



Atlantic Canada Social Studies Curriculum

Education and Early
Childhood Development
English Programs

Social Studies

Grade 5

CURRICULUM



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Prince Edward Island
Department of Education and
Early Childhood Development
250 Water Street, Suite 101
Summerside, Prince Edward Island
Canada, C1N 1B6
Tel: (902) 438-4130
Fax: (902) 438-4062
www.gov.pe.ca/eecd/

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New Brunswick

John Hildebrand
Barbara Hillman

Newfoundland and Labrador

Darryl Fillier

Nova Scotia

Mary Fedorchuk
Bruce Fisher
Rick McDonald
Jennifer Burke

Prince Edward Island

Bethany Doiron
Laura Ann Noye

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Introduction

Background

The Atlantic Canada social studies curriculum was planned and developed by regional committees whose deliberations were guided by consideration of the learners and input from teachers. The regional committees consisted of teachers, other educators, and consultants with a diverse range of experiences and backgrounds in education. Each curriculum level was strongly influenced by current social studies research and developmentally appropriate pedagogy.

Aims of Social Studies

The vision for the Atlantic Canada social studies curriculum is to enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and of an increasingly interdependent world.

An effective social studies curriculum prepares students to achieve all essential graduation learnings. In particular, social studies, more than any other curriculum area, is vital in developing citizenship. Social studies embodies the main principles of democracy, such as freedom, equality, human dignity, justice, rule of law, and civic rights and responsibilities.

The social studies curriculum provides opportunities for students to explore multiple approaches that may be used to analyse and interpret their own world and the world of others. Social studies presents unique and particular ways for students to view the interrelationships among Earth, its people, and its systems. The knowledge, skills, and attitudes developed through the social studies curriculum empower students to be informed, responsible citizens of Canada and the world, and to participate in the democratic process to improve society.

In particular, the social studies curriculum:

- integrates the concepts, processes, and ways of thinking drawn from the diverse disciplines of the social sciences including history, geography, economics, political science, sociology, and anthropology—it also draws from the humanities, literature, and the pure sciences
- provides the multidisciplinary lens through which students examine issues affecting their lives from personal, provincial, national, academic, pluralistic, and global perspectives.

Purpose of Curriculum Guide

The overall purpose of this curriculum guide is to advance social studies education and social studies teaching and learning, and at the same time, recognize and validate effective practices that already exist in many classrooms.

More specifically, this curriculum guide:

- provides detailed curriculum outcomes to which educators and others can refer when making decisions concerning learning; experiences, instructional techniques, and assessment strategies in the grade 5 social studies program;
- informs both educators and members of the general public about the philosophy and scope of social studies education for the middle school level in the Atlantic provinces;
- promotes the effective learning and teaching of social studies for students enrolled in grade 5 classrooms

Guiding Principles

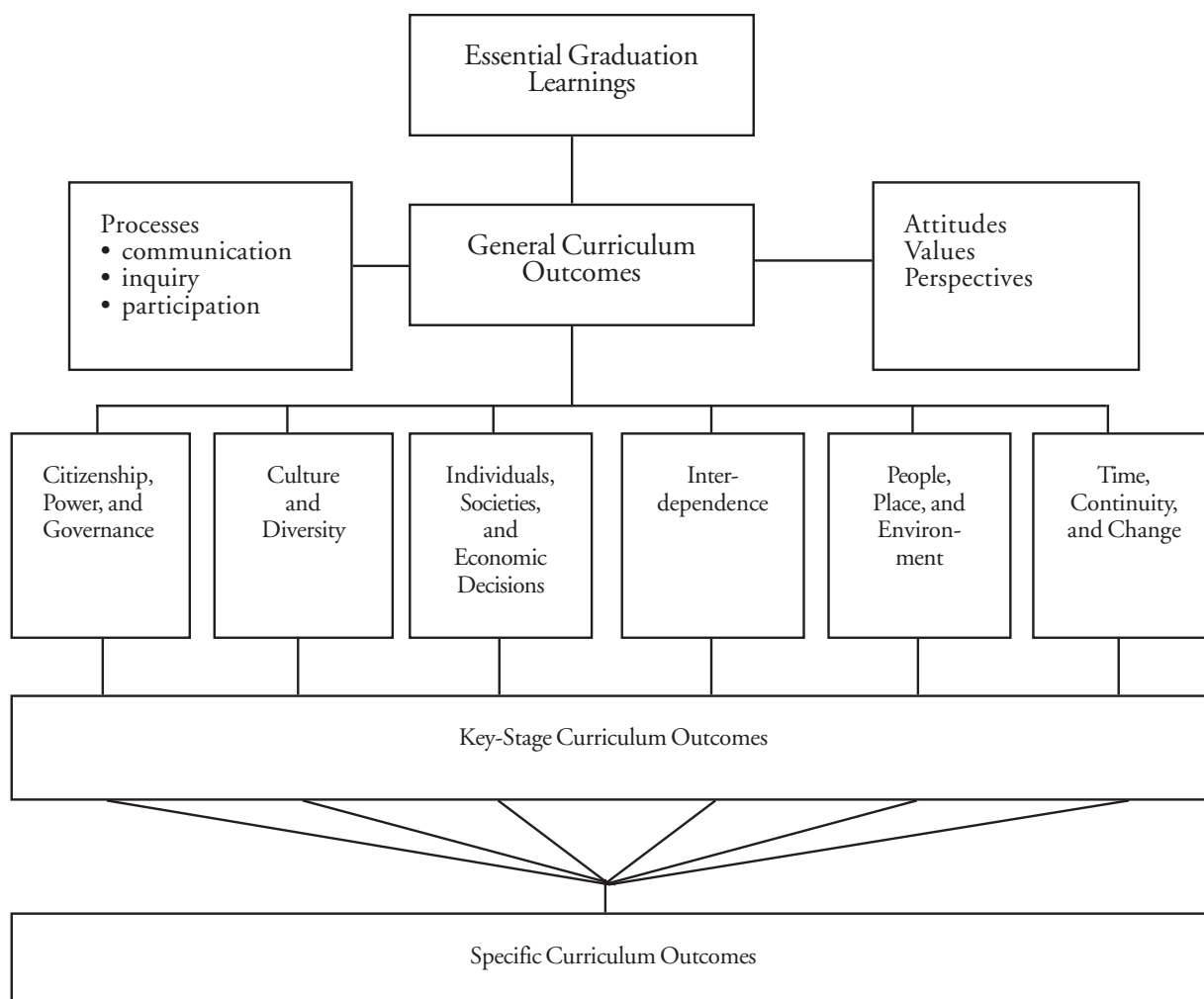
All kindergarten to grade 9 curriculum and resources should reflect the principles, rationale, philosophy, and content of the *Foundation for the Atlantic Canada Social Studies Curriculum* (1999) by:

- being meaningful, significant, challenging, active, integrative, and issues based;
- being consistent with current research pertaining to how children learn;
- incorporating multiple perspectives;
- promoting the achievement of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), and Key-Stage Curriculum Outcomes (KSCO);
- reflecting a balance of local, national, and global content;
- promoting achievement in the processes of communication, inquiry, and participation;
- promoting literacy through the social studies;
- developing knowledge, skills, and attitudes for lifelong learning;
- promoting the development of informed and active citizens;
- contributing to the achievement of equity and supporting diversity;
- supporting the realization of an effective learning environment;
- promoting opportunities for cross-curricular connections;
- promoting resource-based learning;
- promoting the integration of technology in learning and teaching social studies;
- promoting the use of diverse learning and assessment strategies.

Program Design and Outcomes

Overview

This social studies curriculum is based on Foundation for the Atlantic Canada Social Studies Curriculum (1999). Specific Curriculum Outcomes (SCOs) were developed to be congruent with Key-Stage Curriculum Outcomes (KSCOs), General Curriculum Outcomes (GCOs), and Essential Graduation Learnings (EGLs). In addition, the processes of social studies, as well as the attitudes, values, and perspectives, are embedded in the SCOs.



Essential Graduation Learnings

Educators from the Atlantic provinces worked together to identify abilities and areas of knowledge considered essential for students graduating from high school. These are referred to as Essential Graduation Learnings. Some examples of Key-Stage Outcomes in social studies that help students move towards attainment of the Essential Graduation Learnings are given below.

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

By the end of grade 6, students will be expected to:

- describe how perspectives influence the ways experiences are interpreted.

Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

By the end of grade 6, students will be expected to:

- describe the purpose, function, powers, and decision-making processes of Canadian governments.

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s), as well as mathematical and scientific concepts and symbols, to think, learn, and communicate effectively.

By the end of grade 6, students will be expected to:

- use maps, globes, pictures, models, and technologies to represent and describe physical and human systems.

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

By the end of grade 6, students will be expected to:

- identify trends that may shape the future

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

By the end of grade 6, students will be expected to:

- identify and compare events of the past to the present in order to make informed, creative decisions about issues.

Technological Competence

Graduates will be able to use a variety of technologies; demonstrate an understanding of technological applications; and apply appropriate technologies for solving problems.

By the end of grade 6, students will be expected to:

- identify and describe examples of positive and negative interactions among people, technology, and the environment.

General Curriculum Outcomes (Conceptual Strands)

The general curriculum outcomes (GCOs) for the social studies curriculum are organized around six conceptual strands. These general curriculum outcomes statements identify what students are expected to know and be able to do upon completion of study in social studies. Specific social studies concepts are found within the conceptual strands (see Appendix A). Examples of key-stage curriculum outcomes by the end of grade 6 are given for each general curriculum outcome.

Citizenship, Power, and Governance

Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship, and the origins, functions, and sources of power, authority, and governance.

By the end of grade 6, students will be expected to:

- identify and explain the rights and responsibilities of individual citizens in a local, national, and global context;
- recognize how and why individuals and groups have different perspectives on public issues.

Culture and Diversity

Students will be expected to demonstrate an understanding of culture, diversity, and worldview, while recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

By the end of grade 6, students will be expected to:

- explain why cultures meet human needs and wants in diverse ways;
- describe how perspectives influence the ways in which experiences are interpreted.

Individuals, Societies, and Economic Decisions

Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

By the end of grade 6, students will be expected to:

- give examples of various institutions that make up economic systems;
- explain how a government's policies affect the living standards of all its citizens.

Interdependence

Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.

By the end of grade 6, students will be expected to:

- recognize and explain the interdependent nature of relationships among individuals, societies, and the environment.

People, Place, and Environment

Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

By the end of grade 6, students will be expected to:

- use maps, globes, pictures, models, and technology to represent and describe physical and human systems;
- describe examples of cause and effect and change over time.

Time, Continuity, and Change

Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

By the end of grade 6, students will be expected to:

- identify trends that may shape the future;
- research and describe historical events and ideas from different perspectives.

Processes

The social studies curriculum consists of three major processes: communication, inquiry, and participation. (See Appendix B - *Process-Skills Matrix*.) These processes are reflected in the “Strategies for Learning and Teaching” and “Tasks for Instruction and/or Assessment” found in social studies curriculum guides. These processes incorporate many skills—some of which are responsibilities shared across curriculum areas, whereas others are critical to social studies.

Communication

Communication requires that students listen, read, interpret, translate, express ideas, and share information.

Inquiry

Inquiry requires that students formulate and clarify questions, investigate problems, analyse relevant information, and develop rational conclusions supported by evidence.

Participation

Participation requires that students act both independently and collaboratively in order to solve problems, make decisions, and negotiate and enact plans for action in ways that respect and value the customs, beliefs, and practices of others.

Attitudes, Values, and Perspectives

Listed below are major attitudes, values, and perspectives in grade 4 - 6 social studies that have been organized according to the six conceptual strands and the three processes of the foundation document. Some attitudes, values, and perspectives are embedded in more than one strand or process—consistent with the integrative nature of social studies.

By Conceptual Strand

Citizenship, Power, and Governance

- appreciate the varying perspectives on the effects of power, privilege, and authority on Canadian citizens
- develop attitudes that balance rights with responsibilities
- value decision making that results in positive change

Culture and Diversity

- recognize and respond in appropriate ways to stereotyping/discrimination
- appreciate that there are different worldviews
- appreciate the different approaches of cultures to meeting needs and wants

Individuals, Societies, and Economic Decisions

- appreciate the wide range of economic decisions that individuals make and their effects
- recognize the varying impacts of economic decisions on individuals and groups
- recognize the role that economics plays in empowerment and disempowerment

Interdependence

- appreciate and value the struggle to attain universal human rights
- recognize the varying perspectives on the interdependence of society, the economy, and the environment
- appreciate the impact of technological change on individuals and society

People, Place, and the Environment

- appreciate the varying perspectives of regions
- value maps, globes, and other geographic representations as valuable sources of information and tools for learning
- appreciate the relationships between attributes of place and cultural values

Time, Continuity, and Change

- value society's heritage
- appreciate that there are varying perspectives on a historical issue
- recognize the contribution of the past to present-day society

By Process

Communication

- read critically
- respect other points of view
- use various forms of group and interpersonal communication

Inquiry

- recognize that there are various perspectives in the area of inquiry
- recognize bias in others and in themselves
- appreciate the value of critical and creative thinking

Participation

- take responsibility for individual and group work
- respond to class, school, community, or national public issues
- value the importance of taking action to support active citizenship

Contexts for Learning and Teaching

The Learner

The grade 5 student is in transition from childhood to adolescence. This grade 5 year begins to bridge the gap between the foundational years and the years leading to maturity. The student shows improvement in language skills, acquires study habits, employs the art of asking more in-depth questions and begins to develop more cognitive reasoning. Since educators have an important role in helping young people prepare for the next stage in their development, they need to know and appreciate characteristics of students at this stage and their application to learning.

Aesthetic

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

Emotional Development

Each child has an emotional dimension. Children learn best in a safe, supportive environment. Positive feelings toward self, others, and learning are continuously promoted by the school. As children move from kindergarten through grade 6, they are encouraged to become independent and more responsible for their own learning. There is a relationship between success and self-esteem. Learning is structured so that every child experiences success. Children are encouraged to become more reflective and introspective. They are given opportunities to consider ideas that are of both general and personal significance.

Intellectual Development

Many students are still in a concrete stage of thinking. Some are able to handle more abstract concepts and to apply simple problem-solving techniques. This group lives more in the present. These young people need opportunities to develop their formal thinking skills and strategies if they are to move from concrete to abstract thinking. To develop the skills of critical analysis and decision making, these young people should be given the opportunity to apply skills to solve real-life problems.

Physical Development

Overall, physical growth during this year is much less rapid than in adolescence. Gross motor skills are improving and activities using large muscles are easily accomplished. Fine motor skills are still developing and students enjoy activities using these skills. What is taught and how it is taught should reflect the range of needs and interests of students.

Social Development

At this stage of development young people become more interested in group involvement and sociability. They are often cautious and fear failure. They are hesitant to demonstrate affection. Parental involvement in their lives is still crucial and should be encouraged. There is a need for many positive social interactions with peers and adults. These young people benefit from opportunities to work with peers in collaborative and small-group learning activities. They require structure and clear limits, as well as opportunities to set standards for behaviour and establish realistic goals. Young people in this age group tend to collect items. What is collected may depend on the child's personal interest rather than availability of objects. They are also interested in arranging their collections. This can be of educational value.

Equity and Diversity

The Atlantic Canada social studies curriculum is designed to meet the needs and interests of all students. The curriculum should provide for the inclusion of the interests, values, experiences, and language of each student and of the many groups within our local, regional, national, and global communities.

The society of Atlantic Canada, like all of Canada, reflects diversity in race, ethnicity, gender, ability, values, lifestyles, and languages. Schools should foster the understanding of such diversity. Social studies curricula promotes a commitment to equity by valuing, appreciating, and accepting the diverse and multicultural nature of our society, as well as by fostering awareness and critical analysis of individual and systemic discrimination.

In a school setting characterized by mutual trust, acceptance, and respect, student diversity is both recognized and valued. All students are entitled to be respected and valued and, in turn, are responsible for respecting and valuing all other people. They are entitled to an educational system that affirms their gender, racial, ethnic, and cultural identity, and promotes the development of a positive self-image. Educators should ensure that classroom practices and resources positively and accurately reflect diverse perspectives, and reject prejudiced attitudes and discriminatory behaviours.

Principles Underlying the Social Studies Curriculum

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

- *Meaningful* social studies encourages students to learn through purposeful experiences designed around stimulating ideas, social issues, and themes, and discourages the memorization of disconnected pieces of information.
- *Significant* social studies is student centred and age appropriate. Superficial coverage of topics is replaced by emphasis on the truly significant events, concepts, and principles that students need to know and be able to apply in their lives.
- *Challenging* social studies involves teachers modelling high expectations for their students and themselves, promoting a thoughtful approach to inquiry, and demanding well-reasoned arguments.

- **Active** social studies encourages students to assume increasing responsibility for managing their own learning. Exploration, investigation, critical and creative thinking, problem solving, discussion and debate, decision making, and reflection are essential elements of this principle. This active process of constructing meaning encourages lifelong learning.
- **Integrative** social studies crosses disciplinary borders to explore issues and events, while using and reinforcing informational, technological, and application skills. This approach facilitates the study of the physical and cultural environment by making appropriate and meaningful connections to the human disciplines and to the concepts of time, space, continuity, and change.
- **Issues-based** social studies considers the ethical dimensions of issues, and addresses controversial topics. It encourages consideration of opposing points of view, respect for well supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action.

The Social Studies Learning Environment

The Effective Social Studies Classroom

With the accelerating pace and scope of change, today's students cannot prepare for life by merely learning isolated facts. Problem solving, critical and creative thinking, and informed decision making are essential for success in the future. The social studies learning environment contributes significantly to the development of these critical attributes.

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

To meet these challenges, the social studies program reflects a wide range of elements.

Respectful of diversity

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

Inclusive and inviting

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

Engaging and interactive

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

Relevant and significant

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

Resource-Based Learning

Effective social studies teaching and learning actively involves students, teachers, and teacher-librarians in the effective use of a wide range of print, non-print, and human resources. Resource-based learning fosters the development of individual students by accommodating their diverse backgrounds, learning styles, needs, and abilities. Students who use a wide range of resources in various media have the opportunity to approach a theme, issue, or topic in ways that allow for differences in learning styles and abilities.

Resource-based learning supports students as they develop information literacy—accessing, interpreting, evaluating, organizing, selecting, producing, and communicating information in and through a variety of media technologies and contexts. When students engage in their

own research with appropriate guidance, they are more likely to take responsibility for their learning and to retain the information they gather for themselves.

In a resource-based learning environment, students and teachers make decisions about appropriate sources of information and tools for learning and how to access these. A resource-based approach raises the issues of selecting and evaluating a wide variety of information sources, with due crediting of sources and respect for intellectual property. The development of critical skills needed for these tasks is essential to the social studies processes.

The range of possible resources include:

- print—books, magazines, newspapers, documents, other publications
- visuals—maps, illustrations, photographs, pictures, charts, graphs, and study prints
- artifacts—primary source documents, concrete objects, educational toys, games
- individuals and community—interviews, museums, field trips, community sites
- multimedia—films, audio tapes and videotapes, laser and video discs, television, radio, simulations
- information technology—computer software, databases, CD-ROMs, DVDs, GPS, GIS
- communication technology—Internet connections, bulletin boards, e-mail, blogs, wikis, podcasts, other emerging technologies.

Resource-based learning implies the need to provide teachers with access to appropriate resources and professional development. Guidelines and policies for the selection of appropriate materials should also be in place.

It is necessary that administrators, teachers, and other library/resource/media centre staff, parents, and community agencies collaborate to ensure students' access to available resources to support resource-based learning and teaching.

Project-Based Learning

Project Based Learning (PBL) is a teaching and learning methodology in which students engage in a rigorous, extended process of inquiry focused on complex, authentic questions and problems as they achieve the knowledge, skills, and attitudes defined by the curriculum outcomes. A set of learning experiences and tasks guide students in inquiry toward answering a central question, solving a problem or meeting a challenge, as opposed to several activities tied together under a theme, concept, time period, culture, or geographic area (e.g. the Renaissance, the ocean, WWII, Canada). Throughout the project, students work as independently from the teacher as possible, and have some degree of “voice and choice”.

PBL is unlike traditional projects in the sense that it is informed by the curriculum and *drives* the instruction and learning, as opposed to involving students in a “fun activity” or “making something”. It is often focused on creating physical artifacts but must involve other intellectually challenging tasks and products focused on research, reading, writing, discussion, investigation, and oral presentation. Through PBL, students can develop and demonstrate in-depth understanding of academic knowledge and skills while enhancing habits of mind, along with collaboration, critical thinking, and communication skills. PBLs can be interdisciplinary in nature and allow for curriculum integration from different subject areas within one project. This learning experience ends with a high-quality product or performance created by the student(s) and presented to a public audience.

Two important components of PBL are the creation of a driving question and the collaboration with a Subject Matter Expert (SME).

The Driving Question

A well-crafted *driving question* is essential to all effective PBLs. It is this question that will form the basis of explicit links with the curriculum, create the focus of the project for the students, and encourage their process of inquiry and investigation. All driving questions should be provocative, challenging, open-ended, and complex and must be linked to the core of what students are to learn as determined by the provincially authorized curriculum. Sample driving questions might include:

- Who are the heroes of our community?
- When is war justified?
- What effect does population growth have on our society?
- Is watching TV beneficial or harmful to teenagers?
- How can we create a piece of media to demonstrate diversity in our school?

Students may work in collaborative teams or individually to investigate, research, and refine knowledge and skills to adequately answer the driving question. Because the driving question is open-ended, students are able to reach a variety of potential conclusions in countless ways, while still building in-depth knowledge and skills. This creates the independent nature of the project and also the feeling of “voice and choice” for the students. The teacher then assumes more of a facilitator/coach role, assisting and guiding during an investigation and providing direct instruction when necessary.

Subject Matter Expert (SME)

A well crafted PBL also includes the role of a *Subject Matter Expert*, or *SME*. These individuals/groups play a key role in PBL as they bring first-hand authentic knowledge and experience from the specific content field to the classroom. They may be sought out by the student(s) during their investigation or prearranged by the teacher depending on the project. These experts provide additional support and information to the students related to the topics and help demonstrate to the students that the work they are completing is authentic and “real-world”. The involvement of these experts allows educators to expand the classroom walls and make strong connections and links with surrounding communities.

At the conclusion of the PBL, students are required to present their findings to a public audience. Their peers in the classroom may act as the dress rehearsal for this presentation and provide valuable feedback to refine the presentation. However, in order to “raise the stakes” for the students’ final presentation, students should present their findings to members of the community, experts in the field (including the involved SME), parents, or school administration in addition to presenting to their classroom peers.

Adapted from *PBL Starter Kit*, (2009). The Buck Institute for Education. (www.bie.org)

Literacy Through Social Studies

Literacy plays a vital role in the learning experiences of social studies. It promotes the students’ ability to comprehend and compose spoken, written, and visual text that are commonly used by individuals and groups to participate fully, critically, and effectively in society. The multiplicity of communication channels made possible by technology, and the increasing cultural and linguistic diversity of the world, call for a broadened view of literacy. Thus, the goal of literacy learning through social studies is to foster language development and the critical engagement necessary for students to design their own futures.

The ability to read is critical for success in school. Therefore, it is paramount that teachers are sensitive to this process in social studies instruction. Reading in the content area of social studies requires that attention be given to setting the stage and using various strategies to help students address the reading task itself. Writing in social studies is an important process. Through writing, students can discover what they know about a particular topic and can communicate their learning. In social studies there are an abundance of writing activities in which to engage students. In addition to reading, writing, and speaking, other textual modes such as audio and visual media also play a part in social studies classrooms.

Strategies that promote literacy through social studies include those that help students comprehend the meaning of words, symbols, pictures, diagrams, maps, and other genres. Students will investigate a range of media at different times and places and have many opportunities to comprehend and compose in unfamiliar contexts. Most will be able to debate, persuade, and explain in a variety of genres, including the artistic and technological. The social studies program will help students become culturally sensitive and effective cross-cultural communicators.

Critical literacy in social studies curriculum includes awareness of stereotyping, cultural bias, author's intent, hidden agendas, silent voices, and omissions in texts. Students are encouraged to be aware that texts are constructed by authors who have purposes for writing and make particular choices when doing so. Approaches informed by critical literacy aid students in comprehending texts at a deeper level, and also assist in the construction and reconstruction of their text. Students are encouraged to view texts from a variety of perspectives and to interpret the various levels of meaning in a given text.

In this regard, the level and focus of questioning becomes very important. The depth of student response will often be determined by the depth of questioning and inquiry. Teachers need to pose high-level, open-ended questions that allow students to use their prior knowledge and experiences and provide opportunity for sustained engagement before, during, and after reading or viewing text.

In the context of social studies, literacy also addresses the promotion of citizenship. Literacy for active citizenship involves understanding different perspectives on key democratic struggles, learning how to investigate current issues, and participating creatively and critically in community problem-solving and decision-making. Exercising civic rights and responsibilities is a practical expression of important social values and requires specific personal, interpersonal, and advocacy skills.

