Prince Edward Island

CANADA

Education and Early Childhood Development
English Programs

Atlantic Canada
Social Studies Curriculum

CURRICULUM

Social Studies

Grade 6

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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 as well as 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, 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 promotes students' growth as individuals and citizens of Canada and an increasingly interdependent world. It 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 history and the social sciences, including 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

This curriculum guide is intended to advance social studies education and to improve social studies teaching and learning, while recognizing and validating the effective practices that already exist in many classrooms.

This curriculum guide has three purposes:

- to provide a framework on which educators and others base decisions concerning learning experiences, instructional techniques, and assessment strategies
- to inform both educators and members of the general public about the philosophy and scope of social studies education for grade 6 in the Atlantic provinces
- to promote the effective learning and teaching of social studies for students enrolled in grade 6 classrooms

Guiding Principles

All entry to grade 9 curricula 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 (KSCOs);
- reflecting a balance of local, national, and global content;
- promoting achievement of the processes of communication, inquiry, and participation;
- promoting literacy through 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 teaching, 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 congruous with key-stage curriculum outcomes (KSCOs), general curriculum outcomes (GCOs), and essential graduation learnings (EGLs). In addition, the processes, as well as the attitudes, values, and perspectives, of social studies are embedded in the SCOs.

Essential Graduation Learnings

Processes
• communication
• inquiry
• participation

General Curriculum Outcomes

Attitudes
Values
Perspectives

Citizenship, Power, and Governance

Culture and Diversity

Individuals, Societies, and Economic Decisions

Inter-dependence

People, Place, and Environ-ment

Time, Continuity, and Change

Key-Stage Curriculum Outcomes

Specific Curriculum Outcomes

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 which 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 culture is preserved, modified, and transmitted

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 main features of the Canadian constitution

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
- demonstrate an understanding of the concepts and vocabulary associated with time, continuity, and change

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
- explain why people's incomes may change and the impact of that change on their lifestyle

Problem Solving

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

By the end of grade 6, students will be expected to
- identify and explain how people, goods, and ideas move among communities

Technological Competencies

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 outcome 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

Cultural Diversity

Students will be expected to demonstrate an understanding of culture, diversity, and worldview, 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

Interdependece

Students will be expected to demonstrate an understanding of the interdependent relationship 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 relation-ships among individuals, societies, and the environment
- identify and describe examples of positive and negative interactions among people, technology, 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 for a process-skills matrix). The processes are reflected in the "Suggestions for Learning and Teaching" and the "Suggestions for Assessment" found in social studies curriculum guides. These processes constitute many skills—some of these skills 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 middle school 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—this is 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 relationship 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 responsible citizenship

Contexts for Learning and Teaching

Adolescent Learners: Characteristics and Needs

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

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

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

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

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

Intellectual Development

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

Young adolescents need opportunities to develop their formal thinking skills and strategies if they are to move from concrete to abstract thinking. To develop the skills of critical analysis and decision making, young adolescents should be exposed to experiential learning where they can apply skills to solve real-life problems, and question and analyse significant issues.

Physical Development

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

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

Social Development

Young adolescents are searching for greater autonomy as they attempt to define themselves independent of the family unit. As they become more socially interactive, many engage in risk-taking behaviours; family allegiance diminishes; and peer relationships take on increased importance. Conformity to the dress, speech, and behaviour of their peer group is quite common. They appear to fluctuate between a demand for independence and a desire for guidance and direction. At this time, authority still remains primarily with the family, but the adolescent will exercise the right to question or reject suggestions from adults.

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

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, lifestyle, and language. Schools should foster the understanding of such diversity. Social studies curriculum 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 that includes pride in identity. Educators should ensure that classroom practices and resources positively and accurately reflect diverse perspectives, and reject prejudiced attitudes and discriminatory behaviours.

Principles Underlying the Social Studies Curriculum

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

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

- *Active* social studies encourages students to assume increasing responsibility for managing their own learning. Exploration, investigation, critical and creative thinking, problem solving, discussion and debate, decision making, and reflection are essential elements of this principle. This active process of constructing meaning encourages lifelong learning.
- *Integrative* social studies crosses disciplinary borders to explore issues and events, while using and reinforcing informational, technological, and application skills. This approach facilitates the study of the physical and cultural environment by making appropriate, meaningful, and evident 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 can contribute significantly to the development of these critical attributes to prepare students as lifelong learners.

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

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

Respectful of diversity

Students come to the classroom from backgrounds that represent the reality of Canada's diversity, whether it is in terms of social identity, economic context, race/ethnicity, or gender. The social studies learning environment 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 diversity in their backgrounds, students should be given equal access to educational opportunities, and can be successful at them.

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 socio-economic 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 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 them into meaningful patterns.

Relevant and significant

Since the intermediate learner is naturally critical of what the adult world represents, it is necessary for the social studies curriculum to be convincing and relevant. Consequently, it must provide learning situations that incorporate student interests, but also 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, but the students' rational and critical involvement in learning about them plays an integral part in development of the person and citizen.

Social Studies for EAL Learners

The Prince Edward Island social studies curriculum is committed to the principle that learners of English as an additional language (EAL) 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. Students —EAL learners in particular—need to be encouraged and supported to speak, write, read, listen, interpret, analyse, express ideas, and share information in social studies classes. Such efforts have the potential to help EAL learners overcome barriers and will facilitate their participation as active citizens in Canadian society.

To this end:
- schools should provide EAL learners with support in their dominant language and English language while learning social studies;
- teachers, counsellors, and other professionals should consider the English-language proficiency level of EAL learners as well as their prior course work in social studies;
- the social studies proficiency level of EAL learners should be solely based on their prior academic record and not on other factors;
- social studies teaching, curriculum, and assessment strategies should be based on best practices and build on the prior knowledge and experiences of students and on their cultural heritage;
- the importance of social studies and the nature of the social studies program should be communicated, with appropriate language support, to both students and parents;
- to verify that barriers have been removed, educators should monitor enrolment and achievement data to determine whether EAL learners have gained access to, and are succeeding in, social studies courses.

Resource-Based Learning

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

The range of possible resources include the following:
- print—books, magazines, newspapers, documents, other publications
- visuals—maps, illustrations, photographs, pictures, study prints
- artifacts—concrete objects, educational toys, games
- individuals and community—interviews, museums, field trips
- multimedia—films, audiotapes and videotapes, laser and video discs, television, radio
- information technology—computer software, databases, CD-ROMs
- communication technology—Internet connections, bulletin boards, e-mail

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, 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.

Literacy Through Social Studies

Literacy has always been an important component of social studies education. In recent years, however, through the promotion of research in critical theory, the meaning of literacy has broadened to encompass all media and forms of communication. In today's Social Studies classrooms, learners are encouraged to examine, compose, and decode spoken, written, and visual texts to aid in their understanding of content and concepts, and to better prepare them for full and effective participation in their community. Additionally, the goals of literacy include not only language development but also critical engagement with text, visuals and auditory information. These goals have implications for the role of the social studies teacher.

The ability to read is critical for success in school. Therefore, it is vital that social studies teachers develop and use strategies that specifically promote students' abilities to read, comprehend, and compose text, no matter what form that text might take.

Similarly, writing as a process should be stressed as a means for students to communicate effectively what they have learned and what questions they need to ask.

Critical literacy in social studies curriculum addresses several goals. Through the implementation of various strategies, teachers will develop students' awareness of stereotyping, cultural bias, author's intent, hidden agendas, silent voices, and omissions. Students are encouraged to be aware that authors construct texts with specific purposes in mind. Further, critical literacy helps students comprehend texts at a deeper level by encouraging them to view content and ideas from a variety of perspectives and to interpret the various levels of meaning, both explicit and implicit, in a given text.

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

Strategies that promote literacy through social studies include helping students comprehend the meaning of words, symbols, pictures, diagrams, and maps in a variety of ways. Students will engage in many learning opportunities designed to challenge and enhance their communication in a variety of modes, such as writing, debating, persuading, and explaining, and in a variety of mediums, such as the artistic and the technological. In the social studies classroom, all literacy strands are significant: reading, writing, speaking, listening, viewing and representing.

In the context of Social Studies, literacy also addresses the promotion of citizenship. Literacy for active citizenship involves understanding different perspectives on key democratic struggles, learning how to investigate current issues, and participating creatively and critically in community problem solving and decision making. Exercising civic rights and responsibilities is a practical expression of important social values and requires specific personal, interpersonal, and advocacy skills. Through this important focus, the Social Studies program will help students become more culturally sensitive and effective cross-cultural communicators in a world of increasing cultural and linguistic diversity.

Integration of Technology 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, word processing software, graphics software, video-editing software, html editors, and the Internet—including the World Wide Web, databases, electronic discussions, e-mail, and 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 and CD-ROMs increase access to extensive and current information. Research skills are key to efficient use of these resources. Questions of validity, accuracy, bias, and interpretation must be applied to information available on the Internet and CD-ROMs.
- Interactions and conversations via e-mail, video and audio conferencing, student-created Websites, and on-line 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, Websites, multimedia presentations) that fit their learning styles. These presentations can be shared with others, both in their classroom and beyond.
- Students are actively involved in their learning 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 6 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 6 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 teaching has 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 6 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 6 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 skilful teacher to reflect on the program outcomes, topics, resources, and nature of the class and individual students to select approaches best suited to the circumstances.

Inquiry

Educational research suggests that students learn best when they actively and critically inquire into the subject matter. In this regard, students will be introduced to the constructivist approach to learning whereby student knowledge is built upon so that students can derive answers to inquiry questions using both prior and new knowledge. Teachers will lead students so that students can question and then search for answers as they move through the curriculum. While students need a background to understand new ideas, they should also be given many opportunities to construct new meaning as they examine the various unifying ideas related to the history of our province, explore the importance of culture in the world, and identify why people, events, and ideas in our history were significant.

The Social Studies 6 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 occured. 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. 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. Classrooms then 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 question 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 in 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 D.

Historical Thinking Concepts

Six historical thinking concepts have been identified by Peter Seixas through his work at the University of British Columbia's Centre for the Study of Historical Consciousness. *Benchmarks of Historical Thinking* is the title of the project associated with his work. These six historical thinking concepts are designed to help students think more deeply and critically about the past as well as their own relationship to the past, including how it can be linked to the present. Teachers can use these historical thinking concepts to extend and deepen the learning of the SCOs. When evident, a concept is noted in the applicable outcome elaboration and is best achieved when embedded within the lesson. The six historical thinking concepts include:

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 [historical figure] had not existed?).

2. Evidence—Looks at primary and secondary sources of information (e.g., using visual images we can we learn about changes in Island lifestyle during the Contemporary/European period. To learn from a piece of evidence, we must ask appropriate questions. Different questions would be asked about a diary entry than would be asked about a sextant (celestial navigation device).

3. Continuity and change—Considers what has changed with time and what has remained the same (e.g., cultural traditions that have remained the same and traditions that have been lost over time). Includes chronology and periodization, two different ways of organizing time, helping students to understand that things happen between the marks on a time line.

4. Cause and Consequence—Examines why an event unfolded the way it did, and whether there is more than one reason for this. Explains that causes are not always obvious and can be multiple and layered. Actions can also have unintended consequences (e.g., how the exchange of technologies over time changed has the traditions of a

culture). This concept includes the question of "agency", that is, who (what individual or group) caused things to happen the way they did?

5. Historical perspective—Any historical event involves people who may have held very different perspectives on the event (e.g., why the government made a specific decision at a specific time). Perspective taking is about trying to understand a person's mindset at the time of an event, but not about trying to imagine oneself as that person. The latter is impossible, as we can never truly separate ourselves from our 21st century mindset and context.

6. Moral dimension—Assists in making ethical judgments about past events after objective study. We learn from the past (e.g., women being given the right to vote on P.E.I. in 1922) in order to face the issues of today. Perspective taking and moral judgement are difficult concepts because both require suspending our present day understanding/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.)

Geographical Thinking Concepts

The Critical Thinking Consortium 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 SCOs. When evident, the concept is noted in the applicable elaboration and is best achieved when embedded within the lesson. The six concepts are the following:

1. Geographical importance—Assesses the significance of a geographic location or phenomena. It considers the questions What is where? Why is it there? Why is that important?

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 (e.g., given a set of statistics about an unidentified country, what you can tell about that place, and what reliable conclusions you can draw about it).

3. Patterns and trends—considers what changes and what remains constant over a particular time period (e.g., given a set of data for various time periods, what economic trends you can identify. What changes have taken place in the P.E.I. economy? What has remained the same).

