

(Non-Fiction).

Williams, Brian.

(Historical Biographies). Heinemann Library (JAS), 2002. 32 p. ISBN 1-5881-0997-6.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Greece

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Historical Biographies: Christopher Columbus

(Non-Fiction).

Pancella, Peggy.

(Historical Biographies). Heinemann Library (JAS), 2004. 32 p. ISBN 1-4034-3708-4.

Grade 8 – Cluster 5 – Shaping the Modern World (Circa 1400–1850)

- Global exploration and territorial expansion
- Mapping (voyages of European explorers-Columbus)

Suggested Use: Grade 8; Grade 8 – Cluster 5; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Recommended Learning Resources**Historical Biographies: Cleopatra**

(Non-Fiction).

Reid, Struan.

(Historical Biographies). Heinemann Library (JAS), 2002. 32 p. ISBN 1-5881-0998-4.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Rome

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Historical Biographies: Hatshepsut: First Female Pharaoh

(Non-Fiction).

Pancella, Peggy.

(Historical Biographies). Heinemann Library (JAS), 2004. 32 p. ISBN 1-4034-3709-2.

Grade 8 – Cluster 2 – Early Societies of Mesopotamia, Egypt, or the Indus Valley (3500–500 BCE)

- One in-depth study of Egypt

Suggested Use: Grade 8; Grade 8 – Cluster 2; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Historical Biographies: Julius Caesar

(Non-Fiction).

Reid, Struan.

(Historical Biographies). Heinemann Library (JAS), 2002. 32 p. ISBN 1-5881-0999-2.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Rome

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Historical Biographies: Mansa Musa: Ruler of Ancient Mali

(Non-Fiction).

Williams, Brian.

(Historical Biographies). Heinemann Library (JAS), 2004. 32 p. ISBN 1-4034-3711-4.

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- General world overview including achievements and contributions in art, architecture, literature, and science from Africa

Suggested Use: Grade 8; Grade 8 – Cluster 4; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Historical Biographies: Marco Polo

(Non-Fiction).

Strathloch, Robert.

(Historical Biographies). Heinemann Library (JAS), 2002. 32 p. ISBN 1-4034-0147-0.

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- Mongol Empire expansion

Suggested Use: Grade 8; Grade 8 – Cluster 4; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Historical Biographies: Qin Shi Huangdi: First Emperor of China

(Non-Fiction).

Strathloch, Robert.

(Historical Biographies). Heinemann Library (JAS), 2004. 32 p. ISBN 1-4034-3712-2.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- General world overview and major achievements of China from 500 BCE to 500 CE

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Historical Biographies: Tutankhamen

(Non-Fiction).

Williams, Brian.

(Historical Biographies). Heinemann Library (JAS), 2002. 32 p. ISBN 1-4034-0102-0.

Grade 8 – Cluster 2 – Early Societies of Mesopotamia, Egypt, or the Indus Valley (3500–500 BCE)

- One in-depth study of Egypt

Suggested Use: Grade 8; Grade 8 – Cluster 2; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

If You Lived in the Days of the Knights

(Fiction).

McGovern, Ann.

Scholastic Canada Ltd. (SCH), 2001. 80 p. ISBN 0-439-10565-X.

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- Medieval Europe

Caution: Historic gender roles depicted are contrary to modern ideas.

Suggested Use: Grade 8; Grade 8 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

Recommended Learning Resources

In the Global Classroom 1

(Stand-Alone).

Pike, Graham.

Pippin Publishing Corporation (UTP), 1998. 255 p. ISBN 0-88751-081-7.

This softcover Kindergarten to Grade 8 teacher reference emphasizes a teaching and learning strategy that combines child-centred and world-minded educational thinking. It builds frameworks for cross-curricular delivery and offers a wealth of practical and engaging activities for students. Themes within the text include: interconnections (perceptions, local and global communities); environment and sustainability (natural, built, social, and inner); health (physical, mental, emotional, spiritual, social, societal, and environmental); perception (perceptions and cross-cultural encounters); technology (benefits, tools, problem solving, technological change, social values, and consequences in the future); and futures (alternative, probable, and preferred). The resource includes materials related to citizenship, diverse-perspectives, global, identity, and economic learning outcome experiences.

Comment: Charts are included at the beginning of each chapter to indicate activities within the chapter and the index. The grade level for which the activities are suggested is not included.

Suggested Use: Kindergarten; Kindergarten – Cluster 1; Kindergarten – Cluster 2; Kindergarten – Cluster 3; Grade 1; Grade 1 – Cluster 2; Grade 1 – Cluster 3; Grade 2; Grade 2 – Cluster 3; Grade 3; Grade 3 – Cluster 3; Grade 4; Grade 4 – Cluster 2; Grade 4 – Cluster 3; Grade 5; Grade 5 – Cluster 4; Grade 6; Grade 6 – Cluster 2; Grade 6 – Cluster 4; Grade 7; Grade 7 – Cluster 1; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Grade 7 – Cluster 4; Grade 8; Grade 8 – Cluster 2; Grade 8 – Cluster 3; Grade 8 – Cluster 4; Grade 8 – Cluster 5; Teacher Reference

Date Recommended: 2003-Mar-10

In the Global Classroom 2

(Stand-Alone).

Pike, Graham.

Pippin Publishing Corporation (UTP), 1998. 260 p. ISBN 0-88751-085-X.

This softcover Grade 5 to 8 teacher reference resource focuses on global education and the development of thinking skills to prepare young people for the challenging decisions they face outside the classroom. A number of the lessons challenge preconceived ideas. Topics in this follow-up to *In the Global Classroom 1* include Peace, Rights and Responsibilities, Equity, Economics, Development, Global Justice, Citizenship, and Mass Media. The resource is divided into themes. Each theme has a variety of lessons, including a description of purpose, suggested grade level, time required, and resources. Reproducible support materials are included where needed. The lessons also provide a section on procedure and a final section that discusses what the students will gain from the lesson.

Suggested Use: Grade 5; Grade 5 – Cluster 4; Grade 6; Grade 6 – Cluster 4; Grade 7; Grade 7 – Cluster 2; Grade 8; Grade 8 – Cluster 5; Teacher Reference

Date Recommended: 2003-Mar-10

Is That Right? Critical Thinking and the Social World of the Young Learner

(Stand-Alone).

Wright, Ian.

Pippin Publishing Corporation (UTP), 2002. 139 p. ISBN 0-88751-094-9.

This teacher resource emphasizes that there is no better day than today to teach our children the value and rewards of critical thinking. It defines critical thinking as the ability to make reasoned judgments in problematic situations. It also demonstrates how critical thinking can be applied to social studies and other subject areas. It includes practical activities and assessment approaches (including rubrics). Chapters focus on critical thinking, teaching critical thinking, and assessing critical thinking.

This resource is based on current research. It is suitable for a wide range of learning styles, promotes active learning and creativity, and is well organized.

Suggested Use: Kindergarten; Kindergarten – Cluster 2; Grade 1; Grade 1 – Cluster 3; Grade 2; Grade 2 – Cluster 3; Grade 3; Grade 3 – Cluster 1; Grade 3 – Cluster 3; Grade 4; Grade 4 – Cluster 2; Grade 5; Grade 5 – Cluster 1; Grade 6; Grade 6 – Cluster 4; Grade 7; Grade 7 – Cluster 3; Grade 7 – Cluster 4; Grade 8; Grade 8 – Cluster 1; Teacher Reference

Date Recommended: 2003-Mar-10

The Kids Book of Black Canadian History

(Non-Fiction).

Sadlier, Rosemary and Qijun, Wang, illus.

Kids Can Press (KCP), 2003. 56 p. ISBN 1-55074-892-0.

This hardcover student resource supports the Clusters 2 and 4 outcomes in the Manitoba Grade 5 social studies curriculum, the Clusters 1 and 2 outcomes in Grade 6, and the Cluster 5 outcomes in Grade 8. It provides students with a detailed description, maps, and pictures that help them learn more about the sensitive issue of slavery.

Note: Teacher Background Information/Reference.

Caution: Slavery is a sensitive topic.

Suggested Use: Grade 8; Grade 8 – Cluster 5; Student – Breadth and Depth; Teacher Reference

Date Recommended: 2004-Aug-23

The Kids Book of World Religions

(Non-Fiction).

Glossop, Jennifer.

Kids Can Press (KCP), 2003. 64 p. ISBN 1-55074-959-5.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- World religions that emerged during this time (Buddhism, Christianity, Confucianism, Hinduism, Judaism)

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- Islamic achievements

Suggested Use: Grade 8; Grade 8 – Cluster 3; Grade 8 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

Recommended Learning Resources**Life in a Castle**

(Non-Fiction).

Eastwood, Kay.

(Medieval World). Crabtree Publishing Company (CRA), 2004. 32 p. ISBN 0-7787-1375-X.

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- Medieval Europe

Suggested Use: Grade 8; Grade 8 – Cluster 4; Student – Breadth

Date Recommended: 2004-Aug-23

The following three books are part of *The Metropolis* series:

- Egyptian Town
- Greek Town
- Inca Town

Metropolis: Egyptian Town (Out-of-Print)

(Non-Fiction).

Steedman, Scott.

(The Metropolis Series). Watts, Franklin, Inc. (SCH), 1999. 45 p. ISBN 0-531-14466-6.

Grade 8 – Cluster 2 – Early Societies of Mesopotamia, Egypt, or the Indus Valley (3500–500 BCE)

- General world overview and major achievements (location, contributions, beliefs) of Egypt
- One in-depth study of Egypt: architecture

Suggested Use: Grade 8; Grade 8 – Cluster 2; Student – Depth

Date Recommended: 2003-Aug-25

Metropolis: Greek Town

(Non-Fiction).

Malam, John.

(The Metropolis Series). Watts, Franklin, Inc. (SCH), 1999. 45 p. ISBN 0-531-15379-7.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Greece – social organization
- Ancient Greece – citizenship and democracy
- Ancient Greece – technologies and achievements (architecture, transportation, weapons, aqueducts...)

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

Metropolis: Inca Town

(Non-Fiction).

Macdonald, Fiona.

(The Metropolis Series). Watts, Franklin, Inc. (SCH), 1998. 45 p. ISBN 0-531-15361-4.

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500 to 1400)

- General world overview including achievements and contributions in art, architecture, literature and science from the Americas

Suggested Use: Grade 8; Grade 8 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

The Middle Ages: A Watts Guide for Children

(Non-Fiction).

Jordan, William Chester.

Scholastic Canada Ltd. (SCH), 1999. 112 p. ISBN 0-531-16488-8.

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- Medieval Europe

Suggested Use: Grade 8; Grade 8 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

Mysteries of Time

(Non-Fiction).

Verstraete, Larry.

Scholastic Canada Ltd. (SCH), 1992. 172 p. ISBN 0-590-73093-2.

Grade 8 – Cluster 1 – Understanding Societies Past and Present

- Sources of historical evidence and information

Note: Teacher Background Information/Reference

Suggested Use: Grade 8; Grade 8 – Cluster 1; Student – Depth; Teacher Reference

Date Recommended: 2003-Aug-25

Recommended Learning Resources**Pearson School Atlas**

(Atlas).

Morrow, Robert.

Pearson Education Canada (PRN), 2004. 221 p. ISBN 0-13-039311-8.

This atlas is appropriate for Grade 7, 8, Senior 1 and Senior 2 and contains full-colour maps, charts, and satellite images, arranged by region. A unique feature of the atlas is that the political and physical maps are grouped together, followed by thematic maps and data charts. There are regional topographic maps, including sites in Manitoba, and a section explaining how to read the maps (although there is no legend on the individual maps). The maps are clear and detailed, although colour gradations may be challenging. A world gazetteer, a glossary, and a theme/subject index form a reference section. Additional data appear in a separate section at the back of the atlas.

Suggested Use: Grade 8; Grade 8 – Cluster 1; Student – Breadth and Depth; Teacher Reference

Date Recommended: 2005-July-25

Pearson School Atlas Teacher Resource

(Non-Fiction).