Integration of Technology in Social Studies

Technology, including Communication and Information Technology (CIT), plays a major role in the learning and teaching of social studies. Computers and related technologies are valuable classroom tools for the acquisition, analysis, and presentation of information. These technologies provide further opportunity for communication and collaboration, allowing students to become more active participants in research and learning.

CIT and related technologies (digital video and digital cameras, scanners, CD-ROMs, DVD ROMs, word processing software, graphics software, video-editing software, html editors, and the Internet (including the World Wide Web, databases, electronic discussions,

Integration of Technology in Social Studies

e-mail, audio, and video conferencing) afford numerous possibilities for enhancing learning. Computers and other technologies are intended to enhance the learning of social studies. In that context, technological resources can provide a variety of opportunities.

- The Internet, CD-ROMs and DVD-ROMs increase access to extensive and current information. Research skills are key to efficient use of these resources. As with any source of information, critical literacy questions of validity, accuracy, bias, and interpretation must be applied.
- Interactions and conversations via e-mail, video and audio conferencing, student-created websites, wikis, blogs, and online discussion groups provide connections between students and people from cultures around the world. This exposure to first-hand information will enable students to directly employ inquiry skills.
- Students present what they have learned in a wide variety of forms (e.g., graphs, maps, text, graphic organizers, web-sites, multimedia presentations) that fit their learning styles. These presentations can be shared with others, both in their classroom and beyond.
- Students are actively involved in their learning through controlling information gathering, processing, and presentation. For example, Geographic Information Systems (GIS) software enables students to collect data on a community, plot the data using Global Positioning Systems (GPS) software, and analyse and present their findings by creating maps that demonstrate their learning.

Instructional Approaches and Strategies

The grade 5 social studies program builds an active learning approach for students, supporting lifelong learning skills such as problem solving, critical thinking, creative thinking, information analysis, and informed decision making. This program introduces methods and skills for social studies research and provides a context in which students can analyse and evaluate historical evidence and arrive at their own interpretations.

It is recognized that the most effective instructional approach is one that is eclectic in nature. The classroom teacher employs those instructional strategies deemed most appropriate given the needs of the learner, the learning outcomes, and the resources available. One cannot be prescriptive in favour of any single teaching method in grade 5 social studies since (1) students differ in interests, abilities, and learning styles, and (2) components of the course differ in terms of intent, level of conceptual difficulty, and relative emphases on knowledge, skills, and values. Therefore, the discerning teacher will use a variety of methods in response to a variety of instructional situations.

Social studies teachers have long emphasized a strong transmission approach. Content was heavily factual and descriptive, and instruction relied upon (1) direct instructional methods such as lecture, didactic

questions, and drill; and (2) independent study methods such as completing homework and responding to recall-level questions. Curriculum developers see the need for transactional and transformational orientations in instruction.

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

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

- Knowledge deemed to be of most worth rests less on the memorization of facts and more on the process of knowing.
- The process of knowing relies largely upon accessing and organizing information, detecting patterns in it, and arriving at generalizations suggested by the patterns.
- Transformational and transactional approaches bring high motivational value to the classroom since they give students a high degree of ownership in the learning process.
- Transformational and transactional approaches allow for the active participation of students as they evaluate the relevance of what they are learning, bring their perspectives and prior knowledge to the process, and are involved in decisions about what they are learning.

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

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

Effective social studies teaching creates an environment that supports students as active, engaged learners. Discussion, collaboration, debate, reflection, analysis, and application should be integrated into activities when appropriate. Teaching strategies can be employed in numerous ways and combinations. It is the role of the teacher to reflect on the program outcomes, topics, resources, and nature of the class and individual students. They can then select approaches best suited to the circumstances.

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

The Foundation for the Atlantic Canada Social Studies Curriculum emphasizes communication, inquiry, and participation as essential processes in the social studies curriculum. All students and EAL/ESL learners in particular, need to be encouraged and supported as they are given opportunities to speak, write, read, listen, interpret, analyse, express ideas, and share information in social studies classes. Such efforts have the potential to help EAL/ESL learners overcome barriers and will facilitate their participation as active citizens in Canadian society.

Education for Sustainable Development

Education for sustainable development (ESD) involves incorporating the key themes of sustainable development—such as poverty alleviation, human rights, health, environmental protection, and climate change—into the education system. ESD is a complex and evolving concept. It requires learning about the key themes from a social, cultural, environmental, and economic perspective, and explores how those factors are inter-related and inter-dependent.

With this in mind, it is important that all teachers, including social studies teachers, attempt to incorporate these key themes in their subject areas. One tool that may be used is the searchable on-line database *Resources for Rethinking*, found at <http://r4r.ca/en>. It provides teachers with access to materials that integrate ecological, social, and economic spheres through active, relevant, interdisciplinary learning.

Inquiry

Kuhlthau, C., Maniotes, L., & Caspari, A. *Guided Inquiry: Learning in the 21st Century*, 2007, p. 2.

Inquiry is an approach to learning whereby students find and use a variety of sources of information and ideas to increase their understanding of a problem, topic, or issue. It espouses investigation, exploration, search, quest, research, pursuit, and study. Inquiry does not stand alone; it engages, interests, and challenges students to connect their world with the curriculum.

Inquiry is grounded in a constructivist approach to learning whereby students acquire and integrate knowledge when new learning is incorporated with background knowledge and previous experiences.

Inquiry builds on student's inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests, and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding. Students take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

The Social Studies 5 curriculum challenges students to think critically. The course is structured so that students can begin to inquire into why events or people or ideas in our history are significant, what has changed over time, and why that change has occurred. In the geography sections, students look at the significance of place and the interaction of humans and the environment. These opportunities to inquire into our past as a way to understanding the present are facilitated by a hands-on approach to teaching, learning, and assessment where students use both traditional and non-traditional methods to show their understanding of the concepts.

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

Inquiry Approach to Organizing Thinking Concepts and Skills

Teachers can engage students in learning about social studies by involving them in shaping questions to guide their study, giving them ownership over the directions of these investigations and requiring that students critically analyse subject matter and not merely retrieve information. In these ways, classrooms shift from places where teachers cover curriculum to places where students uncover the curriculum.

The uncovering of curriculum occurs only when students investigate questions that present meaningful problems or challenges to address. 'Critical' inquiry signals that inquiry is not essentially the retrieval of information but requires reaching conclusions, making decisions, and solving problems. Although some students may enjoy gathering

information, students' depth of learning and engagement are enhanced when they are invited to think critically at each step of the investigation.

The following dimensions capture the range of inquiry-related competencies within the social sciences:

- › *Ask questions for various purposes*
- › *Locate and select appropriate sources*
- › *Access ideas from oral, written, visual and statistical sources*
- › *Uncover and interpret the ideas of others*
- › *Assess options and formulate reasoned opinions*
- › *Present ideas to others*
- › *Act cooperatively with others to promote mutual interests*

Critical inquiry is embedded into these areas of competence at all grade levels. Beginning in kindergarten, the scope and sequence suggests that students are explicitly taught and then expected to make reasoned decisions, develop interpretations and make plausible inferences based on evidence. (See Appendix F - *Inquiry Approach to Organizing Thinking Concepts and Skills*.)

Historical Thinking Concepts

Six historical thinking concepts called “Benchmarks of Historical Thinking” have been identified by Peter Seixas through his work at the University of British Columbia’s Centre for the Study of Historical Consciousness. These six concepts were designed to help students think more deeply about the past and how it can be linked to the present. Teachers can use these Historical Thinking Concepts to extend and deepen the learning of the SCO. The concept is noted in the applicable elaboration and is best achieved when embedded within the lesson. (**Note:** Students at grade 5 are gaining a very basic foundation of information at this stage. The Historical Thinking Concepts are complex and teachers are encouraged to engage students with these concepts through the use of grade appropriate examples to assist with the development of understanding.) The six concepts include the following:

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

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

3. Continuity and change—considers what has changed with time and what has remained the same (e.g., What cultural traditions have remained the same and what traditions have been lost over time?). This helps students to understand that “things happen” between the marks on a timeline.

4. Cause and consequence—examines why an event unfolded the way it did, and whether there is more than one reason for this. It explains that causes are not always obvious and can be multiple and layered. Actions can also have unintended consequences (e.g., How has the exchange of technologies over time changed the lifestyles of a people?).

5. Historical perspective—Each historical event involves people who may have held very different perspectives on the event (e.g. How can a place be found or “discovered” if people already live there?). Perspective taking is about trying to understand a person’s mindset at the time of an event without trying to imagine oneself as that person. The latter is impossible, as we can never truly separate ourselves from our current 21st century mindset and context.

6. Moral dimension—assists in making ethical judgments about past events after an objective study. We learn from the past in order to face the issues of today (e.g., What would human rights activists say about the European treatment of First Nations and Inuit in what later became Atlantic Canada?). Perspective taking and moral judgement are difficult concepts as both require suspending our present day understandings and context.

Adapted from Seixas, Peter. *Benchmarks of Historical Thinking: A Framework for Assessment in Canada*. Vancouver Centre for the Study of Historical Consciousness, UBC, 2006. (Scholarly article found at <http://historybenchmarks.ca/sites/default/files/Framework.Benchmarks.pdf>)

Geographical Thinking Concepts

Similar to Historical Thinking Concepts, The Critical Thinking Consortium (TC2) has identified six Geographical Thinking Concepts to help students think deeply and critically about geography. Teachers can use these Geographical Thinking Concepts to extend and deepen the learning of the SCO. The concept is noted in the applicable elaboration and is best achieved when embedded within the lesson. (**Note:** Students at grade 5 are gaining a very basic foundation of information at this stage. The Geographical Thinking Concepts are complex and teachers are encouraged to engage students with these concepts through the use of grade appropriate examples to assist with the development of understanding.) The six concepts include the following:

1. Geographical importance—assesses the significance of geographic places, features, and phenomena and determines the weight that geographic factors or considerations deserve when making decisions. It considers the questions, “What is where? Why is it there? Why is that important? Why was the Nile River significant in the development of ancient Nubia?”

2. Evidence and interpretation—examines how adequately the geographic evidence justifies the interpretations offered. It invites students to examine the accuracy, precision, and reliability of data sources. For example, given a set of statistics about an unidentified country, what can we tell about that place, and what reliable conclusions can we draw about that place?

3. Patterns and trends—considers what changes and what remains constant over a particular time period. For example, given a set of data for various time periods, what trends are we able to identify? What changes have taken place in a particular area? What has remained the same?

4. Interactions and associations—identifies significant factors that influence the interaction of the physical and human environments and the impact of these factors on these environments. How do humans and environmental factors influence each other? For example, how did environment influence the lifestyle of the ancient Nubians, and how did their lifestyle impact the environment?

5. Sense of place—looks at the uniqueness and connectedness of a particular location, the perspective of a place. For example, how do images of a place identify its sense of place?

6. Geographical value judgments—refers to moral decisions about what should or should not take place based upon select criteria and diverse perspectives. For example, should a new hospital be built upon a tract of land that may contain an ancient Aboriginal burial ground?

Adapted from Bahbahani, K., Huynh, N. T. (2008). *Teaching About Geographical Thinking*. Vancouver: The Critical Thinking Consortium (TC2).

Assessment and Evaluation of Student Learning

Introduction

Assessment and **evaluation** are essential components of teaching and learning in social studies. They require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the specific curriculum outcomes in the provincial curriculum.

Assessment is the systematic process of gathering data on student learning with respect to

- achievement of specific curriculum outcomes;
- effectiveness of teaching strategies employed;
- student self-reflection on learning.

Evaluation is the process of comparing assessment information against criteria based on curriculum outcomes in order to communicate with students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching and learning process. Reporting of student achievement must be based on the achievement of curriculum outcomes.

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement.

Assessment for learning

- involves the use of information about student progress to support and improve student learning and inform instructional practices;
- is teacher-driven for student, teacher, and parent use;
- occurs throughout the teaching and learning process, facilitated by a variety of tools;
- engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning.

Assessment as learning

- actively involves student reflection on learning and monitoring of her/his own progress;
- supports students in critically analysing learning related to curricular outcomes;
- is student-driven with teacher guidance;
- occurs throughout the learning process.

Assessment of learning

- involves teachers' use of evidence of student learning to make judgments about student achievement;
- provides opportunity to report evidence of achievement related to curricular outcomes;
- occurs at the end of a learning cycle, facilitated by a variety of tools;
- provides the foundation for discussions on placement or promotion.

In the social studies classroom there should be a balanced approach to assessment in which emphasis is placed on the learning process as well as the products of learning.

Assessment

Assessment in social studies is an integral and ongoing part of the learning process. Assessment can be used to shape instruction to better ensure student success. Assessment strategies should inform the daily instructional process. Moreover, students require frequent opportunities to assess and evaluate their own learning and performance.

To determine how well students are learning, assessment strategies are used to systematically gather information on the achievement of curriculum outcomes. In planning assessments, teachers should use a broad range of data sources, appropriately balanced, to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes.

Many sources of assessment data can be used to gather such information. Some examples include, but are not limited to the following:

- **Informal/Formal Observation** gathers information while a lesson is in progress. When observation is formal, the student is made aware of what is being observed and the criteria being assessed. When used informally, observation could be a frequent, but brief, check on a given criterion. You might be observing the student's participation level, use of a piece of equipment, or application of a process. You could record the results with a checklist, a rating scale, or written notes. Remember to plan the criteria, have recording forms ready, and be sure all students are observed in a reasonable time period.
- **Performance** encourages learning through active participation. This could be a demonstration/presentation. The performance is most often assessed through observation.

- **Journals** provide opportunities for students to express thoughts and ideas in a reflective way. They permit a student to consider strengths and weaknesses, attitudes, interests, and new ideas.
- **Interviews** promote understanding and application of concepts. Interviewing a student allows the teacher to confirm that learning has taken place beyond factual recall. Interviewing may be brief or extensive. Students should know what criteria will be used to assess formal interviews. This assessment technique provides an opportunity for students whose verbal presentation skills are stronger than their written skills.
- **Classroom based assessment** which includes paper and pencil / electronic assessments which can be formative or summative (e.g., written assignments or tests).
- **Presentations** require students to analyze and interpret information and then communicate it. A presentation may be made orally, in written/pictorial form, as a project summary, or by using video or computer software.
- **Portfolios** allow students to be central in the process. Students can make decisions about what goes in, how it is used, and how it is evaluated. The portfolio should provide a long term record of growth in learning skills.

Some additional examples include, but are not limited to the following:

- | | |
|-------------------|---------------------------|
| rubrics | anecdotal records |
| simulations | conferences |
| checklists | questionnaires |
| role-play | debates |
| podcasts | multimedia presentations |
| essay writing | rating scales |
| webcasts | visual presentations |
| case studies | peer and self-assessments |
| panel discussions | online journals |

Evaluation

Evaluation is a continuous, comprehensive, and systematic process. It brings interpretation, judgements, and decisions to data collected during the assessment phase. How valid and reliable is the data gathered? What does the data suggest in terms of student achievement of course outcomes? Does student performance confirm instructional practice, or indicate the need to change it? Are students ready to move on to the next phase of the course, or is there need for remediation?

Teacher-developed assessments and the evaluations based on them have a variety of uses, including the following:

- providing feedback to improve student learning
- determining if curriculum outcomes have been achieved
- certifying that students have achieved certain levels of performance
- setting goals for future student learning
- communicating with parents about their children's learning
- providing information to teachers on the effectiveness of their teaching, the program, and the learning environment
- meeting goals of guidance and administrative personnel

Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them.

Reporting

Reporting on student learning should focus on the extent to which students have achieved the curriculum outcomes. Reporting involves communicating the summary and interpretation of information about student learning to various audiences who require it. Teachers have the responsibility to explain accurately what progress students have made in their learning and to respond to parent and student inquiries about learning.

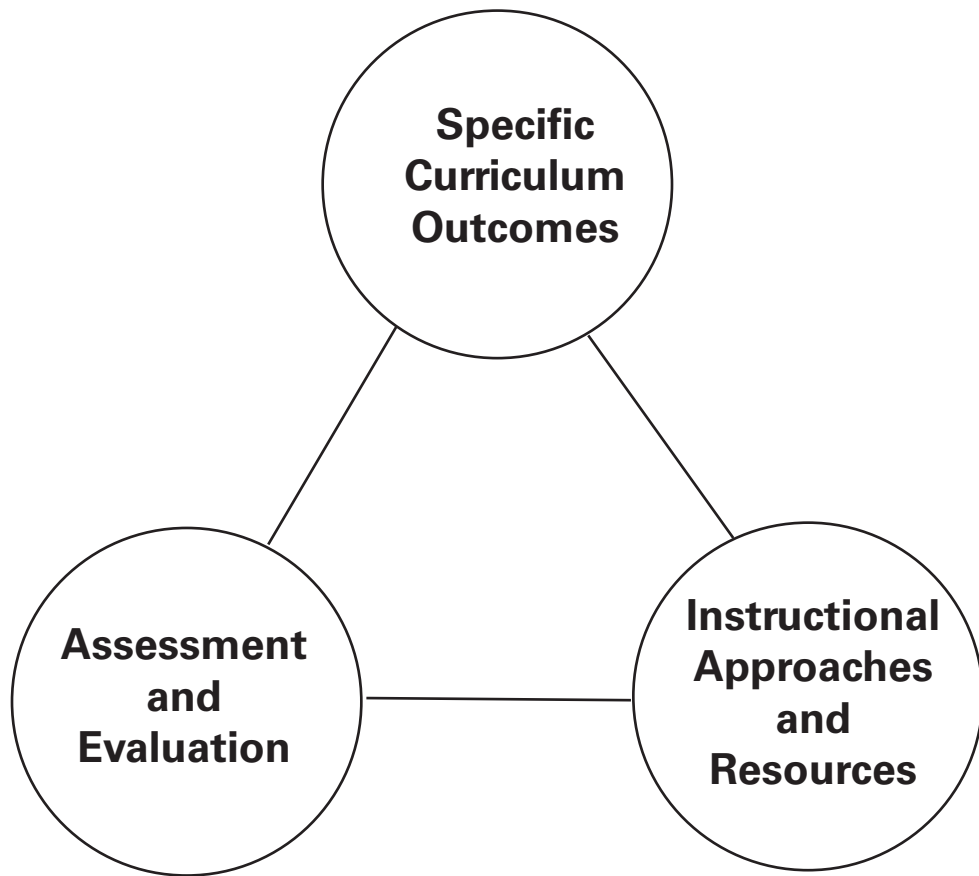
Narrative reports on progress and achievement can provide information on student learning that letter or number grades alone cannot. Such reports might, for example, suggest ways in which students can improve their learning and identify ways in which teachers and parents can best provide support.

Effective communication with parents regarding their children's progress is essential in fostering successful home-school partnerships. The report card is one means of reporting individual student progress. Other means include the use of conferences, notes, phone calls, and electronic methods.

Assessing and Evaluating Student Learning in the Social Studies Classroom

Social Studies educators should recognize that there should be a congruence between what is taught (content), how it is taught (process), and the emphasis on the evaluation process (product).

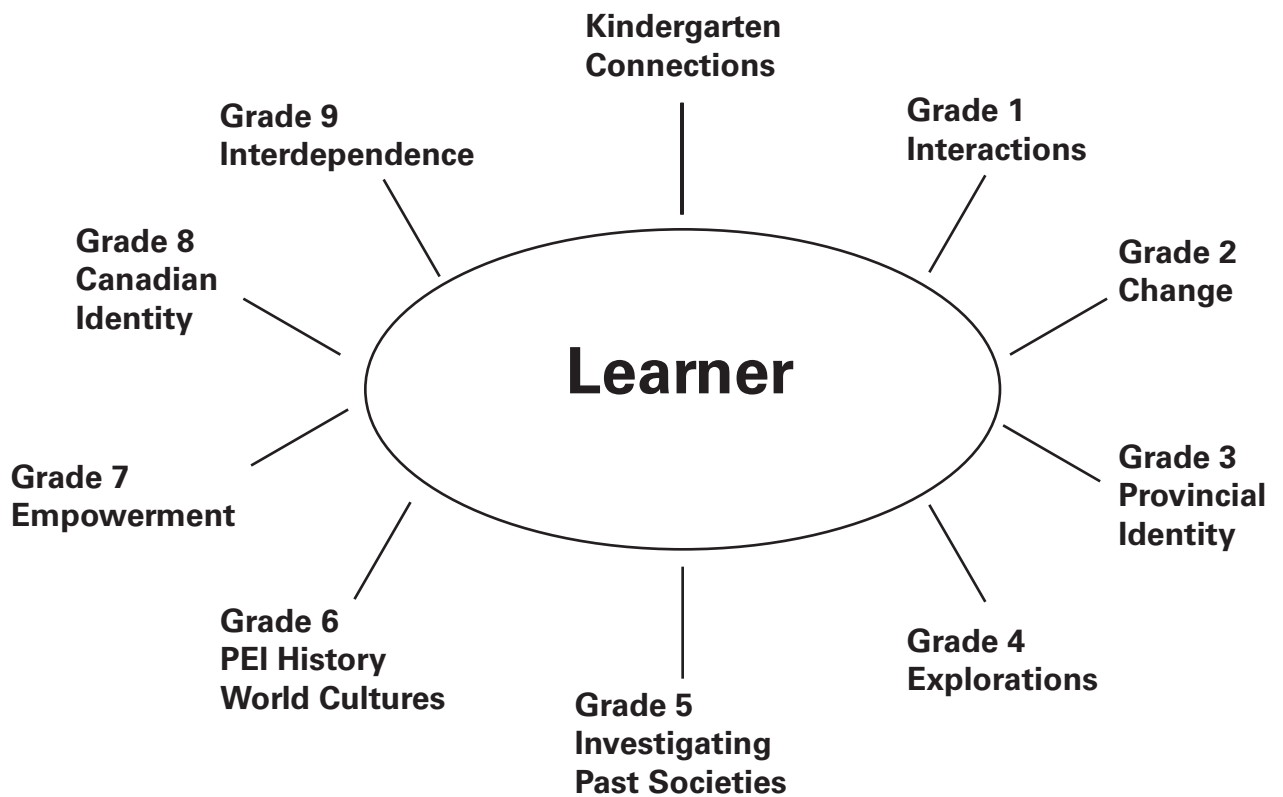
The assessment of student learning must be aligned with the curriculum outcomes and the types of learning opportunities made available to students.



(Adapted from Newfoundland and Labrador Department of Education. *The Evaluation of Students in the Classroom: A Handbook and Policy Guide*. Government of Newfoundland and Labrador, 1990.)

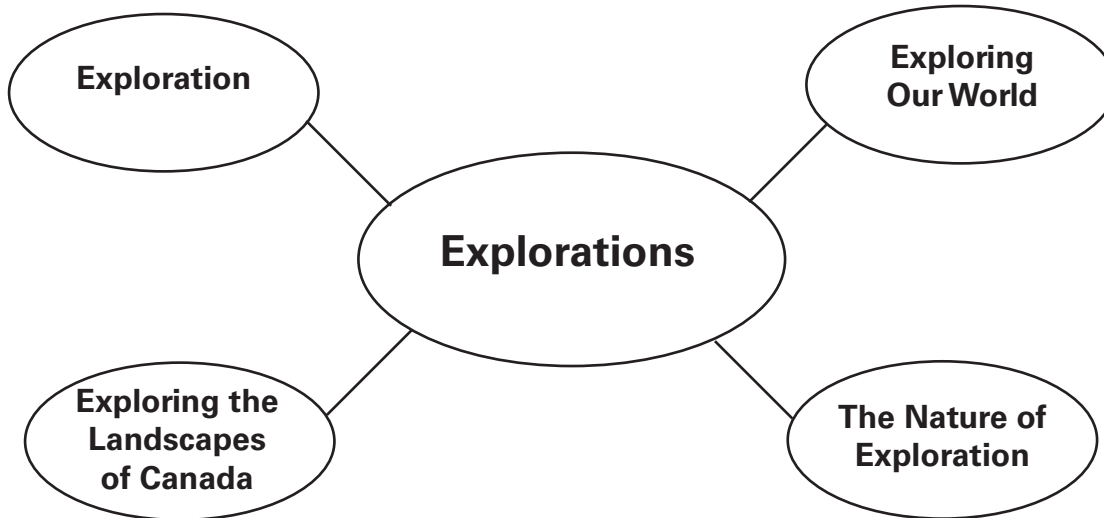
Curriculum Overview

Kindergarten-Grade 9 Social Studies Program



Grade 4: Explorations

Grade 4 social studies is organized around the following units:



The conceptual framework for each unit in the grade 4 social studies program is expressed in the form of specific curriculum outcomes. The outcomes describe what students are expected to know, be able to do, and value by the end of the year.