4. Interactions and associations—Identifies significant factors that influence the interaction of the physical and human environments and the impact of these factors on these environments. Essentially, we ask How do humans and environmental factors influence each other?"

5. Sense of place—Looks at the uniqueness and connectedness of a particular location, the perspective of a place (e.g., how images of a geographic region identify its sense of place).

6. *Geographical value judgments*—Assesses what should or should not be (e.g., whether importance should be placed on exports rather than on a locally sustainable economy).

Adapted from Bahbahani, Kamilla Huynh, Nien Tu, *Teaching about Geographical Thinking*. Vancouver: The Critical Thinking Consortium, 2008.)

Education for Sustainable Development

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

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 interergrate ecological, social, and economic spheres through active, relevant, interdisciplinary learning.

Assessing and Evaluating Student Learning

Introduction

Assessment is the systematic process of gathering data on student learning.

Evaluation is the process of analysing patterns in the data, forming judgments about possible responses to these patterns, and making decisions about future actions.

An integral part of the planned instructional cycle is the evaluation *of* learning and evaluation *for* learning. Evaluation *of* learning focusses on the degree to which students have achieved the intended outcomes, and the extent to which the learning environment was effective toward that end. Evaluation *for* learning, given what evaluation of learning reveals, focusses on the designing of future learning situations to meet the needs of the learner.

The quality of assessment and evaluation has a profound and well-established link to student performance. Regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how the results are communicated send clear messages to students and other stakeholders about what is really valued—what is worth learning, how it should be learned, what elements of quality of performance are most important, and how well students are expected to perform.

Teacher-developed assessments and evaluations have a wide variety of uses:

- providing feedback to improve student learning
- determining whether 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 the needs of guidance and administration personnel

Guiding Principles

In order to provide accurate, useful information about the achievement and instructional needs of students, certain guiding principles for the development, administration, and use of assessments must be followed. *Principles for Fair Student Assessment Practices for Education in Canada* (1993) articulates five basic assessment principles.

- Assessment strategies should be appropriate for and compatible with the purpose and context of the assessment.
- Students should be provided with sufficient opportunity to demonstrate the knowledge, skills, attitudes, or behaviours being assessed.
- Procedures for judging or scoring student performance should be appropriate for the assessment strategy used and be consistently applied and monitored.
- Procedures for summarizing and interpreting assessment results should yield accurate and informative representations of a student's performance in relation to the curriculum outcomes for the reporting period.
- Assessment reports should be clear, accurate, and of practical value to the audience for whom they are intended.

These principles highlight the need for assessment which ensures that

- the best interests of the student are paramount
- assessment informs teaching and promotes learning

- assessment is an integral and ongoing part of the learning process and is clearly related to the curriculum outcomes
- assessment is fair and equitable to all students and involves multiple sources of information.

While assessments may be used for different purposes and audiences, all assessments must give each student optimal opportunity to demonstrate what he/she knows and can do.

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.
Instruction and evaluation are centred around outcomes. Not only are outcomes used in providing structured teaching and learning, but they also provide a framework for assessment and evaluation.

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 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.

- 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.

- <u>Interviews</u> promote understanding and application of concepts. Interviewing a student allows the teacher to confirm that learning has taken place beyond factual recall. Interviews 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.
- <u>Paper and pencil</u> assessments can be formative or summative (e.g., written assignments or tests).
- <u>Presentations</u> require students to analyse 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.
- <u>Portfolios</u> 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-plays	debates
essay writing	rating scales
case studies	peer and self-assessments
panel discussions	

Evaluation

Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated, and what teachers expect of them. The evaluation of a student's progress may be classified as pre-instructional, formative, or summative—depending on the purpose. Pre-instructional evaluation is conducted before the introduction of unfamiliar subject matter, or when learners are experiencing difficulty. It gives an indication of *where students are* and is not a measure of what they are capable of doing. The purpose is to analyse the student's progress to date in order to determine the type and depth of instruction needed. This type of assessment is mostly conducted informally and continuously.

Formative evaluation is conducted throughout the process of instruction. Its primary purpose is to improve instruction and learning. It is an indication of *how things are going*. It identifies a student's strengths or weaknesses with respect to specific curriculum

outcomes so that necessary adaptations can be made. Summative evaluation occurs at the end of a designated period of learning. It is used, along with data collected during the formative stage, to determine learner achievement. This assessment is used in order to report the degree to which curriculum outcomes have been achieved.

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

There should be a congruence between what is taught, how it is taught, and the emphasis in the evaluation process. Social Studies educators should recognize that "...quality programming and instruction are neither content-based nor process based, but a wise and judicious mixture of both." (Frost 1989, 11.)
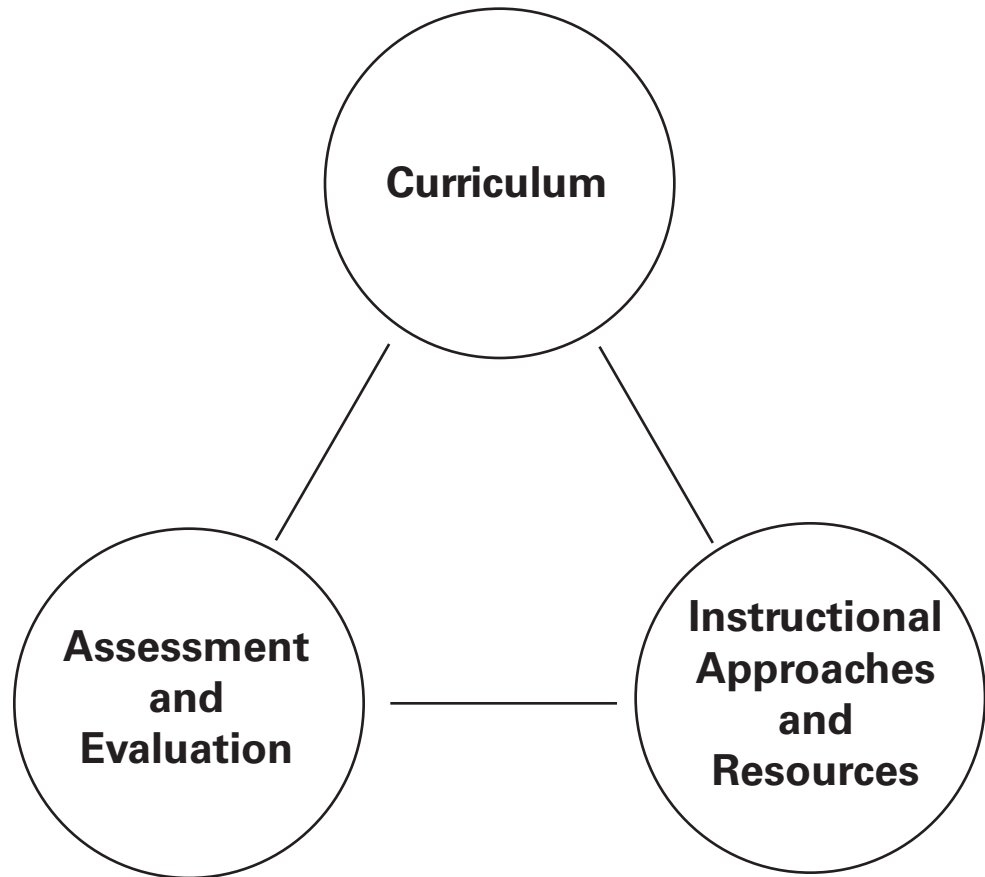
(Adapted from NL Department of Education. *The Evaluation of Students in the Classroom: A Handbook and Policy Guide.* Saint John's: Government of Newfoundland and Labrador, 1990.)

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

Curriculum Overview

Entry-Grade 9 Social Studies Program

The social studies program for entry to grade 9 is designed around ten conceptual organizers as identified below.

Entry
Connections

Grade 9
Interdependence

Grade 1
Interactions

Grade 8
Canadian
Identity

Grade 2
Change

Learner

Grade 7
Empowerment

Grade 3
Provincial
Identity

Grade 6
PEI History
World Cultures

Grade 4
Explorations
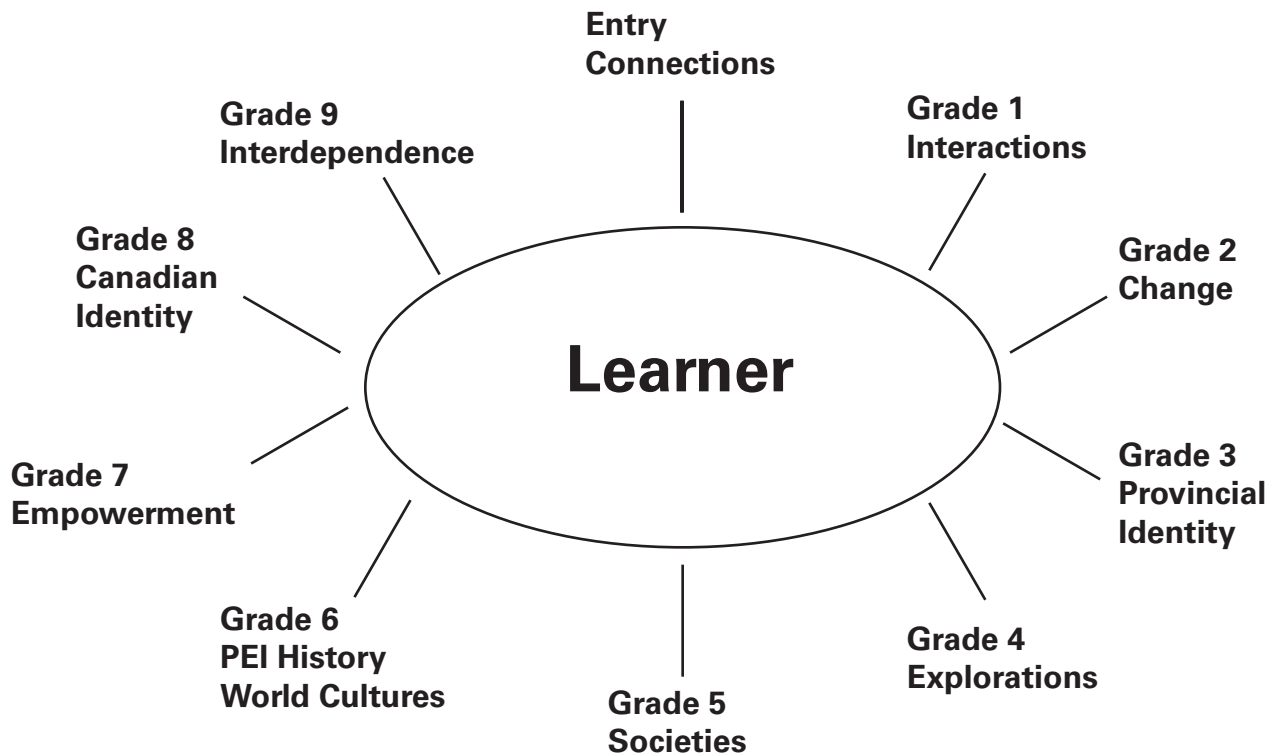
Grade 5
Societies

Grade 6: Prince Edward Island History

The conceptual organizer for Grade 6 P.E.I. History consists of the following units:

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.
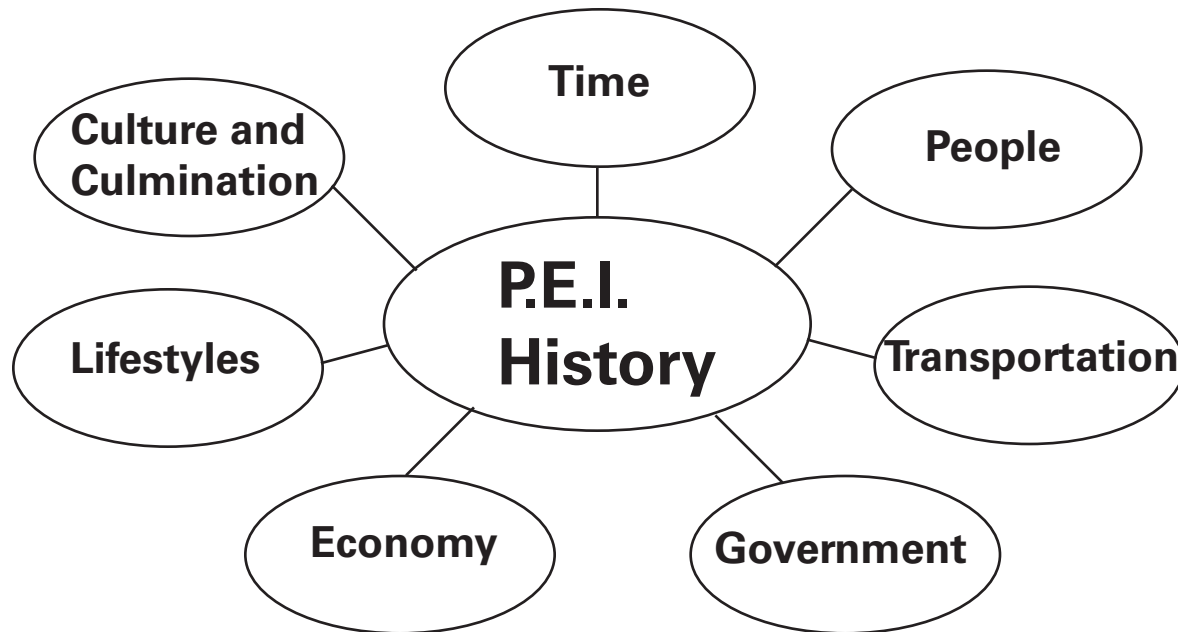
Unit One: Time

Students will be expected to
6.1.1   identify selected events of the Contemporary/European period on a time line

Unit Two: People

Students will be expected to
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

Students will be expected to
6.3.1   examine the development of transportation modes on the Island over time

Unit Four: Government

Students will be expected to
6.4.1   examine the impact of past political decisions on present day life in P.E.I.