Morrow, Robert.

Pearson Education Canada (PRN), 2004. 520 p. ISBN 0-13-039309-6.

This teacher resource supports the Pearson School Atlas, and will be useful for Middle and Senior Years teachers, particularly at Grade 7, Grade 8, Senior 1, and Senior 2. This comprehensive package provides materials to support basic map understandings, as well as geographic and problem-solving skills related to Canada and the world. The teacher resource includes teacher/student background information, blackline masters (maps and activity sheets) and answer keys, and is organized under the following areas: Atlas Skills; Canada – Thematic; Canada – Regional; World Thematic; and World Regional.

Suggested Use: Grade 8; Grade 8 – Cluster 1; Teacher Reference

Date Recommended: 2005-July-25

The following fifteen books are part of the *People in the Past* series:

- Ancient Egyptian Children
- Ancient Egyptian Homes
- Ancient Egyptian Jobs
- Ancient Egyptian War and Weapons
- Ancient Egyptian Women
- Ancient Greek Children
- Ancient Greek Homes
- Ancient Greek Jobs
- Ancient Greek War and Weapons
- Ancient Greek Women

- Ancient Roman Children
- Ancient Roman Homes
- Ancient Roman Jobs
- Ancient Roman War and Weapons
- Ancient Roman Women

Note: It is an American series that uses no Canadian spelling.

People in the Past: Ancient Egyptian Children

(Non-Fiction).

Tames, Richard.

(People in the Past). Heinemann Library (JAS), 2003. 48 p. ISBN 1-4034-0513-1.

Grade 8 – Cluster 2 – Early Societies of Mesopotamia, Egypt of the Indus Valley (3500–500 BCE)

- One in-depth study of Egypt

Suggested Use: Grade 8; Grade 8 – Cluster 2; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

People in the Past: Ancient Egyptian Children

(Non-Fiction).

Tames, Richard.

(People in the Past). Heinemann Library (JAS), 2003. 48 p. ISBN 1-4034-0513-1.

Grade 8 – Cluster 2 – Early Societies of Mesopotamia, Egypt, or the Indus Valley (3500–500 BCE)

- One in-depth study of Egypt

Suggested Use: Grade 8; Grade 8 – Cluster 2; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

People in the Past: Ancient Egyptian Homes

(Non-Fiction).

Williams, Brenda.

(People in the Past). Heinemann Library (JAS), 2003. 48 p. ISBN 1-4034--514-X.

Grade 8 – Cluster 2 – Early Societies of Mesopotamia, Egypt, or the Indus Valley (3500–500 BCE)

- One in-depth study of Egypt

Suggested Use: Grade 8; Grade 8 – Cluster 2; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Recommended Learning Resources**People in the Past: Ancient Egyptian Jobs**

(Non-Fiction).

Malam, John.

(People in the Past). Heinemann Library (JAS), 2003. 48 p. ISBN 1-4034-0515-8.

Grade 8 – Cluster 2 – Early Societies of Mesopotamia, Egypt, or the Indus Valley (3500–500 BCE)

- One in-depth study of Egypt

Suggested Use: Grade 8; Grade 8 – Cluster 2; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

People in the Past: Ancient Egyptian War and Weapons

(Non-Fiction).

Williams, Brenda.

(People in the Past). Heinemann Library (JAS), 2003. 48 p. ISBN 1-4034-0516-6.

Grade 8 – Cluster 2 – Early Societies of Mesopotamia, Egypt, or the Indus Valley (3500–500 BCE)

- One in-depth study of Egypt

Suggested Use: Grade 8; Grade 8 – Cluster 2; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

People in the Past: Ancient Egyptian Women

(Non-Fiction).

Manning, Ruth.

(People in the Past). Heinemann Library (JAS), 2003. 48 p. ISBN 1-4034-0517-4.

Grade 8 – Cluster 2 – Early Societies of Mesopotamia, Egypt, or the Indus Valley (3500–500 BCE)

- One in-depth study of Egypt

Suggested Use: Grade 8; Grade 8 – Cluster 2; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

People in the Past: Ancient Greek Children

(Non-Fiction).

Tames, Richard.

(People in the Past). Heinemann Library (JAS), 2003. 48 p. ISBN 1-4034-0131-4.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Greece

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

People in the Past: Ancient Greek Homes

(Non-Fiction).

Middleton, Haydn.

(People in the Past). Heinemann Library (JAS), 2003. 48 p. ISBN 1-4034-0132-2.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Greece

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

People in the Past: Ancient Greek Jobs

(Non-Fiction).

Middleton, Haydn.

(People in the Past). Heinemann Library (JAS), 2003. 48 p. ISBN 1-4034-0133-0.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Greece

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

People in the Past: Ancient Greek War and Weapons

(Non-Fiction).

Middleton, Haydn.

(People in the Past). Heinemann Library (JAS), 2003. 48 p. ISBN 1-4034-0134-9.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Greece

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

People in the Past: Ancient Greek Women

(Non-Fiction).

Middleton, Haydn.

(People in the Past). Heinemann Library (JAS), 2003. 48 p. ISBN 1-4034-0135-7.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Greece

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Recommended Learning Resources**People in the Past: Ancient Roman Children**

(Non-Fiction).

Tames, Richard.

(People in the Past). Heinemann Library (JAS), 2003. 48 p. ISBN 1-4034-0518-2.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Rome

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

People in the Past: Ancient Roman Homes

(Non-Fiction).

Williams, Brian.

(People in the Past). Heinemann Library (JAS), 2003. 48 p. ISBN 1-4034-0519-0.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Rome

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

People in the Past: Ancient Roman Jobs

(Non-Fiction).

Williams, Brian.

(People in the Past). Heinemann Library (JAS), 2003. 48 p. ISBN 1-4034-0520-4.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Rome

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

People in the Past: Ancient Roman War and Weapons

(Non-Fiction).

Williams, Brian.

(People in the Past). Heinemann Library (JAS), 2003. 48 p. ISBN 1-4034-0521-2.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Rome

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

People in the Past: Ancient Roman Women

(Non-Fiction).

Williams, Brian.

(People in the Past). Heinemann Library (JAS), 2003. 48 p. ISBN 1-4034-0522-0.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Rome

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Pyramid

(Non-Fiction).

Macaulay, David.

Houghton Mifflin Company (ALL), 1975. 79 p. ISBN 0-395-21407-6.

Grade 8 – Cluster 2 – Early Societies of Mesopotamia, Egypt, or the Indus Valley (3500–500 BCE)

- One in-depth study of Egypt

Suggested Use: Grade 8; Grade 8 – Cluster 2; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Quest: The Medieval World.

(Stand-Alone).

Stimpson, Bea.

Bacon & Hughes Limited. (BHU), 1999. 112 p. ISBN 0-7487-3585-2.

This illustrated resource is appropriate for Grade 8 students and could be used as a supplemental classroom resource when studying “Life During Feudalism.” It uses a narrative, story-based approach to discuss medieval England. Struggling learners would benefit from its illustrated approach as teenage characters guide readers through the text by discussing and examining people, places, and events. The continuous timeline used in the text aids in the teaching of history as a chronological series of events. An activity support guide is also available. This book is part of the *Quest Series*.

Suggested Use: Grade 8; Grade 8 – Cluster 4; Student – Depth

Date Recommended: 2003-Mar-10

Rome Antics

(Non-Fiction).

Macaulay, David.

Houghton Mifflin Company (ALL), 1977. 79 p. ISBN 0-395-82289-3.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Rome

Note: Teacher Read-Aloud

Suggested Use: Grade 8; Grade 8 – Cluster 3; Teacher Reference

Date Recommended: 2004-Aug-23

Recommended Learning Resources**Secrets in Stone: All About Maya Hieroglyphs**

(Non-Fiction).

Coulter, Laurie.

Scholastic Canada Ltd. (SCH), 2002. 48 p. ISBN 0-439-98791-1.

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500 to 1400)

- General world overview including achievements and contributions in art, architecture, literature and science from the Americas

Suggested Use: Grade 8; Grade 8 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

A Single Shard

(Fiction).

Park, Linda Sue.

Dell Publishing Co., Inc. (RAN), 2001. 152 p. ISBN 0-440-41851-8.

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- General world overview, including achievements and contributions in art, architecture, literature, and science from Asia

Note: This tale of a young boy in 12th-century Korea includes two “Author’s Notes” that discuss the social history of the time as well as technical information about pottery of the time.

Suggested Use: Grade 8; Grade 8 – Cluster 4; Student – Depth

Date Recommended: 2003-Aug-25

A Survival Kit for the Elementary Middle School Art Teacher

(Non-Fiction).

Hume, Helen H.

John Wiley & Sons Canada, Ltd. (WIL), 2000. 430 p. ISBN 0-87628-456-X.

Grade 8 – Cluster 1 – Understanding Societies Past and Present

- World views

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Greece

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- General world overview including achievements and contributions in art, architecture, literature, and science from China, Europe, the Middle East, Africa, Asia, and the Americas

Note: There are some ideas that would complement the curriculum for projects, group activities. Teacher Background Information/Reference.

Suggested Use: Grade 8; Grade 8 – Cluster 1; Grade 8 – Cluster 3; Grade 8 – Cluster 4; Teacher Reference

Date Recommended: 2003-Aug-25

Teaching the Middle Ages with Magnificent Art Masterpieces

(Non-Fiction).

Chertok, Bobbi.

Scholastic Canada Ltd. (SCH), 1999. 64 p. ISBN 0-590-64435-1.

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- General world overview including achievements and contributions in art, architecture, literature, and science from Europe
- Medieval Europe

Note: Teacher Background Information/Reference

Suggested Use: Grade 8; Grade 8 – Cluster 4; Teacher Reference

Date Recommended: 2003-Aug-25

Technology in the Times of the Aztecs

(Non-Fiction).

Morgan, Nina.

Steck-Vaughn (SBC), 1997. 48 p. ISBN 0-8172-4878-1.

Grade 8 – Cluster 1 – Understanding Societies Past and Present

- General descriptions of societies/civilizations
- Sources of historical evidence and information

Suggested Use: Grade 8; Grade 8 – Cluster 1; Student – Depth

Date Recommended: 2003-Aug-25

Technology in the Times of the Vikings

(Non-Fiction).

Morgan, Nina.

Steck-Vaughn (SBC), 1997. 48 p. ISBN 0-8172-4880-3.

Grade 8 – Cluster 1 – Understanding Societies Past and Present

- General descriptions of societies/civilizations
- Sources of historical evidence and information

Suggested Use: Grade 8; Grade 8 – Cluster 1; Student – Depth

Date Recommended: 2003-Aug-25

Time Detectives: Bringing the Past to Life

(Non-Fiction).

Patterson, Heather.

Scholastic Canada Ltd. (SCH), 1999. 48 p. ISBN 1-55268-137-8.

Grade 8 – Cluster 1 – Understanding Societies Past and Present

- Sources of historical evidence and information

Note: For reluctant readers.

Suggested Use: Grade 8; Grade 8 – Cluster 1; Student – Depth

Date Recommended: 2003-Aug-25

Recommended Learning Resources**Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically**

(Stand-Alone).

Unrau, N.J.

(The Pippin Teacher's Library series). Pippin Publishing Corporation (GDS), 1997. 144 p.
ISBN 0-88751-082-5.

This teacher resource helps teachers facilitate the development of critical thinkers and reflective learners in the classroom, and includes a global emphasis. It offers specific skills and strategies in writing. Strategies are presented as classroom vignettes and include: lesson planning guidelines to show how to integrate the teaching of critical thinking; a portfolio method of assessing progress; and methods of improving classroom discussions and questioning techniques. One of the writing strategies discussed is TASK (thesis-analysis-synthesis-key). This strategy deals with argumentative writing and is accompanied by a rubric and a sample persuasive essay. No index is provided.