Unit One Exploration

Students will be expected to

4.1.1 explore the concept of exploration

Unit Two The Nature of Exploration

4.2.1 examine the stories of various explorers of land, ocean, space, and ideas

4.2.2 examine factors that motivate exploration

4.2.3 evaluate the impact of exploration over time

Unit Three Exploring Our World

4.3.1 examine major physical features of the world

4.3.2 describe the main characteristics of rivers, islands, mountains, and oceans

4.3.3 examine the relationship between humans and the physical environment

Unit Four Exploring the Landscapes of Canada

4.4.1 describe the physical landscape of Canada

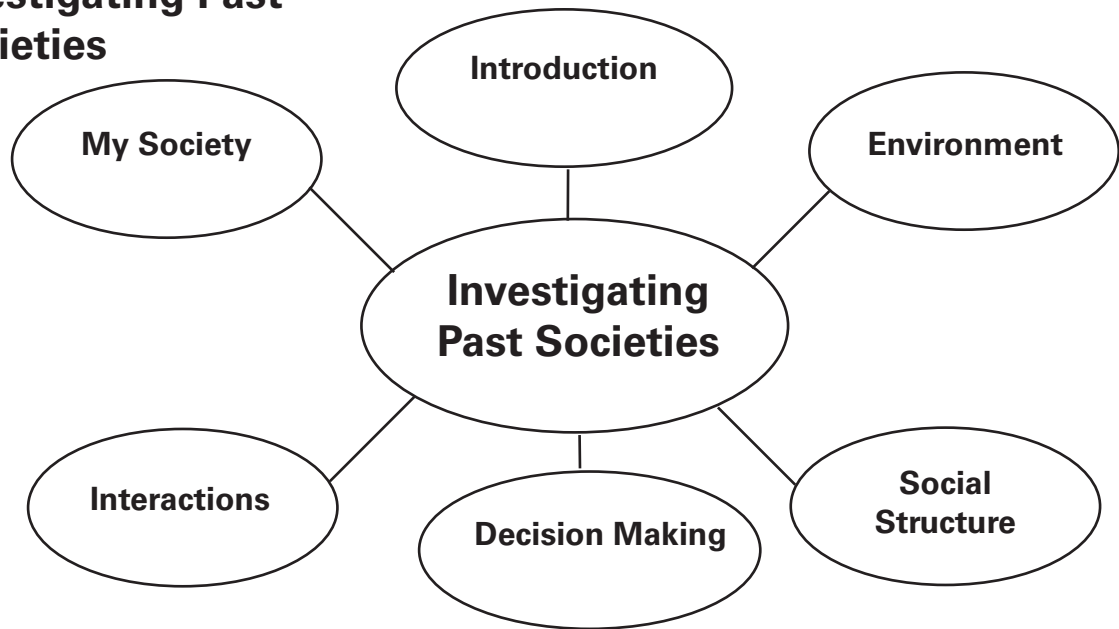
4.4.2 examine the human landscape of Canada

4.4.3 demonstrate an understanding of the political landscape of Canada

4.4.4 examine symbols associated with Canada's landscapes

Grade 5: Investigating Past Societies

Grade 5 social studies is organized around the following units:



The conceptual framework for each unit in the grade 5 social studies program is expressed in the form of specific curriculum outcomes. The outcomes describe what students are expected to know, be able to do, and value by the end of the year.

Students will be expected to

Unit One Introduction

5.1.1 demonstrate an understanding of how we learn about the past

Unit Two Environment

5.2.1 explain how environment influenced the development of an ancient society

Unit Three Social Structure

5.3.1 explain the importance of social structure in a society from the Middle Ages

Unit Four Decision Making

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

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

Unit Five Interactions

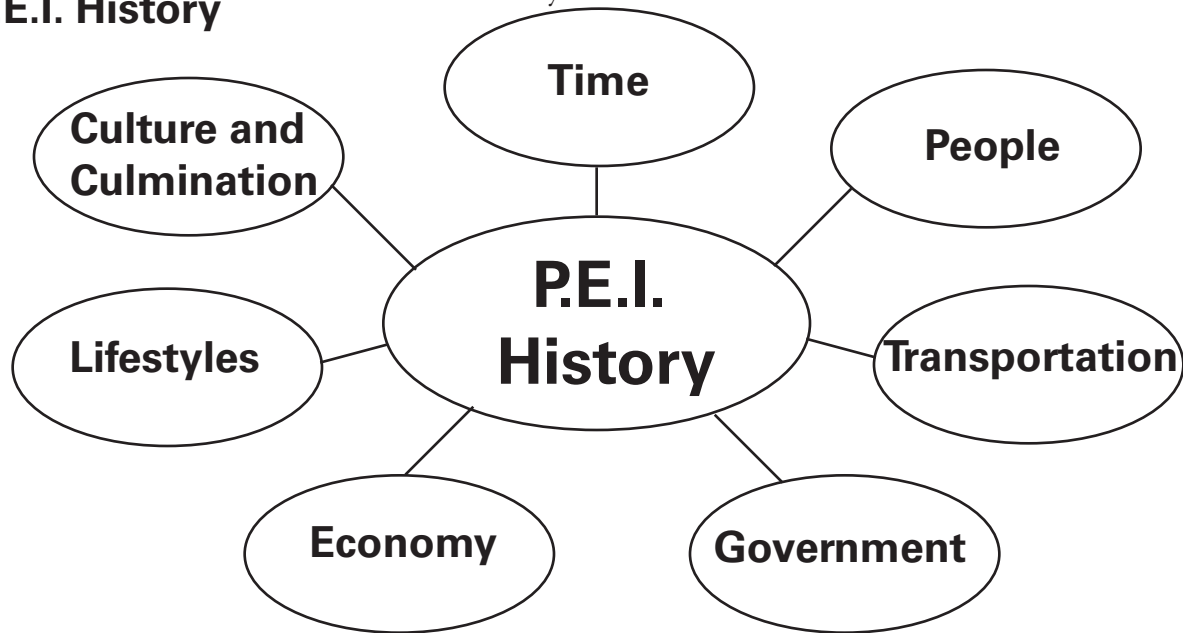
5.5.1 examine interactions between British and French and First Nations and Inuit in what later became Atlantic Canada

Unit Six My Society

5.6.1 illustrate the similarities and differences of past societies and their society

**Grade 6:
P.E.I. History**

Grade 6 social studies is organized around the following seven units in P.E.I. History and four units in World Cultures:



The conceptual framework for each unit in the grade 6 social studies program is expressed in the form of specific curriculum outcomes. The outcomes describe what students are expected to know, be able to do, and value by the end of the P.E.I. History component. The anticipated time for completion of this component of the grade 6 social studies program is 24 hours.

Students will be expected to

Unit One: Time

6.1.1 identify selected events of the Contemporary/European period on a time line

Unit Two: People

- 6.2.1 demonstrate an understanding that people from many parts of the world are part of P.E.I. history
- 6.2.2 research the historical contributions of one individual associated with P.E.I. history

Unit Three: Transportation

6.3.1 examine the development of transportation modes on the Island over time

Unit Four: Government

6.4.1 examine the impact of past political decisions on present day life in P.E.I.

Unit Five: Economy

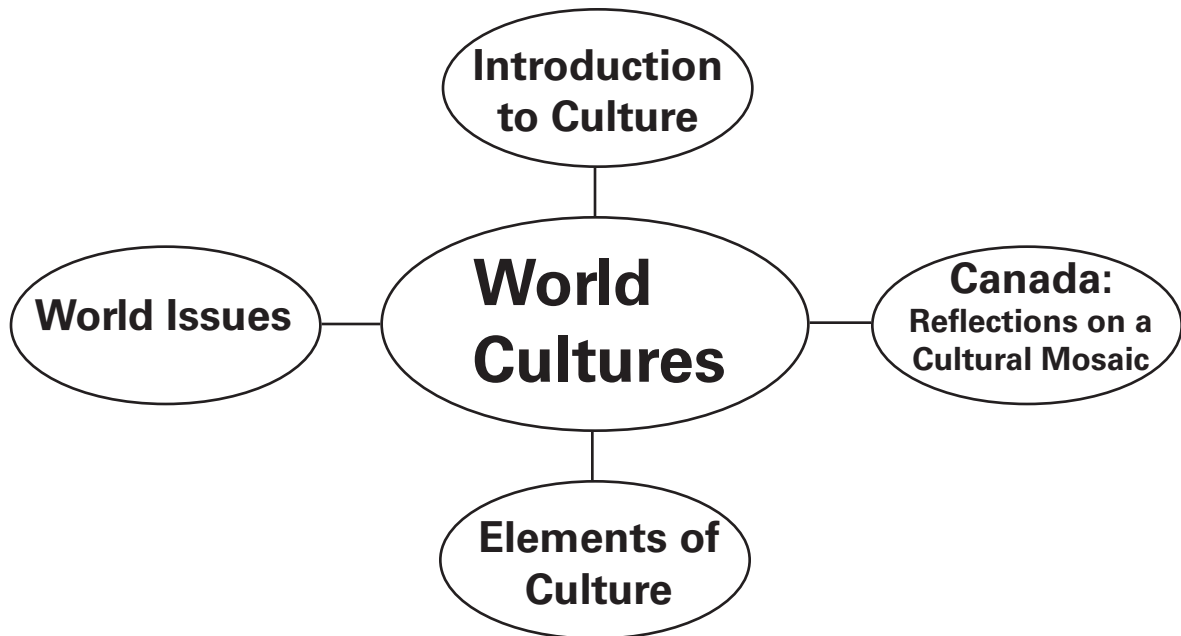
6.5.1 demonstrate an understanding of the economic activities in P.E.I. over time

Unit Six: Lifestyles 6.6.1 identify changing lifestyles of people in P.E.I. over time

Unit Seven: Culture and Culmination 6.7.1 demonstrate an understanding of the influence of P.E.I. cultural traditions on present day P.E.I. lifestyle

6.7.2 demonstrate an understanding of a significant event of Island history

Grade 6: World Cultures



The specific curriculum outcomes that describe what students are expected to know, be able to do, and value by the end of the World Cultures component for the grade 6 social studies program.

Students will be expected to

Unit One: An Introduction to Culture 6.1.1 demonstrate an understanding of the concept of culture and its role in their lives

- 6.1.2 identify major cultural regions of the world, using various criteria
- 6.1.3 analyse the importance of cross-cultural understanding
- 6.1.4 demonstrate an understanding of factors that are creating a more global culture around the world

Unit Two: Some Elements of Culture

- 6.2.1 examine how traditions influence culture in a selected cultural region
- 6.2.2 describe how government influences culture in a selected country
- 6.2.3 explain how economic systems influence cultures

Unit Three: World Issues

- 6.3.1 examine the effects of the distribution of wealth around the world
- 6.3.2 examine selected examples of human rights issues around the world

Unit Four: Canada: Reflections on a Multicultural Mosaic

- 6.4.1 illustrate an understanding of how cultures from around the world have contributed to the development of Canada's multicultural mosaic

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

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

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

Column 1: Outcomes

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

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

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

Column 3, Spread 1: Performance Tasks

Column 3, Spread 1 provides teachers with a performance task(s) for each outcome. A performance task is used as an assessment of learning for students. It describes a performance that students will be able to complete if they have achieved the outcome. The performance task(s) will provide teachers with assessment pieces that encompass the entire outcome.

Column 4, Spread 1: Resources/Notes

Column 4, Spread 1 provides additional information for teachers, including specific links to the provincial resource, cross-curricular links, and suggested supplementary resources. Teachers may wish to record their own notes in this space.

Column 2, Spread 2: Strategies for Learning and Teaching

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

Column 3, Spread 2: Tasks for Instruction and/ or Assessment

Column 3, Spread provides tasks for learning and/or assessment from which teachers and students may choose. This column provides suggestions for on-going assessment for learning that is part of the learning experience. The assessment suggestions are grouped under a number of headings. It is not necessary to use all of these suggestions, nor is it necessary for all students to engage in the same learning/assessment activity.

Column 4, Spread 2 Resources/Notes

Column 4, Spread 2 provides additional information for teachers, including specific links to the provincial resource, cross-curricular links, and suggested supplementary resources. Teachers may wish to record their own notes in this space.

Sensitive Topics

The ♥ heart symbol is used to identify topics that need to be addressed with sensitivity.

Column 1 Column 2

GRADE 5: INVESTIGATING THE PAST
Unit 3: Social Structure

Outcomes
Students will be expected to

5.3.1 explain the importance of social structure in a society from the Middle Ages

Elaboration

Unit 3 focuses on social structure, a common feature of societies, past and present. The inquiry focus of this unit is on a single society from the Middle Ages. Teachers may choose which society to study—options include (but are not limited to) England, France, and Spain in Europe; China, India, and Syria in Asia; and the Maya in Central America.

After locating the selected society, students will examine the social structure of the selected society. Discussion will include the following:

- illustration of the social structure (diagram or other)
- comparison of various lifeways within the society
- influence of social structure on people's lives

The discussion on lifeways should be related to social structure. The key is to identify lifeways associated with various roles within the social structure and to compare and contrast those lifeways. Limiting the study to three or four roles that illustrate lifeways roles is a practical constraint.

Discussions around social structure could include the impact of the status of one's birth family on one's life role, differences between urban and rural life roles, differences between men's and women's roles, and the degree of power and autonomy associated with various roles in the social structure. Teachers may wish to use a cooperative learning structure where a student may focus on one of these topics in depth. (See Appendix C - *Technology and Cooperative Learning Structures*.)

Depending on the society selected, the connection between environment and societies should be revisited both in terms of the influence of environment on people's lifeways (e.g., clothing and transportation) and the impact of their lifeways on the environment (e.g., deforestation).

Enduring Understandings (upon completion of the outcomes)

- Social structure is an important part of any society.
- A person's lifeway was determined by her/his role within the social structure.

Inquiry

This study will require students to ask questions, locate, and access information from maps, globes, atlases and/or Geographic Information Systems (GIS) software. Students will consider historical evidence such as evidence pointing to the presence of social structure in a Middle Ages society. Students may also consider cause and consequence through questions—What caused a person to be ranked in a particular social order? What were the consequences of being in that social order?

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Column 3 Column 4

GRADE 5: INVESTIGATING THE PAST
Unit 3: Social Structure

Performance Tasks

A performance task is used as an assessment of learning. The task encompasses the outcome in its entirety. Students use the knowledge and skills acquired to demonstrate their achievement of the outcome. Teachers may select one of the examples below or develop a performance task that students will be able to complete when they have achieved the outcome.

Students who achieve this outcome should be able to

- design an organizer to illustrate the social structure of a selected society of the Middle Ages. In the organizer, they will describe the location of the selected society, identify each group in the social structure, and write a sentence or two to explain the roles of the people in each group. Students should include one or two examples of how the social structure contributed to society.
- create a presentation (e.g., paper bag, storyboard, slide show) to illustrate the social structure of a selected society in the Middle Ages. They should include the following criteria:
 - location of the selected society
 - description of the social structure
 - relationships and roles within the social structure
 - influence on or contribution to the society
- prepare a newspaper article on the social structure of a selected society of the Middle Ages. In the article, students should include the following criteria:
 - location of the selected society
 - explanation of relationships within the social structure
 - influence and contribution of the social structure on the society

Teacher Notes

An online program through this unit, teachers may wish to revisit the question of why we study history. What can we learn about the social structure of a society from the Middle Ages that we infer from about how our society is structured today?

At this point, teachers may wish to revisit the class time flow adding images, symbols, or historical information related to the Middle Ages era.

Journal

Students in this stage are gaining a very basic foundation of information that will lead to further historical and geographical inquiry practice.

Resources/Notes

Authorized Resources

Investigating Past Societies Chapter 3

Investigating Past Societies Teacher's Resource

Cross-Curricular Links

Technology

- Concept Map
- A.3.1, A.4.4, A.4.5 (Independent)
- B.4.1 (Guided)
- Multimedia
- B.8.1 (Independent)
- Internet
- A.3.1, B.3.1, B.3.2 (Guided)

Literacy

Grade 5 Moving Up With Literacy Place

Exploring History Through Art: Children's Games (Analyzing Strategy Unit)

From the Legends of King Arthur: The Sword in the Stone by Arthur Golding (Supporting Strategy Unit)

Art Is... by Bob Rucka

Picturing Stories: Art That Tells a Tale by Joanne Rice

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GRADE 5: INVESTIGATING THE PAST
Unit 3: Social Structure

Outcomes
Students will be expected to

5.3.1 explain the importance of social structure in a society from the Middle Ages (continued)

Strategies for Learning and Teaching

- Have students (in small groups) select a society from the Middle Ages. Students will determine the geographic location of the society including longitude, latitude, and neighboring regions. Students can share their information with others to determine where each society is located in the world. Using sticky notes on markers and a class map, they can indicate where all the selected societies are located. Students can compare social structures among various societies to draw conclusions about the importance of structure within each Middle Ages society.
- Have students examine images—paintings, prints, and/or digital images—of everyday life in a selected society from the Middle Ages. Ask students to discuss their inferences (supported with evidence) about the social structure of the society and how it was important to the survival and development of the society.
- Have students (in small groups) select a society from the Middle Ages. Each group will select their citizens' role in the society for further research. Students will transfer their information to a chart that will be shared. Students may wish to present their information by creating a slide show, Prezi, or other multimedia presentation that can be shared with the class.

Name of the Society	Type of Work	Worlds	Political Power	Influence on Society
Role of urban dwellers				
Role of rural dwellers				
Role of men				
Role of women				
Role of monarchy				
Role of children				
Role of one's birth family on your life's role				

- Have students select a society from the Middle Ages and describe the lifeway of one group within the society. They may include clothing, clothing, food, entertainment, and holidays. Students can use a jigaw approach to peer teach about various lifeways of a society from the Middle Ages and to draw conclusions about the importance of social structure within a society.

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GRADE 5: INVESTIGATING THE PAST
Unit 3: Social Structure

Tasks for Instruction and/or Assessment

Informal/Formal Observation

- Observe student responses/opinions during class discussion and group activities to determine their level of understanding about how social structures influenced the development of a society of the Middle Ages.
- Observe student responses/opinions during class discussion and group activities to determine their level of understanding of geographic and mapping skills. Use unit in column 6, Geographic and Mapping Skills on unit overview (pg 61), and Appendix K - *Geographic and Mapping Skills*.)

Journal

- Have students respond to following statement: *In a society of the Middle Ages, a person's food, clothing, and dwelling were determined by that person's role in the social structure.* Students may illustrate their response and share during a Gallery Tour. Alternatively, students could present their response by creating a digital slide show, Prezi, Glogster, or other form of multimedia presentation.

Presentation

- Have students select two groups within a society from the Middle Ages. They can use a comparison chart to show how lifeways of the two groups are similar or different, and what this means in terms of the experience of social structure within a society.
- Invite students to design a museum display of at least three artefacts from a society of the Middle Ages. On a fact card for each, describe the artefact according to size, shape, and material, and who may have used the artefact. What part of the social structure did the artefact represent and how did this contribute to overall society?

Performance

- Have students prepare a kit taking on various roles within a selected society of the Middle Ages. The kit should focus on the relationships between and among the various groups within the society and show how each segment of society was important to the overall society.

Resources/Notes

Authorized Resources

Investigating Past Societies Chapter 3

Investigating Past Societies Teacher's Resource

None

Geographic and mapping skills are embedded within the Social Studies 5 curriculum. While the resource does not specifically refer to these skills, it is important that they are taught and assessed within the context of the outcome.

Cross-Curricular Links

Technology

- Concept Map
- A.3.1, A.4.4, A.4.5 (Independent)
- B.4.1 (Guided)
- Multimedia
- B.8.1 (Independent)
- Internet
- A.3.1, B.3.1, B.3.2 (Guided)

Literacy

Grade 5 Moving Up With Literacy Place

Exploring History Through Art: Children's Games (Analyzing Strategy Unit)

From the Legends of King Arthur: The Sword in the Stone by Arthur Golding

Art Is... by Bob Rucka

Picturing Stories: Art That Tells a Tale by Joanne Rice

47 ATLANTIC CANADA SOCIAL STUDIES CURRICULUM GUIDE: GRADE 5

**Atlantic Canada
Social Studies**

**Grade 5 Curriculum
Investigating Past Societies**

Grade 5: Investigating Past Societies

Year Overview

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

Students will study various societies from different historical eras, namely, ancient, Middle Ages, pre-Contact Canada, and British and French societies in Canada. They will examine how environment influenced ancient societies and build upon this knowledge as they examine societies from the Middle Ages. They expand their understandings of societies by examining the social structure of societies from the Middle Ages.

First Nations and Inuit societies take students to another dimension as they look at the decision-making practices of these societies. Once the British and French arrived in Canada, and in particular Atlantic Canada, First Nations and Inuit had many interactions with them. Interactions between the British and French, and among the British, French, First Nations, and Inuit brought many changes to Atlantic Canada. Students examine these interactions and come to understand the resulting changes.

The last unit of the course concentrates on the students' own society. Students should come to recognize that the society they live in today has similarities and differences from the societies studied in the other historical eras.

Teacher Notes

- The recommended instructional time for elementary social studies in grades 4-6 is 5% (15 minutes/day, 75 minutes/week, 90 minutes/6 day cycle, 42 hours/year). This is based on instructional time (minus 15 minutes recess) per day x instructional days/year.
- The ♥ heart symbol is used to identify activities that should be addressed with sensitivity. It is important to know your students and to consider what issues should be handled with care.
- In column 4, other suggested resources (such as books, posters and reference materials) may be listed. Teachers are encouraged to use a variety of resources to address the curriculum outcomes. As always, when using a resource that is not authorized, please preview to determine if it is appropriate for the intended purpose.
- In column 4, opportunities for cross-curricular links are listed. Teachers are encouraged to utilize a curriculum integration approach whenever possible. This approach emphasizes natural connections within curriculum and makes learning more relevant for students.
- Teachers are encouraged to use the Confederation Centre Library and to consult with the teacher-librarians in their schools for updated video/DVD lists as well as other resources. Teachers in the central and eastern region of PEI have additional access to a selection of materials from the Teachers' Resource Network located in Parkdale Elementary School in Charlottetown. Teachers in the western region of the PEI are encouraged to visit the Little Red School House, located in Summerside, for resources.
- Consider community opportunities when planning. Be aware of designated days, weeks or months (such as Aboriginal Awareness Week, Earth Day, Multicultural Week), to address topics that complement the social studies curriculum.
- Teachers may wish to become familiar with the social studies concepts completed in grade 4 by reviewing outcomes on p. 30 of this document.

Unit 1



Photos at bottom - Parks Canada
left to right: Gallant cellar, projectile points,
earthenware jug, creamware plate, Oudy cellar.
Top right - Stanhope (cellar excavation).

Unit 1: Introduction

Unit Overview

The unit introduces students to the concept of historical inquiry. Students will consider how primary sources are discovered, evaluated, and used to construct historical knowledge. They will use this information to answer the question, “How do we learn about the past?”

Outcome

Students will be expected to

5.1.1 demonstrate an understanding of how we learn about the past

Anticipated Time for Completion

8 classes of 30 minutes
(240 minutes / 4 hours per unit)

Inquiry

Historical Thinking Concepts

Historical Thinking Concepts are adapted from Seixas, Peter. *Benchmarks of Historical Thinking: a framework for assessment in Canada*. (2006). Vancouver: Centre for the Study of Historical Consciousness, UBC.

- Historical Evidence
- Historical Perspective
- Continuity and Change

Note: *The Historical Thinking Concepts are an important aspect of the Social Studies 5 curriculum. Teachers are encouraged to use simple examples for selected concepts to engage students and to help them develop their understanding of the concept(s).*

Unit 1: Introduction

Outcomes

Students will be expected to

- 5.1.1 demonstrate an understanding of how we learn about the past

Elaboration

This outcome provides the opportunity for students to examine the process of historical inquiry. For many students, the study of history is thought of as finding or looking up “facts” that exist in a book or online. This is an opportunity for students to engage in the process of considering how primary sources are discovered, evaluated, and used to construct historical knowledge. Students were introduced to primary sources (diaries, letters, official documents) in Grade 4. They now need to learn that material objects and artefacts, oral histories, and images (paintings and photographs) are also considered to be primary sources.

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

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

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

To facilitate the study of archaeology and history, students are introduced to major historical eras and learn that terms such as “ancient” and “Middle Ages” are meaningful in the study of history. For purposes here, major historical eras will comprise the following periods:

- Pre-history (up to approximately 3000 BCE)
- Ancient (approximately 3000 BCE to 500 CE)
- Middle Ages (approximately 500 CE to 1500 CE)
- Modern (approximately 1500 CE to the present)

**BCE refers to Before Common Era*

Unit 1: Introduction

Performance Tasks

A performance task is used as an assessment of learning. The task encompasses the outcome in its entirety. Students use the knowledge and skills acquired to demonstrate their achievement of the outcome. Teachers may select one of the examples below or develop a performance task that students will be able to complete if they have achieved the outcome.

Students who achieve this outcome should be able to

- use the following artefacts found at an archaeological dig—iron nail, pipe stem, gold coin, arrowhead, letter, map—to answer the question, “What do the artefacts tell you about the past in this particular area?”
- examine photographs of primary sources and explain what they can learn about the past.
- design an archaeological board game that will demonstrate how we learn about the past. The game should include rules, game pieces, and the game board.

Resources/Notes

Authorized Resources

Investigating Past Societies
Chapter 1

Investigating Past Societies
Teacher’s Resource

Unit 1: Introduction

Outcomes

Students will be expected to

- 5.1.1 demonstrate an understanding of how we learn about the past
(continued)

Elaboration

The start and end dates for these eras are approximate and interpreted differently by scholars. While students will be introduced to the major historical eras, it is not the intent that they be expected to recite the era names and dates.