Unit Five: Economy

Students will be expected to
6.5.1   demonstrate an understanding of the economic activities in P.E.I. over time

Unit Six: Lifestyles

Students will be expected to

6.6.1   identify changing lifestyles of people in P.E.I. over time

Unit Seven: Culture and Culmination

Students will be expected to

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 conceptual organizer for Grade 6 World Cultures consists of the following units.

```
              ┌──────────────┐
              │ Introduction │
              │  to Culture  │
              └──────────────┘
                     │
┌────────────┐  ┌──────────┐  ┌────────────────┐
│   World    │──│  World   │──│    Canada:     │
│   Issues   │  │ Cultures │  │ Reflections on │
└────────────┘  └──────────┘  │   a Cultural   │
                     │        │     Mosaic     │
              ┌──────────────┐└────────────────┘
              │ Elements of  │
              │   Culture    │
              └──────────────┘
```
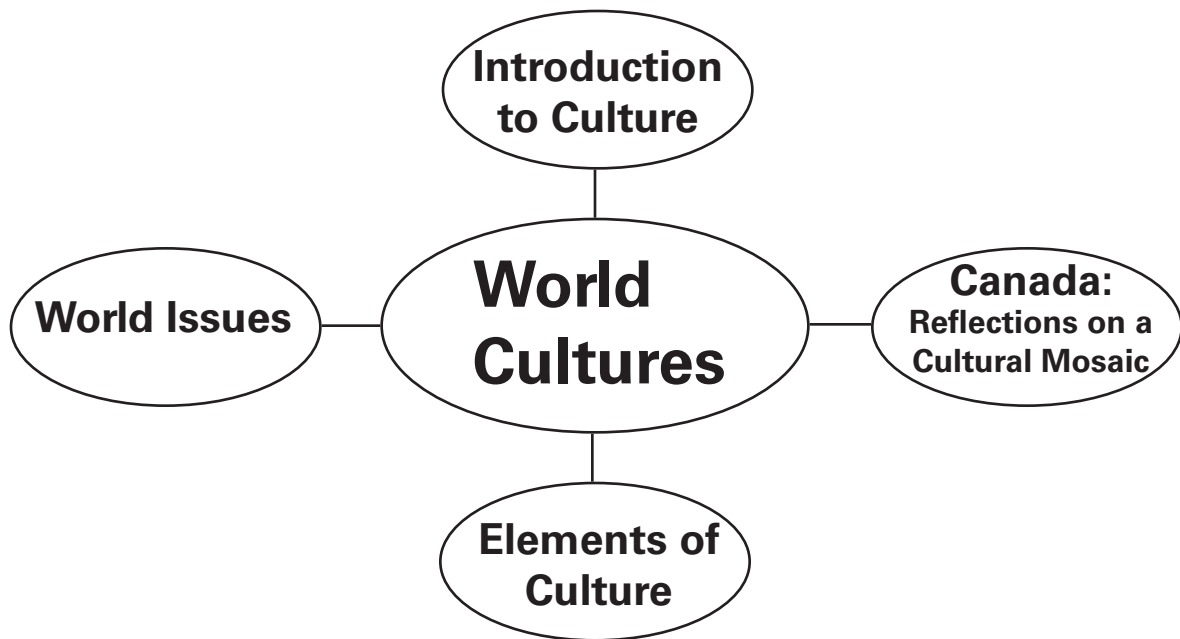
The specific curriculum outcomes that describe what students are expected to know, be able to do, and value by the end of the World Cultures component for the grade 6 social studies program.

Unit One: An Introduction to Culture

Students will be expected to

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

Students will be expected to

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

Students will be expected to

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

Students will be expected to

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

P.E.I. History
How to Use the
Four-Column
Curriculum Layout

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

- providing a range of strategies for learning and teaching associated with a specific outcome or cluster of outcomes
- demonstrating the relationship between outcomes and assessment strategies
- suggesting ways that teachers can make cross-curricular connections
- providing teachers with ideas for supplementary resources.

Column 1:
Outcomes

This column provides the specific curriculum outcomes describing what students are expected to know and be able to do by the end of the year.

Column 2:
Elaborations - Strategies for Learning and Teaching

This column provides teachers with a detailed explanation of the SCO through the elaborations. It identifies the expected focus of the outcome. The inquiry focusses on historical/geographical skills that will help teachers deepen the students' thinking around a particular topic. The numbered activities in column 2 provide teachers with a step-by-step guide to work with the student text.

Sensitive Topics

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

GRADE 6: P.E.I. HISTORY

Unit 1: Time

Outcomes	Elaborations - Strategies for Learning and Teaching
Students will be expected to 6.1.1 **identify selected events of the Contemporary/European period on a time line**	**Elaboration** This outcome lays the foundation for the remainder of the P.E.I. history course. Students will be able to visualize the four main historical eras on a physical time line. However, the focus of this outcome is for students to identify the Contemporary/European period and sequence selected events from that period. It will then be easier for them to understand that the time period (500 years) which will be explored in this course represents only a fraction of the entire historical time line of the Island, and that "our" history is quite recent in the terms of the whole picture. With this unit, students will be introduced to the process of historical inquiry and its role in reconstructing history. **Note:** This document serves as both a curriculum document and a teachers' guide. Therefore, the numbered activities in column 2 provide a step-by-step guide to working with the student resource. **Inquiry** For this outcome, students may **ask** questions and **access** information in considering what **evidence** there is to determine what important events occurred on P.E.I. during the Contemporary/European period.

1. Invite students to examine the narrative text on pp. 1-3 of the student resource. *Exploring the Island*—guiding their reading or allowing for individual exploration of the text. Discuss with students how the narrative text is used as an introduction to the content areas. While the narrative contains some historical connections, it is not an accurate historical account of events as it is based on the imaginary adventure of two fictional characters. Teachers may also note how archaeology and history are interconnected. Archeologists examine physical evidence to study the past. Their findings assist historians in writing about past events.
2. Have students identify the four periods of P.E.I. history by using a class rope or tape previously divided into four 500 year segments. Students can use this visual representation to see the entire span of time that the Island has existed (11 500 years). Read the text about Paleo-Indian period (p. 4) and have students create a note with a word, phrase, or visual to represent an attribute of that era and place it on the appropriate space of the rope. (♥**Note:** The term "Indian" is used and 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 was used to describe that time period and is appropriate for this context only.) Have students explore the remaining three periods— guiding their reading or allowing for individual exploration of the text—and repeat the activity for each of the remaining three eras of P.E.I. history.
3. Have students note that what they will be studying is the last 500 years of P.E.I. history, which occupies a very limited space on the class rope. Involve students in a discussion of their knowledge of P.E.I.'s last 500 years of history.

Column 3:
Tasks for Instruction and/or Assessment

This column provides a continuation of tasks for learning and/or assessment from which teachers and students may choose. Suggested learning experiences can be used in various combinations to help students achieve an outcome. This column provides suggestions for ongoing 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:
Resources/Notes

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

Unit 1: Time

Tasks for Instruction and/or Assessment

(Please refer to "Teacher Notes" (p. 38) regarding this assessment column.)

Informal/Formal Observation

- Observe students during the historic eras activity (see number 2) to assess their beginning understanding that the time period of 500 years is only a small fraction of the entire period of human history.

Paper and Pencil

- Have students construct a time line of the Island's four historic eras and identify the Contemporary/European period.

Presentation

- Invite students to create an illustration representative of the four historic eras (e.g., poster, mural, storyboard, slideshow) and identify the Contemporary/European period.

Resources/Notes

Authorized Resources
Exploring the Island:
Discovering Prince Edward Island
History
Chapter 1: "Digging Up Time"

Optional Resources
Abegweit
(Note: This resource is no longer authorized but remains a valuable supplementary resource to support the curriculum.)
Chapter 6: "Once There Was No Island"
Chapter 7: "The Micmac so Long Ago"

Web-sites
http://www.pe.gc.ca

Teacher Background Resources
The Island Magazine (located in school library, or through http://www.islandarchives.ca)
"Bathygnathus Comes Home" (Fall/Winter 1992): 12-13

"In Search of the Island's First People" (Spring/Summer 1983): 3-7

Cross Curricular Links
Technology
- Concept Map
  Outcome A4.2 (Independent)
- Multimedia
  Outcomes A8.1, A8.2,
  A8.5 (Guided)

World Cultures
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 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/or be able to do, and value by the end of the year. The use of bold indicates the outcome treated in each of the two, two-page spreads

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

Column 2, Spread 1 provides teachers with a detailed explanation of the 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 Indicators

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

Column 4, Spread 1:
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*   *Column 3*   *Column 4*

Atlantic Canada
Social Studies

Grade 6 Curriculum

Grade 6: P.E.I. History/World Cultures

Year Overview

The grade 6 social studies curriculum in Prince Edward Island has two components.

P.E.I. History: The first component of the curriculum will involve students in discovering the history of their province and its relationship to present day life.

World Cultures: The second component helps students develop an understanding of the diversity in world cultures, and an appreciation for their common characteristics.

The structure of this curriculum provides students and teachers the unique opportunity to develop connections between their provincial perspective and that of the world. This will allow students to enhance their understanding of their place in the world as global citizens.

Anticipated Time for Completion

Prince Edward Island History:	24 hours/year
World Cultures:	22 hours/year

Please refer to pp. 28-30 for an overview of curriculum outcomes for grade 6 social studies.

Geographic and Mapping Skills: A Geographic and Mapping Skills chart is provided in Appendix I of this document. This chart is intended to provide a developmental continuum for students from entry to grade 6. The chart is divided into two sections, the first containing the continuum for entry to grade 3, the second with the continuum for grade 4 to grade 6. Skills associated with specific grade 6 curriculum outcomes are noted at the beginning of each unit in this curriculum guide.

Teacher Notes

- The recommended instructional time for social studies in grades 4-6 is 5% (15 minutes/day, 75 minutes/week, 90 minutes/6 day cycle, 46 hours/year). See p. 37 for anticipated time for completion for the P.E.I. History and World Cultures components of the grade 6 curriculum.

- **The grade 6 CAMET curriculum document is unique in its purpose at the grade 6 level. This document serves a dual role as curriculum and teacher's resource guide.**

  - The first section of the curriculum guide is P.E.I. History and serves as both curriculum document and teacher's resource guide.
    - **Numbered activities in column 2: (Elaborations for Learning and Teaching)** provide teachers with a step-by-step guide to work with the student resource.
    - **Column 3: (Tasks for Instruction and/or Assessment)** provides assessment strategies. In some instances, column 3 assessments are aligned to assess a specific activity or component of the outcome rather than the outcome itself. Teachers are encouraged to use column 3 carefully.
  - The second section of the curriculum guide is the CAMET curriculum for World Cultures.
    - **Column 2: (Elaborations)** provides teachers with an explanation of the SCO. It includes an "Enduring Understanding"—what students should understand or take away from the outcome (i.e., the "big idea" of the SCO) and where applicable, suggestions for incorporating historical thinking concepts.
    - **Column 2: (Strategies for Learning and Teaching)** provides a range of strategies from which teachers and students may choose. This column is used in the same manner as in all other CAMET curriculum guides.
    - **Column 3: (Performance Indicator, Tasks for Instruction and/or Assessment)** provide assessment strategies. The performance indicator is used to indicate that the students have achieved the outcome. The tasks for instruction and/or assessment are aligned to assess an activity or component of the outcome rather than the outcome itself. Teachers are encouraged to use column 3 carefully.