Suggested Use: Grade 7; Grade 7 – Cluster 1; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Grade 7 – Cluster 4; Grade 8 Grade 8 – Cluster 1; Grade 8 – Cluster 2; Grade 8 – Cluster 3; Grade 8 – Cluster 4; Grade 8 – Cluster 5; Teacher Reference

Date Recommended: 2003-Mar-10

Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

(Stand-Alone).

Unrau, N.J.

(The Pippin Teacher's Library series). Pippin Publishing Corporation (UTP), 1999. 138 p.
ISBN 0-88751-088-1.

This Middle Years teacher resource includes extensive activities aimed at developing empathy and awareness of cultural diversity in students, and encouraging them to think from different perspectives. This objective is achieved by giving students different scenarios and critical thinking opportunities. Specific knowledge objectives are not addressed in the resource, and it is difficult to find activities for some grade levels. The discussion topics also offer a limited range of scope. Curricular connections are made to English language arts.

Suggested Use: Grade 5; Grade 5 – Cluster 4; Grade 6; Grade 6 – Cluster 1; Grade 6 – Cluster 2; Grade 6 – Cluster 3; Grade 6 – Cluster 4; Grade 7; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Grade 7 – Cluster 4; Grade 8 Grade 8 – Cluster 1; Grade 8 – Cluster 2; Grade 8 – Cluster 3; Grade 8 – Cluster 4; Grade 8 – Cluster 5; Teacher Reference

Date Recommended: 2003-Mar-10

Tools for Learning for Kids

(Series).

Arnold, Phyllis A.

Nelson, a division of Thomson Canada, Limited (NEL), 2006.

- Tools for Learning: Book 1; Doing Research (ISBN 1-896081-51-7)
– Managing Information and Ideas
- Tools for Learning: Book 2; Gathering Information (ISBN 1-896081-52-5)
– Managing Information and Ideas
- Tools for Learning: Book 3; Looking At and Organizing Information
(ISBN 1-896081-53-3)
– Managing Information and Ideas
- Tools for Learning: Book 4; Passing on Information (ISBN 1-896081-54-1)
– Managing Information and Ideas

This four-volume resource, full of “how to” ideas for research and study skills, could support all learners from Grades 2 to 8.

The tools for reading in the content areas are useful for English language arts, social studies, science, mathematics, art, and drama. This colourful, well-organized resource highlights key words and employs excellent graphic organizers. There are 100 tools throughout the four books, which include: portfolios, note taking, bibliography production, cause-and-effect charts, making timelines, point of view, reading fiction and non-fiction, writing essays, and web page production.

Note: The content in the four volumes is highly relevant for Grades 2 to 8 students; however, the visuals may not be as age-appropriate for Grades 7 and 8 students as they are for younger students.

Suggested Use: Grade 2; Grade 2 – Cluster 1; Grade 2 – Cluster 2; Grade 2 – Cluster 3; Grade 3; Grade 3 – Cluster 1; Grade 3 – Cluster 2; Grade 3 – Cluster 3; Grade 3 – Cluster 4; Grade 4; Grade 4 – Cluster 1; Grade 4 – Cluster 2; Grade 4 – Cluster 3; Grade 4 – Cluster 4; Grade 4 – Cluster 5; Grade 5; Grade 5 – Cluster 1; Grade 5 – Cluster 2; Grade 5 – Cluster 3; Grade 5 – Cluster 4; Grade 6; Grade 6 – Cluster 1; Grade 6 – Cluster 2; Grade 6 – Cluster 3; Grade 6 – Cluster 4; Grade 7; Grade 7 – Cluster 1; Grade 7 – Cluster 2; Grade 7 – Cluster 3; Grade 7 – Cluster 4; Grade 8; Grade 8 – Cluster 1; Grade 8 – Cluster 2; Grade 8 – Cluster 3; Grade 8 – Cluster 4; Grade 8 – Cluster 5; Student – Depth; Teacher Reference

Date Recommended: 2006-July-20

Recommended Learning Resources

The following five books are part of the *Understanding People in the Past* series:

- Ancient West African Kingdoms: Ghana, Mali and Songhai
- The Maya
- The Middle Ages
- The Renaissance
- The Sumerians

Note: It is an American series that uses no Canadian spelling.

Understanding People in the Past: Ancient West African Kingdoms: Ghana, Mali and Songhai

(Non-Fiction).

Quigley, Mary.

(Understanding People in the Past). Heinemann Library (JAS), 2002. 64 p. ISBN 1-4034-0098-9.

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- General world overview including achievements and contributions in art, architecture, literature, and science from Africa

Suggested Use: Grade 8; Grade 8 – Cluster 4; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Understanding People in the Past: The Maya

(Non-Fiction).

Kirkpatrick, Nadia.

(Understanding People in the Past). Heinemann Library (JAS), 2003. 64 p. ISBN 1-4034-0606-5.

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500 to 1400)

- General world overview including achievements and contributions in art, architecture, literature and science from the Americas

Suggested Use: Grade 8; Grade 8 – Cluster 4; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Understanding People in the Past: The Middle Ages

(Non-Fiction).

Quigley, Mary.

(Understanding People in the Past). Heinemann Library (JAS), 2003. 64 p. ISBN 1-4034-0607-3.

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- Medieval Europe

Suggested Use: Grade 8; Grade 8 – Cluster 4; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Understanding People in the Past: The Renaissance

(Non-Fiction).

Quigley, Mary.

(Understanding People in the Past). Heinemann Library (JAS), 2003. 64 p. ISBN 1-4034-0608-1.

Grade 8 – Cluster 5 – Shaping the Modern World (Circa 1400–1850)

- Expressions of the Renaissance
- Individuals and ideas of the Protestant Reformation

Suggested Use: Grade 8; Grade 8 – Cluster 5; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Understanding People in the Past: The Sumerians

(Non-Fiction).

Kirkpatrick, Nadia.

(Understanding People in the Past). Heinemann Library (JAS), 2003. 64 p. ISBN 1-4034-0609-X.

Grade 8 – Cluster 2 – Early Societies of Mesopotamia, Egypt, or the Indus Valley (3500–500 BCE)

- One in-depth study of Mesopotamia

Suggested Use: Grade 8; Grade 8 – Cluster 2; Student – Breadth and Depth

Date Recommended: 2004-Aug-23

Usborne Internet-Linked Encyclopedia of Ancient Egypt

(Non-Fiction).

Harvey, Gill.

Scholastic Canada Ltd. (SCH), 2001. 48 p. ISBN 0-439-43838-1.

Grade 8 – Cluster 2 – Early Societies of Mesopotamia, Egypt, or the Indus Valley (3500–500 BCE)

- In-depth study of Egypt

Suggested Use: Grade 8; Grade 8 – Cluster 2; Student – Depth

Date Recommended: 2003-Aug-25

The Usborne Internet-Linked Encyclopedia of the Roman World (Out-of-Print)

(Non-Fiction).

Chandler, Fiona.

Scholastic Canada Ltd. (SCH), 2001. 128 p. ISBN 0-439-43415-7.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- General world overview and major achievements of Rome from 500 BCE to 500 CE

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

Recommended Learning Resources

The following six books are part of the *Watts Library* series:

- Kings and Queens of Central Africa
- Kings and Queens of East Africa
- Kings and Queens of Southern Africa
- Kings and Queens of West Africa
- Slavery In Ancient Egypt and Mesopotamia
- Slavery in Ancient Greece and Rome

Watts Library: Kings and Queens of Central Africa

(Non-Fiction).

Diouf, Sylviane Anna.

(Watts Library Series). Scholastic Canada Ltd. (SCH), 2000. 64 p. ISBN 0-531-16533-7.

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- General world overview including achievements and contributions to art, architecture, literature, and science from Africa

Grade 8 – Cluster 5 – Shaping the Modern World (Circa 1400–1850)

- General world overview including achievements and contributions in art, architecture, ideas, literature, science, and technology of Africa

Suggested Use: Grade 8; Grade 8 – Cluster 4; Grade 8 – Cluster 5; Student – Depth

Date Recommended: 2003-Aug-25

Watts Library: Kings and Queens of East Africa

(Non-Fiction).

Diouf, Sylviane Anna.

(Watts Library Series). Scholastic Canada Ltd. (SCH), 2000. 64 p. ISBN 0-531-16534-5.

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- General world overview including achievements and contributions to art, architecture, literature, and science from Africa

Grade 8 – Cluster 5 – Shaping the Modern World (Circa 1400–1850)

- General world overview including achievements and contributions in art, architecture, ideas, literature, science, and technology of Africa

Suggested Use: Grade 8; Grade 8 – Cluster 4; Grade 8 – Cluster 5; Student – Depth

Date Recommended: 2003-Aug-25

Watts Library: Kings and Queens of Southern Africa

(Non-Fiction).

Diouf, Sylviane Anna.

(Watts Library Series). Scholastic Canada Ltd. (SCH), 2000. 64 p. ISBN 0-531-16535-3.

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- General world overview including achievements and contributions to art, architecture, literature, and science from Africa

Grade 8 – Cluster 5 – Shaping the Modern World (Circa 1400–1850)

- General world overview including achievements and contributions in art, architecture, ideas, literature, science, and technology of Africa

Caution: Slavery, apartheid

Suggested Use: Grade 8; Grade 8 – Cluster 4; Grade 8 – Cluster 5; Student – Depth

Date Recommended: 2003-Aug-25

Watts Library: Kings and Queens of West Africa

(Non-Fiction).

Diouf, Sylviane Anna.

(Watts Library Series). Scholastic Canada Ltd. (SCH), 2000. 64 p. ISBN 0-531-16536-1.

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- General world overview including achievements and contributions to art, architecture, literature, and science from Africa

Grade 8 – Cluster 5 – Shaping the Modern World (Circa 1400–1850)

- General world overview including achievements and contributions in art, architecture, ideas, literature, science, and technology of Africa

Suggested Use: Grade 8; Grade 8 – Cluster 4; Grade 8 – Cluster 5; Student – Depth

Date Recommended: 2003-Aug-25

Watts Library: Slavery In Ancient Egypt and Mesopotamia

(Non-Fiction).

Greene, Jacqueline Dembar.

(Watts Library Series). Watts, Franklin, Inc. (SCH), 2000. 64 p. ISBN 0-531-16538-8.

Grade 8 – Cluster 1 – Understanding Societies Past and Present

- Transition from hunter-gatherer to agrarian ways of life

Grade 8 – Cluster 2 – Early Societies of Mesopotamia, Egypt, or the Indus Valley (3500–500 BCE)

- In-depth study of Egypt/Mesopotamia - significance of people, beliefs, and events

Caution: Slavery and very graphic accounts of the time.

Suggested Use: Grade 8; Grade 8 – Cluster 1; Grade 8 – Cluster 2; Student – Depth

Date Recommended: 2003-Aug-25

Recommended Learning Resources**Watts Library: Slavery in Ancient Greece and Rome**

(Non-Fiction).

Greene, Jacqueline Dembar.

(Watts Library Series). Scholastic Canada Ltd. (SCH), 1996. 64 p. ISBN 0-531-16539-6.

Grade 8 – Cluster 1 – Understanding Societies Past and Present

- General descriptions of societies/civilizations

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Greece
 - social organization
- Ancient Rome
 - empire building
 - war and territorial expansion

Caution: Slavery and very graphic accounts of the time.

Suggested Use: Grade 8; Grade 8 – Cluster 1; Grade 8 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

The Whale People

(Fiction).

Hait-Brown, Roderick.

Harbour Publishing (HBP), 2003. 206 p. ISBN 1-55017-277-8.

Grade 8 – Cluster 1 – Understanding Societies Past and Present

- Transition from hunter-gatherer to agrarian ways of life

Suggested Use: Grade 8; Grade 8 – Cluster 1; Student – Depth

Date Recommended: 2003-Aug-25

World Atlas for Intermediate Students

(Atlas).

McGraw-Hill Ryerson Limited (MHR), 2001. 91 p. ISBN 0-02-147605-5.