Teacher Note

Teachers may wish to create a class time line depicting the major historical eras. Students may participate in an activity where they place images, symbols, or historical information in the respective era. This will create a visual depiction that students may refer to as the course unfolds.

Enduring Understanding (upon the completion of the outcome)

- History is often constructed through the discovery and interpretation of primary sources and oral histories.

Inquiry

In this outcome, it is important for students to **ask** questions, **access** and **interpret** information that may lend itself to consideration of historical **evidence**. For example, students may wish to consider what primary sources and oral histories tell us about the history of a place and/or people?

Note: Students at this stage are gaining a very basic foundation of information that will lead to further historical inquiry.

Unit 1: Introduction

Performance Tasks

A performance task is used as an assessment of learning. The task encompasses the outcome in its entirety. Students use the knowledge and skills acquired to demonstrate their achievement of the outcome. Teachers may select one of the examples below or develop a performance task that students will be able to complete if they have achieved the outcome.

See p. 45 for Performance Task for 5.1.1.

Teacher Note

As students and teachers work through the year, it is very important that they reflect on the following ideas and questions:

Why study history?

In the context of social studies, we learn about the past so that we can better understand or attempt to improve the present and the future. As students study different societies, they should be encouraged to reflect on how the successes and challenges of those societies can inform our present-day society and future.

Resources/Notes

Authorized Resources

Investigating Past Societies
Chapter 1

Investigating Past Societies
Teacher's Resource

Unit 1: Introduction

Outcomes

Students will be expected to

- 5.1.1 demonstrate an understanding of how we learn about the past
(*continued*)

Strategies for Learning and Teaching

- Have students, as a class, discuss the question, “How do we know what happened in the past?” Teachers may wish to use a Reading and Analyzing Nonfiction (RAN) strategy (refer to Supplementary Resources in column 4) to record students’ responses. The chart can be revisited as students move through the curriculum.
- Prepare a “Who Am I?” box. Inside the box there are clues (images or artefacts) that reveal a mystery person or society. Give students an opportunity to discuss the clues. Have students compose a story to tell what they believe they have learned about the person or society. Have students present their stories to the class and discuss how they arrived at their conclusions. Invite students to compare conclusions and provide reasons for the differences in interpretations. Discuss with the students how this is similar to the work of an archaeologist or historian. Archaeologists and historians use the evidence available to construct their interpretation of the past.
- Have students use two images from a book, magazine, or an approved internet site that speak to the past. Without reading captions or other material, use the questions posed under Analyze an Image. (See Appendix G - *Using Primary Sources in the Classroom* to determine what the images tell about the past.)
- Invite students to examine five artefacts from a museum and then analyse the artefacts by answering the following questions:
 - › What does it look like? (colour, size, shape, complete/partial form)
 - › How is it made? (handmade/machine made)
 - › What was it made for? Who used it? Is it decorated? Is it similar to anything you know today?
 - › How important was it? (to the manufacturer/user)
 - › From what era was it? What technology was used? (See Appendix G - *Using Primary Sources in the Classroom* for more detail.)
- Have students visit or video conference with a museum, archives, archaeologist, or historian to learn how artefacts, images and/or documents from the past are preserved and are used to learn about the past.

Unit 1: Introduction

Tasks for Instruction and/or Assessment

Informal / Formal Observation

- Observe student responses/opinions given during class discussion and/or activities to determine their level of understanding of how we learn about the past.

Interview

- Have students interview someone in the community who has a personal memory of the past (at least 50 years ago). Create a list of questions to ask that person that will let them tell a story about the past. When they have concluded the interview and reviewed their notes, they can answer the following questions:
 - › What did the interviewee tell you about the past that you know is part of your history today?
 - › What did the interviewee tell you about the past that no longer exists in your community (e.g. place, tradition)?
 - › How did the interviewee help you learn about the past?

Presentation

- Have students select five items to include in a time capsule that future archaeologists might use to tell the story of how people lived and what was important to them. Have students present their choices to the class with reasons for their choices. Students can use computer software for their class presentation.

Performance

- Have students create a comic strip that shows an archaeologist or historian working on a specific (real or imaginary) project to identify some of the questions that the archaeologist or historian faces.
- Have students create a web (print or digital) to summarize what they have learned about the following: primary sources, secondary sources, archaeologists and historians.

Journal

- Have students compose/sketch a journal entry using one of the following stems:
 - › The most challenging problem an archaeologist/historian faces is....
 - › It is impossible to know everything about the past because...

Resources/Notes

Authorized Resources

Investigating Past Societies
Chapter 1

Investigating Past Societies
Teacher's Resource

Cross-Curricular Links

Technology

- Concept Map
A 4.1 (Guided)
A 4.2 (Awareness)
A 4.3, A 4.4, A 4.5 (Independent)
B 4.1 (Guided)
- Multimedia
A 8.2 (Awareness)
A 8.5 (Awareness)
- Word Processing
B 7.1, B 7.2 (Independent)
B 7.3 (Guided)
B 7.5 (Guided)

Web Links (downloadable images)

Nova Scotia Museum - Mi'kmaq
Collection: <http://museum.gov.ns.ca/>

Mi'kmaq Virtual Museum of
Canada
<http://www.museevirtuel-virtual-museum.ca>

University of Alberta - Museum
(Ancient Greece): <http://www.museums.ualberta.ca/>

Parks Canada
<http://www.pc.gc.ca>

Supplementary Resources

Stead, Tony. *Reality Checks*.
Markham: Pembroke Publishers
Ltd., 2006.

Unit 2



Unit 2: Environment

Unit Overview

All societies are influenced by their environment. Geography, climate, and natural resources influence many aspects of a society including the types of dwellings people construct, the way people make a living, and a society's recreation and sport. In turn, the development of a society within a particular place makes an impact on that environment. The study of humans and their environment unit is focused on answering four questions: Where is the society? Why is it there? How has environment influenced this society's lifestyle? How has this society's lifestyle affected the environment? People of ancient times began to settle and build societies along some of the great rivers of the world beginning as early as 5000 BCE. Four of the world's earliest known societies include 1) Mesopotamia "the land between the rivers" (Tigris and Euphrates); 2) Egypt on the Nile; 3) Indus River area in India; and 4) the Yellow River valley in China. Subsequent ancient societies developed beyond these rivers over the next 4000 years.

Students begin the unit by identifying ancient societies around the globe and ancient times on a timeline to gain a better geographic and historical (temporal) understanding. Using Ancient Nubia as a case study, students examine the influence of environment on the development of society. Teachers may select an alternate society for study provided that its environment played a critical role in its development. As students learn more about the environment-society connection of an ancient period, they will also learn more about societal lifestyles of that time period and the interdependent nature of a developing society. Students will learn that all societies change over time and they will examine what eventually became of ancient Nubia.

Outcome

Students will be expected to

- 5.2.1. explain how environment influenced the development of an ancient society

Anticipated Time for Completion

14 classes of thirty minutes per outcome
(420 minutes / 7 hours per unit)

Inquiry

Historical Thinking Concepts

Historical Thinking Concepts are adapted from Seixas, Peter. *Benchmarks of Historical Thinking: a framework for assessment in Canada*. (2006). Vancouver: Centre for the Study of Historical Consciousness, UBC

- Continuity and Change
- Cause and Consequence

Geographical Thinking Concepts

Geographical thinking concepts are adapted from Bahbahai, K., and Huynh, N.T. (2008). *Teaching about Geographic Thinking*, Vancouver: The Critical Thinking Consortium (TC2).

- Geographic Importance
- Geographic Evidence and Interpretation
- Interactions and Associations

Note: The Historical Thinking Concepts and Geographical Thinking Concepts are an important aspect of the Social Studies 5 curriculum. Teachers are encouraged to use simple examples for selected concepts to engage students and to help them develop their understanding of the concept(s).

Unit 2: Environment

Outcomes

Students will be expected to

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

Elaboration

Students will examine the relationship between a past society and its environment. For the case study, an ancient society (i.e., one that existed during the ancient historical era) will be used, although no specific society is mandated. Initial attention should be given to locating the selected society geographically. In doing so, students will extend previously learned skills and terms— continent, hemisphere, absolute, relative location. Grade 5 students will be expected to use longitude and latitude to locate the society by recording the longitude and latitude of the extreme edges of the society’s boundaries, or by recording the coordinates for one of the society’s important communities. Some geographic questions to be explored may include, “In what part of the world is the society located?” What is its location in relation to neighbouring regions or countries? Students will have many opportunities to practise map-reading skills in this outcome.

A key to addressing this outcome is in identifying significant geographic feature(s) that were central to the selected society as it established and developed in a particular location. Possible features might be a river (e.g., Nile River—Nubian), an ocean (e.g., Atlantic—Maritime Archaic) or mountains (e.g., Andes—Incans). Students will then describe significant characteristics of these feature(s) and explain how the geographic feature(s) contributed to this society’s development thereby reinforcing concepts introduced in Social Studies 4. In the case of a river valley society, significant characteristics may include the span and complexity of the river system, annual flooding, and the presence of cataracts. These features may have contributed to the society’s development in terms of transportation routes, food sources, nutrients for agriculture, and protection from enemies. Over time, the society may have developed more sophisticated adaptations to make better use of the feature(s) including improvements in transportation, irrigation systems.

In the context of ancient society, it is important that the term “ancient” not be deemed synonymous with “primitive.” Ancient indicates the time period during which the society thrived and is not a comment on its level of development. It is equally important to avoid suggesting that societies from the past were inferior because they lacked the technological innovations of present day.

Students will also learn of some aspects of lifestyle that were particularly influenced by environment enabling people to meet their needs and wants. For example, climate influenced a society’s clothing styles, natural resources, dwellings, and jewelry, while physical geography determined modes of transportation. Significant effects of lifestyle on environment will vary and may include irrigation, deforestation, or resource extraction. Students will learn to make inferences about the interdependence of people and environment at a particular period in time.

Unit 2: Environment

Performance Tasks

A performance task is used as an assessment of learning. The task encompasses the outcome in its entirety. Students use the knowledge and skills acquired to demonstrate their achievement of the outcome. Teachers may select one of the examples below or develop a performance task that students will be able to complete if they have achieved the outcome.

Students who achieve this outcome should be able to

- complete the following scenario:
You are living in ancient times and your society was forced out of the area by a neighbouring society. Your society must now look for a new area in which to settle. With the elders of your society, develop a chart listing what geographic feature(s) you would want in your new location and why this feature(s) would help your society to develop, and how it might influence your lifestyle. Use a world map to identify where your society could settle and how it will be developed. You may use a chart to organize your information.

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

- select an ancient society and use a map to show the location of the society. Display images around the map margins to show the characteristics of the society’s geographic feature(s), how this/these feature(s) influenced the development of the society, and how its environment influenced the lifestyle of the society.
- assume the role of an archaeologist who has discovered a cave with a set of hieroglyphics (a writing system using picture symbols) that shows how an ancient society lived in that area. Students can write a report for an archaeological magazine describing what they learned about the location, geographic feature(s) that helped the society to develop, and how hieroglyphics helped to inform them about this ancient lifestyle.

Resources/Notes

Authorized Resources

Investigating Past Societies
Chapter 2

Investigating Past Societies
Teacher’s Resource

Cross-Curricular Links

Technology

- Multimedia
A 8.5 (Awareness)
B 8.1 (Independent)
- Internet
A 3.1 (Guided)
A 3.2 (Awareness)
E 3.1 (Awareness)

Literacy

Grade 5 Moving Up With Literacy Place

100 Things You Really Need to Know about Geography by Bill Condon

Masks by Susan Hughes

Unit 2: Environment

Outcomes

Students will be expected to

- 5.2.1 explain how environment influenced the development of an ancient society
(continued)

Elaboration

Enduring Understandings (upon completion of the outcome)

- Societies usually developed in locations that were physically advantageous.
- Geographic feature(s) influenced the development of the society.
- Environment influenced the lifestyle of a society and conversely, society made a lasting impact on its environment.

Inquiry

It is important for students to **ask** questions, **locate** and **access** information from maps, globe, atlases and/or geographic information software (GIS) to find a particular location within a variety of contexts. Students may discuss **geographic importance** by discussing why a particular location is important or what geographic feature(s) made the location important and why?

Students may also consider **historical evidence**. For example, what historical evidence shows how environment influenced lifestyle? What evidence shows how a society's lifestyle affected its environment?

Note: Students at this stage are gaining a very basic foundation of information that will lead to further geographical and historical inquiry.

Unit 2: Environment

Performance Tasks

A performance task is used as an assessment of learning. The task encompasses the outcome in its entirety. Students use the knowledge and skills acquired to demonstrate their achievement of the outcome. Teachers may select one of the examples below or develop a performance task that students will be able to complete if they have achieved the outcome.

Students who achieve this outcome should be able to

- use the following scenario to complete the activity.

It is 2000 BCE. You have been living in this river valley for twenty years. You have just finished your day's work and begin thinking about when you first came here.

Have students create a *trptych* (a three-part painting/drawing) that shows 1) the location of your society and the geographic feature(s) that have contributed to the society's development, 2) what it was like in the river valley twenty years ago, and 3) what it is like in the river valley today. They may consider including the following:

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

Teacher Note

As students progress through the unit, teachers may revisit the question of why we study history. What can we learn about the interactions of people with their environment from ancient Nubia and how can that inform our society today?

At this time, teachers may also revisit the class time line to add images, symbols, or historical information for the ancient era.

Resources/Notes

Authorized Resources

Investigating Past Societies
Chapter 2

Investigating Past Societies
Teacher's Resource

Cross-Curricular Links

Technology

- Multimedia
A 8.5 (Awareness)
B 8.1 (Independent)
- Internet
A 3.1 (Guided)
A 3.2 (Awareness)
E 3.1 (Awareness)

Literacy

Grade 5 Moving Up With
Literacy Place
100 Things You Really Need to Know about Geography by Bill Condon

Masks by Susan Hughes

Unit 2: Environment

Outcomes

Students will be expected to

- 5.2.1 explain how environment influenced the development of an ancient society
(continued)

Strategies for Learning and Teaching

- Invite students to take a virtual tour of the Nile River and record the geographic features. Debrief with students the features of the Nile and how these features both helped the society develop and created challenges.
- Have students, in small groups, select an ancient society and determine the geographic location of the society. For the selected society, complete the following chart. Students are reminded to use both old and modern maps as the place names may have changed over time.

Society/Place	Longitude/ Latitude	Near Neighbours

- a. Have students find the longitude and latitude of a selected society. (They may use the extreme edges of the society’s boundaries or the location of an important community/inhabitation).
 - b. Have students identify neighbouring regions of the society.
 - c. Students can share the chart with other groups to determine the location of each society in the world.
 - d. As a class, indicate all ancient societies and their locations on a classroom world map.
- Have students use one of the following technologies to locate an ancient society of their choice and locate a significant geographic feature that helped that society to develop:
 - a. On a classroom world map, students can use longitude and latitude to identify where the ancient society was located.
 - b. Using an atlas map, have students look at the legend on their map to locate the geographic feature(s) that helped their society to develop.
 - c. Using a digital and/or topographical map, students will identify any geographic feature(s) for the selected society.
 - Have students examine images and/or artefacts from an ancient society to make inferences about the lifestyle of the society. Students may wish to consider aspects such as clothing, shelter, food, occupation, transportation, communication, and trade. Students will need to use both print and digital information.
 - Have students examine images and/or artefacts from an ancient society to make inferences on how the lifestyle of the society impacted the environment (e.g., irrigation, deforestation, resource extraction). Students will need to use both print and digital information.

Unit 2: Environment

Tasks for Instruction and/or Assessment

Informal / Formal Observation

- Observe student responses/opinions given, during class discussions and/or group activities to determine their level of understanding of how the environment influenced the development of an ancient society.
- Observe student responses/opinions given, during class discussions and/or group activities to determine their level of understanding of geographic and mapping skills. (See note in column 4 and Appendix K - *Geographic and Mapping Skills*.)

Presentation

- Have students create an image showing the geographic feature(s) that they believe would be the most significant in helping a selected ancient society develop. Students should include a caption to explain their reasons for selecting the feature as the most significant.
- Have students develop a set of hieroglyphics to show the lifestyle (food, clothing, transportation, occupation, trade) of the people of an ancient society.
- Have students select an ancient society and construct a map identifying the location and geographic features of the selected society. The map should include a title, legend, and compass rose. Students will include a written paragraph identifying the most significant geographic feature and why it was important to the development of the society.

Performance

- Invite students to debate the statement, “Archaeologists should have the right to disturb the tombs of ancient societies”. Students need to consider the positive and negative consequences, determine their own position and prepare their argument for the debate. Alternatively, teachers may wish to have students write a persuasive response to the prompt.

Journal

- Have students compose a journal response to the following question: *Is there an environmental challenge that your community is facing today that is similar to environmental challenges faced by ancient societies?*

Resources/Notes

Authorized Resources

Investigating Past Societies
Chapter 2

Investigating Past Societies
Teacher’s Resource

Note

Geographic and mapping skills are embedded within the Social Studies 5 curriculum. While the outcome does not specifically refer to these skills, it is important that they are taught and assessed within the context of the outcome.

Cross-Curricular Links

Technology

- Multimedia
A 8.5 (Awareness)
B 8.1 (Independent)
- Internet
A 3.1 (Guided)
A 3.2 (Awareness)
E 3.1 (Awareness)

Literacy

Grade 5 Moving Up With Literacy
Place

100 Things You Really Need to Know about Geography by Bill Condon

Masks by Susan Hughes

Unit 3



Unit 3: Social Structure

Unit Overview

All societies have a social structure. The family, as a social structure, has existed the longest. In this unit, students will examine social structures of the Middle Ages. The unit begins with a focus on global understanding and historical time lines. Students begin by identifying societies of the Middle Ages from around the world. Using England as a case study, students will examine the influence and importance of social structure on a society.

Students will look at daily life within an English Middle Age society and learn how one's place in society determined or influenced his or her lifestyle. An important part of the study will focus on how environment influenced lifestyle, and consequently, how lifestyle impacted environment.

Outcome

Students will be expected to:

- 5.3.1 explain the importance of social structure in a society from the Middle Ages

Anticipated Time for Completion

14 classes of thirty minutes per outcome
420 minutes / 7 hours per unit)

Geographic and Mapping Skills

- Representation of Place
- Symbols/Signs
- Scale
- Map/Model
- Map Components
- Positional Language
- Scope

Inquiry

Historical Thinking Concepts

Historical Thinking Concepts are adapted from Seixas, Peter. *Benchmarks of Historical Thinking: a framework for assessment in Canada*. (2006). Vancouver: Centre for the Study of Historical Consciousness, UBC

- Historical Evidence

Geographical Thinking Concepts

Geographical thinking concepts are adapted from Bahbahai, K., and Huynh, N.T. (2008). *Teaching about Geographic Thinking*. Vancouver: The Critical Thinking Consortium (TC2).

- Geographical Importance
- Patterns and Trends

Note: *The Historical Thinking Concepts and Geographical Thinking Concepts are important aspects of the Social Studies 5 curriculum. Teachers are encouraged to use simple examples for selected concepts to engage students and to help them develop their understanding of the concept(s).*

Unit 3: Social Structure

Outcomes

Students will be expected to

- 5.3.1 explain the importance of social structure in a society from the Middle Ages

Elaboration

Unit 3 focuses on social structure, a common feature of societies, past and present. The inquiry focus of the unit is on a single society from the Middle Ages. Teachers may choose which society to study—options include (but are not limited to) England, France, and Spain in Europe; China, India, and Syria in Asia; and the Maya in Central America.

After locating the selected society, students will examine the social structure of the selected society. Discussion will include the following:

- › illustration of the social structure (diagram or other)
- › comparison of various lifestyles within the society
- › influence of social structure on people’s lives

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

Discussions around societal structure could include the impact of the status of one’s birth family on one’s life role, differences between urban and rural life roles, differences between men’s and women’s roles, and the degree of power and autonomy associated with various roles in the social structure. Teachers may wish to use a cooperative learning structure where a student may focus on one of these topics in depth. (See Appendix C - *Terminology and Cooperative Learning Structures*.)

Depending on the society selected, the connection between environment and societies should be revisited both in terms of the influence of environment on peoples’ lifestyles (e.g., clothing and transportation) and the impact of their lifestyles on the environment (e.g., deforestation).

Enduring Understandings (upon completion of the outcome)

- Social structure is an important part of any society.
- A person’s lifestyle was determined by his/her role within the social structure.

Inquiry

This study will require students to **ask** questions, **locate**, and **access** information from maps, globes, atlases and/or Geographic Information Systems (GIS) software. Students will consider **historical evidence** such as evidence pointing to the presence of social structure in a Middle Ages society. Students may also consider **cause and consequence** through questions—What caused a person to be ranked in a particular social order? What were the consequences of living in that social order?

Unit 3: Social Structure

Performance Tasks

A performance task is used as an assessment of learning. The task encompasses the outcome in its entirety. Students use the knowledge and skills acquired to demonstrate their achievement of the outcome. Teachers may select one of the examples below or develop a performance task that students will be able to complete when they have achieved the outcome.

Students who achieve this outcome should be able to

- design an organizer to illustrate the social structure of a selected society of the Middle Ages. In the organizer, they will describe the location of the selected society, identify each group in the social structure, and write a sentence or two to explain the roles of the people in each group. Students should include one or two examples of how the social structure contributed to society.
- create a presentation (e.g., paper bag, storyboard, slide show) to illustrate the social structure of a selected society in the Middle Ages. They should include the following criteria:
 - › location of the selected society
 - › description of the social structure
 - › relationships and roles within the social structure
 - › influence on or contribution to the society
- prepare a newspaper article on the social structure of a selected society of the Middle Ages. In the article, students should include the following criteria:
 - › location of the selected society
 - › explanation of relationships within the social structure
 - › influence and contribution of the social structure on the society

Teacher Notes

As students progress through this unit, teachers may wish to revisit the question of why we study history. What can we learn about the social structure of a society from the Middle Ages that can inform us about how our society is structured today?

At this point, teachers may wish to revisit the class time line adding images, symbols, or historical information related to the Middle Ages era.

Inquiry

Students at this stage are gaining a very basic foundation of information that will lead to further historical and geographical inquiry practice.

Resources/Notes

Authorized Resources

Investigating Past Societies
Chapter 3

Investigating Past Societies
Teacher's Resource

Cross-Curricular Links

Technology

- Concept Map
A 4.3, A 4.4, A 4.5
(Independent)
B 4.1 (Guided)
- Multimedia
B 8.1 (Independent)
- Internet
A 3.1, B 3.1, B 3.2 (Guided)

Literacy

Grade 5 Moving Up With Literacy
Place

*Exploring History Through Art:
Children's Games*
(Analysing Strategy Unit)

*From the Legends of King Arthur:
The Sword in the Stone* by Arthur
Goldwag
(Sequencing Strategy Unit)

Art Is... by Bob Raczka

*Picturing Stories: Art That Tells a
Tale* by Joanne Richter

Unit 3: Social Structure

Outcomes

Students will be expected to

- 5.3.1 explain the importance of social structure in a society from the Middle Ages
(continued)

Strategies for Learning and Teaching

- Have students (in small groups) select a society from the Middle Ages. Students will determine the geographic location of the society including longitude, latitude, and neighbouring regions. Students can share their information with others to determine where each society is located in the world. Using sticky notes or markers and a class map, they can indicate where all the selected societies are located. Students can compare social structures among various societies to draw conclusions about the importance of structure within each Middle Age society.
- Have students examine images—paintings, prints, and/or digital images—of everyday life in a selected society from the Middle Ages. Ask students to discuss their inferences (supported with evidence) about the social structure of the society and how it was important to the survival and development of the society.
- Have students (in small groups) select a society from the Middle Ages. Each group will then select one citizen’s role in the society for further research. Students will transfer their information to a class chart which will be shared. Students may wish to present their information by creating a slide show, Prezi, or other multimedia presentation that can be shared with the class.

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

- Have students select a society from the Middle Ages and describe the lifestyle of one group within the society. They may include dwellings, clothing, food, entertainment, and holidays. Students can use a jigsaw approach to peer teach about various lifestyles of a society from the Middle Ages and to draw conclusions about the importance of social structure within a society.

Unit 3: Social Structure

Tasks for Instruction and/or Assessment

Informal / Formal Observation

- Observe student responses/opinions during class discussions and group activities to determine their level of understanding about how social structures influenced the development of a society of the Middle Ages.
- Observe student responses/opinions during class discussions and group activities to determine their level of understanding of geographic and mapping skills. (See note in column 4, Geographic and Mapping Skills on unit overview (p. 63), and Appendix K - *Geographic and Mapping Skills*.)

Journal

- Have students respond to following statement: *In a society of the Middle Ages, a person's food, clothing, and dwelling were determined by that person's role in the social structure.* Students may illustrate their response and share during a Gallery Tour. Alternatively, students could present their responses by creating a digital slide show, Prezi, Glogster, or other form of multimedia presentation.