  - 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, reference is sometimes made to the *Prince Edward Island Historic Places* binder and the *Educational Map of Prince Edward Island*. These resources were developed to support the P.E.I. History curriculum.

- In column 4, reference is sometimes made to the former resource *Abegweit, Land of the Red Soil*. This resource is no longer authorized. It is out of print and no longer can be supplied to schools. However, it remains a valuable supplementary resource to support the curriculum.

- 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 whether it is appropriate for the intended purpose.

- Cross-Curricular Links are referenced in column 4. Teachers may wish to utilize these links in developing an integrated approach to have students achieve social studies outcomes. This integrated approach provides a practical means for teachers to connect outcomes in meaningful ways. By identifying connections between similar concepts and skills shared by several subject areas, teachers may more efficiently address curriculum outcomes.

- Teachers in the Eastern School District have access to a selection of materials from the Teachers' Resource Centre. Also, Western School Board teachers are encouraged to visit the Little Red School House for resources. 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.

- 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 which complement the social studies curriculum.

P.E.I. History

Grade 6: Prince Edward Island History

Overview: Prince Edward Island History

The conceptual organizer for the first half of Social Studies 6 is "Prince Edward Island History". In this first component of the curriculum students will be involved in discovering the history of their province and its relationship to present day life. The curriculum does not use a chronological approach to history, but rather utilizes seven unifying ideas (time, people, transportation, government, economy, lifestyles, culture and culmination) to assist students in developing a deeper understanding of and appreciation for their province. At the conclusion of this study students will reflect upon their learning to determine how a past event has influenced present day life on Prince Edward Island.

Unit One

Students will be expected to
6.1.1   demonstrate an understanding of the four main periods of human history on P.E.I.

The student resource *Exploring the Island* begins each unit with an opening narrative written by Island author Deirdre Kessler. The narrative follows the exploits of two fictional characters, Rosalie and Vincent, as they dig into the Island's past. Through the discovery of a letter from the past, the characters learn about some aspects of the Island's history. The narrative is partially based on documented historical facts which are collectively utilized as a springboard for the imaginary tale.

Students are introduced to the four main periods of human history in P.E.I. to assist in developing an appreciation for the complexity of Island history. In this first unit students are asked to assume the role of historians as they inquire about the history of P.E.I. The unit sets the stage for the students' journey into the last 500 years of our province's recent history.

Unit Two

Students will be expected to
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

This unit provides students with the opportunity to explore the various ethnic origins of Islanders. Students will survey their families and neighbours to answer the question, Who is an Islander? They will also examine the historical contributions of individuals who have made significant contributions to our province.

Unit Three

Students will be expected to

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

In this unit students will develop an understanding for the unique challenges of living on an island. Students will explore the concepts of continuity and change by examining different modes of transportation as they evolved over time to meet the needs and wants of Islanders. Students are provided with the opportunity to use archival maps, to develop an understanding of the development of transportation modes on the Island, and to enhance geographic and mapping skills.

Unit Four

Students will be expected to

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

This unit on government allows students to develop their understanding of historical perspective. Students will examine political events from Island history along with the differing points of view of the people involved in the decision-making process. Through this examination, students will determine the impact of such decisions on their present day life—allowing them to make informed and creative decisions about current issues.

Unit Five

Students will be expected to

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

In this unit students will explore how Islanders have met their needs and wants over time. They will examine how the economy of the Island was closely tied to the natural resources available. Over time, this reliance on natural resources or a primary sector has been reduced with an increased growth in the secondary and tertiary sectors. Students will also have the opportunity to predict where they envision the Island's economy to be in the next twenty years.

Unit Six

Students will be expected to

6.2.1   identify changing lifestyles of people in P.E.I. over time

This unit explore the changing lifestyles of Islanders over time. Students are presented with examples of technologies that have influenced the Island way of life since the late 1700s. Students will also be involved in obtaining primary sources of information—conducting an interview in order to compare the lives of grandparents or seniors from their community with their own lives today.

Students will be expected to

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 in Island history

The final unit of P.E.I. History explores the various forms and roots of cultural traditions on P.E.I. Through student of visuals and text, students develop an understanding of the heritage of their province. They will examine how Islanders express their culture, which has evolved into what we have come to know as "the Island way of life."Students will create their own definition of P.E.I. culture and share some of their own cultural roots.

The P.E.I. History component concludes with students' taking time to reflect upon what they have discovered about Island history in order to select a significant historical event. Students will create a representation that showcases the influence of this event on the lifestyle of Islanders, how it changed P.E.I. (e.g., communities, environment), and how it relates to present day.

Unit 1: Time

Unit 1: Time

Overview

The student resource *Exploring the Island* begins each unit with an opening narrative written by Island author Deirdre Kessler. The narrative follows the exploits of two fictional characters, Rosalie and Vincent, as they dig into the Island's past. Through the discovery of a letter from the past, the characters learn about some aspects of the Island's history. The narrative is partially based on documented historical facts which are collectively utilized as a springboard for the imaginary tale.

Students are introduced to the four main periods of human history in P.E.I. to assist in developing an appreciation for the complexity of Island history. In this first unit students are asked to assume the role of historians as they inquire about the history of P.E.I. The unit sets the stage for the students' journey into the last 500 years of our province's recent history.

Outcomes

Students will be expected to

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

Opportunities for Cross-Curricular Links

Please note that in this unit opportunities for cross-curricular links with technology will be noted in column 4.

Anticipated Time for Completion

Two classes of forty minutes

Geographic/ Mapping Skills

- **Time line** (pictorial/dates)

Inquiry
Historical Thinking Concepts

- **Evidence**

Historical thinking concepts are adapted from Seixas, Peter. *Benchmark of Historical Thinking; A Framework for Assessment in Canada*. Vancouver: Centre for the Study of Historical Consciousness, UBC, 2006.

Unit 1: Time

Outcomes

Students will be expected to

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

Elaborations - Strategies for Learning and Teaching

Elaboration

This outcome lays the foundation for the remainder of the P.E.I. history course. Students will be able to visualize the four main historical eras on a physical time line. However, the focus of this outcome is for students to identify the Contemporary/European period and sequence selected events from that period. It will then be easier for them to understand that the time period (500 years) which will be explored in this course represents only a fraction of the entire historical time line of the Island, and that "our" history is quite recent in the terms of the whole picture. With this unit, students will be introduced to the process of historical inquiry and its role in reconstructing history. **Note:** This document serves as both a curriculum document and a teachers' guide. Therefore, the numbered activities in column 2 provide a step-by-step guide to working with the student resource.

Inquiry

For this outcome, students may **ask** questions and **access** information in considering what **evidence** there is to determine what important events occurred on P.E.I. during the Contemporary/European period.

1. Invite students to examine the narrative text on pp. 1-3 of the student resource *Exploring the Island*—guiding their reading or allowing for individual exploration of the text. Discuss with students how the narrative text is used as an introduction to the content areas. While the narrative contains some historical connections, it is not an accurate historical account of events as it is based on the imaginary adventure of two fictional characters. Teachers may also note how archaeology and history are interconnected. Archeologists examine physical evidence to study the past. Their findings assist historians in writing about past events.
2. Have students identify the four periods of P.E.I. history by using a class rope or tape previously divided into four 500 year segments. Students can use this visual representation to see the entire span of time that the Island has existed (11 500 years). Read the text about Paleo-Indian period (p. 4) and have students create a note with a word, phrase, or visual to represent an attribute of that era and place it on the appropriate space of the rope. (♥**Note:** The term "Indian" is used and 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 was used to describe that time period and is appropriate for this context only.) Have students explore the remaining three periods— guiding their reading or allowing for individual exploration of the text—and repeat the activity for each of the remaining three eras of P.E.I. history.
3. Have students note that what they will be studying is the last 500 years of P.E.I. history, which occupies a very limited space on the class rope. Involve students in a discussion of their knowledge of P.E.I.'s last 500 years of history.

Unit 1: Time

Tasks for Instruction and/or Assessment

(Please refer to "Teacher Notes" (p. 38) regarding this assessment column.)

Informal/Formal Observation

• Observe students during the historic eras activity (see number 2) to assess their beginning understanding that the time period of 500 years is only a small fraction of the entire period of human history.

Paper and Pencil

• Have students construct a time line of the Island's four historic eras and identify the Contemporary/European period.

Presentation

• Invite students to create an illustration representative of the four historic eras (e.g., poster, mural, storyboard, slideshow) and identify the Contemporary/European period.

Resources/Notes

Authorized Resources
Exploring the Island:
Discovering Prince Edward Island
History
Chapter 1: "Digging Up Time"

Optional Resources
Abegweit
(Note: This resource is no longer authorized but remains a valuable supplementary resource to support the curriculum.)
Chapter 6: "Once There Was No Island"
Chapter 7: "The Micmac so Long Ago"

Web-sites
http://www.pe.gc.ca

Teacher Background Resources
The Island Magazine (located in school library, or through http://www.islandarchives.ca)
"Bathygnathus Comes Home" (Fall/Winter 1992): 12-13

"In Search of the Island's First People" (Spring/Summer 1983): 3-7

Cross Curricular Links
Technology
• Concept Map
  Outcome A4.2 (Independent)
• Multimedia
  Outcomes A8.1, A8.2, A8.5 (Guided)

Unit 1: Time

Outcomes

Students will be expected to

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

Elaborations - Strategies for Learning and Teaching

4. Engage students in the work of historians by having them use detective skills to examine the illustrations and complete the sequence activity on p. 6 as an in-class activity. Students may wish to work in pairs or small groups. Have students work together to predict the order of events illustrated on p. 6, (see BLM-1 "Which Came First?" (Appendix E). (Note: The events selected for this activity were randomly selected; other events equally as important could have been selected.) After pairs or groups have completed their time lines, have them compare their time lines and provide reasons for their choices. **Remind students that it is the process of problem solving, using historical inquiry, that is important in this activity, not the correct answer.** (Historical inquiry is defined as inquiry whereby the students' task is not merely to find out the answers, but to reach a conclusion using the information provided.) Teachers may wish to utilize the student checklist AM-1, "Which Came First?" (see Appendix G).

5. Involve students in a whole-class discussion on how the correct answers could be deduced from the information provided through historical inquiry. The following discussion questions may be used:
    -   What information is provided by the visuals presented?
    -   What information do the captions provide?
    -   How does the information from the visuals and captions influence your decision on the sequencing of events?
    -   How is your work in this activity similar to historians' research of an historical event?
    Have students review the correct sequence and discuss how the sequence was derived.
    Answers: French population (1735), Annabelle (1770), electric lights (1885), French newspaper *L'Impartial* (1893), CFCY (1928), P.E.I. flag (1964), Powwow (1992), Confederation Bridge (1997).

6. Have students discuss in which historical era these events occurred, clearly demonstrating how P.E.I.'s recorded history is only a small part of the Island's total history.

7. Invite students to complete the activity "How to make a timeline" (p. 7). Students may wish to record their individual time lines in their social studies folder. Teachers may wish to share and discuss the How to make a time line rubric (AM-2) with students (see Appendix G).

8. Invite students to elicit from parents/guardians possible significant events of P.E.I. history that might be added to a class time line. Compile a list of events to be reviewed both at the end of this unit and as the course unfolds.

Unit 1: Time

Tasks for Instruction and/or Assessment

Informal/Formal Observation

- Observe students during discussion of the "Which Came First" activity to determine the students' level of understanding of time line.

Performance

- Have students working in pairs, use the sequence cards from BLM-1 "Which Came First?" to form a pictorial time line predicting the chronological order of the events depicted on the cards. Students must be able to explain how their choices are based on historical evidence gathered.

- Have students create a time line following the directions as outlined in the "How to make a timeline" activity (p. 7). Teachers may wish to utilize the "How to make a timeline" rubric (AM-2) to assess student work.

Journal

- Have students write a journal entry with a response reflecting upon the "Which Came First" sequencing activity. Encourage students to focus on how they arrived at their conclusions during the activity. What historical evidence did they use to help them define the chronological order of events depicted on the cards?