This softcover, U.S.-based atlas contains maps that are accurate and up-to-date. It has many features that are not found in other atlases, such as cartograms, time zone charts, a gazetteer that explains geographical terms, and a chart of landforms, along with their definitions. The maps and graphs are very well laid out. A legend is not included for the physical maps. The atlas includes one vegetation map.

Note: Teacher Background Information/Reference

Suggested Use: Grade 8; Grade 8 – Cluster 2; Grade 8 – Cluster 3; Grade 8 – Cluster 4; Grade 8 – Cluster 5; Atlas – Systems International Metric Standards; Student – Breadth and Depth; Teacher Reference

Date Recommended: 2005-July-25

The following three books are part of *The World of Ancient Greece* series:

- Everyday Life
- Religion and the Gods
- Trade and Warfare

The World of Ancient Greece: Everyday Life (Out-of-Print)

(Non-Fiction).

Hull, Robert.

(The World of Ancient Greece Series). Watts, Franklin, Inc. (SCH), 1999. 32 p.
ISBN 0-531-15382-7.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Greece
 - social organization
 - citizenship and democracy
 - life in Sparta and Athens
 - technologies and achievements

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

The World of Ancient Greece: Religion and the Gods

(Non-Fiction).

Hull, Robert.

(The World of Ancient Greece Series). Watts, Franklin, Inc. (SCH), 1999. 32 p.
ISBN 0-531-15383-5.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Greece – Greek myths
- World religions that emerged during this time (Buddhism, Christianity, Confucianism, Hinduism, Judaism)

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

The World of Ancient Greece: Trade and Warfare

(Non-Fiction).

Hull, Robert.

(The World of Ancient Greece Series). Watts, Franklin, Inc. (SCH), 1999. 32 p.
ISBN 0-531-15384-3.

Grade 8 – Cluster 3 – Ancient Societies of Greece and Rome

- Ancient Greece – rise and decline
- Ancient Greece – life in Sparta and Athens
- Ancient Greece – technologies and achievements (architecture, transportation, weapons, aqueducts...)

Suggested Use: Grade 8; Grade 8 – Cluster 3; Student – Depth

Date Recommended: 2003-Aug-25

Recommended Learning Resources**World Explorers: Expeditions in the Americas 1492-1700**

(Non-Fiction).

Currie, Stephen.

National Geographic Society (NGS), 2004. 32 p. ISBN 0-7922-4544-X.

Grade 8 – Cluster 5 – Shaping the Modern World (Circa 1400–1850)

- General world overview including achievements and contributions in art, architecture, ideas, literature, science and technology of Europe, Africa, Asia, Australasia, and the Americas
- Mapping (voyages of European explorers – Columbus, Caboto, da Gama, Magellan, Cook)

Note: Teaching notes are included inside the front cover.

Suggested Use: Grade 8; Grade 8 – Cluster 5; Student – Breadth

Date Recommended: 2004-Aug-23

World Explorers: Travels to Distant Lands 1000-1400

(Non-Fiction).

Currie, Stephen.

National Geographic Society (NGS), 2004. 32 p. ISBN 0-7922-4542-3.

Grade 8 – Cluster 4 – Transition to the Modern World (Circa 500–1400)

- General world overview including achievements and contributions in art, architecture, literature, and science from China, Europe, the Middle East, Africa, Asia, and the Americas
- Mapping (conquests, invasions, expansion of the various groups and Empires)

Note: Teacher’s notes are found in the inside front cover. Variant spelling of Leif Eriksson.

Suggested Use: Grade 8; Grade 8 – Cluster 4; Student – Breadth

Date Recommended: 2004-Aug-23

World Explorers: Voyages to the Indies 1400-1520s

(Non-Fiction).

Miller, Danny. National

Geographic Society (NGS), 2004. 32 p. ISBN 0-7922-4543-1.

Grade 8 – Cluster 5 – Shaping the Modern World (Circa 1400–1850)

- General world overview including achievements and contributions in art, architecture, ideas, literature, and science and technology of Europe, Africa, Asia, Australasia, and the Americas
- Mapping (voyages of European explorers – Columbus, Caboto, da Gama, Magellan, Cook)

Note: Teaching notes are included inside the front cover.

Suggested Use: Grade 8; Grade 8 – Cluster 5; Student – Breadth

Date Recommended: 2004-Aug-23

World History: Societies of the Past (Student Text) (New Edition)

(Integrated Resource).

Osborne, Ken et al.

Portage & Main Press (PEG), 2005. 376 p. ISBN 1-55379-045-6.

Teachers who have used *People Through the Ages*, the previous edition of this text, should note that this version, *World History*, was created for and precisely matches the new curriculum.

The student text has significant correlation with the new Manitoba Grade 8 social studies curriculum. The learning outcomes identified for Grade 8 are very well supported in this text. Maps, illustrations, timelines, up-to-date historical information, and stories are prominent features conveying information in this made-in-Manitoba history text. The text is designed to captivate student interest, as the information is presented in a clear, concise manner with colourful and appealing illustrations. Students are encouraged to “Be an Historian” at the end of each chapter to invite student engagement. Throughout the text, students are encouraged to connect and reflect on their learning, a cognitive strategy promoted in the Manitoba social studies curriculum.

Suggested Use: Grade 8; Grade 8 – Cluster 1; Grade 8 – Cluster 2; Grade 8 – Cluster 3; Grade 8 – Cluster 4; Grade 8 – Cluster 5; Student – Breadth and Depth

Date Recommended: 2005-July-25

World History: Societies of the Past, Teacher’s Guide (New Edition)

(Integrated Resource).

McDowell, Linda, et al.

Portage & Main Press (PEG), 2005. 446 p. ISBN 1-55379-062-6.

World History: Societies of the Past Teacher’s Guide is designed to accompany the student text *World History, Societies of the Past*. The Teacher’s Guide includes descriptions of hands-on activating and acquiring/applying activities, teacher reference notes, organizational techniques, and assessment ideas for each chapter of the textbook which can be used to develop lesson plans.

Highlights of the guide include:

- Vocabulary lists, definitions, and activities that expand what is in the textbook Glossary;
- Detailed information and stories about people, places, and events for each society/civilization and time period described in the textbook;
- Suggested resources for the teacher and student;
- Major projects and summary activities that integrate art, mathematics, reading, and writing;
- Games, recipes, and role playing cards;
- Many useful blackline masters (for example, maps and graphic organizers); and
- An exact correlation to the textbook and to the 2005 (new) Grade 8 curriculum.

Suggested Use: Grade 8; Grade 8 – Cluster 1; Grade 8 – Cluster 2; Grade 8 – Cluster 3; Grade 8 – Cluster 4; Grade 8 – Cluster 5; Teacher Reference

Date Recommended: 2005-Dec-12

Recommended Learning Resources**World History: Societies of the Past,. Teacher's Guide (CD-ROM)
(New Edition)**

(Integrated Resource).

McDowell, Linda, et al.

Portage & Main Press (PEG), 2005. ISBN 1-55379-083-9.

World History: Societies of the Past, Teacher's Guide (CD-ROM) is designed to accompany the student text *World History, Societies of the Past*. The Teacher's Guide includes descriptions of hands-on activating and acquiring/applying activities, teacher reference notes, organizational techniques, and assessment ideas for each chapter of the textbook which can be used to develop lesson plans. Highlights of the guide include:

- Vocabulary lists, definitions, and activities that expand what is in the textbook Glossary
- Detailed information and stories about people, places, and events for each society/civilization and time period described in the textbook
- Suggested resources for the teacher and student
- Major projects and summary activities that integrate art, mathematics, reading, and writing
- Games, recipes, and role-playing cards
- Many useful blackline masters (e.g., maps and graphic organizers)
- An exact correlation to the textbook and to the 2005 (new) Grade 8 curriculum

System Requirements:

Windows:

- Adobe Acrobat Reader 5.0
- Intel Pentium processor
- Microsoft Windows 95 OSR 2.0,

Windows 98 SE, Windows Millennium Edition, Windows NT 4.0 with Service Pack 5, Windows 2000, or Windows XP

- 64 MB of RAM
- 24 MB of available hard-disk space
- Additional 70 MB of hard-disk space for Asian fonts (optional)

Macintosh:

- Adobe Acrobat Reader 5.0
- PowerPC processor
- Mac OS 8.6*, 9.0.4, 9.1, or Mac OS X*
- 64 MB of RAM
- 24 MB of available hard-disk space

Suggested Use: Grade 8; Grade 8 – Cluster 1; Grade 8 – Cluster 2; Grade 8 – Cluster 3; Grade 8 – Cluster 4; Grade 8 – Cluster 5; Teacher Reference

Date Recommended: 2005-Dec-12

Grade 8: Alphabetical List of Resources by Cluster

Note: Some resources are listed under more than one cluster.

Grade 8 – Cluster 1

Ancient Worlds (Outlooks; 7) Teacher’s Resource
Ancient Worlds (Outlooks; 7)
The Art of Emily Carr
Escape: Adventures of a Loyalist Family
Eyewitness Books: Fossil (Out-of-Print)
The Five Heavenly Emperors: Chinese Myths of Creation
Glencoe Human Heritage: A World History (Student Text) (*New Edition*)
Glencoe Human Heritage: A World History Teacher Classroom Resources (*New Edition*)
Glencoe Human Heritage: A World History Teacher Wraparound Edition (*New Edition*)
Is That Right? Critical Thinking and the Social World of the Young Learner
Mysteries of Time
Pearson School Atlas
Pearson School Atlas Teacher Resource
A River Apart
A Survival Kit for the Elementary Middle School Art Teacher
Technology in the Times of the Aztecs
Technology in the Times of the Vikings
Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
Time Detectives: Bringing the Past to Life
Watts Library: Slavery In Ancient Egypt and Mesopotamia
Watts Library: Slavery in Ancient Greece and Rome
The Whale People
World History: Societies of the Past (Student Text) (*New Edition*)
World History: Societies of the Past, Teacher’s Guide (*New Edition*)
World History: Societies of the Past, Teacher’s Guide (CD-ROM) (*New Edition*)

Grade 8 – Cluster 2

25 Mini-Plays World History
Ancient Egypt
Ancient Technology: Ancient Communication: From Grunts to Graffiti
Ancient Technology: Ancient Computing: From Counting to Calendars
Ancient Technology: Ancient Construction: From Tents to Towers
Ancient Technology: Ancient Warfare: From Clubs to Catapults
Ancient Times: A Watts Guide for Children
Ancient Worlds (Outlooks; 7) Teacher’s Resource
Ancient Worlds (Outlooks; 7)

Recommended Learning Resources

Art in History: Ancient Chinese Art
 Canadian Oxford School Atlas
 Early Civilizations (Student Text)
 The Five Heavenly Emperors: Chinese Myths of Creation
 Glencoe Human Heritage: A World History (Student Text) (*New Edition*)
 Glencoe Human Heritage: A World History Teacher Classroom Resources (*New Edition*)
 Glencoe Human Heritage: A World History Teacher Wraparound Edition (*New Edition*)
 Great Civilizations of the East
 Historical Biographies: Hatshepsut: First Female Pharaoh
 Historical Biographies: Tutankhamen
 In the Global Classroom 1
 Metropolis: Egyptian Town (Out-of-Print)
 People in the Past: Ancient Egyptian Children
 People in the Past: Ancient Egyptian Homes
 People in the Past: Ancient Egyptian Jobs
 People in the Past: Ancient Egyptian War and Weapons
 People in the Past: Ancient Egyptian Women
 Pyramid
 Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
 Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social
 Studies
 Understanding People in the Past: The Sumerians
 Usborne Internet-Linked Encyclopedia of Ancient Egypt
 Watts Library: Slavery In Ancient Egypt and Mesopotamia
 World Atlas for Intermediate Students
 World History: Societies of the Past (Student Text) (*New Edition*)
 World History: Societies of the Past, Teacher's Guide (*New Edition*)
 World History: Societies of the Past, Teacher's Guide (CD-ROM) (*New Edition*)