Presentation

- Have students select two groups within a society from the Middle Ages. They can use a comparison chart to show how lifestyles of the two groups are similar or different, and what this means in terms of the importance of social structure within a society.
- Invite students to design a museum display of at least three artefacts from a society of the Middle Ages. On a fact card for each, describe the artefact according to size, shape, and material, and who may have used the artefact. What part of the social structure did the artefact represent and how did this contribute to overall society?

Performance

- Have students prepare a skit taking on various roles within a selected society of the Middle Ages. The skit should focus on the relationships between and among the various groups within the society and show how each segment of society was important to the overall society.

Resources/Notes

Authorized Resources

Investigating Past Societies
Chapter 3

Investigating Past Societies
Teacher's Resource

Note

Geographic and mapping skills are embedded within the Social Studies 5 curriculum. While the outcome does not specifically refer to these skills, it is important that they are taught and assessed within the context of the outcome.

Cross-Curricular Links

Technology

- Concept Map
A 4.3, A 4.4, A 4.5
(Independent)
B 4.1 (Guided)
- Multimedia
B 8.1 (Independent)
- Internet
A 3.1, B 3.1, B 3.2 (Guided)

Literacy

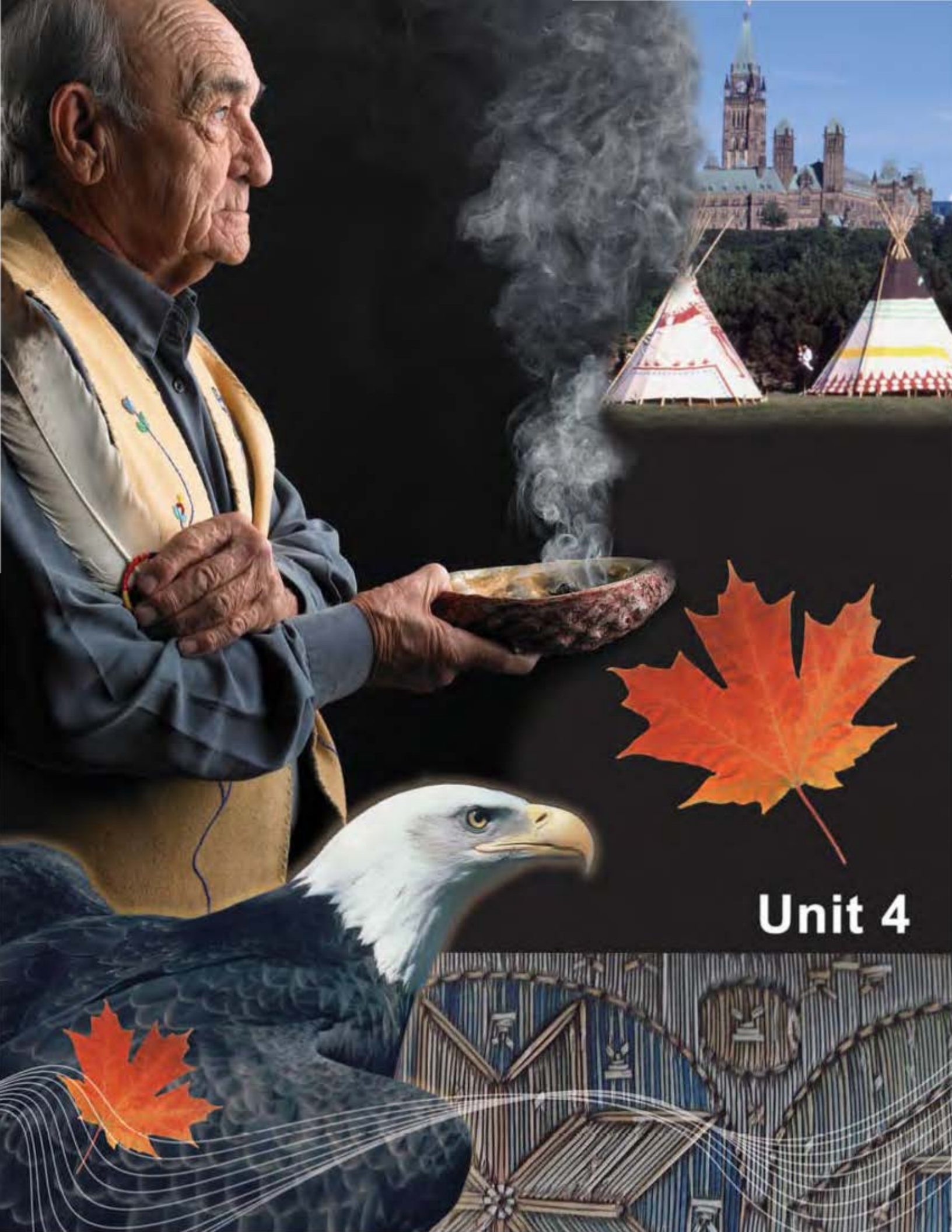
Grade 5 Moving Up With Literacy Place

Exploring History Through Art: Children's Games
(Analysing Strategy Unit)

From the Legends of King Arthur: The Sword in the Stone by Arthur Goldwag

Art Is... by Bob Raczka

Picturing Stories: Art That Tells a Tale by Joanne Richter



Unit 4

Unit 4: Decision Making

Unit Overview

Students begin the unit by locating various First Nations and Inuit societies on a map of Canada. Ultimately, the specific focus of the unit will narrow to First Nations and Inuit societies in what later became Atlantic Canada. Students will examine the influence and interplay of environment on and with the lifestyles of three First Nation and Inuit societies in Atlantic Canada during this time period. By studying three societies, students can better understand the rich diversity that existed within and among the Aboriginal societies of our country.

Students will examine decision-making practices of First Nations and Inuit societies in what later became Atlantic Canada. Students will learn various types of decisions made by First Nations and Inuit, how social structure influenced decision making, and how decisions were made in many cases by consensus. Students will also learn that First Nations and Inuit societies were sometimes hierarchical rather than communal.

Outcomes

Students will be expected to

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

Anticipated Time for Completion

10 classes of thirty minutes per outcome
(600 minutes / 10 hours per unit)

Geographic and Mapping Skills

- Representation of Place
- Symbols/Signs
- Scale
- Map Components
- Positional Language
- Scope

Inquiry

Historical Thinking Concepts

Historical Thinking Concepts are adapted from Seixas, Peter. *Benchmarks of Historical Thinking: a framework for assessment in Canada*. (2006). Vancouver: Centre for the Study of Historical Consciousness, UBC.

- Historical Evidence
- Cause and Consequence
- Historical Perspective

Geographical Thinking Concepts

Geographical thinking concepts are adapted from Bahbahai, K., and Huynh, N.T. (2008). *Teaching about Geographic Thinking*. Vancouver: The Critical Thinking Consortium (TC2).

- Patterns and Trends
- Interactions and Associations

Note: The Historical Thinking Concepts and Geographical Thinking Concepts are an important aspect of the Social Studies 5 curriculum. Teachers are encouraged to use simple examples for selected concepts to engage students and to help them develop their understanding of the concept(s).

Unit 4: Decision Making

Outcomes

Students will be expected to

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

Elaboration

It is estimated that at the end of the 15th century there were approximately 40–60 million people living in what we now call North and South America. Archaeological evidence and oral tradition confirms that these societies were in existence for thousands of years.

This outcome introduces students to the concept of diversity among First Nations and Inuit societies in what later became Canada. Students begin by identifying the geographic locations of selected societies, and in doing so, will reinforce their geography skills from both Social Studies 4 and from a previous outcome (5.2.1). Students will learn about people from varied geographic regions of Canada including the Arctic—Inuit society, the Interior Plains—Blackfoot society, and the Canadian Shield—Cree society, in order to understand the range of diversity. The number of distinct groups considered at any point, for comparison purposes, should be limited to one per geographic region.

Primary sources of information for this outcome will focus on archaeological data and oral tradition. Oral tradition is known to be a universal means of teaching lessons and conveying historical knowledge and is not unique to First Nations and Inuit societies.

Students will focus on the influence of environment, lifestyles of First Nations and Inuit societies including clothing, food, dwelling, and tools. Students will gain an appreciation for the uniqueness and sustainable nature of Aboriginal adaptations to environment. It may be useful for teachers to focus on one adaptation per group such as the waterproof clothing of the Inuit, or the birch bark canoe of the Mi'kmaq.

Enduring Understandings (upon completion of the outcome)

- Diverse societies of First Nations and Inuit existed in what later became Canada.
- First Nations and Inuit societies were strongly influenced by their immediate environments.

Inquiry

Students will **ask** questions, **access** information, and work **collaboratively** to learn about the physical landscape of Canada. They may consider **geographic importance** with questions such as—how did environment influence the lives of First Nations and Inuit? Students may also consider **evidence and interpretation** with queries such as how the clothing, dwellings, food, and tools of First Nations and Inuit societies prove that there was a strong influence by environment?

Note: Students at this stage are gaining a very basic foundation of information that will lead to further geographical inquiry.

Unit 4: Decision Making

Performance Tasks

A performance task is used as an assessment of learning. The task encompasses the outcome in its entirety. Students use the knowledge and skills acquired to demonstrate their achievement of the outcome. Teachers may select one of the examples below or develop a performance task that students will be able to complete if they have achieved the outcome.

Students who achieve this outcome should be able to

- generate travel logs (travelogues) for three of the First Nation and Inuit societies they might visit if they were travelling across Canada. In their travel logs (travelogues) they should include a map identifying three societies in Canada, and tell how environment influenced each society. Students may also include artefact images to help identify the selected societies.
- prepare a written response to the question, “*How does/did environment influence lifestyle within a society?*” For the response, students will select two societies from First Nation and Inuit societies (in what later became Canada) and, using an organizer, compare the societies in terms of food, dwelling, clothing, and transportation.
- complete the following scenario: “*You are taking an imaginary canoe trip across Canada. On an outline map of Canada, trace your trip using as many water systems as possible. Identify at least three First Nation and Inuit societies that you would visit. For each society, use symbols and artefact images to show how environment has influenced that society. Place your symbols and images on your map to identify the location of the societies.*”. Alternatively, students may generate a blog providing updates on their imaginary trip using computer software.
- design a presentation showing three First Nation and Inuit societies (in what later became Canada) that were the most diverse. Students should show the locations of the societies on a map and explain how their respective environments accounted for their differences.

Teacher Note

As students progress through the unit, teachers may revisit the question of why we study history. What can we learn from the decision-making practices of First Nations and Inuit that informs our decision-making practices?

At this point, teachers may revisit the class time line adding images, symbols, or historical information for pre-history, ancient, Middle Ages, and modern eras.

Resources/Notes

Clarifications for Outcome 5.4.1

- First Nations and Inuit are two distinct peoples.
- Inuit are not included within the collective term, *First Nations*, but are included in *Aboriginal peoples*.
- Innu, Mi'kmaq, Wolastoqiyik (Maliseet), and Beothuk are spoken of collectively as First Nations within the context of what later became Atlantic Canada.
- In general, the practice of universally attributing certain characteristics or practices associated with only one (or some) First Nations to all First Nations is inappropriate and must be avoided.
- When referring to a particular First Nation, it is preferable to use the specific name of that First Nation, rather than one used by others at or after the time of contact.
- The term *Indian* is always inappropriate with the exceptions of certain historical government and legal contexts such as *The Indian Act* (1876).
- *Traditional lifestyle* refers to lifestyle lived by the ancestors of First Nations and Inuit peoples. It includes (but is not limited to) food, clothing, tools, transportation, and dwellings.

Unit 4: Decision Making

Outcomes

Students will be expected to

- 5.4.1 demonstrate an understanding of the diverse societies of First Nations and Inuit in what later became Canada
(continued)

Strategies for Learning and Teaching

- Have the students review a map of the six physical regions of Canada. Using other maps identifying First Nations and Inuit societies in Canada, students can compare maps to identify at least one First Nations or Inuit society that inhabited each of the six physical regions. Students can use name cards to identify the societies on a class map.
- Have students use a topographical map of Atlantic Canada to identify where First Nations and Inuit societies lived and the physical features found in these areas. Using the chart below, they can record how each feature helped and challenged the way of life for these societies.

Name of the Society _____

Geographic Feature	Possible Benefits	Possible Challenges

- Have students participate in a jigsaw (see Appendix C - *Terminology and Cooperative Learning Structures*) activity to learn about a First Nations or Inuit society in what later became Canada. Students divide into six teams and select one of the First Nations or Inuit societies from one of the six physical regions researched. Information collected will include location, clothing, food, dwellings, transportation, and tools/technology. In their respective teams, students may create a slide show or web page to present the information they have gathered to the class.
- Have students use print or digital information to find traditional stories that have been passed from generation to generation. After reading the traditional stories, ask students what they have learned about the societies. Students, as a class, may record their information in an organizational chart.
- Have students invite an Elder or tradition bearer from a local First Nation or Inuit society to class or a video conference. Invite the person to share traditional knowledge and/or artefacts that provide clues into how environment influenced the lives of First Nation or Inuit societies.
- Have students choose a First Nations or Inuit society and research to find if an archaeological dig has taken place in that area. They can use an organizational chart to record the findings of archaeologists. Invite students to present their results to the class (e.g., slide show, class wiki, blog).

Unit 4: Decision Making

Tasks for Instruction and/or Assessment

Informal / Formal Observation

- Observe student responses/opinions during class discussions and group activities to determine their level of understanding of the diversity of First Nations and Inuit societies in what later became Canada.
- Observe student responses/opinions during class discussions and group activities to determine their level of understanding of geographic and mapping skills. (See note in column 4, Geographic and Mapping Skills in unit overview (p. 71), and Appendix K - *Geographic and Mapping Skills*.)

Journal

- Have students complete a journal response to the question, *How did environment influence the lives of First Nations and Inuit societies in what later became Canada?* Students must provide support for their argument.

Performance

- Have students compare how two First Nation or Inuit societies used natural resources.

<u>__name__</u> Society	Needs	<u>__name__</u> Society
	Food	
	Dwellings	
	Transportation	
	Tools/Technology	

Presentation

- Have students create a presentation to support the statement, *“First Nations and Inuit lived a traditional lifestyle.”* Students can examine the physical features of the areas in which First Nations and Inuit lived to determine how each feature enabled the society to live a unique, traditional lifestyle.
- Have students study artefacts (or visual images) of traditional tools used by various First Nations and Inuit societies. Have students provide possible reasons to account for differences in how the tools were made, materials used in their production, and purposes of the tools. Have students present their findings to the class.

Resources/Notes

Authorized Resources

Investigating Past Societies
Chapter 4

Investigating Past Societies
Teacher’s Resource

Note

Geographic and mapping skills are embedded within the Social Studies 5 curriculum. While the outcome does not specifically refer to these skills, it is important that they are taught and assessed within the context of the outcome.

Cross-Curricular Links

Technology

- Multimedia
A8.1 and A8.2
(Awareness)
B 8.1 (Independent)
- Graphics Outcomes
A5.1 and B5.1 (Guided)
- Word Processing
A7.2, B7.1, B7.2, and B7.4
(Independent)
B7.5 and B 7.7 (Guided)
- Concept Map
A 4.1 (Guided)
A 4.2 (Awareness)
A 4.3, A 4.4, and A 4.5
(Independent)

Literacy

Grade 5 Moving Up With Literacy Place

My Moccasins Have Not Walked by Duke Redbird (free verse poems)

The Gifts of the Animals by Chad Soloman

Unit 4: Decision Making

Outcomes

Students will be expected to

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

Elaboration

All societies engage in decision making and all societies have social structures. These structures often determine power and authority within a group. Students will examine the roles of men, women, Elders, and leaders in First Nations and Inuit societies in Atlantic Canada to understand how decisions were made, who made decisions, and how power was distributed within a society. To do this, students will examine the decision-making practices of First Nations and Inuit societies in what later became known as Atlantic Canada. Students will also examine social structure and decision making related to family structure versus community structure.

One important question students will consider is, “What decisions are necessary to address needs and wants?” This question will focus on resources as a basic need for all societies. “What resources do we need/want? Where will we find these resources? How will we use these resources?” Decision making involves an examination of the ideas and structures that facilitated the administration of justice and the exercise of rights and responsibilities.

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

Enduring Understanding (upon completion of the outcome)

- Social structure influenced decision making in First Nations and Inuit societies.

Inquiry

As students work with this outcome, they will **ask** questions, **access** and **interpret** information to learn about decision-making practices. Students may consider **interactions and associations** through the question—how does First Nation or Inuit social structure influence that society’s decision-making process?

Note: Students at this stage are gaining a very basic foundation of information that will lead to further historical and geographical inquiry.

Unit 4: Decision Making

Performance Tasks

A performance task is used as an assessment of learning. The task encompasses the outcome in its entirety. Students will use the knowledge and skills acquired to demonstrate their achievement of the outcome. Teachers may select one of the examples below or develop a performance task that students will be able to complete if they have achieved the outcome.

Students who achieve this outcome should be able to

- generate a diagram to compare the decision-making practices of two First Nations and Inuit societies in Atlantic Canada. In their diagrams they will include how decision making is influenced by the social structure.
- use the following chart to describe the decision-making practices of at least two First Nations and Inuit societies, and the influence of social structure in making those decisions.

Decision Making				
Society 1	Who will make the decision?		Influence of Social Structure	
Decision to be Made	Society 1	Society 2	Society 1	Society 2
How many animals will be killed on our annual hunt?				
Who will be our representative at the annual meeting of our people?				
Is it important to protect our fishing grounds?				

- compose a *Day in the Life* journal of a First Nations or Inuit person in Atlantic Canada to show how social structure of a society influenced decision making in the society.

Resources/Notes

Authorized Resources

Investigating Past Societies
Chapter 5

Investigating Past Societies
Teacher's Resource

The Nystrom Map Explorer Atlas
Map pp. 40-41

Nystrom Globe

Cross-Curricular Links

Technology

- Internet
A 3.1 (Guided)
A 3.2, and A 3.3 (Awareness)
- Word Processing
B 7.1, B 7.2, and B 7.4 (Independent)
B 7.3, B 7.5 and B 7.7 (Guided)
B 7.6 (Awareness)
- Graphics
A 5.1 and B 5.1 (Guided)
A 5.2 and B 5.2 (Awareness)
- Multimedia
A 8.1, A 8.2, A 8.5, and B 8.2 (Awareness)
B 8.1 (Independent)
- Concept Map
A 4.1 (Guided)
A 4.2 (Independent)
B 4.2 (Awareness)

Web Links

www.civilizations.ca

Unit 4: Decision Making

Outcomes

Students will be expected to

- 5.4.2 examine decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada (*continued*)

Strategies for Learning and Teaching

- Involve students in a think-pair-share activity to assess the level of background knowledge about the kinds of decisions that First Nations and Inuit societies would need to make to address their needs and wants. Teachers may wish to review some of the traditional stories discussed in the previous outcome to introduce the activity.
- Have students generate a circular class chart to show the annual seasonal round (an overview of how needs of a society were met) of one of the societies of First Nations or Inuit. (See p. 75 of student text, *Investigating Past Societies*.)
- Have students examine an image depicting the use of a natural resource in the daily life of a First Nations or Inuit society. Have students describe how people used the available resources.
- Have students select a First Nations or Inuit society (Atlantic Canada) as a case study. Identify the decision-making practices of the society. In diagram form, explain the relationship of the various members within the society.
- Have students (working in pairs) research and explain what would happen in a selected First Nations or Inuit society (Atlantic Canada) in one of the following situations:
 - a) a decision has to be made that will affect the whole community
 - b) the community must choose a local chief to represent the people at an important gathering
 - c) the community must decide how one of its members must be punished

In a class discussion, students can discuss how social structure influences the decision-making of that society.
- Have students invite an Elder or tradition bearer from a local First Nations or Inuit society to class or a video conference. Ask the person to share a traditional story that shows how their society makes decisions. The Elder or tradition bearer could then explain some of the traditional forms of decision making shown in the story. Students should questions related to decision making in advance for the storyteller.

Unit 4: Decision Making

Tasks for Instruction and/or Assessment

Informal / Formal Observation

- Observe student responses/opinions during class discussions and group activities to determine their level of understanding of decision-making practices of First Nations and Inuit societies in what later became Atlantic Canada.

Presentation

- Invite students to select one decision related to daily life that would have to be made by a First Nations or Inuit society in what later became Atlantic Canada. Create a diagram to show the process the decision-making process this society would use.

Paper and Pencil / Electronic

- Have students write a thank-you note or email to a guest speaker. In the thank-you, students should provide some insights into what they learned from the speaker about how decisions were made in a First Nations or Inuit society.

Performance

- Have students select two societies from First Nations and Inuit in what later became Atlantic Canada, and compare how the societies used nature to provide for their needs.

Provided by nature	___society used it to	___society used it to
Stone		
Trees/wood		
Animals		
Plants		
Rivers		

- Have students create a chart to show how the sustainable practices of a First Nation or Inuit society compares to their own sustainable practices.

Need	Sustainable Practice by First Nation or Inuit	Sustainable Practice by Me/My Family
Food		
Water		
Shelter		
Other		

Resources/Notes

Authorized Resources

Investigating Past Societies
Chapter 5

Investigating Past Societies
Teacher's Resource

The Nystrom Map Explorer Atlas
Map pp. 40-41

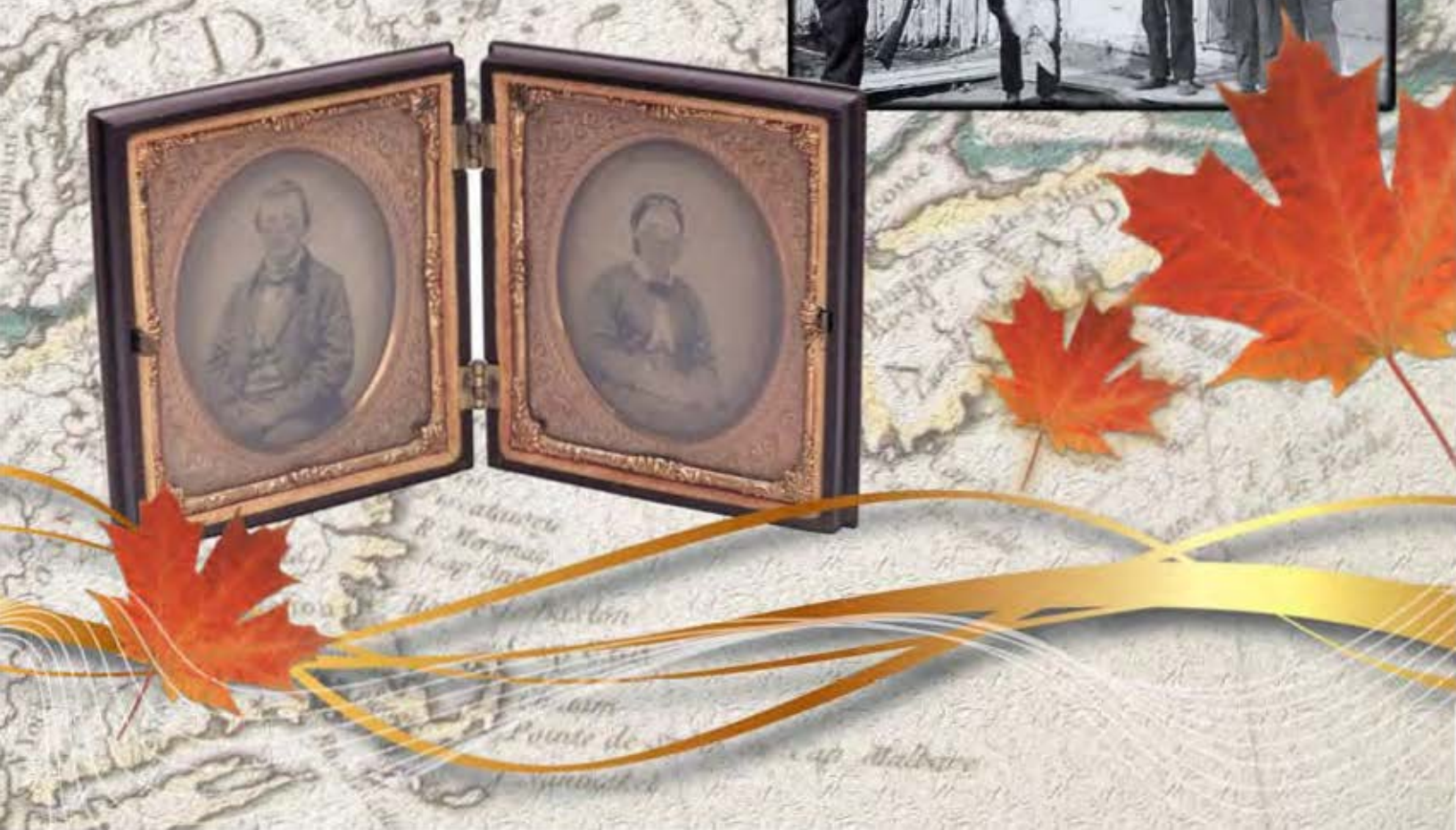
Nystrom Globe

Cross-Curricular Links

Technology

- Internet
 - A 3.1, B 3.1, and B 3.2 (Guided)
 - A 3.2 and A 3.3 (Awareness)
- Concept Maps
 - A 4.1 and B 4.1 (Guided)
 - A 4.3, A 4.4, and A 4.5 (Independent)
 - A 4.2 and B 4.2 (Awareness)

Unit 5



Unit 5: Interactions

Unit Overview

This unit is an investigation of early British and French societies and their interactions with First Nations and Inuit in what later became Atlantic Canada. The unit begins with students locating early British and French settlements in Atlantic Canada using the geographic and mapping skills and technologies. Students will also study how the environment influenced where British and French colonists settled.