Resources/Notes

Authorized Resources
Exploring the Island:
Discovering Prince Edward Island
History
Chapter 1: "Digging Up Time"

Unit 1: Time

Outcomes

Students will be expected to

6.1.1 **identify selected events of the Contemporary/ European period on a time line**
(continued)

Elaborations - Strategies for Learning and Teaching

9. Introduce students to the class wall time line. The time line will be a culminating activity at the end of each chapter. Students will be involved in a review of the chapter to create pictures, symbols, or information cards depicting points of historical significance in P.E.I.'s history. This will create a visual depiction of Island history that the students may refer to as the course unfolds.

    (**Note:** At the conclusion of the student resource, students are asked to complete a reflection piece. The time line is an essential element of this reflection as it is a means of providing students with a visual overview of what they have discovered in regard to Island history. Students may benefit from the introduction of the reflection activity at this time in order to prepare them for the concluding activity.)

10. Have the class review the historical events discussed during chapter 1. Choose 5-10 historical events to add to the class time line. Choices may be in the form of pictures, symbols, or information cards.

    (**Note:** Teachers may wish to colour-code paper or index cards to represent each chapter in the class time line. They may also wish to use various methods when completing the time line activity at the end of each chapter, such as
    -   assigning the time line as a wrap-up activity
    -   having all students create time line markers (pictures, symbols, or information cards)
    -   assigning different student groups to create icons to present to the class for placement on the time line).

Unit 1: Time

Tasks for Instruction and/or Assessment

Performance

• Invite students to select events from at least three different centuries (100 year periods) during the fourth main period of P.E.I. history to place on their time line (e.g., building of Confederation Bridge, P.E.I. joining Confederation, deportation of the Acadians). Students will include a brief explanation for their choices, including why they believe each event was significant in P.E.I. history.

Paper and pencil

• Have students complete an individual time line activity using the directions from the "How to make a timeline" activity on p. 7. This will allow the students to display the chronological order of the selected events from the fourth main period of human history on P.E.I.

Resources/Notes

Authorized Resources
Exploring the Island: Discovering Prince Edward Island History
Chapter 1: "Digging Up Time"

Cross-Curricular Links
Technology
• Concept Map
  Outcome A4.2 (Independent)

Unit 2: People

Unit 2: People

Overview

This unit provides students with the opportunity to explore the various ethnic origins of Islanders. Students will survey their families and neighbours to answer the question Who is an Islander? They will also examine the historical contributions of individuals who have made significant contributions to our province.

Outcomes

Students will be expected to

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

Opportunities for Cross-Curricular Links

Please note that in this unit opportunities for cross-curricular links with mathematics and technology are referenced in column 4.

Anticipated Time for Completion

Six classes of forty minutes

Geographic/ Mapping Skills

- **Map Components**
- **Position / Direction**
- **Scope** (Outcome 6.2.1)
- **Representation of Place** (Outcome 6.2.2)

Inquiry
HIstorical Thinking Concepts

- **Historical Significance** (Outcome 6.2.2)
- **Evidence** (Outcome 6.2.2)

Unit 2: People

Outcomes

Students will be expected to

6.2.1 **demonstrate an understanding that people from many parts of the world are part of P.E.I. history**

Elaborations - Strategies for Learning and Teaching

Elaboration

The intent of this unit is to introduce students to the concept of personal contributions to the Island. Students will become aware of the various backgrounds of Islanders who have made a contribution on some level, and understand that all people have the capacity to contribute uniquely to our society and culture.

Inquiry

For this outcome, students will **ask** questions and **interpret** information to determine who lives on Prince Edward Island. They will then **present** their results to the class.

1. Engage students in reading the narrative on p. 8. Have students make predictions about the contents of the message in the bottle before continuing to the letter.
2. Invite students to read the message from the bottle on p. 9 utilizing the following prompts:
   Where and When was the letter written? (A P.E.I. map may be a useful resource at this time to assist students in understanding the location to which the author of the letter is referring.
   The location is referenced in the Notes on p. 8.)
   Why was a message left?
   Predict what happened to the characters in their life.
   What contribution would this person have made to the Island?
   How have people from the past left messages for the future?
   (Note: The intent in using this letter is to focus on the person writing the letter and to see how the letter relates to the following section on "Who is an Islander?")
3. Engage students in a discussion of the question, Who is an Islander? Have students read the text on pp. 10-11 to discover the various ethnic origins of people in the Island's history and the reasons for their movement to P.E.I. Have students complete the "Your Turn" activity on p. 10. (Note: Discuss with the students that this activity is similar to a census that is conducted every five years to determine the number of people who live in Canada.)
4. Explore with students the various origins of people living on P.E.I. by completing the "Your Turn" activity on p. 11. (The 2006 Census Top 25 list on p. 11 provides students and teachers with the place of birth of people living on P.E.I. who have immigrated to Canada. In 2006, this list showed 5,000 people who were not born in Canada but were residing in P.E.I.) If the student surveys provide only limited results, use the information from the 2006 census for the mapping activity to increase student awareness of the diversity that exists within the province.

Unit 2: People

Tasks for Instruction and/or Assessment

(Please refer to "Teacher Notes" (p. 38) regarding the assessment column.)

Informal/Formal Observations

- Observe students during completion of the activity on p. 11 and the discussion of the 2006 Census to determine their level of understanding that people from many parts of the world have come to live on P.E.I.

- Observe students during completion of the "Your Turn" activity on p. 11 to assess student's understanding of the following geographic and mapping skills: representation of place, map components, position/direction, and scope. Teachers may wish to utilize "Geographic and Mapping Skills Record Chart" (see Appendix J).

Interview

- Invite students to interview a family member about his/her ethnic background. Students may wish to identify their family's place of origin and find out when their ancestors first moved to P.E.I.

Presentation

- Invite students to create a visual representation (graph, picture, map, etc.) of their findings during the "Your Turn" activity on p. 10 of the student text. Students can use available computer software to create their visual representations.

Resources/Notes

Authorized Resources
Exploring the Island: Discovering Prince Edward Island History
Chapter 2: "Message in a Bottle"

Optional Resources
Maps
Educational Map of Prince Edward Island

Web-Sites
http://www.statscan.ca

Cross-Curricular Links
Mathematics
- Data Management
  Outcome F4

Technology
- Spreadsheets
  Outcome A6.4 (Guided)
- Spreadsheets
  Outcome B6.2 (Awareness)
- Database
  Outcomes A9.3, A9.5 (Guided)
- Internet
  Outcomes A3.1, A3.3, B3.1 (Guided)

Unit 2: People

Outcomes

Students will be expected to

6.2.2   research the historical contributions of one individual associated with P.E.I. history

Elaborations - Strategies for Learning and Teaching

Elaboration

This outcome provides students with an opportunity to develop their research skills as they create a brief, concise newspaper article on the contributions of one individual associated with P.E.I. history. The intent of this outcome is for students to focus on the contributions of the individual rather than provide biographical synopsis. During the research of the significant Islander, students will utilize the following research skills:
-   planning
-   gathering information
-   organizing information
-   creating information—first draft, revision, final product
-   sharing and presenting information
-   evaluating—reflecting on the information process

Inquiry

For this outcome, students may **ask** questions, **locate** appropriate sources, and **access** information while finding **evidence** of the historical contributions of a particular person in P.E.I. history. Students may also wish to consider **historical significance**. Was this individual historically significant? Why, or why not? Refer to p. 19 for a definition of historical significance.

1.   Invite students to read the newspaper articles on pp. 12-13 of the student text. Discuss how the contribution of each person noted has enhanced life for others on P.E.I., and consider what personal challenges he or she may have faced. Have students select one of the newspaper articles complete BLM-2, "Islanders in the News." (Note: The photographs are authentic; however, the newspaper articles, while based on real information, are fictional.) Teachers may wish to share and discuss the newspaper article rubric and student checklist with students. See Appendix G.

2.   Have students brainstorm a list of other people who have contributed to Island history or have made a significant contribution to their community. Encourage students to include a wide representation of people—considering different aspects such as gender, cultural background, area of expertise, geographic location, etc.

3.   Have students complete the "Your Turn" activity on p.13 creating a newspaper article. Students may gather information from various primary and secondary sources, such as *Abegweit*, newspapers, interviews, Internet, etc. Have students use BLM-2, *Islanders in the News*, to record their information. This organizer assists students in maintaining the focus on the contribution of the individual rather than on a biographical report. (Teachers may wish to limit the number of students reporting on a particular individual.)

4.   Invite students to present their work to the class. The task may include the use of a gallery tour, a class display, or the creation of a class *Islanders in the News* newspaper.

Unit 2: People

Tasks for Instruction and/or Assessment

Informal/Formal Observation

- During research of an Islander, assess the students' ability to utilize the following research skills:
  › planning
  › gathering information
  › organizing information
  › creating information - first draft, final product
  › sharing and presenting information
  › evaluating—reflecting on the information process

Paper and Pencil

- Invite students to create a newspaper article on an Islander who made a significant contribution to P.E.I.'s history during his or her life. Students can use computer software to complete their articles.

- Have students write a magazine article featuring a chosen Islander known for a specific contribution.

- Have students create a clue card for a class trivia game based on their research on the contribution of an Islander. Each card should include five clues about the person with clues going from hardest to easiest. Students may wish to create a digital trivia game.

Presentation

- Have students complete BLM-2 *Islanders in the News,* to represent an Islander and his or her story in the context of contributions to society or culture.

- Design an award to be granted in the name of an Islander well-known for his or her contribution. List the criteria for awarding this honour. How is the award connected to what the honoree has accomplished?

- Invite students to create a slideshow to present their information on the contribution of their selected Islander.

Resources/Notes

Authorized Resources
Exploring the Island: Discovering Prince Edward Island History
Chapter 2: "Message in a Bottle"

Optional Resources
Abegweit
Arsenault, Angele: pp. 308-309
Belcourt, G-A: pp. 284, 338-340
Burke, Carl: pp. 288-289
Callbeck, Philllips: pp. 157-158, 160
Cartier, Jacques: pp. 68-72
Coles, George: pp. 190-191, 216-218
Cooper, William: pp. 188-190
Dalton, Charles: pp. 265-269
DeRoma, J-P: pp. 84-89
Harris, Robert: pp. 196-206, 314-315
Holland, Samuel: pp. 116-119
Holman, R.T.: pp. 263-365
Lord Selkirk: pp. 131-134
MacDonald, John: pp. 126-130
Montgomery, L.M.: pp. 248, 311, 321
Montgomery, James: pp. 123-126
Oulton, Robert: pp. 265-269
Palmer, Edward: pp. 225
Patterson, Walter: pp. 167-174
Rogers, Keith: pp. 292-293
Whelan, Edward: pp. 226
Wilson, Mona; pp. 327
Yeo, James: pp. 243-245

Prince Edward Island Historic Places Binder
1. Roma Site
3. Port-La-Joye (Michel-Hache Gallant)
4. Lefurgey House
5. All Souls Chapel (Harris Family)
14. Silver Bush/L.M. Montgomery

Newspapers in the Classroom
Guardian Newspaper Program

Cross-Curricular Links
Technology
- Multimedia
  Outcomes A8.1 (Guided)
  B8.1 (Independent)
  B8.2 (Awareness)

Unit 2: People

Outcomes

Students will be expected to

6.2.2 research the historical contributions of one individual associated with P.E.I. history *(continued)*

Elaborations - Strategies for Learning and Teaching

5. Invite students to place a symbol (star, dot, etc.) on a map of P.E.I. to signify where their significant Islander lives/lived. Involve students in a class discussion of the various areas that are represented on their map of significant Islanders.

6. Have students review the information in chapter 2. Have the class select 5-10 historical events to add to the class time line. (Note: As referenced in unit 1, developing the class time line is a continuous activity, with additions, at the end of each unit to reinforce the concepts discussed. Teachers may wish to colour-code materials used on the time line—for easy identification of each unit.)

Unit 2: People

Tasks for Instruction and/or Assessment

Informal/Formal Observation

- During teaching strategy number 5, assess each student's degree of understanding of representation of place and positional direction as students locate the place where the significant Islander lives/lived.

Resources/Notes

Authorized Resources
Exploring the Island:
Discovering Prince Edward Island
History
Chapter 2: "Message in a Bottle"

Optional Resources
Maps
Educational Map of Prince Edward Island

Unit 3: Transportation

Unit 3: Transportation

Overview

In this unit students will develop an understanding for the unique challenges of living on an island. Students will explore the concepts of continuity and change by examining different modes of transportation as they evolved over time to meet the needs and wants of Islanders. Students are provided with the opportunity to use archival maps, to develop an understanding of the development of transportation modes on the Island, and to enhance geographic and mapping skills.