Grade 8 – Cluster 3

25 Mini-Plays World History
 Adventures in Ancient Greece
 Alexander the Great
 Ancient Greece: 40 hands-on activities to experience this wondrous age
 Ancient Technology: Ancient Warfare: From Clubs to Catapults
 Ancient Times: A Watts Guide for Children
 Ancient Worlds (Outlooks; 7) Teacher's Resource
 Ancient Worlds (Outlooks; 7)
 Canadian Oxford School Atlas
 City: A Story of Roman Planning and Construction
 Civilizations Past to Present: Greece
 Civilizations Past to Present: Rome

Recommended Learning Resources

Clothes and Crafts in History: Clothes and Crafts in Ancient Greece
Early Civilizations (Student Text)
Early Civilizations Teacher's Guide
East Meets West: Cultures and Civilizations
East Meets West: Exploration by Land
East Meets West: Exploration by Sea
East Meets West: Inventions and Trade
Glencoe Human Heritage: A World History (Student Text) (*New Edition*)
Glencoe Human Heritage: A World History Teacher Classroom Resources (*New Edition*)
Glencoe Human Heritage: A World History Teacher Wraparound Edition (*New Edition*)
The Greek Gods
Greek Myths: 8 Short Plays for the Classroom (Out-of-Print)
Historical Biographies: Alexander the Great
Historical Biographies: Aristotle
Historical Biographies: Cleopatra
Historical Biographies: Julius Caesar
Historical Biographies: Qin Shi Huangdi: First Emperor of China
In the Global Classroom 1
Island of the Minotaur
A Kids Book of World Religions
Metropolis: Greek Town
People in the Past: Ancient Greek Children
People in the Past: Ancient Greek Homes
People in the Past: Ancient Greek Jobs
People in the Past: Ancient Greek War and Weapons
People in the Past: Ancient Greek Women
People in the Past: Ancient Roman Children
People in the Past: Ancient Roman Homes
People in the Past: Ancient Roman Jobs
People in the Past: Ancient Roman War and Weapons
People in the Past: Ancient Roman Women
A Roman Day to Remember
Rome Antics
A Survival Kit for the Elementary Middle School Art Teacher
Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
The Usborne Internet-Linked Encyclopedia of the Roman World (Out-of-Print)
Watts Library: Slavery in Ancient Greece and Rome
World Atlas for Intermediate Students
World History: Societies of the Past (Student Text) (*New Edition*)
World History: Societies of the Past, Teacher's Guide (*New Edition*)
World History: Societies of the Past, Teacher's Guide (CD-ROM) (*New Edition*)

Recommended Learning Resources

The World of Ancient Greece: Everyday Life (Out-of-Print)

The World of Ancient Greece: Religion and the Gods

The World of Ancient Greece: Trade and Warfare

Grade 8 – Cluster 4

Anna of Byzantium

Art in History: Ancient Chinese Art

Art in History: Art of the Middle Ages

Canadian Oxford School Atlas

Castle

Castle Diary: The Journal of Tobias Burgess, Page

Cathedral: The Story of Its Construction

Cities Through Time: Daily Life in Ancient and Modern Cairo

East Meets West: Exploration by Land

East Meets West: Exploration by Sea

East Meets West: Inventions and Trade

Eyewitness Books: Aztec, Inca & Maya

Glencoe Human Heritage: A World History (Student Text) (*New Edition*)

Glencoe Human Heritage: A World History Teacher Classroom Resources (*New Edition*)

Glencoe Human Heritage: A World History Teacher Wraparound Edition (*New Edition*)

Great Civilizations of the East

Hands-On History: Middle Ages

Historical Biographies: Mansa Musa: Ruler of Ancient Mali

Historical Biographies: Marco Polo

If You Lived in the Days of the Knights

In the Global Classroom 1

A Kids Book of World Religions

Life in a Castle

Metropolis: Inca Town

The Middle Ages: A Watts Guide for Children

Quest: The Medieval World

Secrets in Stone: All About Maya Hieroglyphs

A Single Shard

A Street Through Time

A Survival Kit for the Elementary Middle School Art Teacher

Teaching the Middle Ages with Magnificent Art Masterpieces

Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically

Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies

Understanding People in the Past: Ancient West African Kingdoms: Ghana, Mali and Songhai

Understanding People in the Past: The Maya

Understanding People in the Past: The Middle Ages

Watts Library: Kings and Queens of Central Africa
Watts Library: Kings and Queens of East Africa
Watts Library: Kings and Queens of Southern Africa
Watts Library: Kings and Queens of West Africa
World Atlas for Intermediate Students
World Explorers: Travels to Distant Lands 1000-1400
World History: Societies of the Past (Student Text) (*New Edition*)
World History: Societies of the Past, Teacher's Guide (*New Edition*)
World History: Societies of the Past, Teacher's Guide (CD-ROM) (*New Edition*)

Grade 8 – Cluster 5

Explorer Chronicles: Explorers of the Pacific Northwest
Explorer Chronicles: The Vikings, Cabot and Cartier
Glencoe Human Heritage: A World History (Student Text) (*New Edition*)
Glencoe Human Heritage: A World History Teacher Classroom Resources (*New Edition*)
Glencoe Human Heritage: A World History Teacher Wraparound Edition (*New Edition*)
Groundbreakers: Francisco Pizarro
Groundbreakers: Hernán Cortés
Groundbreakers: John Cabot
Groundbreakers: Sir Francis Drake
Groundbreakers: Sir Walter Raleigh
Historical Biographies: Christopher Columbus
In the Global Classroom 1
In the Global Classroom 2
The Kids Book of Black Canadian History
Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
Understanding People in the Past: The Renaissance
Watts Library: Kings and Queens of Central Africa
Watts Library: Kings and Queens of East Africa
Watts Library: Kings and Queens of Southern Africa
Watts Library: Kings and Queens of West Africa
World Atlas for Intermediate Students
World Explorers: Expeditions in the Americas 1492-1700
World Explorers: Voyages to the Indies 1400-1520s
World History: Societies of the Past (Student Text) (*New Edition*)
World History: Societies of the Past, Teacher's Guide (*New Edition*)
World History: Societies of the Past, Teacher's Guide (CD-ROM) (*New Edition*)

Resources Organized by Learning Experiences

Appendix G

GRADE

8

Grade 8 Social Studies Resources Organized by Learning Experience

Sensitive Content and Local Selection of Learning Resources

Although each resource listed in this bibliography has been reviewed by a team of Manitoba social studies teachers, school divisions/districts are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms. Although a statement of **caution** appears at the end of those annotations with potentially sensitive content, as identified by teacher/evaluators, **all books/videos need to be reviewed for local sensitivities.**

Definitions of Terms Used in the Learning Experiences

The following terms and definitions are used to describe how the resources should be used.

- **Student Breadth:** identifies student learning resources that address a wide range of topics for a particular grade.
- **Student Depth:** identifies student learning resources that provide especially effective learning experiences for students for a particular grouping of learning outcomes.
- **Student Breadth and Depth:** identifies comprehensive learning resources that provide both breadth and depth dimensions for a particular grouping of learning outcomes.
- **Teacher Reference:** identifies classroom strategies to assist teachers in implementing the learning outcomes identified for social studies.

Suggestions have been made for the use of the following resources in specific learning experiences. Teachers may find some of these resources useful in other learning experiences as well.

Other Resources Included in the Learning Experiences

Available Free Materials

A list of free materials is listed under many of the learning experiences. An email address and/or a postal address are given for teachers to contact to request free materials. These addresses were up-to-date at the time of printing.

Videos

A list of videos is included in many of the learning experiences. These are available from the Instructional Resources Unit. Provide the media booking number, written directly after the title of the video, when ordering.

Instructional Resources Unit (IRU)
Manitoba Department of Education, Citizenship and Youth
Main Floor, 1181 Portage Avenue
Winnipeg, MB R3G 0T3

Resources Organized by Learning Experiences**Cluster 1: Understanding Societies Past and Present**

8.1.1 What Is a World View?

Specific Learning Outcomes KI 005; KI 006; VI 004

Teacher Reference

- Ancient Worlds (Outlooks 7) Teacher’s Resource
- Glencoe Human Heritage: A World History Teacher Classroom Resources (New Edition)
- Glencoe Human Heritage: A World History Teacher’s Wraparound Edition (New Edition)
- Is That Right: Critical Thinking and the Social World of the Young Learner
- Pearson School Atlas
- Pearson School Atlas Teacher Resource
- A Survival Kit for the Elementary Middle School Art Teacher
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World History: Societies of the Past Teacher’s Resource

Student Breadth and Depth

- Ancient Worlds (Outlooks 7) (Student Text)
- Glencoe Human Heritage: A World History (Student Text) (New Edition)
- World History: Societies of the Past (Student Text)

Video

- The First Merchants (Media Booking #8340)

8.1.2 Origins of Human Societies

Specific Learning Outcomes KI 010; KI 011; KI 012

Teacher Reference

- Ancient Worlds (Outlooks 7) Teacher’s Resource
- Glencoe Human Heritage: A World History Teacher Classroom Resources (New Edition)
- Glencoe Human Heritage: A World History Teacher’s Wraparound Edition (New Edition)
- Pearson School Atlas
- Pearson School Atlas Teacher Resource
- A Survival Kit for the Elementary Middle School Art Teacher
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World History: Societies of the Past Teacher’s Resource

Student Depth

- Eyewitness Books: Fossil (Out-of-Print)
- Five Heavenly Emperors: Chinese Myths of Creation
- Watts Library: Slavery in Ancient Egypt and Mesopotamia
- Watts Library: Slavery in Ancient Greece and Rome
- The Whale People (Novel)

Student Breadth and Depth

- Ancient Worlds (Outlooks 7) (Student Text)
- Glencoe Human Heritage: A World History (Student Text) (New Edition)
- World History: Societies of the Past (Student Text)

Video

- The First Civilizations (Media Booking #8334)

8.1.3 Societies and Civilizations

Specific Learning Outcomes KI 007; LI 008; KI 009; KL 022; VL 008

Teacher Reference

- Ancient Worlds (Outlooks 7) Teacher's Resource
- Glencoe Human Heritage: A World History Teacher Classroom Resources (New Edition)
- Glencoe Human Heritage: A World History Teacher's Wraparound Edition (New Edition)
- Pearson School Atlas
- Pearson School Atlas Teacher Resource
- A Survival Kit for the Elementary Middle School Art Teacher
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World History: Societies of the Past Teacher's Resource

Student Depth

- The Art of Emily Carr

Student Breadth and Depth

- Ancient Worlds (Outlooks 7) (Student Text)
- Glencoe Human Heritage: A World History (Student Text) (New Edition)
- World History: Societies of the Past (Student Text)

8.1.4 Knowing the Past

Specific Learning Outcomes KH 027; KH 028

Teacher Reference

- Ancient Worlds (Outlooks 7) Teacher's Resource
- Glencoe Human Heritage: A World History Teacher Classroom Resources (New Edition)
- Glencoe Human Heritage: A World History Teacher's Wraparound Edition (New Edition)
- Pearson School Atlas
- Pearson School Atlas Teacher Resource
- A Survival Kit for the Elementary Middle School Art Teacher
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World History: Societies of the Past Teacher's Resource

Student Depth

- Escape: Adventures of a Loyalist Family (Novel)
- Mysteries of Time
- A River Apart (Novel)

Resources Organized by Learning Experiences

- Technology in the Times of The Aztecs
- Technology in the Times of The Vikings
- Time Detectives: Bringing the Past to Life

Student Breadth and Depth

- Ancient Worlds (Outlooks 7) (Student Text)
- Glencoe Human Heritage: A World History (Student Text) (New Edition)
- World History: Societies of the Past (Student Text)

8.2.1 Overview of Early Civilizations

Specific Learning Outcomes KG 038; VH 009

Teacher Reference

- Ancient Worlds (Outlooks 7) Teacher's Resource
- The Atlas of World Religions
- Canadian Oxford School Atlas
- Early Civilizations Teacher's Guide
- Glencoe Human Heritage: A World History Teacher Classroom Resources (New Edition)
- Glencoe Human Heritage: A World History Teacher's Wraparound Edition (New Edition)
- Great Civilizations of the East
- In the Global Classroom 1
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World History: Societies of the Past Teacher's Resource