Students will also study archaeological evidence that depicts the lifestyles of the British and French colonists in Atlantic Canada. They will learn how the early colonists tried to maintain their European lifestyles while adapting to life in Atlantic Canada.

Interactions between and among the British, French and First Nations and Inuit were both beneficial and adversarial. Students will investigate how these groups became interdependent—how First Nations and Inuit helped the British and French survive in their new environment, and how British and French introduced metals and other goods to First Nations and Inuit. Students will examine how the expansion of English and French settlements in the region impacted First Nations and Inuit negatively leading to devastating consequences.

Outcome

Students will be expected to:

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

Anticipated Time for Completion

16 classes of thirty minutes per outcome
(480 minutes / 8 hours per unit)

Geographic and Mapping Skills

- Representation of Place
- Symbols/Signs
- Scale
- Map Components
- Positional Language
- Scope

Inquiry

Historical Thinking Concepts

Historical Thinking Concepts are adapted from Seixas, Peter. *Benchmarks of Historical Thinking: a framework for assessment in Canada*. (2006). Vancouver: Centre for the Study of Historical Consciousness, UBC.

- Historical Evidence
- Historical Perspective
- Continuity and Change
- Cause and Consequence

Geographical Thinking Concepts

Geographical thinking concepts are adapted from Bahbahai, K., and Huynh, N.T. (2008). *Teaching about Geographic Thinking*. Vancouver: The Critical Thinking Consortium (TC2).

- Geographic Evidence and Interpretation

Note: *The Historical Thinking Concepts and Geographical Thinking Concepts are important aspects of the Social Studies 5 curriculum. Teachers are encouraged to use simple examples for selected concepts to engage students and to aid in developing their understanding of the concept(s).*

Unit 5: Interactions

Outcomes

Students will be expected to

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

Elaboration

Students will consider how historians use archaeological evidence, oral tradition, and primary sources to investigate lifestyles and interactions between and among British, French, First Nations and Inuit societies in what later became Atlantic Canada.

Students should recognize that early European exploration was often considered a positive (even glorious) quest from a European perspective. Historically, Britain, France, and other European nations competed sometimes ruthlessly for global power and the opportunity to exploit natural resources of conquered regions and peoples. There were positive interactions for the British and French—technological and medical contributions by First Nations and Inuit such as the use of botanicals for healing and technologies such as snow goggles. However, mostly the consequences of European exploration were devastating to indigenous peoples—epidemic disease such as small pox, influenza, and measles, and disruption of patterns and traditions. Teachers may choose to focus on a particular people such as the Beothuk to highlight the extent of the destructive nature of European interaction with First Nation and Inuit peoples.

Students will study locations, lifestyles, and interactions between (and among) British, French, First Nation, and Inuit peoples during the 17th and 18th centuries in what later became Atlantic Canada. Students can examine early maps of the region to locate British and French settlements in Atlantic Canada. Primary sources and archaeological findings provide rich evidence of how the British and French established settlements, made efforts to retain their European traditions, and gradually adapted to their new environment. These adaptations were often a direct result of interactions with First Nations and Inuit who provided vital knowledge and skills for survival.

Enduring Understandings (upon completion of the outcome)

- Environment and changing social structures influenced the interactions between and among First Nations, Inuit, British and French settlers in Atlantic Canada.
- Both beneficial and adversarial relationships developed between (and among) British and French settlers, First Nations and Inuit.

Inquiry

As students work with this outcome, they will **ask** questions, **access** and **interpret** information to learn of interactions that occurred. Students may consider **cause and consequence** with questions such as why the British and French came to Atlantic Canada and what were the consequences?

Students may also consider historical perspective with questions such as how First Nations and Inuit societies viewed European settlement in what later became Atlantic Canada, or how European settlers felt about moving here.

Unit 5: Interactions

Performance Tasks

A performance task is used as an assessment of learning. The task encompasses the outcome in its entirety. Students use the knowledge and skills acquired to demonstrate their achievement of the outcome. Teachers may select one of the examples below or develop a performance task that students will be able to complete if they have achieved the outcome.

Students who achieve this outcome should be able to

- write a paragraph to answer the following two questions:
 - › Where did British and French colonists settle in what later became Atlantic Canada?
 - › How did their presence affect First Nations and Inuit living here?
- generate a “fast-facts” column for a newspaper to explain:
 - › location of First Nations and Inuit societies before British and French presence in what later became Atlantic Canada
 - › British and French adaptations in lifestyle to the environment
 - › British and French interactions with First Nations and Inuit
 - › effects over time of interactions between and among First Nations, Inuit, and French and British societies in what later became Atlantic Canada
- compose a magazine article entitled, *There are Two Sides to Every Story*. The purpose of the article is to show where British and French colonists settled in what later became Atlantic Canada, how they were influenced by their environment, how they adapted to the environment, and the impact of their interactions with First Nations and Inuit societies. Choose British or French society to show one side of the story and a First Nations or Inuit society to show the alternate side of the story.

Teacher Note

As students progress through the unit, teachers may wish to revisit the question of why we study history. What lessons can we learn from the interactions of First Nation and Inuit societies with British and French societies? Why did the Europeans act the way they did toward First Nation and Inuit societies? How could Europeans have acted differently towards First Nations and Inuit societies? What can we learn from the experiences of First Nations and Inuit societies that informs us about the importance of respecting diverse cultures? Why is it important to consider who is writing historical accounts?

At this point, teachers may also revisit the class time line to add images, symbols, or historical information for the pre-history, ancient, Middle Ages and modern eras.

Resources/Notes

Authorized Resources

Investigating Past Societies
Chapter 6

Investigating Past Societies
Teacher’s Resource

Cross-Curricular Links

Literacy

Grade 5 Moving Up With Literacy
Place

*Exploring History Through Art:
Settler’s Log House*
(Analysing Strategy Unit)

Unit 5: Interactions

Outcomes

Students will be expected to

- 5.5.1 examine interactions between British and French and First Nations and Inuit in what later became Atlantic Canada
(continued)

Strategies for Learning and Teaching

- Have students use a class map to identify the traditional areas inhabited by First Nations and Inuit (c. 1400 CE) in the Atlantic region. Students will compare this map with one identifying sites occupied by British and French settlers (c. 1700 CE). Students can brainstorm possible positive and negative consequences of the interactions between and among these societies. Record student responses using a graphic organizer.
- Have students participate in a jigsaw activity (see Appendix C - *Terminology and Cooperative Learning Structures*) to learn about a First Nations or Inuit society in what later became Atlantic Canada. Students can divide into teams and select one First Nations or Inuit society. Students will research and record information found about the positive and negative interactions with the British and French settlers. In their respective teams, students will create a presentation to share their information (e.g., slide show, class wiki, podcast, poster, web page).
- Have students invite an archaeologist or Parks Canada representative to a class or video conference to learn about the lifestyle of the British and French colonists through the artefacts found at early settlements in Atlantic Canada. Alternatively, the class may visit (real or virtual) a national or provincial historic site.
- Have students examine several artefacts from British settlements (c. 1700 CE) that depict British lifestyle of the time. As a class, discuss how their lifestyle reflects English society during the Middle Ages.
- Have students discuss differences found in historical accounts about interactions between and among British, French, First Nations, and Inuit societies in what later became Atlantic Canada. Why is it important for students to consider the perspectives of the authors of historical accounts?
- Have students examine maps of the island of Newfoundland to identify the prehistoric and historic home regions of the Beothuk. (See Appendix E - *Beothuk Encampments*.) Have students make inferences from the map, draw conclusions, and explain how map information helps them to think critically and from new ideas.

Unit 5: Interactions

Tasks for Instruction and/or Assessment

Informal / Formal Observation

- Observe student responses/opinions during class discussions and group activities to determine their level of understanding of the positive and negative interactions between and among British and French and First Nations and Inuit in what later became Atlantic Canada.

Journal

- Have students write a journal response to the following statement: *Atlantic Canada was settled from the sea. Look at the locations of the First Nations, Inuit, and early British and French settlements. Do you agree? Why or why not?*
- Have students compose a journal response for one of the following:
 - › First Nations and Inuit societies benefited from British and French interactions in Atlantic Canada
 - › First Nations and Inuit societies were devastated by interactions with British and French colonists in Atlantic Canada.

Presentation

- Have students prepare a one-minute speech telling about the important lessons they have learned about interactions between and among First Nations and Inuit societies and British and French societies, and how these lessons can be used today. Alternatively, student responses could be posted on a class wiki or blog.
- Have students prepare a presentation (print or digital) to show the impact of British and French settlements on First Nations and Inuit life as the societies interacted. The presentation may include the impact on the natural environment and/or traditional lifestyles as part of that interaction. The focus of the presentation will be to demonstrate the changes to First Nation and Inuit societies as a result of interaction with the British and French.

Resources/Notes

Authorized Resources

Investigating Past Societies
Chapter 6

Investigating Past Societies
Teacher's Resource

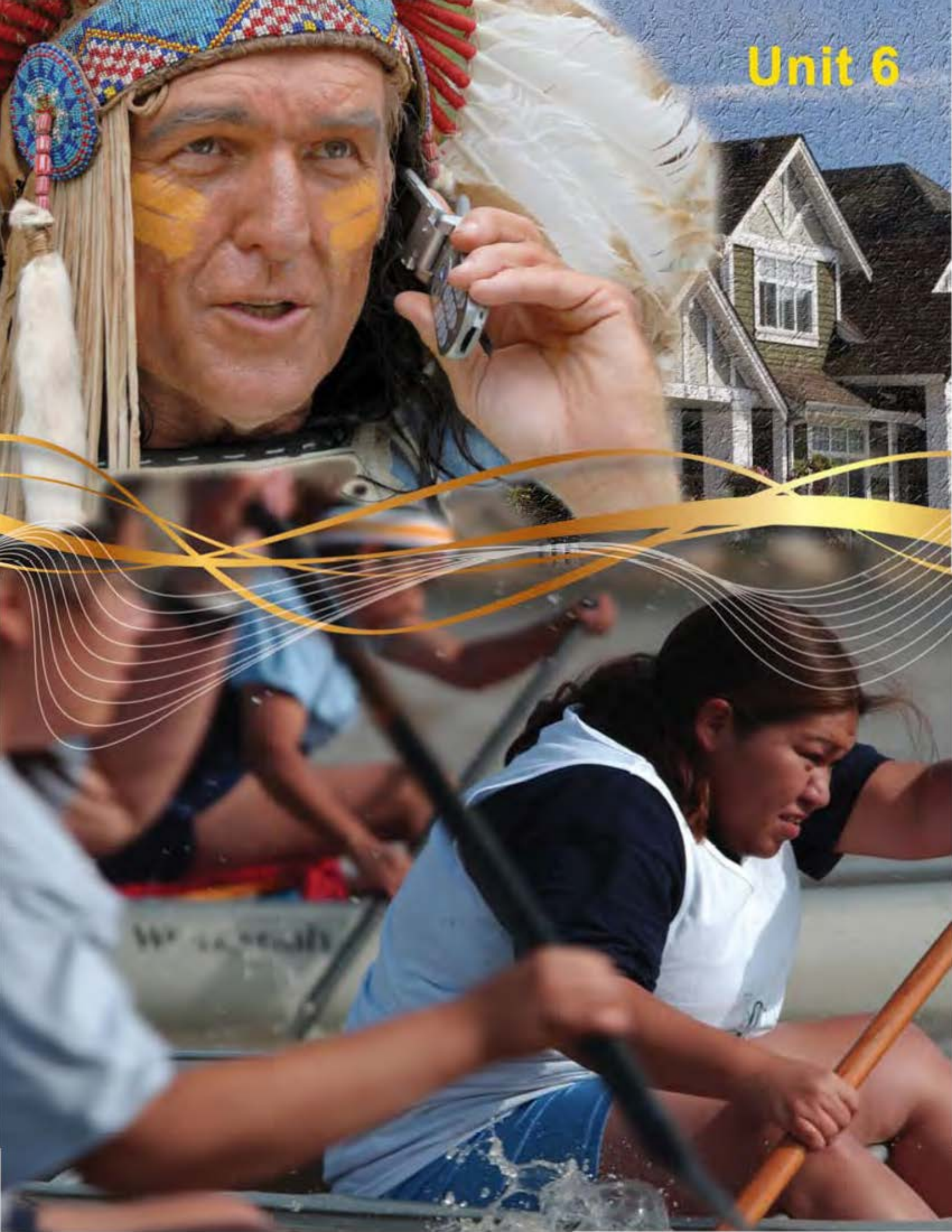
Cross-Curricular Links

Literacy

Grade 5 Moving Up With Literacy
Place

Exploring History Through Art:
Settler's Log House
(Analysing Strategy Unit)

Unit 6



Unit 6: My Society

Unit Overview

This unit concludes the year’s Social Studies 5 study of *Investigating the Past*. The unit is intended to lead students to think about how their own society is both similar and different than those from the past. Using the same lense(s) with which they investigated past societies, students will examine their present-day society to discover similarities and differences with past societies. This comparison of past and present (continuity and changes) will focus on four areas—the use of evidence as a means to making inferences about past and present, environmental challenges, social structure, decision making, and interactions between and among societies.

Outcome

Students will be expected to

- 5.6.1 illustrate the similarities and differences of past societies and our society

Anticipated Time for Completion

12 classes of 30 minutes per outcome
(360 minutes / 6 hours for the unit)

Inquiry

Historical Thinking Concepts

Historical Thinking Concepts are adapted from Seixas, Peter. *Benchmarks of Historical Thinking: a framework for assessment in Canada*. (2006). Vancouver: Centre for the Study of Historical Consciousness, UBC

- Historical Evidence
- Historical Perspective
- Continuity and Change
- Cause and Consequence

Note: *The Historical Thinking Concepts and Geographical Thinking Concepts are important aspects of the Social Studies 5 curriculum. Teachers are encouraged to use simple examples for selected concepts to engage students and to aid in developing their understanding of the concept(s).*

Unit 6: My Society

Outcomes

Students will be expected to

- 5.6.1 illustrate the similarities and differences between past societies and our society

Elaboration

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

- **Environment**—students may conclude that their society is similar to past ones because environment influences us (e.g., evidence points to how the Inuit adapted to their environment by inventing snow goggles—we adapt to our environment by wearing UVA-proof sunglasses).
- **Social Structure**—evidence indicates that a rigid social structure existed in some past societies. This differs in modern westernized societies today where people do not have to be of royal descent in order to be part of government.
- **Decision making**—just as past societies engaged in decision making, our society makes decisions including rules, regulations, and laws.
- **Interactions**—as with societies of the past, our society interacts with other societies. This is evident by the importance our society places on multiculturalism and diversity.

Overall, students should gain an appreciation that all around us are rich primary sources (historical evidence) that will help future historians and archaeologists draw conclusions about our society.

Enduring Understanding (upon completion of the outcome)

- Evidence tells us that past societies are both similar and different from present-day societies.

Inquiry

In this concluding outcome, students will **ask** questions, **access and interpret** information, as well as **formulate their opinions** and **present their ideas** as they consider **continuity and change**. Students will compare past societies with their current society to determine what has remained the same and what has changed.

Note: Students at this stage are gaining a very basic foundation of information that will lead to further historical inquiry.

Unit 6: My Society

Performance Tasks

A performance task is used as an assessment of learning. The task encompasses the outcome in its entirety. Students use the knowledge and skills acquired to demonstrate their achievement of the outcome. Teachers may select one of the examples below or develop a performance task that students will be able to complete if they have achieved the outcome.

Students who achieve this outcome should be able to

- design a diptych (a side-by-side image) that shows their society on one side and a society from another historical era on the other side. Students will create a title for their diptych. On one side they will create images that show how the two societies are the same and on the other side, they will create images that show how the societies are different.
- compose a journal entry that explains how societies have changed over time and how they have remained the same. Students will provide evidence for their conclusions.
- design a slide show or other presentation using historical evidence to show similarities and differences between their society and societies of the past.
- select a society from each of the time periods studied to generate an organizational chart that highlights similarities and differences with their society.

Similar To My Society	Society	Different From My Society

Resources/Notes

Authorized Resources

Investigating Past Societies
Chapter 7

Investigating Past Societies
Teacher's Resource

Unit 6: My Society

Outcomes

Students will be expected to

- 5.6.1 illustrate the similarities and differences between past societies and their society (*continued*)

Strategies for Learning and Teaching

- Have students generate a class list of the physical features in their home geographic area. Students can write a short description explaining how each feature affects their lifestyle and how their lifestyle affects each feature. Have students share their ideas with the class. Students can use computer software for the creation of a product to share their descriptions.
- Have students identify the social structures that exist within their society (e.g., parents, elders, government officials). In small groups, students can then compare the social structure(s) to that of a selected past society. Student groups will then present what they have identified as similarities between their social structure and the selected social structure of the past.
- Have students use a graphic organizer of their own choosing to compare decision-making practices within their own society to decision-making practices within a past society.
- Have students select a past society with which to compare interactions of societies today. What has changed? What has remained the same?

Unit 6: My Society

Tasks for Instruction and/or Assessment

Informal / Formal Observation

- Observe student responses/opinions during class discussion and group activities to determine their level of understanding of the similarities and differences between their society and societies of the past.

Journal

- Have students complete a journal response for the following statement: *Do physical features have the same effect on your daily life as they did in past societies?* (Student responses may be presented on a class wiki or blog.)
- Have students complete a journal response explaining the similarities and/or differences in the decision-making practices between their society and a past society. (Student responses may be presented on a class wiki or blog.)

Presentation

- Have students prepare a presentation to illustrate their preferred societal social structure (their own or another past society). Students should provide at least three reasons in of support their choices.

Interview

- Have students interview an adult within their family to determine their opinion on how interactions between (or among) societies today have changed over time from past societies.

Resources/Notes

Authorized Resources

Investigating Past Societies
Chapter 7

Investigating Past Societies
Teacher's Resource

Appendices

Appendix A: Concepts in Kindergarten–9 Social Studies

Appendix B: Process-Skills Matrix

Appendix C: Terminology and Cooperative Learning Structures

Appendix D: Societies

Appendix E: Beothuk Encampments

Appendix F: Inquiry Approach to Organizing Thinking Concepts and Skills

Appendix G: Using Primary Sources in the Classroom

Appendix H: Student Response Journals

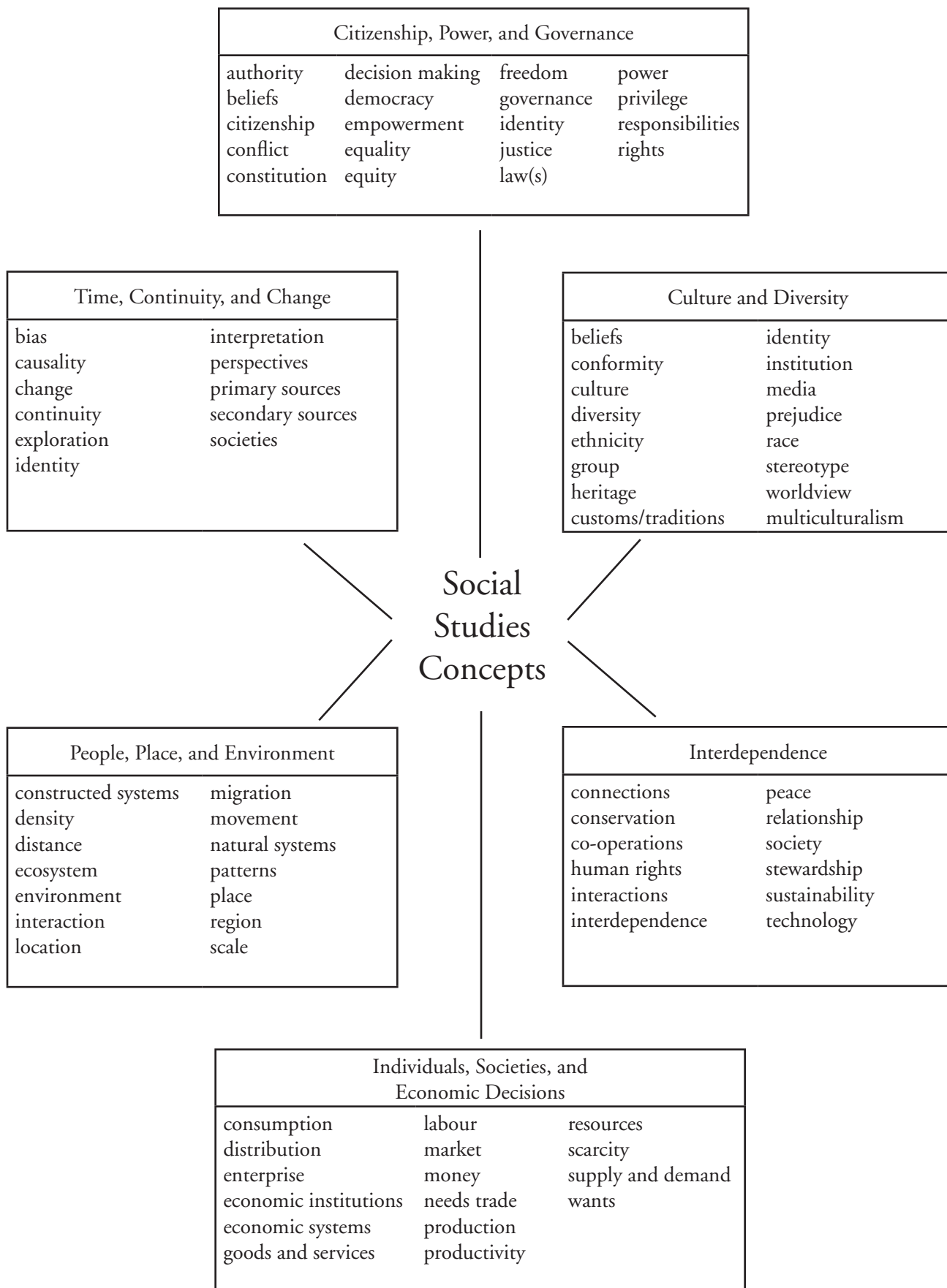
Appendix I: Portfolio Assessment

Appendix J: Rubrics in Assessment

Appendix K: Geographic and Mapping Skills

Appendix K-1: Geographic and Mapping Skills Record Chart

Appendix A
Concepts in
Kindergarten–Grade 9
Social Studies



Appendix B

Process-Skills Matrix

The social studies curriculum comprises three main process areas—communication, inquiry, and participation. Communication requires that students listen to, read, interpret, translate, and express ideas and information. Inquiry requires that students formulate and clarify questions, investigate problems, analyse relevant information, and develop rational conclusions supported by evidence. Participation requires that students act both independently and collaboratively in order to solve problems, make decisions, and negotiate and enact action plans in ways that respect and value the customs, beliefs, and practices of others.

These processes are reflected in the “Strategies for Learning and Teaching” and “Tasks for Instruction and Assessment” that are elaborated upon in the curriculum guide. The processes comprise a number of skills, some that are shared responsibilities across curriculum areas and others that are critical to social studies.