Outcomes

Students will be expected to

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

Opportunities for Cross-Curricular Links

Please note that in this unit opportunities for cross-curricular links with technology are referenced in column 4.

Anticipated Time for Completion

Five classes of forty minutes

Geographic/ Mapping Skills

- **Map Components**
- **Position/Direction**
- **Scale**

Inquiry

Historical Thinking Concepts

- **Historical Significance**
- **Historical Perspective**
- **Continuity and Change**

Unit 3: Transportation

Outcomes

Students will be expected to

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

Elaborations - Strategies for Learning and Teaching

Elaboration

In this unit students will explore the various modes of transportation that have been an integral part of the "Island way of life" over time. This outcome provides an opportunity for students to discover the link between geography and innovation in travel, and the impact of advances in transportation on the Island. Students involved in a jigsaw activity compare how transportation methods evolved over time to meet the needs and wants of Islanders. Students also have the opportunity to use archival maps from three different time periods during the unit activities.

Inquiry

In this unit students may **ask** questions, **access** and **interpret** information, and **act co-operatively** with others so they may consider **historical perspective** and **continuity and change**. What might it have been like to travel using a particular mode of transportation during a time in the past? What changes occurred in P.E.I. because of changes in transportation? Which modes of transportation remain as part of Island life? Which mode of transportation had the most significant impact on P.E.I.? Why?

1.   Engage students in reading the narrative on pp. 14-15. Have the class use a three-column chart to create a list of the modes of transportation used in Beatrice's time (past) and in Rosalie and Vincent's time (present), and to suggest possibilities for future means of travel. Invite students to suggest ways in which transportation has been significant in the development of the Island.

Unit 3: Transportation

Tasks for Instruction and/or Assessment

(Please refer to "Teacher Notes" (p. 38) regarding this assessment column.)

Informal/Formal Observation

- Observe students during discussion and creation of their transportation chart (see activity 1) to determine their level of background knowledge of the various modes of transportation.

Paper and Pencil

- Have students complete a short (5-10 minute) questionnaire using their background knowledge regarding transportation in P.E.I. The questionnaire could include prompts such as the following:
  › When were trains last used on P.E.I.?
  › How long have cars been used in P.E.I.?
  › How did people cross to New Brunswick before the bridge was built?
  › How were goods transported before cars were introduced to P.E.I.?
  › What would you like to know about transportation in P.E.I.?

Resources/Notes

Authorized Resources
Exploring the Island: Discovering Prince Edward Island History
Chapter 3: "Time Travel"

Unit 3: Transportation

Outcomes

Students will be expected to

6.3.1 **examine the development of transportation modes on the Island over time** (continued)

Elaborations - Strategies for Learning and Teaching

2. Have students discuss BLM-3, "Time Travel". Describe how information will be added to the chart as they are reading. Model this strategy by reading together the first section of the student text, "First Nations on the Move" (p. 18), and helping students to add jot notes in the appropriate cells of the graphic organizer. To encourage independent reading, involve students in a jigsaw activity. Assign one of the remaining five sections (Horse, Sail, Rail, Auto, and Air) to each student. Group students according to the section read, and have them work on a mode of transportation. They will form expert groups for each mode of transportation.

3. Have students in their expert groups (Horse, Sail, Rail, Auto, and Air) complete jot notes on their assigned mode of transportation using BLM-3 "Time Travel." Allow time for sharing and completing any gaps in their charts. Rearrange students into groups of five with each mode of transportation represented. Provide time for sharing within each new group. In their group, have each student share the three most important facts they have learned about their mode of transportation. This could include advantages, disadvantages, use of transportation, or unique facts. Teachers may wish to have students make notes BLM-3A, "Time Travel Notes Sheet." A sample answer sheet for teachers is located in Appendix F.

4. Invite students to complete " Your Turn—Working with Maps" on p. 22. (Maps are provided for this activity. Three of the maps are copies of archival maps depicting existing rail and road routes for 1760, 1851, and 1874. The fourth map is a current provincial tourism map. Teachers will need to access other materials for the stations.) Introduce the four different geographical maps to the students and invite them to practise measuring different distances using the scale located on each map. Explain to the students that three of the maps are copies of primary sources used by historians and geographers. Allow students an opportunity to examine the maps and discuss what challenges people using these maps may face. (Note: It is important to allow students ample opportunity to practise using scale to determine distance on each of the maps.)

Unit 3: Transportation

Tasks for Instruction and/or Assessment

Informal/formal Observation

- During completion of BLM-3, "Time Travel," and discussion during the jigsaw activity, assess each student's ability to extract and organize information from the text. Observe student participation in activities and note their respect for others' point of view during discussion.

Paper and Pencil

- Have students complete BLM-3, "Time Travel," with notes on their assigned mode of travel.

Performance

- Have students use information gathered during the jigsaw activity to create a visual display (e.g., poster, storyboard, slideshow). The visual display should summarize the development of transportation modes on P.E.I.

Resources/Notes

Authorized Resources
Exploring the Island:
Discovering Prince Edward Island
History
Chapter 3: "Time Travel "

Optional Resources
Abegweit
Canoe: p. 55
Holland, Samuel: pp. 118-120
Shipwrecks: pp. 137-141
Railway: pp. 219-220
Age of Sail: pp. 234-246
Ferry Crossing: pp. 276-283
Automobile: pp. 284-287
Airplane: pp. 288-291

Prince Edward Island Historic Places
Binder
18. Cape Traverse
19. Elmira Train Station
20. Princetown Road
21. Point Prim Lighthouse
22. Green Park - Shipbuilding

Maps
Educational Map of Prince Edward Island
(set of two maps for each time period)
Map of 1760
Map of 1851
Map of 1874

Tourist map of P.E.I.

Web-sites
http://www.islandimagined.ca
(This site provides digitized historical maps.)

Teacher Background Resources
The Island Magazine
(located in school library or accessed
through http://www.islandarchives.ca)
"The Road to Havre-Saint-Pierre"
(Fall/Winter 2004): 27-31
"The Island Meets the Auto"
(Fall/Winter 1978): 9-14

Cross-Curricular Links
Technology
- Multimedia
  Outcomes A8.1, A8.2 (Awareness)

Unit 3: Transportation

Outcomes

Students will be expected to

6.3.1 **examine the development of transportation modes on the Island over time** (continued)

Elaborations - Strategies for Learning and Teaching

5. Engage students by asking the question, How do we measure distance when the path is not a straight line? Discuss with the students how string may be used in such cases to provide an estimation of the distance. (This activity is designed to encourage students to use map skills, deductive reasoning, and a collaborative approach to solve the problem of getting from point A to point B when the distance is not in a straight line.)

6. Engage students in the activity on p. 23, using four travel scenarios. The four stations used for each scenario should include a map, ruler, piece of string, and one student text. Group students into teams of five. (Groups should include an expert in each mode of transportation.) Distribute BLM-4, "Map Game," to teams. Use the model scenario provided (see Appendix E) to demonstrate the activity to students. Teachers may wish to share and discuss the self-assessment and group performance rating scales with students prior to beginning the activity (see Appendix G).

7. Involve each team in problem-solving all four scenarios, considering the following questions:
    Which mode(s) of travel is (are) possible for each situation?
    What route will be taken?
    What supplies will be necessary?
    What challenges will be faced during the journey?
    What distance will be travelled on the journey?
    How much time will the journey take?
    Students will complete the map game graphic organizer as the above questions are answered. Teachers may wish to circulate and monitor groups, asking questions as to how they arrived at their conclusions or what process they used to problem solve. Students may wish to utilize the *Educational Map of Prince Edward Island* to determine land surface as a consideration when completing the map game scenarios.

8. Encourage groups to present their findings at the end of the activity for class discussion or debate.

9. Have students complete the self-assessment and group performance rating scales.

Unit 3: Transportation

Tasks for Instruction and/or Assessment

Informal/Formal Observation

- During student participation in the "Your Turn" activity on p. 22, observe each student's level of understanding of the concept of scale and how scale is used.

- During student completion of the scenario activity on p. 23, assess student's level of understanding of map components and position/direction, symbols/signs, and scale.

- During student completion of the scenario activity on p. 23, assess each student's level of understanding of the different modes of transportation, their advantages, and their disadvantages.

Paper and Pencil

- Have students complete BLM-4, "Map Game" for each scenario to compare the different modes of travel.

- Have students use a list of five communities in P.E.I., and choose a mode of transportation for each community that is likely to have had the greatest impact on development of the area.

Presentation

- Have students write a diary entry, make a storyboard, or visually depict one of their "trips." They may include details of whom they met, challenges along the way, or situations that arose. Have students explain how the chosen mode of transportation would have led to development of the Island.

Interview

- Invite students to interview an adult in their family about which mode of transportation he/she believes was the most significant in Island history, and why. Have the students share their findings with the class.

Resources/Notes

Authorized Resources
Exploring the Island:
Discovering Prince Edward Island
History
Chapter 3: "Time Travel "

Optional Resources

Maps
Educational Map of Prince Edward
Island
(set of two maps for each time period)
Map of 1760
Map of 1851
Map of 1874

Tourist map of PEI

Cross-Curricular Links
Technology
- Multimedia
  Outcomes A.2, A.5 (Guided)

Unit 3: Transportation

Outcomes

Students will be expected to

6.3.1 **examine the development of transportation modes on the Island over time** (continued)

Elaborations - Strategies for Learning and Teaching

10. Engage students by posting the following questions in the class: Which mode of travel do you think has had the most significant impact on P.E.I.? Why? In their scenario group, students discuss and prepare a response to the questions. The answers should mention only one mode of travel, along with the rationale for their selection. Have students decide how they will present their responses (by selecting a spokesperson, presenting collaboratively, etc.)

11. Have students review the information in chapter 3. Have the class select 5-10 historical events to add to the class time line. This significant information may be represented by pictures, symbols, or information cards.

Unit 3: Transportation

Tasks for Instruction and/or Assessment

Performance

- Invite students to answer the question, "As you learned about the development of transportation in Prince Edward Island over time, what information most captured your attention? Encourage students to respond with a drawing, poem, artwork, slogan, mime, tableau, or some other creative format either individually or with a partner/group. Students may wish to utilize multimedia technology.

Journal

- Have students complete a journal response to two questions: Which mode of travel do you think has had the most significant impact on P.E.I.? Why? Students should include at least two reasons for their choice.

Presentation

- Have students in their scenario groupings discuss and prepare a response to two questions: Which mode of travel do you think has had the most significant impact on P.E.I.? Why? Answers should include discussion of only one mode of travel, as well as the rationale for their selection. Students must decide how they will present their response (by selecting a spokesperson, presenting collaboratively, using multimedia technology, etc.).

- Engage students in a class debate about the mode of transportation that made the most significant impact on the Island. Student teams should be identified to represent each mode of transportation. Students would prepare arguments and prepare to participate in the class debate.

Resources/Notes

Authorized Resources
Exploring the Island:
Discovering Prince Edward Island
History
Chapter 3: "Time Travel"

Unit 4: Government

Unit 4: Government

Overview

This unit on government allows students to develop their understanding of historical perspective. Students will examine political events from Island history along with the differing points of view of the people involved in the decision-making process. Through this examination, students will determine the impact of such decisions on their present day life—allowing them to make informed and creative decisions about current issues.

Outcomes

Students will be expected to

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

Opportunities for Cross-Curricular Links

Please note that in this unit opportunities for cross-curricular links with technology are referenced in column 4.

Anticipated Time for Completion

Seven classes of forty minutes

Inquiry

Historical Thinking Concepts

- **Historical Perspective**
- **Historical Significance**
- **Cause and Consequence**

Unit 4: Government

Outcomes

Students will be expected to

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

Elaborations - Strategies for Learning and Teaching

Elaboration

This unit provides an opportunity for students to explore decision making in Island history. Students will be asked to consider different arguments as they examine political events over the course of the Island's history. They will have the opportunity to examine a significant political event and consider the perspectives involved in the decision-making process. They will also be encouraged to consider the "silent voices" that were not heard during decision making. The goal of this unit is to have students question the impact of historical decisions, allowing them to make informed and creative decisions about current issues.

Inquiry

This outcome requires students to **ask** questions and **access** information on government decisions. Students may consider **cause and consequence**, **historical perspective,** and **historical significance**. For example, students may wish to consider what concern led to the making of a government decision? What were the consequences of that decision? What were government officials thinking/facing at the time the decision was made? Which government decision had the most significant impact on present-day life in P.E.I.?