Student Depth

- Ancient Egypt
- Ancient Technology: Ancient Construction: From Tents to Towers
- Ancient Technology: Ancient Computing: From Counting to Calendars
- Ancient Technology: Ancient Communication: From Grunts to Graffiti
- Ancient Technology: Ancient Warfare: From Clubs to Catapults
- Ancient Times: A Watts Guide for Children
- Art in History: Ancient Chinese Art
- Early Civilizations (Student Text)
- Eyewitness Books: Aztec, Inca and Maya
- Five Heavenly Emperors: Chinese Myths of Creation
- Metropolis: Egyptian Town (Out-of-Print)
- Metropolis: Inca Town
- Pyramid
- Secrets in Stone: All About Hieroglyphs
- Twenty-five Mini-Plays World History
- Understanding People of the Past: The Sumerians

Student Breadth and Depth

- Ancient Worlds (Outlooks 7) Student Text
- Glencoe Human Heritage: A World History (Student Text) (New Edition)
- World Atlas for Intermediate Students
- World History: Societies of the Past (Student Text)

Videos

- The First Empires (Media Booking #6368)
- The First Civilizations (Media Booking #8334)

8.2.2 Interaction with the Natural Environment

Specific Learning Outcomes KL 023; KL 024; KE 054; VE 017

Teacher Reference

- Ancient Worlds (Outlooks 7) Teacher' Resource
- The Atlas of World Religions
- Canadian Oxford School Atlas
- Glencoe Human Heritage: A World History Teacher Classroom Resources (New Edition)
- Glencoe Human Heritage: A World History Teacher's Wraparound Edition (New Edition)
- Great Civilizations of the East
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World History: Societies of the Past Teacher's Resource

Student Depth

- The Usborne Internet-Linked Encyclopedia of Ancient Egypt

Student Breadth and Depth

- Ancient Worlds (Outlooks 7) (Student Text)
- Glencoe Human Heritage: A World History (Student Text) (New Edition)
- World History: Societies of the Past (Student Text)

Available Free Materials

<<http://ce.eng.usf.edu/pharos>>

This site deals with ancient Egypt.

Videos

- The First Empires (Media Booking #6368)

8.2.3 Living in an Early Society

Specific Learning Outcomes KI 013; KH 029; KP 045

Teacher Reference

- Ancient Worlds (Outlooks 7) Teacher' Resource
- The Atlas of World Religions
- Canadian Oxford School Atlas
- Glencoe Human Heritage: A World History Teacher Classroom Resources (New Edition)
- Glencoe Human Heritage: A World History Teacher's Wraparound Edition (New Edition)
- Great Civilizations of the East
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically

Resources Organized by Learning Experiences

- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World History: Societies of the Past Teacher's Resource

Student Depth

- Historical Biographies: Hatshepsut: First Female Pharaoh
- Historical Biographies: Tutankhamen
- People in the Past: Ancient Egyptian Children
- People in the Past: Ancient Egyptian Homes
- People in the Past: Ancient Egyptian Jobs
- People in the Past: Ancient Egyptian War and Weapons
- People in the Past: Ancient Egyptian Women
- Watts Library: Slavery in Ancient Egypt and Mesopotamia
- Watts Library: Slavery in Ancient Greece and Rome

Student Breadth and Depth

- Ancient Worlds (Outlooks 7) (Student Text)
- Glencoe Human Heritage: A World History (Student Text) (New Edition)
- World History: Societies of the Past (Student Text)

Available Free Materials

<<http://ce.eng.usf.edu/pharos>>

This site deals with ancient Egypt.

Video

- The First Empires (Media Booking #6368)
- The First Merchants (Media Booking #8340)
- The Greatest Pharaohs Part 1 (Media Booking #8713)
- The Greatest Pharaohs Part 2 (Media Booking #8715)
- The Greatest Pharaohs Part 3 (Media Booking #8719)
- The Greatest Pharaohs Part 4 (Media Booking #8721)

8.2.4 Communication and Art in an Early Society

Specific Learning Outcomes KI 014; KH 030; VH 010

Teacher Reference

- Ancient Worlds (Outlooks 7) Teacher's Resource
- The Atlas of World Religions
- Canadian Oxford School Atlas
- Glencoe Human Heritage: A World History Teacher Classroom Resources (New Edition)
- Glencoe Human Heritage: A World History Teacher's Wraparound Edition (New Edition)
- Great Civilizations of the East
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World History: Societies of the Past Teacher's Resource

Student Breadth and Depth

- Ancient Worlds (Outlooks 7) (Student Text)
- Glencoe Human Heritage: A World History (Student Text) (New Edition)
- World History: Societies of the Past (Student Text)

Video

- The First Empires (Media Booking #6368)
- The Seven Wonders (Media Booking #6396)
- The First Civilizations (Media Booking #8334)

8.3.1 Overview of Antiquity

Specific Learning Outcomes KG 039; KI 017; VI 006

Teacher Reference

- Ancient Worlds (Outlooks 7) Teacher's Resource
- The Atlas of World Religions
- Canadian Oxford School Atlas
- Early Civilizations Teacher's Guide
- Glencoe Human Heritage: A World History Teacher Classroom Resources (New Edition)
- Glencoe Human Heritage: A World History Teacher's Wraparound Edition (New Edition)
- In the Global Classroom 1
- A Survival Kit for the Elementary Middle School Art Teacher
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World History: Societies of the Past Teacher's Resource

Student Depth

- Ancient Times: A Watts Guide for Children
- Early Civilizations (Student Text)
- East Meets West: Cultures and Civilizations
- Historical Biographies; Qin Shi Huangdi: First Emperor of China
- The Kids Book of World Religions
- Twenty-five Mini-Plays World History
- The Usborne Book of World Religions
- The Usborne Internet-Linked Encyclopedia of the Roman World (Out-of-Print)
- The World of Ancient Greece: Religion and the Gods

Student Breadth and Depth

- Ancient Worlds (Outlooks 7) (Student Text)
- Glencoe Human Heritage: A World History (Student Text) (New Edition)
- World History: Societies of the Past (Student Text)

Resources Organized by Learning Experiences

Available Free Materials

Saudi Aramco World
Circulation Department
P.O. Box 469008
Escondido, CA 92046-9008

This publication (Teacher's Resource) is free for those interested in the cultures of the Arab and Muslim worlds, the history, geography, and economy of Saudi Arabia, and their connections with the West.

Videos

- The First Empires (Media Booking #6368)

8.3.2 Culture of Ancient Greece

Specific Learning Outcomes KC 001; KI 015; KI 016; KH 031; VH 011

Teacher Reference

- Ancient Worlds (Outlooks 7) Teacher's Resource
- The Atlas of World Religions
- Canadian Oxford School Atlas
- Early Civilizations Teacher's Guide
- Glencoe Human Heritage: A World History Teacher Classroom Resources (New Edition)
- Glencoe Human Heritage: A World History Teacher's Wraparound Edition (New Edition)
- A Survival Kit for the Elementary Middle School Art Teacher
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World History: Societies of the Past Teacher's Resource

Student Depth

- Adventures in Ancient Greece
- Alexander the Great
- Ancient Greece: 40 Hands-on Activities to Experience This Wondrous Age
- Clothes and Crafts in History: Clothes and Crafts in Ancient Greece
- Early Civilizations (Student Text)
- East Meets West: Cultures and Civilizations
- East Meets West: Inventions and Trade
- Greek Myths: 8 Short Plays for the Classroom (Out-of-Print)
- The Greek Gods
- Historical Biographies: Alexander the Great
- Historical Biographies: Aristotle
- Island of the Minotaur
- People in the Past: Ancient Greek Children
- People in the Past: Ancient Greek Homes
- People in the Past: Ancient Greek Jobs
- People in the Past: Ancient Greek War and Weapons
- People in the Past: Ancient Greek Women
- The World of Ancient Greece: Everyday Life (Out-of-Print)
- The World of Ancient Greece: Trade and Warfare

Student Breadth and Depth

- Ancient Worlds (Outlooks 7) (Student Text)
- Glencoe Human Heritage: A World History (Student Text) (New Edition)
- World History: Societies of the Past (Student Text)

Available Free Materials

<www.historyforkids.org/learn/greeks>

This site deals with the ancient Greeks.

Video

- Ancient Greece Learning Pack (kit) (Media Booking #8596)
- The First Empires (Media Booking #6368)

8.3.3 Democracy in Ancient Greece

Specific Learning Outcomes KC 002; KC 003; VC 001; VP 016

Teacher Reference

- Ancient Worlds (Outlooks 7) Teacher' Resource
- The Atlas of World Religions
- Canadian Oxford School Atlas
- Early Civilizations Teacher's Guide
- Glencoe Human Heritage: A World History Teacher Classroom Resources (New Edition)
- Glencoe Human Heritage: A World History Teacher's Wraparound Edition (New Edition)
- A Survival Kit for the Elementary Middle School Art Teacher
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World History: Societies of the Past Teacher's Resource

Student Depth

- Civilizations Past to Present: Greece
- Early Civilizations (Student Text)
- Metropolis: Greek Town

Student Breadth and Depth

- Ancient Worlds (Outlooks 7) (Student Text)
- Glencoe Human Heritage: A World History (Student Text) (New Edition)
- World History: Societies of the Past (Student Text)

Videos

- The First Empires (Media Booking #6368)

8.3.4 Roman Empire

Specific Learning Outcomes KL 025; KH 031; KP 047; KP 048; KE 055

Teacher Reference

- Ancient Worlds (Outlooks 7) Teacher' Resource
- The Atlas of World Religions
- Canadian Oxford School Atlas
- Glencoe Human Heritage: A World History Teacher Classroom Resources (New Edition)
- Glencoe Human Heritage: A World History Teacher's Wraparound Edition (New Edition)

Resources Organized by Learning Experiences

- A Survival Kit for the Elementary Middle School Art Teacher
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World History: Societies of the Past Teacher's Resource

Student Depth

- Ancient Technology: Ancient Warfare: From Clubs to Catapults
- City: A Story of Roman Planning and Construction
- Civilizations Past to Present: Rome
- East Meets West: Cultures and Civilizations
- East Meets West: Exploration by Land
- East Meets West: Exploration by Sea
- Historical Biographies: Cleopatra
- Historical Biographies: Julius Caesar
- People in the Past: Ancient Roman Children
- People in the Past: Ancient Roman Homes
- People in the Past: Ancient Roman Jobs
- People in the Past: Ancient Roman Women
- People in the Past: Ancient Roman War and Weapons
- A Roman Day to Remember
- Rome Antics

Student Breadth and Depth

- Ancient Worlds (Outlooks 7) (Student Text)
- Glencoe Human Heritage: A World History (Student Text) (New Edition)
- World History: Societies of the Past (Student Text)

Video

- Romans and Barbarians (Media Booking #6367)
- The First Empires (Media Booking #6368)

8.3.5 Legacy of Ancient Greece and Rome

Specific Learning Outcomes KH 032; KP 046; KE 056; VI 005

Teacher Reference

- Ancient Worlds (Outlooks 7) Teacher's Resource
- The Atlas of World Religions
- Canadian Oxford School Atlas
- Early Civilizations Teacher's Guide
- Glencoe Human Heritage: A World History Teacher Classroom Resources (New Edition)
- Glencoe Human Heritage: A World History Teacher's Wraparound Edition (New Edition)
- A Survival Kit for the Elementary Middle School Art Teacher
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World History: Societies of the Past Teacher's Resource

Student Depth

- Early Civilizations (Student Text)
- East Meets West: Inventions and Trade
- Mosque
- Watts Library: Slavery in Ancient Greece and Rome

Student Breadth and Depth

- Ancient Worlds (Outlooks 7) (Student Text)
- Glencoe Human Heritage: A World History (Student Text) (New Edition)
- World History: Societies of the Past (Student Text)