Process: Communication

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

Appendix B: Process-Skills Matrix

Process: Communication (continued)

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Express and support a point of view	<ul style="list-style-type: none"> form opinions based on critical examination of relevant material restate major ideas on a complex topic in concise form 	<ul style="list-style-type: none"> differentiate main and subordinate ideas respond critically to texts
Select media and styles appropriate to a purpose	(see shared responsibilities)	<ul style="list-style-type: none"> demonstrate an awareness of purpose and audience
Use a range of media and styles to present information, arguments, and conclusions	<ul style="list-style-type: none"> use maps, globes, and geotechnologies produce and display models, murals, collages, dioramas, artwork, cartoons, and multimedia interpret and use graphs and other visuals 	<ul style="list-style-type: none"> present information and ideas using oral and/or visual materials, print, or electronic media
Present a summary report or argument	<ul style="list-style-type: none"> use appropriate maps, globes, and graphics 	<ul style="list-style-type: none"> create outline of topic prepare summaries take notes prepare a bibliography
Use various forms of group and interpersonal communications, such as debating, negotiating, establishing a consensus, clarifying, and mediating conflict	<ul style="list-style-type: none"> participate in persuading, compromising, debating, and negotiating to resolve conflicts and differences 	<ul style="list-style-type: none"> participate in delegating duties, organizing, planning, and taking action in group settings. contribute to developing a supportive climate in groups

Process: Inquiry

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Frame questions or hypothesis that give clear focus to an inquiry	<ul style="list-style-type: none"> identify relevant primary and secondary sources identify relationships among items of historical, geographic, and economic information combine critical social studies concepts into statements or conclusions based on information 	<ul style="list-style-type: none"> identify relevant factual material identify relationships between items of factual information group data in categories according to criteria combine critical concepts into statement of conclusions based on information restate major ideas concisely form opinions based on critical examination of relevant information state hypotheses for further study

Process: Inquiry (continued)

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Solve problems creatively and critically	<ul style="list-style-type: none"> • (see shared responsibilities) 	<ul style="list-style-type: none"> • identify a situation in which a decision is required • secure factual information needed to make the decision • recognize values implicit in the situation and issues that flow from them • identify alternative courses of action and predict likely consequences of each • make decisions based on data obtained • select an appropriate strategy to solve a problem • self-monitor decision-making process
Apply a variety of thinking skills and strategies	<ul style="list-style-type: none"> • determine accuracy and reliability of primary and secondary sources and geographic data • make inferences from primary and secondary materials • arrange related events and ideas in chronological order 	<ul style="list-style-type: none"> • determine accuracy and reliability of data • make inferences from factual material • recognize inconsistencies in a line of argument • determine whether or not information is pertinent to subject
Recognize significant issues and perspectives in an area of inquiry	<ul style="list-style-type: none"> • identify an inclusive range of sources 	<ul style="list-style-type: none"> • identify and evaluate sources of print • use library catalogues to locate sources • use Internet search engines • use periodical indices
Gather, record, evaluate, and synthesize information	<ul style="list-style-type: none"> • interpret history through artifacts • use sources of information in the community • access oral history, including interviews • use map- and globe-reading skills • interpret pictures, charts, tables, and other visuals • organize and record information using time lines • distinguish between primary and secondary sources • identify limitations of primary and secondary sources • detect bias in primary and secondary sources 	<ul style="list-style-type: none"> • use a variety of information sources • conduct interviews • analyse evidence by selecting, comparing, and categorizing, information

Appendix B: Process-Skills Matrix

Process: Inquiry (continued)

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Interpret meaning and significance of information and arguments	<ul style="list-style-type: none"> • interpret socioeconomic and political messages of cartoons and other visuals • interpret socioeconomic and political messages of artistic expressions (e.g., poetry, literature, folk songs, plays) 	<ul style="list-style-type: none"> • identify ambiguities and inconsistencies in an argument • identify stated and unstated assumptions
Interpret meaning and significance of information and arguments	<ul style="list-style-type: none"> • interpret socioeconomic and political messages of cartoons and other visuals • interpret socioeconomic and political messages of artistic expressions (e.g., poetry, literature, folk songs, plays) 	<ul style="list-style-type: none"> • identify ambiguities and inconsistencies in an argument • identify stated and unstated assumptions
Analyse and evaluate information for logic and bias	<ul style="list-style-type: none"> • distinguish among hypotheses, evidence, and generalizations • distinguish between fact and fiction and between fact and opinion 	<ul style="list-style-type: none"> • estimate adequacy of the information • distinguish between relevant and irrelevant information
Test data, interpretations, conclusions, and arguments for accuracy and validity	<ul style="list-style-type: none"> • compare and contrast credibility of differing accounts of same event • recognize value and dimension of interpreting factual material • recognize the effect of changing societal values on interpretation of historical events 	<ul style="list-style-type: none"> • test validity of information using such criteria as source, objectivity, technical correctness, currency • apply appropriate models, such as diagramming, webbing, concept maps, and flow charts to analyse data • state relationships between categories of information
Draw conclusions that are supported by evidence	(see shared responsibilities)	<ul style="list-style-type: none"> • recognize tentative nature of conclusions • recognize that values may influence their conclusions/interpretations
Make effective decisions as consumers, producers, savers, investors, and citizens	<ul style="list-style-type: none"> • access, gather, synthesize, and provide relevant information and ideas about economic issues • generate new ideas, approaches, and possibilities in making economic decisions • identify what is gained and what is given up when economic choices are made • use economic data to make predictions about the future 	

Process: Participation

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Engage in a variety of learning experiences that include both independent study and collaboration	(see shared responsibilities)	<ul style="list-style-type: none"> • express personal convictions • communicate own beliefs, feelings, and convictions • adjust own behaviour to fit dynamics of various groups and situations • recognize human beings' mutual relationship in satisfying one another's needs • reflect upon, assess, and enrich their learning process
Function in a variety of groupings, using collaborative and cooperative skills and strategies	(see shared responsibilities)	<ul style="list-style-type: none"> • contribute to development of a supportive climate in groups • serve as leader or follower • assist in setting goals for a group • participate in making rules and guidelines for group life • participate in delegating duties, organizing, planning, and taking actions in group settings • participate in persuading, compromising, and negotiating to resolve conflicts/differences • use appropriate conflict-resolution and mediation skills • relate to others in peaceful, respectful, and non-discriminatory ways
Respond to class, school, community, or national public issues	<ul style="list-style-type: none"> • keep informed on issues that affect society • identify situations in which social action is required • work individually or with others to decide on an appropriate course of action • accept and fulfill responsibilities associated with citizenship • articulate personal beliefs, values, and world views with respect to given issues • debate differing points of view regarding an issue • clarify preferred futures as a guide to present actions 	

Process: Participation (continued)

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Relate to the environment in sustainable ways and promote sustainable practices on a local, regional, national, and global level	<ul style="list-style-type: none">• recognize economic factors associated with sustainability (see shared responsibilities)• identify ways in which governments can affect sustainability practices	<ul style="list-style-type: none">• develop personal commitment necessary for responsible community involvement• employ decision-making skills• contribute to community service or environmental projects in schools and communities or both• promote sustainable practice in families, schools, and communities• personal-monitor contributions

Appendix C

Terminology and Cooperative Learning Structures

Maps

Aerial view—a photographic image of the ground taken from an airborne craft such as an airplane.

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

Mind map—an expression of many ideas by writing one central word/concept/idea and then devising new and related ideas radiating out from the central one. Lines, colours, arrows, images, and words can be used to show connections between ideas. Some of the most useful mind maps are those that are expanded over time.

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

Pictorial map—a map that portrays its features—houses, bridges, people—as drawings and pictures.

Semantic map—a type of graphic organizer that helps students visually organize and depict the relationship of one piece of information to another. These are very effective in helping students organize and integrate new concepts with their background (prior) knowledge.

Story maps—graphic organizers that help students identify the elements of a story. There are many types of story maps and they might focus on different elements of the story—setting, characters, problem, solution, or a chain of events in chronological order.

Map Projections

Mercator Projection—exaggerates land masses near the poles by stretching the globe into a rectangle. It allows navigators to plot a straight course between any two points on Earth.

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

Polar Projection—presses the hemispheres into flat circles. This projection is excellent for showing Antarctic and Arctic regions, and for plotting the polar courses of airplanes and radio waves.

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

Cooperative Learning Structures*

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

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

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

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

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

Round table discussion—a strategy whereby a conversation is held in front of an audience which involves a small number of people, no more than eight. One person acts as a moderator to introduce the members of the discussion group, presents the problem to be discussed and keeps the discussion moving.

Talking circle—an oral/auditory strategy which is consistent with First Nations values. Students sit in a circle where everyone is equal and everyone belongs. A stick, feather, or rock is used to facilitate the circle. Whomever is holding the object has the right to speak and others have the responsibility to listen. The circle symbolizes completeness.

Think-pair-share—a strategy whereby students turn to a partner and discuss and/or come up with an idea.

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

**Adapted from the work of Spencer Kagan and "Cooperative Learning Structures".*

Writing Genres

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

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

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

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

Journey stories—a story in which the central character makes a significant journey.

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

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

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

Snapshot biographies—focuses on four or five events related to historical figures, explorers, or leaders featuring an illustration and brief description of each. The drawing forms the “snapshot” and the biographies are strung together in sequence.

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

Other Terms

Anchored instruction approach—learning and teaching activities designed around an “anchor” which is often a story, photograph, adventure, or situation that includes a problem or issue to be dealt with that is of interest to the students.

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

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

Appendix D

Societies

Societies

Societies of Ancient Times

Egypt

Rome

Greece

Sumarian (Mesopotamia)

Nubia

China

India

Inca

Maya

Societies of the Middle Ages

Mali

Algeria

Ethiopia

Sudan

Japan

India

Europe (England/France/Germany/Spain/Italy)

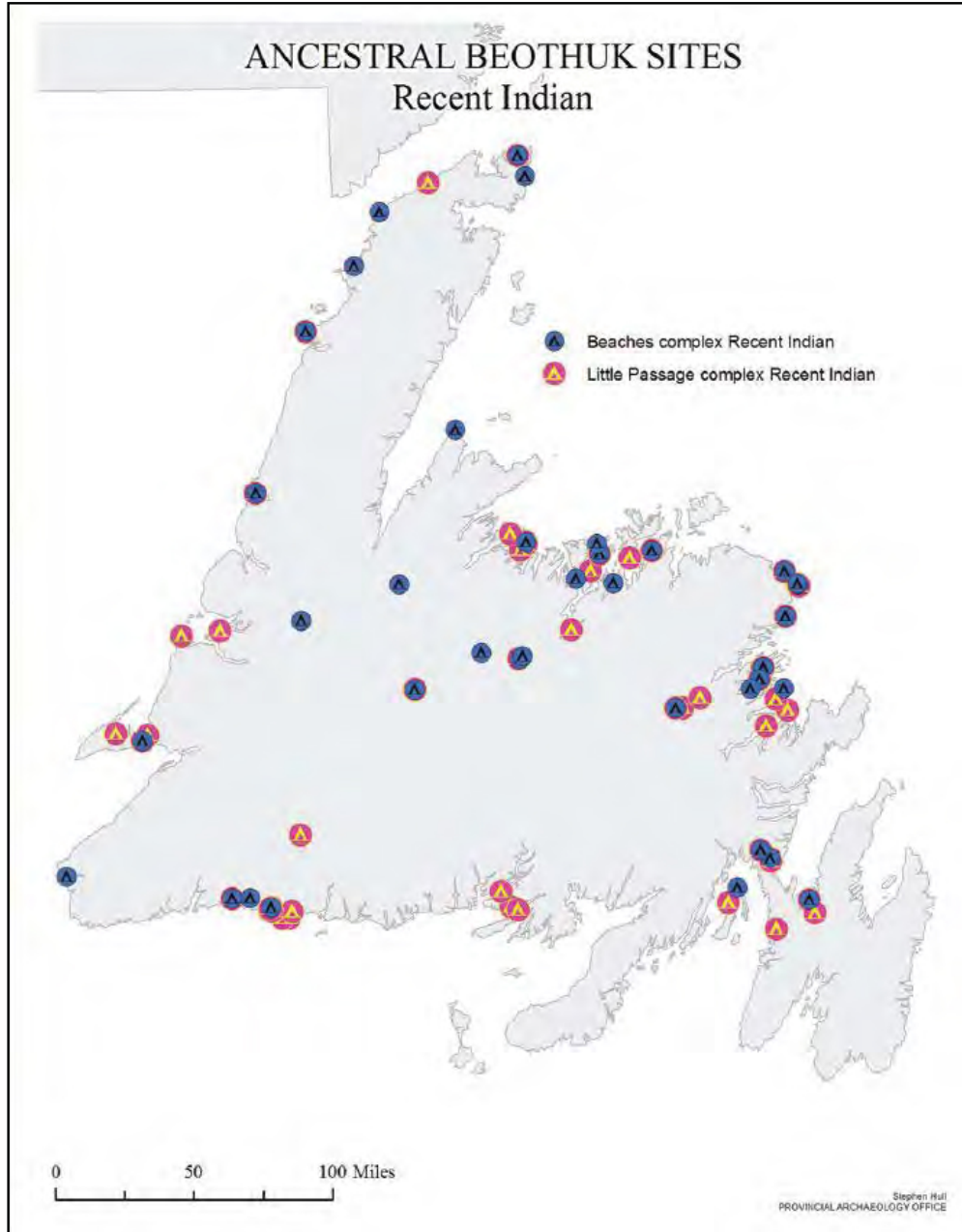
Maya

Appendix E

Beothuk Encampments

Ancestral Map

The symbols on the map mark some of the areas of Beothuk activity before the time period known as Contact. Archeological explorations show that Beothuk inhabited or made use of every coast and major river system of the island.

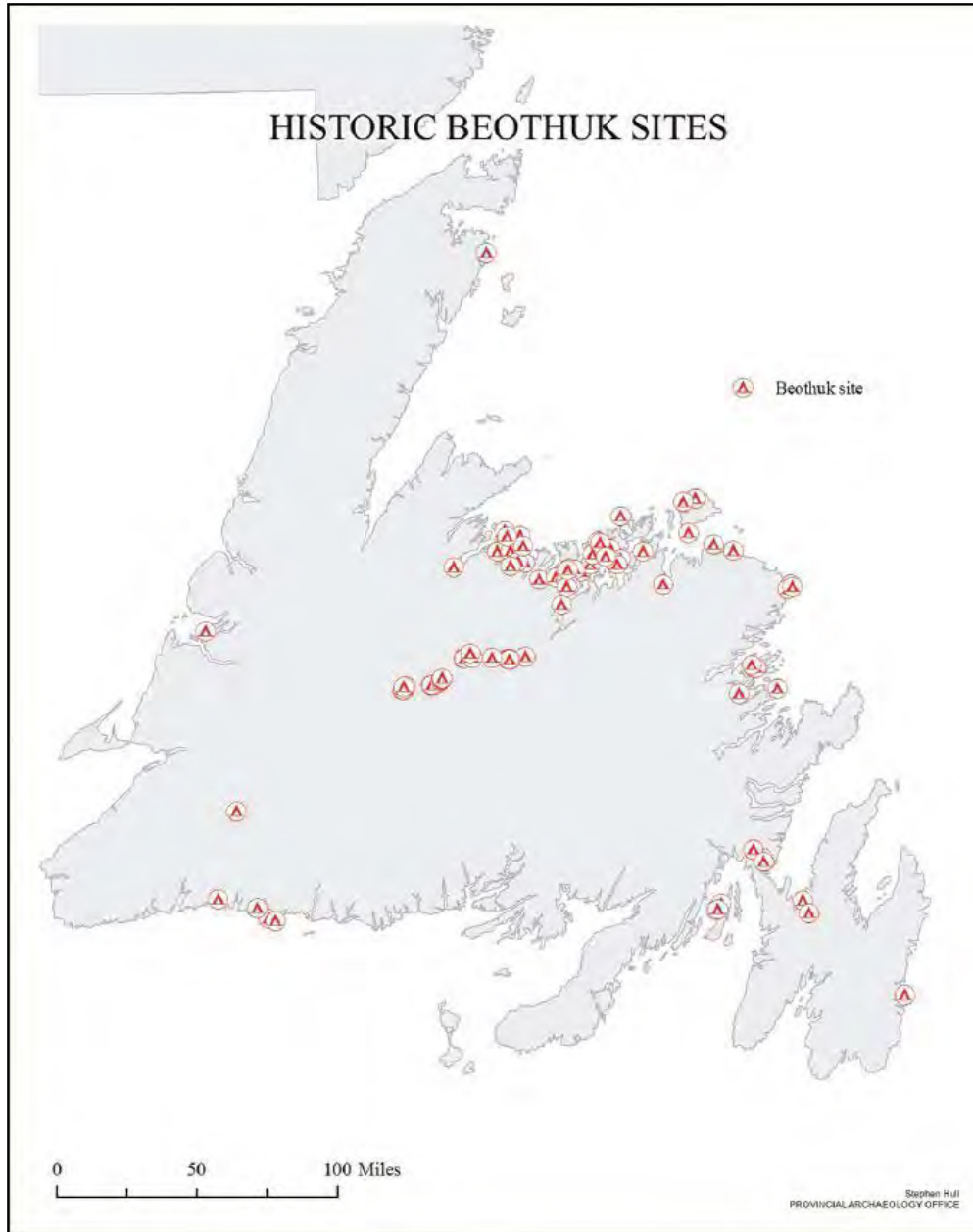


From: *Newfoundland and Labrador Studies: Selected Topics*. Government of Newfoundland and Labrador, Department of Education. St. John's, 2010.

Appendix E: Beothuk Encampments

Historic Map

This map shows that by the 1750s Beothuk camps and burial sites were clustered around the coast of Notre Dame Bay, the Exploits River, and Red Indian Lake. Archeologists have discovered isolated sites elsewhere but most had been abandoned by the 1600s.



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

Appendix F

Inquiry Approach to Organizing Thinking Concepts and Skills

Introduction

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

Strand 1: Ask questions for various purposes

Inquiry begins with meaningful questions that connect to the world around us. Powerful questions framed by teachers in earlier grades and then modeled by students as they become critical thinkers enable an inquiry-based classroom.

Ask questions for various purposes	
4	Formulate questions to gather information for various purposes, including questions to guide simple library and internet research.
5	Formulate questions to gather information for various purposes, including main questions and a few sub-questions to guide basic library and internet research. <i>Sample questions: What was the social structure of English society? How are ancient societies similar to my society today? Why did the French come to Atlantic Canada?</i>
6	Formulate questions to gather various kinds of information and respectfully challenge ideas, including the development of main questions and a few sub-questions to guide basic primary and secondary research.

*Criteria for powerful questions

- gives lots of information
- may be unexpected
- specific to the person or situation
- usually not easy to answer
- open-ended - cannot be answered by yes or no

This list of criteria was generated by a multi-aged class of K-3 students at Charles Dickens Annex in Vancouver, B.C. (From *Critical Challenges for Primary Students*. The Critical Thinking Consortium, 1999.)

Strand 2: Locate and select appropriate sources

In a classroom where critical inquiry is important, students will use specific criteria to judge and select valuable and appropriate sources of information to use in their research tasks.

Locate and select appropriate sources	
4	Choose the most relevant and dependable source of information from simple sets of related fictional and non-fictional (factual) options for various questions
5	Use simple onsite and online search strategies on easily accessible topics to locate several sources of information. Choose the most relevant, helpful and dependable sources and cite them simply. <i>Sample: very simple onsite and online search strategies—book cover, key word search</i>
6	Use basic onsite and online search strategies on easily accessible topics to locate several sources of information. Choose the most relevant, helpful and dependable sources and cite the references simply.

Strand 3: Access ideas from oral, written, visual and statistical sources

Once students have located appropriate sources, they must learn to extract relevant information from the source. At the primary level, students will identify obvious details, then at later grades move on to determining main idea and drawing inferences using their understanding of language and text forms to draw out and construct meaning.

Access ideas from oral, written, visual and statistical sources	
4	Use simple visual and print reading strategies and an understanding of simple text features to identify a number of obvious and less obvious details and locate the main idea when directly stated in basic visual, oral and written sources.
5	<p>To extract relevant information students will</p> <ul style="list-style-type: none"> › use simple visual and print reading strategies › develop an understanding of simple textual aids › locate the main idea and various supporting details › identify obvious conclusions in a range of basic sources, including graphic representations, digital and print reference texts, and oral reports. <p><i>Sample of visual and print reading strategies—re-read to confirm or clarify meaning, make predictions based on reasoning and related reading</i></p> <p><i>Sample text features—indexes, maps, charts, lists, photographs, menus</i></p> <p><i>Sample very simple clues—headings, key words, visual organization</i></p> <p><i>Sample main idea—This thematic map shows that Nubia was settled because of its geographic features.</i></p> <p><i>Sample obvious inferences—What can we infer about the contents of a book by examining the illustrations and words on the book cover? What can we infer about the individuals in the story or photograph by examining the details of the image or the descriptions in the text?</i></p>
6	Use simple visual and print reading strategies and simple textual aids to recognize main ideas, identify various supporting details, draw obvious inferences in a range of basic sources, including graphic representations, digital and print reference texts, and oral reports.

Strand 4: Uncover and interpret the ideas of others

Students are now ready to do the work of the historian or geographer rather than simply learn about events or places. This entails examining evidence, determining its significance and implications and then offering plausible interpretations of the evidence.

Uncover and interpret the ideas of others	
4	Paraphrase a few pieces of information, offer interpretations, and identify simple comparative, causal, and chronological relationships (order of events) from material found in basic oral, print and visual sources.
5	<p>Concisely paraphrase a body of information, offer interpretations, and identify simple comparative, causal and chronological relationships from material found in basic oral, print and visual sources.</p> <p><i>Sample simple comparative relationship—how is housing different now compared to the Middle Ages?</i></p> <p><i>Sample simple causal relationship—what influenced the British to come to Atlantic Canada?</i></p> <p><i>Sample basic oral, print and visual sources—oral accounts, basic data, historical photographs</i></p>
6	Concisely paraphrase a body of information, offer plausible interpretations, recognizing the obvious perspective and values represented, and identify basic comparative, casual and chronological relationships.

Strand 5: Assess options and formulate reasoned opinions

Tasks that encourage students to explore and assess various options and then reach their own conclusions or develop their own informed opinions are more likely to deepen understanding and increase student engagement. Students create new knowledge by combining prior knowledge with current learning.

Assess options and formulate reasoned opinions	
4	Identify several possible options when presented with a basic issue or decision opportunity; identify the pros and cons of each option using provided or self-generated criteria; and choose a best option, offering plausible reasons for the choice.
5	<p>Identify several possible options when presented with a basic issue or decision opportunity:</p> <ul style="list-style-type: none"> › identify the pros and cons of each option using provided or self-generated criteria › choose a best option, offering plausible reasons for the choice and not choosing the other options. <p><i>Sample of basic issue or decision opportunity—is our school located in a “city” or a “suburb”? a “town” or “village”? What distinguishing features (i.e., geographic evidence) supports that interpretation? Who should decide what counts as an endangered species?</i></p>
6	When considering an issue or decision opportunity with multiple feasible options, explore in an open-minded way possible options and supporting reasons, rate the main options in light of agreed upon criteria, and choose a best option, supported with several plausible reasons.

Strand 6: Present ideas to others

Students must learn to think carefully and critically about how they share their views and beliefs with others. The tasks may be limited in scope and short in duration or may have a much broader purpose and audience. This audience may be a familiar one or may extend to the broader community.

Present ideas to others	
4	Use simple preparation and presentation strategies to plan and produce a simple presentation (oral, written, or graphic) on important, interesting, or relevant ideas.
5	<p>Use simple preparation and presentation strategies to plan and produce a clear, focused, and engaging presentation (oral, written, or visual) on important, interesting, or relevant ideas.</p> <p><i>Sample of simple preparation strategies—edit, practice, draft versions</i></p> <p><i>Sample of simple presentation strategies—use of simple structure or organization to stay focused, formal or informal tone; non-verbal cues (e.g., facial expression to indicate agreement or confusion during a discussion), basic visual aids (e.g., posters, maps, globes), simple vocal effects (e.g., tone, pace, pitch, volume, sound effects)</i></p> <p><i>Sample oral presentation—audio commercial, skit</i></p> <p><i>Sample written presentation—paragraphs, step-by-step procedure, biographical sketch, diary entries</i></p> <p><i>Sample of visual presentation—CD or book covers, slideshow, storyboard, illustrated pamphlet</i></p>
6	Use a range of preparation strategies and presentation strategies to plan and produce a clear, focused and engaging visual, oral or written presentation.

Strand 7: Act cooperatively with others to promote mutual interests

At the heart of social studies education is the expectation that students’ understanding of the world will translate into positive and constructive action. To achieve this end, students must be taught how to engage in positive collective action, from the ability to cooperate with a partner to the ability to collaborate and act in complex situations involving multiple stakeholders.

Act co-operatively with others to promote mutual interests	
4	Co-operate in small group settings by adopting simple group and personal management strategies and very simple interactive strategies.
5	<p>Collaborate in group and team settings by making use of simple group and personal management strategies and basic interactive strategies.</p> <p><i>Sample simple groups and personal management strategies—take turns, share with others, carefully follow directions, stay on task, monitor behaviours in light of an agree-upon objective</i></p> <p><i>Sample basic interactive strategies—praise others, ask for clarification, assume various roles and responsibilities</i></p>
6	Collaborate in group and team settings by making use of a range of group and personal management strategies and basic interactive strategies, and jointly develop simple plans to carry out assigned tasks.

Appendix G

Using Primary Sources in the Classroom

Primary sources provide students with opportunities to have a more direct encounter with past events and people. Students can be linked to the human emotions, aspirations, and values that prevailed in another time. Key to these learning opportunities are the use of such primary sources as written documents, press releases, newspaper articles, journals, diaries, letters, songs, poetry, video and sound recordings, photos, drawings, posters, cartoons, advertisements, tables of statistics, charts, and maps. The following chart illustrates instructional approaches that primary source documents can support.

Suggested Uses of Primary Sources in the Classroom	
Instructional Approach	Commentary
Visualization	Create a visually rich classroom by setting up a mini-museum of local culture to include not only artifacts but photos, posters, letters, and other original documents. These documents may be changed as units change.
Focusing	At the beginning of each unit, or for an outcome within a unit, reference may be made to a document as a “window” into the theme.
Reading and Viewing	Students may be provided with a graphic organizer to help them understand the content of an original document.
Listening	Students also may be provided an audio/video recording to give them a sense of being “present” in a situation or at an event.
Writing	A document may be used to prompt a writing activity; provide students with a self-checklist.
Finding Connections	Students can be given an opportunity to analyse two or more documents to (1) see relationships and/or differences between what they are saying, and (2) draw conclusions from this analysis.
Reflection	Students should be encouraged to make journal entries at appropriate times as they reflect upon the feelings and values that may be evoked by certain documents,
Assessment	The use of documents in constructed-response questions in an assessment or an examination enhances the quality of the assessment. Students can use the documents not only to recall previously learned knowledge, but to apply and integrate that knowledge.