1. Invite students to work in pairs to explore "perspective." Have each student place a dab of different-coloured paint on one half of a sheet of paper, then fold the paper in half and press to create an ink blot. Have them unfold the paper and individually write a brief description of what the image resembles. Have students compare/contrast their descriptions. How were their perspectives different/similar?

<div align="center">OR</div>

Invite students to explore "perspective." Set up a still-life display (e.g., chair) in the middle of the classroom, ensuring that there is a different view from various angles. Ask students to take up positions at various marked stations surrounding the display and make a drawing to depict what each sees from his/her angle. Then ask students to pass the sketches to the right to view the other students' perspectives. When they receive their original papers back, have students share their observations with others in order to draw conclusions about differing perspectives.

Unit 4: Government

Tasks for Instruction and/or Assessment

(Please refer to "Teacher Notes", (p. 38) regarding this assessment column.)

Journal

• Have students complete the following journal entry to compare their observations and conclusions during the ink blot activity.

> *My observation of the ink blot was different from my partner's*
> _____.
>
> *How could this exercise be compared to looking at a situation, event, or decision?*

Paper and Pencil

• Invite students to create their personal definition for the term "perspective." Have students compare their definitions to develop a class definition.

Resources/Notes

Authorized Resources
Exploring the Island:
Discovering Prince Edward Island
History
Chapter 4: "Decisions, Decisions"

Unit 4: Government

Outcomes

Students will be expected to

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

Elaborations - Strategies for Learning and Teaching

2. Invite students to read the narrative on pp. 24-26. Have students explore possible reasons the characters had difficulty making their decision to give the letter to the professor. Encourage students to also consider the perspectives of other characters in the narrative (e.g., Dr. DeBecki, Beatrice, Rosalie's parents).

3. Have students think about a time when they have had to make a decision. What did they need to consider in making their decisions? How did they make their decisions? Have students share their experiences in pairs or small groups.

4. Have students conduct a Think-Pair-Share exercise to generate ideas about how "perspective" might apply to decision making in government. Begin this exercise by brainstorming the different perspectives within a school setting. Have student pairs compare responses to the questions, How does my perspective make a difference in a class decision? School decision?

5. Engage students in the activity "What Were They Thinking?" on p. 27. Students individually or in small groups review the concerns listed, then connect the concern with the act that was passed by a previous government. Have groups present their results to the class. Encourage students to consider the perspectives of the people at that time and reasons why such an act would be passed.

6. Have students continue their exploration of P.E.I. government decisions throughout history by using the government decision snapshots in the text on pp. 28-29. Invite students to offer their opinions on the question, Why do you think this decision was made?

Unit 4: Government

Tasks for Instruction and/or Assessment

Journal

• Invite students to select one of the government decisions from pp. 28-29 and create a journal response to the question, Why do you think this decision was made?

Paper and Pencil

• Encourage students to peruse newspaper headlines, the Web news, or the provincial legislative debates to track present day events related to P.E.I. that would involve decision making and possibly differing perspectives. While working on this chapter, have the students focus on one event—tracking opposing arguments on the issue and the possible impact on present day life in P.E.I.

Resources/Notes

Authorized Resources
Exploring the Island:
Discovering Prince Edward Island
History
Chapter 4: 'Decisions, Decisions"

Optional Resources
Abegweit
Establishment of Port LaJoye: pp. 83-84
Acadian Deportation: pp. 106-110
Land Lottery: pp. 119-120
Lennox Island: pp. 228-231
Responsible Government: pp. 190-193
Confederation: pp. 208-226
Automobiles: pp. 284-287
Women's Boting Rights: pp. 325-328

Prince Edward Island Historic Places
Binder
27. Government House
30. St. Peter's Courthouse
33. Confederation Bridge

Web-sites
http://www.pc.gc.ca

Teacher Background Resources
The Island Magazine
"White Gold and Train Oil: The Walrus on P.E.I." (Fall/Winter 1986): 19-22

"It Assumed the Form of an Epidemic Election Day at St. Eleanor's in 1867" (Spring/Summer 2003): 16-24

"Deportation of the Acadians from Ile St. Jean, 1758" (Fall/Winter 1999): 17-25.

Cross-Curricular Links
Technology
• Internet
 Outcomes A3.1, A3.2, A3.3, B3.1
 (Guided)

Unit 4: Government

Outcomes

Students will be expected to

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

Elaborations - Strategies for Learning and Teaching

7.   Have students investigate as a class the decision in " Women
     Given Right to Vote" on p. 30 of the text. Students should read
     the text and use the discussion questions provided. (♥ The term
     "Indian" is used in the text "Women Given Right to Vote."
     This term is considered offensive to First Nations people.
     However, the text is a direct quote from the 1890 Election Act
     of the Dominion of Canada and cannot be changed. The text
     has also been reviewed by the Mi'kmaq Confederacy of P.E.I.).
     Discuss the information provided in the completed graphic
     organizer activity "A Balancing Act" on p. 31.

8.   Using the information provided on p. 32 of the text, engage the
     students in the decision to build the Confederation Bridge. Have
     students complete the "Balancing Act" graphic organizer, BLM-5.
     Provide time for students to clarify any questions regarding the
     issue or the placement of information on the organizer and share
     as a class. Teachers may wish to share and discuss the "Balancing
     Act" rubric with students (see Appendix G).

9.   Have students complete the "Your Turn" activity on p. 33.
     Students may select one of the remaining government decisions
     discussed in the snapshots or another government decision of
     interest to them. Create a gallery display of students' work.
     (Teachers may wish to group similar decisions together for the
     gallery.)

Unit 4: Government

Tasks for Instruction and/or Assessment

Paper and Pencil

- Have students complete the "Balancing Act" graphic organizer to illustrate the various dimensions of a government decision and its impact.

- Have students complete the following statement to explain how a decision about an issue or situation may have been different if it had it been considered today: Today the decision about _____ _____ would be different because _____ _____ .

- Have students complete a diary entry or blog from the perspective of a woman who has just received the right to vote, or of a man who opposed giving women the right to vote. Alternatively, this activity could use the perspective of Friends of the Island or Islanders for a Better Tomorrow expressed when the result of the plebiscite on the fixed crossing was announced.

Presentation

- Have students visit the provincial legislature during the annual sitting of the House to observe legislative debate and note the opposing viewpoints presented. Students can continue the debate upon returning to their classroom, or role-play a scene to reenact the debate.

- Have students prepare for their local MLA questions that would address the difficulty of making decisions on behalf of all Islanders. (Note: Teachers may wish to contact the MLA to determine whether he/she would like to visit the classroom, receive e-mail or letters, video conference, etc.)

Resources/Notes

Authorized Resources
Exploring the Island: Discovering Prince Edward Island History
Chapter 4: "Decisions, Decisions"

Optional Resources
Web-sites
http://www.histori.ca/minutes
Women: Nellie McClung
            Emily Murphy

Cross-Curricular Links
Technology
- Internet
  Outcomes A3.1, A3.2, B3.1 (Guided)
- Word Processing
  Outcomes B7.1 (Independent); B7.5 (Guided)

Unit 4: Government

Outcomes

Students will be expected to

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

Elaborations - Strategies for Learning and Teaching

10. Invite students to complete the "Voting Day" activity. Through the use of the gallery, students will review the information prepared on the various government decisions. Individually, students will prepare their answers to the question, Which government decision has had the greatest impact on present day life in P.E.I.?—being sure to provide three reasons for their choices.

11. Have students prepare one-minute presentations providing arguments for their choices. Students who have selected the same government decision may wish to prepare their presentations together. Have students make their presentations to the class.

12. Have students, by secret ballot, vote for the government decision that they believe had the greatest impact on present day life in P.E.I.

13. Have students review the information in chapter 4. Have the class select 5-10 historical events to add to the class time line. This significant information may be represented by pictures, symbols, or information cards.

Unit 4: Government

Tasks for Instruction and/or Assessment

Journal

- Invite students to create a journal response reflecting on the "Voting Day" activity. Students may wish to reflect upon how they made their initial decision, and whether student presentations altered their vote.

Presentation

- Have students complete their one-minute presentations on their choice of government decision that has had the greatest impact on present day life in P.E.I.

- Have students, in pairs or groups, compare an issue from the past (economic, social, environmental, political, etc.) that involved varying perspectives and decision making to a similar issue in a modern day context. When and where possible, have students examine primary/secondary documents for data. Use a graphic organizer to compare the views from then and now.

Resources/Notes

Authorized Resources
Exploring the Island:
Discovering Prince Edward Island
History
Chapter 4: "Decisions, Decisions"

Cross-Curricular Links
Technology
- Concept Maps
  Outcomes A4.2, A4.3, A4.4, A4.5
  (Independent); B4.2 (Guided)

Unit 5: Economy

Unit 5: Economy

Overview

In this unit students will explore how Islanders have met their needs and wants over time. They will examine how the economy of the Island was closely tied to the natural resources available. Over time, this reliance on natural resources or a primary sector has been reduced with an increased growth in the secondary and tertiary sectors. Students will also have the opportunity to predict where they envision the Island's economy to be in the next twenty years.

Outcomes

Students will be expected to

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

Opportunities for Cross-Curricular Links

Please note that in this unit opportunities for cross-curricular links with mathematics and technology are referenced in column 4.

Anticipated Time for Completion

Seven classes of forty minutes

Inquiry

Historical Thinking Concepts

- **Continuity and Change**
- **Cause and Consequence**

Unit 5: Economy

Outcomes

Students will be expected to

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

Elaborations - Strategies for Learning and Teaching

Elaboration

The outcome for this unit will focus on how Islanders have met their needs and wants, how natural resources have been used, and how economic practices have evolved or changed over time. Students will be able to understand that there are strong links between the land (and the sea) and how Islanders make a living. They will also explore the modern day reality that making a living is no longer necessarily linked to the land as we participate more and more in the knowledge economy.

Inquiry

With regard to inquiry, this outcome will require students to **ask** questions, **access** information, and **interpret** data that may lend itself to the consideration of **continuity and change** and **cause and consequence**. Students may wish to consider how have economic activities have changed in P.E.I. What economic activities continue today? What has caused economic activities to change? What are the consequence of these changes?

1. Have students explore the narrative on p. 34 through guided reading or individual exploration of the text. Invite students to offer possible answers to these questions: How did people make a living at the time Beatrice LeChance arrived on the Island? Is it different today? What are some possible reasons for the changes?

2. Invite students to think about how the nature of jobs have changed over the years. In preparation for the completion of the "Your Turn" activity on p. 35 of the student text, have students survey five adults in their community on how they make a living.

3. Engage students in a discussion of the three sectors of the economy (primary, secondary and tertiary). Have students sort their survey results into the three economic sectors. (Teachers may wish to invite small groups to meet to verify their results and assist with classification of undecided categories).

4. Involve students in a whole-class compilation of the three economic sectors and creation of a computer-generated circle graph demonstrating the results of the class survey. Invite students to explain the results of the circle graph. (Teachers may wish for students to copy the class graph into their notebooks or provide students with copies of the completed graph.)

Unit 5: Economy

Tasks for Instruction and/or Assessment

(Please refer to "Teacher Notes" (p. 38) regarding this assessment column.)

Informal/Formal Observations

- Observe students during the discussion of the three economic sectors and sorting of survey results to determine their level of understanding.

- Observe students during the modelling of the circle graph to determine their level of understanding of
  › how to make a circle graph using technology.
  › how the circle graph is used to display data.
  › how the circle graph represents the three sectors of the P.E.I. economy.

Journal

- Invite students to create a journal response to two questions: How did people make a living at the time Beatrice LeChance arrived on the Island? Is it different today?

Resources/Notes

Authorized Resources
Exploring the Island: Discovering Prince Edward Island History
Chapter 5: "Making a Living"

Teacher Background Resources
The Island Magazine

"The Island's First Bank" (Fall/Winter 1983): 8-13
"Packing Lobsters at the Beach: Cannery Life on Prince Edward Island" (Fall/Winter) 2006: 13-21
"The Settlement of Havre Saint Pierre" (Spring/Summer 2003): 25-29
"The Shipping Industry of Nineteenth Century Prince Edward Island: A Brief History" (Spring/Summer 1978): 15-21

Cross-Curricular Links
Mathematics
- Data Management F5

Technology
- Spreadsheets
  Outcomes B 6.2 (Awareness)
  A 6.1, A 6.4, B 6.1, B 6.4 (Guided)
- Database
  Outcomes A9.3, A9.5, B9.4 (Guided)

Unit 5: Economy

Outcomes

Students will be expected to

6.5.1   demonstrate an understanding of the economic activities in P.E.I. over time *(continued)*

Elaborations - Strategies for Learning and Teaching

5. Have students continue their exploration of economic activity throughout P.E.I.'s history by using the economic snapshots in the text on pp. 36-37. Invite students to offer their opinions on the following questions:
Which natural resources were necessary for this industry?
What type of jobs were created by this industry?
In which sector of the economy did these jobs belong?
What is the importance of this industry today?