Video

- The Roman Empire in North Africa (Media Booking #6408)
- The Seven Wonders (Media Booking #6396)

8.4.1 Overview of the Middle Ages

Specific Learning Outcomes KH 033; KG 040; VG 015

Teacher Reference

- The Atlas of World Religions
- Canadian Oxford School Atlas
- In the Global Classroom 1
- Glencoe Human Heritage: A World History Teacher Classroom Resources (New Edition)
- Glencoe Human Heritage: A World History Teacher's Wraparound Edition (New Edition)
- A Survival Kit for the Elementary Middle School Art Teacher
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World History: Societies of the Past Teacher's Resource

Student Depth

- Cities Through Time: Daily Life in Ancient and Modern Cairo
- East Meets West: Exploration by Sea
- Historical Biographies: Mansa Musa: Ruler of Ancient Mali
- A Single Shard (Novel)
- A Street Through Time
- Understanding People in the Past: Ancient West African Kingdoms: Ghana, Mali, and Songhai
- Watts Library: Kings and Queens of Southern Africa
- Watts Library: Kings and Queens of East Africa
- Watts Library: Kings and Queens of Central Africa
- Watts Library: Kings and Queens of West Africa

Student Breadth and Depth

- Cathedral: The Story of its Construction
- Glencoe Human Heritage: A World History (Student Text) (New Edition)
- Understanding People of the Past: The Maya
- World History: Societies of the Past (Student Text)

Video

- A History in the Middle Ages (Media Booking #6157)

Resources Organized by Learning Experiences**8.4.2 Life in Medieval Europe**

Specific Learning Outcomes KH 034; KH 035; KP 050; KP 052; KE 057

Teacher Reference

- The Atlas of World Religions
- Canadian Oxford School Atlas
- Glencoe Human Heritage: A World History Teacher Classroom Resources (New Edition)
- Glencoe Human Heritage: A World History Teacher's Wraparound Edition (New Edition)
- A Survival Kit for the Elementary Middle School Art Teacher
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World History: Societies of the Past Teacher's Resource

Student Depth

- Anna of Byzantium (Novel)
- Art in History: Art of the Middle Ages
- Castle
- Castle Diary: The Journal of Tobias Burgess, Page
- Hands-on History: Middle Ages
- If You Lived in the Days of the Knights
- Life in a Castle
- The Middle Ages: A Watts Guide for Children
- Quest: The Medieval World
- Teaching the Middle Ages With Magnificent Art Masterpieces
- Understanding People in the Past: The Middle Ages
- World Explorers: Travels to Distant Lands: 1000-1400

Student Breadth and Depth

- Glencoe Human Heritage: A World History (Student Text) (New Edition)
- World Atlas of Intermediate Students
- World History: Societies of the Past (Student Text)

Available Free Materials

<<http://loki.stockton.edu/~ken/wharram/wharram.htm>>

This site deals with a Medieval village.

Video

- Social Structure in the Middle Ages (Media Booking #6156)
- The Knight (Media Booking #6155)
- The Viking Age (Media Booking #6369)

8.4.3 The Rise of Islam and the Ottoman Empire

Specific Learning Outcomes KI 018; KG 041; KP 049; KP 053

Teacher Reference

- The Atlas of World Religions
- Canadian Oxford School Atlas
- Glencoe Human Heritage: A World History Teacher Classroom Resources (New Edition)
- Glencoe Human Heritage: A World History Teacher's Wraparound Edition (New Edition)
- A Survival Kit for the Elementary Middle School Art Teacher
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World History: Societies of the Past Teacher's Resource

Student Depth

- Cities Through Time: Daily Life in Ancient and Modern Cairo
- The Kids Book of World Religions
- World Explorers: Travels to Distant Lands: 1000-1400

Student Breadth and Depth

- Glencoe Human Heritage: A World History (Student Text) (New Edition)
- World Atlas for Intermediate Students
- World History: Societies of the Past (Student Text)

Available Free Materials

Saudi Aramco World
Circulation Department
P.O. Box 469008
Escondido, CA 92046-9008

This publication (Teacher's Resource) is free for those interested in the cultures of the Arab and Muslim worlds, the history, geography and economy of Saudi Arabia, and their connections with the West.

8.4.4 China and the Mongol Empire

Specific Learning Outcomes KI 019; KP 051; VH 012

Teacher Reference

- The Atlas of World Religions
- Canadian Oxford School Atlas
- Glencoe Human Heritage: A World History Teacher Classroom Resources (New Edition)
- Glencoe Human Heritage: A World History Teacher's Wraparound Edition (New Edition)
- A Survival Kit for the Elementary Middle School Art Teacher
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World History: Societies of the Past Teacher's Resource

Resources Organized by Learning Experiences

Student Depth

- Art in History: Ancient Chinese Art
- East Meets West: Exploration by Land
- Historical Biographies: Marco Polo
- World Explorers: Travels to Distant Lands: 1000–1400

Student Breadth and Depth

- Glencoe Human Heritage: A World History (Student Text) (New Edition)
- World Atlas for Intermediate Students
- World History: Societies of the Past (Student Text)

Video

- The First Merchants (Media Booking #8340)

8.4.5 Legacy of the Middle Ages

Specific Learning Outcomes KG 042; VG 014; KE 058

Teacher Reference

- The Atlas of World Religions
- Canadian Oxford School Atlas
- Glencoe Human Heritage: A World History Teacher Classroom Resources (New Edition)
- Glencoe Human Heritage: A World History Teacher’s Wraparound Edition (New Edition)
- A Survival Kit for the Elementary Middle School Art Teacher
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World History: Societies of the Past Teacher’s Resource

Student Depth

- East Meets West: Inventions and Trade

Student Breadth and Depth

- Glencoe Human Heritage: A World History (Student Text) (New Edition)
- World Atlas for Intermediate Students
- World History: Societies of the Past (Student Text)

8.5.1 World Overview (c. 1400-1850)

Specific Learning Outcomes KC 004; KG 043; VC 002; VC 003

Teacher Reference

- In the Global Classroom 1
- In the Global Classroom 2
- Glencoe Human Heritage: A World History Teacher Classroom Resources (New Edition)
- Glencoe Human Heritage: A World History Teacher’s Wraparound Edition (New Edition)
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World History: Societies of the Past Teacher’s Resource

Student Depth

- Watts Library: Kings and Queens of Southern Africa
- Watts Library: Kings and Queens of East Africa
- Watts Library: Kings and Queens of Central Africa
- Watts Library: Kings and Queens of West Africa

Student Breadth and Depth

- Glencoe Human Heritage: A World History (Student Text) (New Edition)
- World Atlas for Intermediate Students
- World History: Societies of the Past (Student Text)

8.5.2 Global Exploration

Specific Learning Outcomes KI 021; KL 026; KG 044; VH 013

Teacher Reference

- In the Global Classroom 1
- In the Global Classroom 2
- Glencoe Human Heritage: A World History Teacher Classroom Resources (New Edition)
- Glencoe Human Heritage: A World History Teacher's Wraparound Edition (New Edition)
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World History: Societies of the Past Teacher's Resource

Student Depth

- Explorer Chronicles: Explorers of the Pacific Northwest
- Explorer Chronicles: The Vikings, Cabot and Cartier
- Groundbreakers: John Cabot
- Groundbreakers: Hernan Cortes
- Groundbreakers: Sir Francis Drake
- Groundbreakers: Francisco Pizarro
- Groundbreakers: Sir Walter Raleigh
- Historical Biographies: Christopher Columbus
- The Kids Book of Black Canadian History
- World Explorers: Expeditions in the Americas: 1492–1700
- World Explorers: Voyages to the Indies: 1400–1520s

Student Breadth and Depth

- Glencoe Human Heritage: A World History (Student Text) (New Edition)
 - World Atlas for Intermediate Students
 - World History: Societies of the Past (Student Text)
-

Resources Organized by Learning Experiences**8.5.3 Renaissance and Reformation**

Specific Learning Outcomes KI 020; KH 036; KH 037; VI 007

Teacher Reference

- In the Global Classroom 1
- In the Global Classroom 2
- Glencoe Human Heritage: A World History Teacher Classroom Resources (New Edition)
- Glencoe Human Heritage: A World History Teacher's Wraparound Edition (New Edition)
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World History: Societies of the Past Teacher's Resource

Student Depth

- Understanding People in the Past: The Renaissance

Student Breadth and Depth

- Glencoe Human Heritage: A World History (Student Text) (New Edition)
- World Atlas for Intermediate Students
- World History: Societies of the Past (Student Text)

Video

- Exploring the Renaissance (Media Booking #5353)

8.5.4 Industrial Revolution

Specific Learning Outcomes KE 059; KE 060; KE 061; VE 018

Teacher Reference

- In the Global Classroom 1
- In the Global Classroom 2
- Glencoe Human Heritage: A World History Teacher Classroom Resources (New Edition)
- Glencoe Human Heritage: A World History Teacher's Wraparound Edition (New Edition)
- Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically
- Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Studies
- World History: Societies of the Past Teacher's Resource

Student Breadth and Depth

- Glencoe Human Heritage: A World History (Student Text) (New Edition)
- World Atlas for Intermediate Students
- World History: Societies of the Past (Student Text)

Video

- The Industrial Revolution (Media Booking #5220)

Grade 8 Video Annotations

(Titles are listed in alphabetical order.)

Learning Experience 8.1.1

The First Merchants (Media Booking #8340)

This program tells the story of ancient international trade. There are five segments in the video. Segments 1, 2, and 4 are useful in this learning experience.

Segment 1 looks at recent archeological discoveries that suggest that trade in the black stone obsidian reached all corners of the ancient world.

Segment 2 considers the impact of trade on sea travel and details how artifacts from a shipwreck off the coast of southern Turkey have challenged the world's thinking about prehistoric trade.

Segment 4 considers the circumstances that gave rise to early forms of coinage, the stability and wealth that arose as a result, and the way in which trade in luxury goods allowed for the early development of political power and social class structure.

Learning Experience 8.1.2

The First Civilizations (Media Booking #8334)

The video has three segments. This program examines how archeological finds are shaping our views of the earliest civilizations. Segment 1 shows how hunter-gatherer societies came to develop, the role of agriculture in the transition of early humans to city dwellers, and the origins and development of early social class structures. The video also notes the factors that have contributed to the belief of historians and archeologists in an evolutionary rather than a linear pattern of societal development.

Learning Experience 8.2.1

1. The First Empires (Media Booking #6368)

This program explores the early Greek and Egyptian cultures. After the Greek segments, the program moves on to consider the history and culture of ancient Egypt. The video examines the construction of the Pyramids of Giza, the importance of the Nile River to the ancient Egyptians, the role of the pharaoh in the Egyptian world, and the beliefs and traditions practised in Egypt with respect to death, religion, and the afterlife. The video also notes that despite the eventual decline of the Egyptian civilization, it has left the modern world a remarkable legacy.

Caution: There is some nudity in some illustrations. In addition, be aware that one of the comments stated in the video is 'have sex with the guests.'

2. The First Civilizations (Media Booking #8334)

The video has three segments. This program examines how archeological finds are shaping our views of the earliest civilizations. Segment 2 discusses how Mesopotamia came to be considered the birthplace of civilization, how a parallel civilization came to develop in Egypt, and what differences existed between the two cultures. The video also touches upon civilizations that arose in the Indus Valley, the Americas, and China.

Resources Organized by Learning Experiences**Learning Experience 8.2.2****The First Empires** (Media Booking #6368)

See earlier annotation under LE 8.2.1.

Learning Experience 8.2.3**1. The First Empires** (Media Booking #6368)

See earlier annotation under LE 8.2.1.

2. The Greatest Pharaohs Part 1 (Media Booking #8713)

This video introduces viewers to the pharaohs of Egypt. This program describes the beginning of Egyptian civilization and the importance of the pharaoh to Egyptian society. All four videos on The Greatest Pharaohs are introduced in the same way.