Analysing Primary Sources

As stated previously, primary resources include resources that may not come in the form of a written document. The following graphic organizers may be used to analyse such resources as a family heirloom, tool/implement, historical document, photo, poster, sound recording, and cartoon. Although the questions/exercises may differ slightly from one organizer to another, the underlying approach is the same: namely, to identify facts relating to a specific situation, issue, or problem; find relationships among the facts and patterns in these relationships; give an interpretation, and draw a conclusion.

Analysis Sheet: Analysing a Family Heirloom	
Question	Observations
1. How may the object be described?	
2. For what purpose was it created?	
3. What does the object tell us about the past?	
4. Is there a particular point of view portrayed by the object?	
5. How would you find out if it is a reliable source?	

Analysis Sheet: Analysing a Photo	
Photo	What I see...
(Identify the Photo)	<p>Describe the setting and time.</p> <p>Identify the people and objects. How are they arranged?</p> <p>What is happening in the photo?</p> <p>Was there a purpose for taking the picture? Explain.</p> <p>What would be a good caption for the photo?</p>
From this photo, I have learned that...	

Analysis Sheet: Analysing a Poster	
Task	Notes
1. Study the poster and note all the images, colours, dates, characters, references to places, etc.	
2. Describe the idea that the information seems to point to; compare it to ideas others may have.	
3. Write a sentence to give the central purpose of the poster.	
4. Do you think the poster would be an effective one? Explain.	

Analysis Sheet: Analysing a Sound Recording	
Question	Notes
1. Listen to the sound recording and tell who the audience is.	
2. Why was the broadcast made? How do you know?	
3. Summarize what it tells you about (<i>insert the topic</i>).	
4. Is there something the broadcaster left unanswered in this sound recording?	
5. What information do you get from the recording that you would not get from a written transcript?	

Analysis Sheet: Analysing a Cartoon	
Question	Response
1. What symbols are used in this cartoon?	
2. What does each symbol represent?	
3. What do the words (if any) mean?	
4. What is the main message of the cartoon?	
5. Why is the cartoonist trying to get this message across?	

Appendix H

Student Response Journals

A personal response journal requires students to record their feelings, responses, and reactions as they read text, encounter new concepts, and learn. This device encourages students to critically analyse and reflect upon what they are learning and how they are learning it. A journal is evidence of “real life” application as a student forms opinions, make judgments and personal observations, poses questions and makes speculations, and provides evidence of self-awareness. Accordingly, entries in a response journal are primarily at the application and integration thinking levels; moreover, they provide the teacher with a window into student attitudes, values, and perspectives. Students should be reminded that a response journal is not a catalogue of events.

It is useful for the teacher to give students cues or lead-ins when the treatment of text (e.g., student resource, print material, visual, song, video, discussion item, learning activity, or project) provides an opportunity for a journal entry. The following chart illustrates that the cue, or lead-in, will depend upon the kind of entry that the learning context provides. If necessary, students may be given the key words to use to start their entries. The following chart provides samples of possible lead-ins, but the list should be expanded as the teacher works with students. Examples of the types of entries used in the curriculum guide are cited in column 1.

Student Response Journals		
Possible Type of Entry	Cue Question for the Journal Response	Sample Key Lead-ins
Speculative Example: <i>Outcomes</i> 5.2.1, 5.4.2, 5.5.1	What might happen because of this?	I predict that . . . It is likely that . . . As a result, . . .
Dialectical Example: <i>Outcome</i> 5.5.1	Why is this quotation (event, action) important or interesting? What is significant about what happened here?	This is similar to . . . This event is important because it . . . Without this individual, the . . . This was a turning point because it . . . When I read this (heard this), I was reminded of . . . This helps me to understand why . . .

Appendix H: Student Response Journals

Student Response Journals (continued)		
Possible Type of Entry	Cue Question for the Journal Response	Sample Key Lead-ins
<p><i>Metacognitive</i> <i>Example:</i> <i>Outcomes</i> 5.1.1, 5.2.1, 5.3.1, 5.4.2</p>	<p>How did you learn this? What did you experience as you were learning this?</p>	<p>I was surprised . . . I don't understand . . . I wonder why . . . I found it funny that . . . I think I got a handle on this because . . . This helps me to understand why . . .</p>
<p>Reflective <i>Example:</i> <i>Outcomes</i> 5.5.1, 5.6.1</p>	<p>What do you think of this? What were your feelings when you read (heard, experienced) that . . . ?</p>	<p>I find that . . . I think that . . . I like (don't like) . . . The most confusing part is when . . . My favourite part is . . . I would change . . . I agree that . . . because . . .</p>

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

Grade 5 Social Studies: Entry Date	
Learning Event	My Response

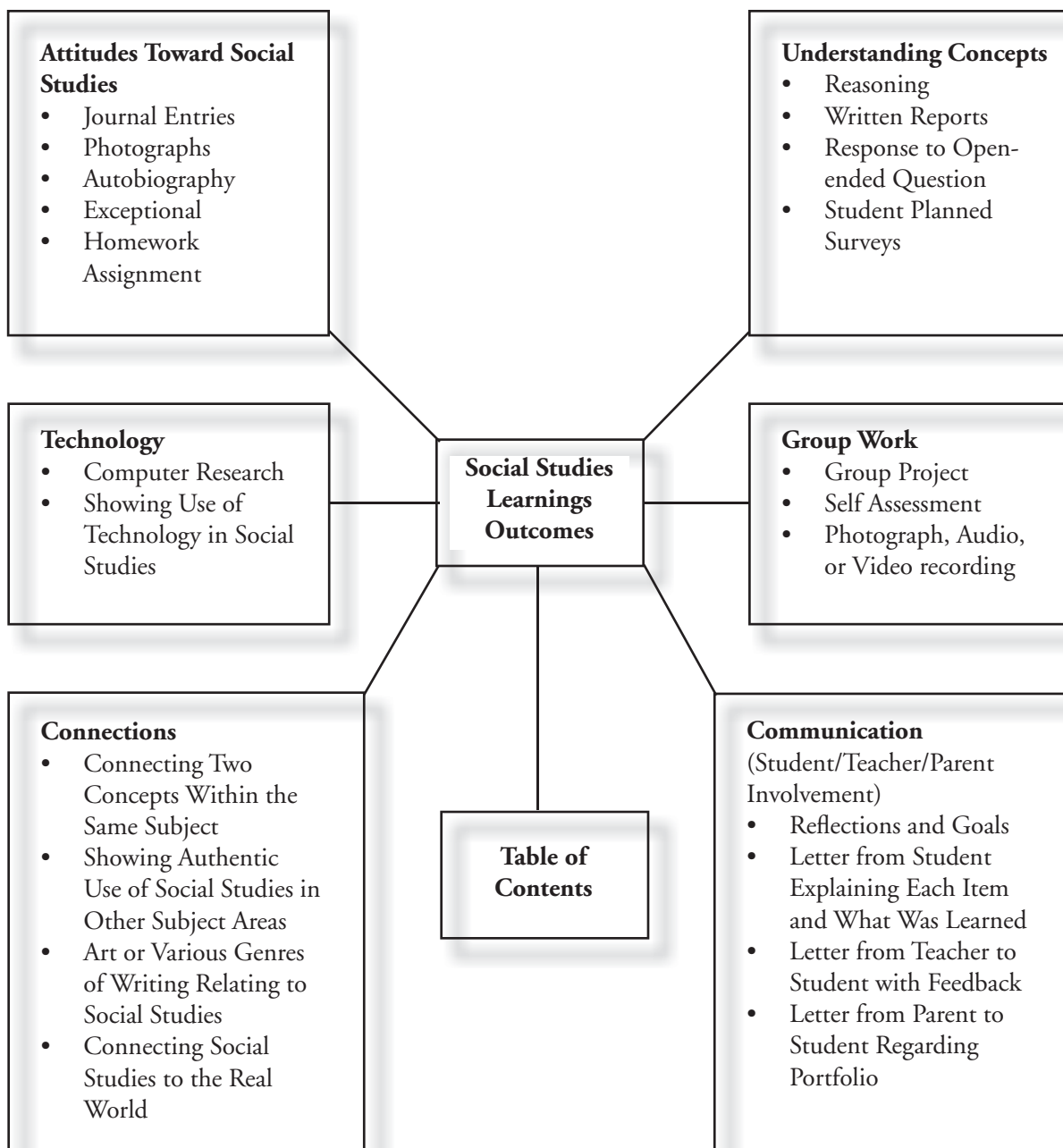
Appendix I

Portfolio Assessment

Portfolio assessment is based on a collection of a student’s work products across a range of outcomes that provides evidence or tells a story of his or her growth in knowledge, skills, and attitudes throughout the year. It is more than a folder filled with pieces of student work—it is intentional and organized. As a student assembles a portfolio, the teacher should help with the following:

- establish criteria to guide what will be selected, when, and by whom
- show evidence of progress in the achievement of course outcomes
- reference the pieces of work related to outcomes
- keep in mind other audiences (e.g., teachers, administrators, parents)
- understand the standards by which the portfolio will be assessed

A portfolio may have both *product-oriented* and *process-oriented* dimensions. The purpose of a *product-oriented* focus is to document the student’s achievement of outcomes—the artifacts tend to relate to the concepts and skills of the course. The purpose of a *process-oriented* focus is more on the journey or process of acquiring the concepts and skills—the artifacts include a student’s reflections on what he or she is learning, problems encountered, and possible solutions to problems. For process-oriented assessment, journal entries form an important part of the portfolio.



PORTFOLIO ASSESSMENT CHART*

Guidelines for the Student	Commentary for the Teacher
<p>Task</p> <p>One of the purposes of grade 5 Social Studies is to help you to use problem solving and thinking skills in solving real life situations. You are required to retain samples of your work that relate to this theme and arrange them into a portfolio to show your progress towards the goals set.</p>	<p>Explain to the students that the portfolio can have a range of artefacts and that they have to be carefully selected according to the pre-determined purpose. Help each student to select a particular theme that may extend across more than one unit to include a cluster of outcomes.</p>
<p>Learning Goals</p> <p>After you have selected an item for your portfolio, you will meet to write down the goals that are worth achieving. For example: What knowledge and skills have you gained? What will be your reflections on what you are learning and how you are learning?</p>	<p>In your conference with the student, you should try to balance student interest with what you deem to be essential outcomes in the course. To help the student focus on the knowledge to be learned, write the outcomes in student language. Then identify the skills that you consider essential in the acquisition of the knowledge. Tell the student that he or she will be required to write about the process of learning—reflections about what is learned and how it is learned. Develop a checklist of the knowledge, skills, and attitudinal related outcomes as a student guide.</p>
<p>Contents</p> <p>Cover page (with your name and note to the viewer) Table of contents An explanation of why you chose this theme A completed checklist you used to guide your work Work products Graphics with audio (can be in CD format) A reflections journal A self-assessment of your work An assessment by a peer A rubric used in the assessment</p>	<p>Explain that the portfolio is not a place to hold all of his or her work. In consultation with you, he or she will select the kinds of work to be included—work samples and other artifacts that reflect his or her best effort and are tied to the course outcomes.</p>

Guidelines for the Student	Commentary for the Teacher
<p>Conferences</p> <p>You and I will meet periodically to review your progress and to solve problems you may have. If you should face an unexpected problem that is blocking your work, you will be responsible for bringing it to my attention so that we can find a solution that will get you going again.</p>	<p>Provide the student with a conferencing schedule.</p>
<p>Evaluation</p> <p>In June, you may be required to hand in your portfolio for final evaluation.</p>	<p>It will be useful to give the student the weighting or share of the percentage assigned to the unit(s) of which the portfolio is a part.</p> <p>Provide the criteria for how the portfolio will be assessed. If a rubric is going to be used, provide it is also for the student to use in his or her self-assessment.</p>
<p>Communication</p> <p>Who will be your audience and how will they get to know about your portfolio? In our first conference we will have an opportunity to discuss this question.</p>	<p>The skills list for grade 5 social studies includes: expressing and supporting a point of view; selecting media and styles appropriate to a purpose; using a range of media and styles to present information, arguments, and conclusions; and presenting a summary report or argument. To make these outcomes more specific, conference with the student about how he or she would like to ‘publicize’ the portfolio. Some students can make the portfolio completely an electronic one. In such an instance, the portfolio can be posted on the school website.</p>

*Easley, S., Mitchell, K. (2003). *Portfolios Matter: What, Where, When, Why, and How To Use Them*. Markam: Pembroke Publishers.

Appendix J

Rubrics in Assessment

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

Building a rubric requires a framework to relate levels of achievement to criteria for achievement for the traits the teacher (and students) deem important. The inclusion of students in the design of a rubric for a particular assignment, project, or task helps them to better understand the criteria that will be expected of them to complete the task. With practice, students can learn to develop their own internal sets of criteria for many tasks. They will also learn to expect to see required criteria **before** embarking on the task. During the process, students will deepen their understanding of “quality” of work and they will practice group norms of collaborative tasks. It is important to use language that is student-friendly and easily understood.

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

Criteria	Levels of Achievement				
	1	2	3	4	5
Quality	very limited / very poor / very weak	limited / poor / weak	adequate / average / pedestrian	strong	outstanding / excellent / rich
Quantity	a few	some	most	almost all	all
Frequency	rarely	sometimes	usually	often	always

The five-trait rubric on the following page illustrates the structure described above. In this example, five levels are used, with quality as the criterion. The rubric, as written, is an instrument the teacher may use to assess a student’s participation in a cooperative learning group, but it may be re-written in student language for use as a self-assessment tool.

Appendix J: Rubrics in Assessment

Assessing Collaborative Group Participation	
Proficiency Level	Traits
5 Outstanding	<ul style="list-style-type: none"> • Outstanding ability to contribute to the group task • Outstanding appreciation for feelings and learning needs of group members • Very eager to carry out his or her assigned task(s) in the group • Brings outstanding knowledge and skills about (identify the topic) • Very eager to encourage others to contribute to the group tasks
4 Strong	<ul style="list-style-type: none"> • Strong ability to contribute to the group task • Strong appreciation for feelings and learning needs of group members • Eager to carry out his or her assigned task(s) in the group • Brings strong knowledge and skills about (identify the topic) • Eager to encourage others to contribute to the group tasks
3 Adequate	<ul style="list-style-type: none"> • Adequate ability to contribute to the group task • Adequate appreciation for feelings and learning needs of group members • Inclined to carry out his or her assigned task(s) in the group • Brings adequate knowledge and skills about (identify the topic) • Inclined to encourage others to contribute to the group tasks
2 Limited	<ul style="list-style-type: none"> • Limited ability to contribute to the group task • Limited appreciation for feelings and learning needs of group members • Inclined, when prompted, to carry out his or her assigned task(s) in the group • Brings limited knowledge and skills about (identify the topic) • Inclined, when prompted, to encourage others to contribute to the group tasks
1 Very Limited	<ul style="list-style-type: none"> • Very limited ability to contribute to the group task • Very limited appreciation for feelings and learning needs of group members • Reluctant to carry out his or her assigned task(s) in the group • Brings very limited knowledge and skills about (identify the topic) • Reluctant to encourage others to contribute to the group tasks

Appendix K

Geographic and Mapping Skills

Geographic and Mapping Skills K-3

The following geographic and mapping skills chart is intended to provide a developmental continuum of students in Kindergarten to grade 3. The corresponding chart for grades 4-6 will follow on p. 150.

Geographic/Mapping Skills	Grade K-1	Grade 2	Grade 3
Representation of Place	Awareness of <ul style="list-style-type: none"> - that maps/globes represent places on Earth - how to locate places on maps/globes 	Awareness of <ul style="list-style-type: none"> - that maps/globes represent places on Earth - how to locate places on maps/globes 	Locate province in region, Canada, North America, and the world by using maps/globes
Map Components <ul style="list-style-type: none"> - title (what the map is about) - scale (qualitative or quantitative) - legend/key (shows what symbols on a map stand for) - symbols (pictures that stand for things on a map) - arrow/compass rose (symbol that shows direction) - borders/boundary lines (dividing lines between places) (Use map component terminology as various maps are discussed)	Awareness of <ul style="list-style-type: none"> - title - qualitative scale (bigger or smaller than) - legend/key - symbols - labels - direction (near/ far/up/down) 	Awareness of <ul style="list-style-type: none"> - title - qualitative scale (bigger or smaller than) - legend/key - symbols - labels - direction (to the north south/east/west) 	Understand <ul style="list-style-type: none"> - qualitative scale - arrow/compass rose - borders/boundary Lines Awareness of <ul style="list-style-type: none"> - quantitative scale - cartographer (person who makes maps)
Symbols/Signs (visuals used to represent things drawn on a map, e.g., area, point, line symbols)	Awareness of <ul style="list-style-type: none"> - area symbol (colours/shapes that represent land and water) - point symbols (houses, constructed features, signs, natural landmarks or features, e.g., trees) - line symbols (borders, e.g., between neighbours and school yard, roads/streets, water ways) 	Locate (on map and legend key) <ul style="list-style-type: none"> - area symbols (landforms and bodies of water on neighbourhood and community maps) - point symbols (natural and constructed features) - line symbols borders, roads/streets, waterways) 	Locate on map and legend/key and describe <ul style="list-style-type: none"> - landforms (islands, hills, mountains, wetlands) common and specific to province and region - vegetation and patterns - borders/boundary lines (provinces, vegetation lines)

Appendix K: Geographic and Mapping Skills

Geographic/Mapping Skills	Grade K-1	Grade 2	Grade 3
Position/Direction Using positional language	Use positional language (near, far, up, down, under, left, right, and other relative terms) to describe self, surroundings, and places on maps	Use relative terms (behind/in front of, left, right, close to/far away) Awareness of - cardinal directions (to north/south/east/west) - cardinal points (N, S, E, W)	Use cardinal points to locate Canada and region/province on maps and globe
Scale	Awareness of qualitative scale, as in models (dolls, cars, playhouses, miniature houses and communities, sandbox/modelling clay communities, building blocks, etc.)	Awareness of qualitative scale as representative size of objects, using models/drawings	Understand - qualitative scale Awareness of - quantitative scale (up/down, e.g., drawings of objects using simple grids and 1:2, 1:3 ratios) - grids (simple) - dot-to-dot drawings - construction of models to practise qualitative scale accuracy - distance (begins to use numbers)
Perspective	Awareness of perspective (through viewing pictorial maps with features portrayed by drawings and pictures, and panoramic maps with views from a distance, or on 10-15° angle) Draw/create pictorial maps (frontal view, one base line)	Awareness of perspective (by viewing pictorial and panoramic maps) Draw/create pictorial maps (frontal view, slightly elevated angle 10-15°, low oblique, more than one base line. Students not expected to know terms.)	View aerial maps. Draw/construct panoramic maps (elevated angle 45° - high oblique) (Houses are still pictorial)

Geographic/Mapping Skills	Grade K-1	Grade 2	Grade 3
Scope (size and range of the child's immediate world)	Room, home, and school	Immediate environment, neighbourhood and community	Province and region
Map/Model	Use - 3-D models (made with small tables, chairs, building blocks)	Use - 3-D models - floor maps - murals (of imaginary or real places) - field-sketch map	Use models and variety of maps
Time and time line	Use - time- related vocabulary to describe events (before, after, yesterday, today, tomorrow, days, months)	Use - time-related vocabulary to describe events (days, months, years, long ago, over time, in the past, in the future)	Use - time-related vocabulary to describe events Awareness of use of numbers to indicate time periods (1800s, 1900s)
	Use time line to show how related events are arranged in chronological order (pictorial and concrete objects, not dates).		

Geographic and Mapping Skills 4-6

The Geographic and Mapping Skills chart below is intended to provide a developmental continuum for students in grade 4 to grade 6.

Geographic/Mapping Skills	Grade 4	Grade 5	Grade 6
Representation of Place - 3-D models - floor maps - murals (of imaginary or real Places) - field-sketch map - satellite imagery	Locate continents and oceans by name Locate Canada, physical regions, provinces, territories, and capitals Locate physical regions of the world	Locate ancient, medieval societies on world map Locate Aboriginal societies on Canadian map Locate French/British colonial settlements on world and Canadian maps	Locate various places on provincial map Locate significant cultural regions of the world Locate selected nations/states
Map Components - title - scale (linear or ratio) - legend/key - symbols - labels - arrow/compass rose - borders/boundary lines	Interpret (decode) and construct (encode) maps, using mapping conventions consistently Use map component terminology consistently in discussion of maps	Decode and encode consistently Use map component terminology consistently in discussion of maps	Decode and encode consistently Use map component terminology consistently in discussion of maps
Symbols/Signs - Area symbols - Point symbols - Line symbols	Locate on map and legend/key and then describe - landforms (e.g., Mountains, oceans) common and specific to province, regions, and country -borders/boundary line (provinces, territories, continents) Awareness of population density (number of people in a given area)	Locate significant geographic features on world map Locate and describe settlement patterns Awareness of population distribution (where specific groups of people are located)	Locate significant geographic features on world map Continue to develop understanding of population density/distribution Locate and describe transportation routes (road, river and railway).

Geographic/Mapping Skills	Grade 4	Grade 5	Grade 6
<p>Position/Direction Using Positional Language</p>	<p>Use cardinal points to describe relative direction and position of provinces/territories, Canada, and the World. Introduce immediate points (points located between the cardinal points, e.g., NE, SW) to describe the direction and position.</p> <p>Awareness of latitude and longitude to locate positions</p> <p>Use simple grid system to locate positions</p>	<p>Use cardinal and intermediate points to describe direction and position.</p> <p>Use longitude and latitude to locate positions</p> <p>Use simple grid system to locate position</p>	<p>Consistently use cardinal and intermediate points to describe direction and position.</p> <p>Use longitude and latitude to locate positions</p> <p>Use grid system to locate positions</p> <p>Awareness of use of compass to find a position</p>
<p>Scale</p>	<p>Estimate and calculate distances on maps of Canada using simple scale</p> <p>Kinesthetic understanding of scale (enlargement and shrinking)</p> <p>Understand - qualitative scale (up/down, e.g., drawings of objects using simple grids and ratios) - distance (use numbers to represent distance)</p>	<p>Estimate and calculate distances on a variety of maps using scale</p> <p>Understand qualitative scale</p>	<p>Estimate, calculate, and compare distances on a variety of maps, using scale</p> <p>Understand qualitative scale</p>

Appendix K: Geographic and Mapping Skills

Geographic/Mapping Skills	Grade 4	Grade 5	Grade 6
Perspective (angle from which the child views or constructs/ draws maps)	View aerial maps	Use aerial maps	Use aerial maps
Scope (size/range of the student's immediate world)	Community and surrounding areas	Region, nation, and world	
Map/Model (used for instruction)	<p>Use maps/models of large regions such as Canada, including raised relief maps</p> <p>Select different types of maps for different types of information</p> <p>Use various maps to access different types of information, including population, political regions, natural resources, vegetation, and topography (surface features, both physical and human- made) of a place</p>	<p>Use maps/models of large regions, including raised relief and political boundaries, or models depicting specific information</p> <p>Use historical maps</p> <p>Compare different types of maps</p>	<p>Use maps/models of large regions, including raised relief and political boundaries, or models depicting specific information</p> <p>Use historical maps</p> <p>Use various maps to access different types of information, including population, natural resources, production and GDP, vegetation, language, etc.</p>

Geographic/Mapping Skills	Grade 4	Grade 5	Grade 6
Time and time line	<p>Use</p> <ul style="list-style-type: none"> - dates in discussion of historical events - time line to show how related events are arranged in chronological order 	<p>Continue to develop understanding of time in historical context (pre-history, ancient, medieval, modern)</p> <p>Continue to use time line with dates</p> <p>Use BCE (Before Common Era) and CE (Common Era) on time lines</p>	<p>Continue to develop understanding of historical time periods (Paleo-Indian, Archaic, Ceramic/Pre-European)</p> <p>(♥Note: The term “Indian” has been reviewed by the Mi’kmaq Confederacy and Dr. David Keenlyside. It is important for students to realize that the use of the word “Indian” is considered offensive to many Aboriginal people. It is used to describe that time period and is appropriate for this context only.)</p>
Further development of geographic skills	<p>Use charts, table, graphs, and projections to develop understanding of geographic skills</p>		

This chart may be used to record student development of geographic and mapping skills as outlined in the Geographic and Mapping Skills Continuum. Teachers may wish to use the following guide to describe student progress, with associated comments.

1. Requires support to demonstrate skill
2. Beginning to demonstrate skill independently
3. Independently demonstrates skill with occasional support
4. Independently demonstrates skill and able to assist others

Geographic and Mapping Skills										
Student names	Representation of Place	Map Components	Symbols/ Signs	Positional Language	Scale	Perspective	Scope	Map/ Model	Time/ Time line	