The video also chronicles the lives of the early pharaohs, showing how Narmer united Upper and Lower Egypt; how his son Hor-Aha transformed his father's residence into the city of Memphis; and how pharaohs such as Djoser, Khufu, and Khafne worked to establish such monuments as the Step Pyramid, the Bent Pyramid, the Red Pyramid, the Pyramids of Giza, and the Sphinx. The video also considers the city of Abydos, a site to honour Osiris, Lord of the Dead; the process of mummification that would develop due to the efforts of these early pharaohs; and the relationship that existed between the pharaoh and administrative officials. As well, Egypt's territorial expansion and economic growth are detailed.

Note: It would be best to show the video in segments.

Caution: Mummification is described in the last section of the video.

3. The Greatest Pharaohs Part 2 (Media Booking #8715)

This program profiles the lives of Egypt's rulers from the end of the 5th dynasty to the 18th dynasty and looks at the economic, political, social, and religious influences at work in Egypt at this time. The video considers how the smallest of the pyramids at Giza came to be built by the Pharaoh, Menkari, at the end of the 5th dynasty; the religious activity; the creation of the Book of the Dead; the rule of the child, Pharaoh Pepi II, in the 6th dynasty; and how, with Pepi's death, the Kingdom of Egypt collapsed, leading to a 40-year period of turmoil and confusion that would last through four dynasties. After Egypt's domination by foreign rulers, military-minded pharaohs would establish the New Kingdom. The video concludes with a discussion of the reigns of the Queen Pharaoh, Hatshepsut, and Pharaohs, Tutmosis III and Tutmosis IV.

4. The Greatest Pharaohs Part 3 (Media Booking #8719)

This program examines the lives of Egypt's rulers from the 18th dynasty, about 1386 BCE, to the beginning of the 19th dynasty, about 1278 BCE, and considers the economic, political, military, social, and religious influences at work in Egypt at this time. The video describes the prosperity and stability of Egypt under the reign of Amenhotep III, but shows how the ascension of Pharaoh Akhenaten, with his efforts to change Egypt's religious practices, caused him to be labeled a heretic and brought about a crisis in Egyptian history. The video also notes the role that his queen, Nefertiti, played in his reign and the debate surrounding his physical appearance. The video depicts the circumstances of the reign of his son Tutankhamun, the controversy surrounding his death, and the

discussion concerning the power his officials would hold during his reign. The video documents the reigns of the remaining pharaohs of the 18th dynasty, and reveals how the reign of Seti I ushered in the 19th dynasty and re-established Egypt's prestige abroad.

5. The Greatest Pharaohs Part 4 (Media Booking #8721)

This program profiles Egypt's rulers from Ramses II to Cleopatra, the last of the pharaohs, and looks at the economic, military, social, religious, and political influences at work in Egypt at this time. The video documents how the building projects and military campaigns of Ramses II, the pharaoh most prepared for kingship, would earn him the title Ramses, the Great. Egypt would fall into a long period of decline that would end with Ramses II inheriting a peaceful, prosperous land and then defeating Egyptian invaders known as sea peoples. Times for Egypt would become troubled and uncertain until 333 BCE when Alexander the Great defeated the Persians who threatened Greece, freed Egypt, and was crowned pharaoh as a result. With his death, his lands were divided among his generals, including Ptolemy who would become Ptolemy I, the first king of the 32nd dynasty. His daughter, Cleopatra, would gain and maintain power over her kingdom through her alliances, first with Julius Caesar and later with Marc Anthony. Her death would bring the rule of the pharaohs to an end.

Caution: The dead body of Cleopatra is shown naked in the last segment.

6. The First Merchants (Media Booking #8340)

This program tells the story of ancient international trade. There are five segments in the video. Segment 3 examines how the ancient Egyptians came to traffic in drugs such as opium and cocaine, noting how controversial toxicology studies in Egyptian mummies in Germany are challenging scientific and historic theories of the early drug trade.

Learning Experience 8.2.4

1. The First Empires (Media Booking #6368)

See earlier annotation under LE 8.2.1.

2. The First Civilizations (Media Booking #8334)

The video has three segments. This program examines how archeological finds are shaping our views of the earliest civilizations. Segment 3 focuses on the origins of writing, a step in human civilization that is believed to be far older than previously thought. The video describes the development of the clay tablet, the cuneiform script of Sumaria, Chinese script, Egyptian hieroglyphics, and ancient Mayan writing. The video concludes with archeologists and historians considering how the legacy of the past can influence the present and the future of archeological exploration.

3. The Seven Wonders (Media Booking #6396)

This program considers the works of architecture known as the Seven Wonders of the Ancient World: The Great Pyramids of Egypt, the Hanging Gardens of Babylon, the statue of Zeus at Olympia, the Temple of Artemis at Ephesus, the Mausoleum at Halicarnassus, the Colossus of Rhodes, and the Lighthouse at Alexandria. The video explains the importance of the number seven and the reasons for the selection of these particular sites, noting that, of them all, only the Great Pyramids of Egypt remain.

Note: It is recommended that this video be shown in segments.

Resources Organized by Learning Experiences**Learning Experience 8.3.1****The First Empires** (Media Booking #6368)

This program explores the early Greek and Egyptian cultures. The first segments discuss the customs and traditions of Greek society; the fact, myth, and legend of the Trojan War; and the roles of gods and goddesses in the Greek world. The video also reveals the nature of education, the origins of the Olympic Games, and the legacy of the early Greeks to contemporary society.

Caution: There is some nudity in some illustrations. In addition, be aware that one of the comments stated in the video is ‘have sex with the guests.’

Learning Experience 8.3.2**1. The First Empires** (Media Booking #6368)

See earlier annotation under LE 8.3.1.

2. Ancient Greece Learning Pack (contains video) (Media Booking #8596)

The video is divided into three parts: an examination of the history of Alexander the Great; a summary of the philosophies of Socrates and Plato; and the story of Homer’s Iliad, which reveals the nature of the Greek’s relationships with their gods and the importance of mythology to ancient Greek life.

Learning Experience 8.3.3**The First Empires** (Media Booking #6368)

See earlier annotation under LE 8.3.1.

Learning Experience 8.3.4**1) Romans and Barbarians** (Media Booking #6367)

This program has six segments, and examines the Roman period in British history from the first expedition of Julius Caesar in 55 BCE to the invasion of Britain in 43 CE. The video discusses how the Celts came to inhabit Britain, the growth of the Roman Empire, and the circumstances that compelled Rome to invade Britain. The video looks at the initial expeditions of Julius Caesar, the training, armor, weaponry, and style of fighting of both armies, the campaigns of the invasion, and the unsuccessful efforts of the Celts to free themselves from Roman rule.

2) The First Empires (Media Booking #6368)

See earlier annotation under LE 8.3.1.

Learning Experience 8.3.5**1. The Seven Wonders** (Media Booking #6396)

See earlier annotation under LE 8.2.4.

2. The Roman Empire in North Africa (Media Booking #6408)

This program examines the Roman presence in North Africa from 156 BCE, when an ancient North African civilization came to an end and the Punic Wars saw the forces of Rome victorious in Carthage. The video describes the re-establishment and resettlement of North Africa under the Emperors, Julius Caesar and Augustus, and looks at how, despite military resistance, Roman control and expansion would culminate in a long period of stability and prosperity for the region. Visits to such archeological sites as Dougga in Tunisia and the underground houses of Bulla Regia and the Colosseum of El Jem provide glimpses into the customs and traditions of Roman society in North Africa and the manner in which North Africa adapted to the culture and spiritual beliefs imposed upon them. The video examines the period of time known as the golden age in North Africa, focusing on the efforts of North Africans to enter the social, political, and cultural strata of Rome. The video concludes with a discussion of the factors that contributed to the decline of the Roman Empire in North Africa and to the spread of the Islamic religion across the region.

Learning Experience 8.4.1**A History of the Middle Ages** (Media Booking #6157)

The video is designed to introduce students to the lives of people from the Middle Ages and to the complex relationships that existed among them. This program examines the people, places, and events that defined the era known as the Middle Ages. It distinguishes between the Early, High, and Late Middle Ages and focuses on the role of Charlemagne in medieval history, the significance of the Crusades, and the horrific epidemic known as the Black Death.

Learning Experience 8.4.2**1. The Knight** (Media Booking #6155)

The video is designed to introduce students to the lives of people from the Middle Ages and to the complex relationships that existed among them. This program examines the world of the knights of the Middle Ages. Topics include: the code of chivalry, the weapons and armor of knights, practices of war, participation in tournaments, the history of the Crusades, and the role of the knight in the Middle Ages. Lastly, the program considers the demise of the knights and their legacy to us.

2. Social Structure in the Middle Ages (Media Booking #6156)

The video is designed to introduce students to the lives of people from the Middle Ages and to the complex relationships that existed among them. This program examines the nature of the relationships that provided organization and structure in medieval society. The video discusses the feudal relationship between a lord and his vassals, as well as the relationship that existed between a serf and the lord of the manor. The video also considers such topics as: the hierarchical nature of medieval society, the role of women in the Middle Ages, the division between rich and poor, and the role of land ownership in medieval life.

Resources Organized by Learning Experiences**3. The Viking Age (Media Booking #6369)**

This program explores the period of history known as the Viking Age. The video discusses the Viking conquest and colonization of the known world, the impact of this culture on European trade, and the circumstances in which the Vikings found themselves posing a threat to the Holy Roman Empire. The video also considers the nature of their society, their navigation of the sea in long ships, and their artistic tradition and religious practices. The program concludes with a look at the demise of the Viking civilization and the legacy it left to the contemporary world.

Learning Experience 8.4.4**The First Merchants (Media Booking #8340)**

This program tells the story of ancient international trade. There are five segments in the video. Segment 5 discusses the role of ancient China in exploration and trade, how the silk trade established a link between East and West, and why China and Mexico preferred to deal in jade rather than gold.

Learning Experience 8.5.1**TLC Elementary School: Conquest of the Americas (Media Booking #6371)**

This video is designed to introduce students to the Spanish Conquest of the Americas in the 16th century. Segment 1 describes the rise of the Aztec empire in the Valley of Mexico in 1200 CE, revealing its origins, cultures and society, and the circumstances that led to the Aztec conquest and dissolution by the Spanish explorer, Hernan Cortes. Segment 2 focuses on the role of Hernan Cortes in the invasion and destruction of the Aztec civilization, the coming of the Spanish under Francisco Pizarro, and the eventual conquest and destruction of this civilization in the 16th century

Learning Experience 8.5.2**TLC Elementary School: Conquest of the Americas (Media Booking #6371)**

See earlier annotation under LE 8.5.1.

Learning Experience 8.5.3**Exploring the Renaissance (Media Booking #5353)**

The video is designed to introduce the viewers to the European Renaissance. The program presents a historical review of the 1400 years prior to the Renaissance to help students better understand the innovations in art, literature, communications, architecture, science, religion, and explorations that occurred during this period. It also introduces them to the contributions of such historical figures as Shakespeare, Michelangelo, Galileo, Raphael, da Vinci, Martin Luther, and Henry VIII.

Learning Experience 8.5.4**The Industrial Revolution (Media Booking #5220)**

The video is designed to introduce viewers to the social and economic conditions that were a part of the British Industrial Revolution. The video shows its impact upon the transportation, landscape, and working lives of the men, women, and children of the time, and explains how the influences of railways, ships, canals, bridges, housing, factories, mills, and mines are still felt today in 21st-century Britain.

Teacher Notes

Appendix H

GRADE

8

Teacher Notes



- 1:** Benchmarks of Historical Thinking
A Framework for Assessment in Canada (9 pages)
- 2:** Team Deliberation (2 pages)
- 3:** Map Projections (2 pages)
- 4:** Citing Sources (2 pages)
- 5:** Art As a Primary Source for History
- 6:** Viewing Historical Films/Videos (2 pages)
- 7:** Role-Plays and Simulations (2 pages)



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