6. Introduce students to the "Your Turn" activity on p. 38. This activity involves students in an examination of the economic history of P.E.I. and leads to the creation of a brochure on one of the time periods discussed on pp. 38-40.

7. Engage students with the text about the three different economic periods in Island history. Use the questions provided with the text to promote discussion. Teachers may wish to use the data from the surveys conducted at the beginning of the unit to enhance discussion.

8. Have students complete their brochures as described in the "Your Turn" activity on p. 38. Teachers may wish to share and discuss with students rubric AM-8, "The Changing Economy." See Appendix G.

9. Have students present their brochures to the class to demonstrate their knowledge of the economic history of P.E.I. Invite students as a class to compare the information from their brochures with the chart on p. 41 describing the P.E.I. economy from 1951 to 1991. Encourage students to offer their opinions on the following questions:
How does the early economy of P.E.I. compare to that of the late 20th century?
Which sector of the economy is growing/declining? What would explain this change?
Has the importance of natural resources in the economy changed? Give examples.
What technologies have had an impact on the economy of P.E.I.?
What issues could impact the economy of P.E.I. in the future?

Unit 5: Economy

Tasks for Instruction and/or Assessment

Informal/Formal Observation

• Observe students during discussion of the economic snapshots on pp. 36-37 to determine their level of understanding of economic activity in P.E.I. over time.

Journal

• Have students complete a journal response on how the economy of P.E.I. has changed from 1750 to the present— providing at least three reasons for the changes.

Paper and Pencil

• Invite students to create a fish-bone organizer to describe the economic changes that have occurred on P.E.I. over time.

Presentation

• Have students create brochures using criteria stated in "Your Turn," p. 38. Invite students to present their brochures to the class.

Resources/Notes

Authorized Resources
Exploring the Island: Discovering Prince Edward Island History
Chapter 5: "Making a Living"

Optional Resources
Prince Edward Island Historic Places Binder
6. Matthew & MacLean Ltd.
7. Silver Fox Museum
8. Orwell Corner
9. Basin Head
10. F. N. Kays General Grocery
11. MacCausland Woolen Mills

Web-sites
http://www.islandharvest.ca

Cross-Curricular Links
Technology
• Internet
  Outcomes A3.1, A3.2, A3.3, E3.1 (Guided)

Unit 5: Economy

Outcomes

Students will be expected to

6.5.1 **demonstrate an understanding of the economic activities in P.E.I. over time** *(continued)*

Elaborations - Strategies for Learning and Teaching

10. Invite students to use the information they have gathered on the economic changes in P.E.I. over time and their creativity to predict the economic future of P.E.I.. Have students consider the following questions to brainstorm possible future economic activities.
What do you think will happen in P.E.I. in the next 20 years?
How will jobs be similar/different from your parents'?
What types of jobs will be available for Islanders 20 years from today?
Why will these jobs be important on P.E.I.?
Teachers may wish to record student responses (board, flip chart, digital concept web) to discuss the validity of predictions. Teachers may also wish to sort student predictions into three categories representing the economic sectors.

11. Have students use the "Your Turn" activity on p. 41 to create a new provincial coin to predict the economic future of P.E.I. Write brief explanations of their designs. Students may present their creations to the class through a gallery tour (see Glossary). Students can utilize computer software to create their provincial coins. Teachers may wish to share and discuss with students the "New Provincial Coin" rating scale (see Appendix G).

12. Have students review the information in chapter 5. Have the class select 5-10 historical events to add to the class time line. This significant information may be represented by pictures, symbols, or information cards.

Unit 5: Economy

Tasks for Instruction and/or Assessment

Informal/Formal Observation

- Observe students during discussion of future economic activities in P.E.I. to access their level of understanding of changes in economic activities in P.E.I. in the past and for the future.

Journal

- Engage students in a journal response providing a written reflection on the economic shifts in P.E.I. over time. Reflections should include information on how the economy has changed in P.E.I. (changes in work, role of natural resources) from the past to the present, and their predictions of future economic trends.

Presentation

- Have students create a provincial coin that predicts the future economy of P.E.I., including with the coin, a brief explanation of the design.

Resources/Notes

Authorized Resources
Exploring the Island:
Discovering Prince Edward Island
History
Chapter 5: "Making a Living"

Cross-Curricular Links
Technology
- Graphics
  Outcomes A5.1, B5.1, B5.2 (Guided)

Unit 6: Lifestyles

Unit 6: Lifestyles

Overview

This unit explores the changing lifestyles of Islanders over time. Students are presented with examples of technologies that have influenced the Island way of life since the late 1700s. Students will also be involved in obtaining primary sources of information conducting an interview in order to compare the lives of grandparents or seniors from their community with their own lives today.

Outcomes

Students will be expected to

6.6.1   identify changing lifestyles of people in P.E.I. over time

Opportunities for Cross Curricular Links

Please note that in this unit opportunities for cross-curricular links with technology are referenced in column 4.

Anticipated Time for Completion

Three classes of forty minutes

Inquiry

Historical Thinking Concepts

- **Continuity and Change**
- **Cause and Consequence**

Unit 6: Lifestyles

Outcomes

Students will be expected to

6.6.1   identify changing lifestyles of people in P.E.I. over time

Elaborations - Strategies for Learning and Teaching

Elaboration

This unit focusses on the changes over time in the lifestyles of Islanders. The main skill focus will be on the use of a primary source—the interview—when conducting research. Students should be encouraged to include, if possible, those of other cultures in their information gathering so as to best represent the "big picture" of lifestyles on Prince Edward Island. The unit topic lends itself to being represented in a number of ways- visually, in written format, or other.

Inquiry

With regard to inquiry, this unit requires students to **ask** questions, and to **access** a primary source in order to **interpret** and **present** information related to **continuity and change** and **cause and consequences**. Students may consider how lifestyles have changed in P.E.I. and how they have remained the same. Students may also wish to formulate reasoned opinions on what caused the changes in lifestyle, and what are the consequences of these changes.

1. Have students interact with the narrative on pp. 42-43 of the student text. (Please note that the rock samples at the top of p. 43 are provided as background for the terms used in the narrative. Obsidian is not found on P.E.I.)

2. Invite students to bring in objects from the past to share with the class (as described in the "Your Turn" activity on p. 43). Discuss with the students how such objects are referred to by historians as primary sources, or artifacts. (Teachers may wish to use this as an opportunity to discuss and/or visit a local museum.) Challenge students to guess what the object was used for in the past. Have students create a display of their artifacts with a brief description accompanying each object.

3. Explore with students the many changes in the daily lives of Islanders, as shown in the changing times snapshots on pp. 44-45 of the student text. Teachers may wish to have students select the change that they believe had the most significant impact on the lifestyle of Islanders. Students must provide reasons for their choices.

4. Have students probe into the past lives of some imaginary Islanders, using a reader's theatre approach to the interviews on pp. 46-48 of the student text.

Unit 6: Lifestyles

Tasks for Instruction and/or Assessment

(Please refer to "Teacher Notes," p. 38 regarding this assessment column.)

Journal

- Invite students to complete a journal response to the question, Which technological change presented on pp. 44-45 do you think has had the most impact on children's lives, and why?

Paper and Pencil

- Have students write a brief description of the artifact they brought to share with the class. The description will provide an explanation of how and when the artifact was used.

Presentation

- Invite students to create a skit, reader's theatre presentation, T.V. interview, or other form of presentation to share the interviews on pp. 46-48 to the class.

Performance

- Have students conduct a survey of five older family members to determine which event depicted in the changing times snapshots is considered to have had the most significant impact on P.E.I. lifestyles. Have students share their results with the class.

Resources/Notes

Authorized Resources
Exploring the Island: Discovering Prince Edward Island History
Chapter 6: "Life and Times"

Optional Resources
Abegweit
Daily Life on Ile St. Jean: pp. 92-98
Pioneer Life: pp. 142-166
Life with the Harris Family: pp. 196-207

Teacher Background Resources
The Island Magazine
"Party Time in Malpeque" (Fall/Winter 1994): 13-19

Cross-Curricular Links
Technology
- Multimedia
  Outcomes A8.2, A8.5 (Guided)
- Database
  Outcomes A9.3, A9.5, B9.2, B9.4 (Guided)

Unit 6: Lifestyles

Outcomes

Students will be expected to

**6.6.1   identify changing lifestyles of
people in P.E.I. over time**
(continued)

Elaborations - Strategies for Learning and Teaching

6.   Invite students to conduct an interview, as outlined in "Your
Turn,"on p. 48, with a grandparent or senior person in their
community to learn about life in the past on P.E.I. Have
students brainstorm questions that could be used in their
interviews. Review the interview tips recorded on p. 48 of the
student text. (Note: Teachers may wish to use computer
software during brainstorming of questions to provide a visual
display for students.)

7.   Have students use the graphic organizer "Similarities/Differences"
(BLM-6) to organize their information under the following
headings: "Life at Home," "Food and Clothing," "Education,"
"Recreation," and "Technology." Teachers may wish to share and
discuss the rubric "Lifestyles—Then and Now" with students
(see Appendix G).

8.   Have students share the information they gathered in their
interviews by using a gallery tour. (See Glossary). Five
charts, with the headings "Life at Home," "Food and Clothing,"
"Education," "Recreation and Technology" are placed around
the room. Each chart is divided into a "Then" and "Now" section.
In small groups, students add to their assigned chart information
gathered in their interviews. After a predetermined time,
students move to the next chart, then the next, adding new
information as they go. If information similar to their
information is already on a chart, students put a check mark
beside it to denote duplication. After all students have
had the opportunity to record information on all five charts, a
student from each group presents an overview of the information
on the chart they have just completed.

9.   Have students review the information in chapter 6. Have the
class select 5-10 historical events to add to the class time line.
This significant information may be represented by pictures,
symbols, or information cards.

Unit 6: Lifestyles

Tasks for Instruction and/or Assessment

Informal/Formal Observations

- Observe students during their brainstorming of interview questions to assess their degree of understanding of the types of questions used to collect information.

Journal

- Challenge students to use their "Similarities/Differences" graphic organizers to create a written response comparing their lifestyle to that of their interviewee. Responses could include three major differences between life in the past and in the present, as well as their opinion on which time period they would prefer to live in, and why.

Presentation

- Invite students to create a visual representation (poster, collage, media presentation) comparing their lifestyle of today with that in an earlier time period in P.E.I. Invite students to present their creations to the class or create a class display.

- Engage students in the creation of a class quilt or puzzle. Each individual piece of the quilt/puzzle should be a visual representation of both the past and present lifestyles in P.E.I.

Resources/Notes

Authorized Resources
Exploring the Island:
Discovering Prince Edward Island
History
Chapter 6: 'Life and Times"

Optional Resources
Abegweit
Daily Life on Ile St. Jean: pp. 92-98
Pioneer Life: pp. 142-166
Life with the Harris Family: pp. 196-207

Cross-Curricular Links
Technology
- Concept Maps
  Outcomes A 4.1, B 4.1 (Guided)
- Graphics
  Outcomes A 5.1, B 5.2 (Guided)
- Multimedia
  Outcome A 8.2 (Guided)

Unit 7: Culture and Culmination

Unit 7: Culture and Culmination

Overview

The final unit of P.E.I. History explores the various forms and roots of cultural traditions on P.E.I. Through study of visuals and text, students develop an understanding of the heritage of their province. They will examine how Islanders express their culture, which has evolved into what we have come to know as "the Island way of life." Students will create their own definition of P.E.I. culture and share some of their own cultural roots.

The P.E.I. History component concludes with students' taking time to reflect upon what they have discovered about Island history in order to select a significant historical event. Students will create a representation that showcases the influence of this event on the lifestyle of Islanders, how it changed P.E.I. (e.g., communities, environment), and how it relates to present day.

Outcomes

Students will be expected to

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 in Island history

Opportunities for Cross-Curricular Links

Please note that in this unit opportunities for cross-curricular links with technology are referenced in column 4.

Anticipated Time for Completion

Six classes of forty minutes

Inquiry
Historical Thinking Concepts

• **Historical Significance** (Outcome 6.7.1 and 6.7.2)
• **Continuity and Change** (Outcome 6.7.1)

Unit 7: Culture and Culmination

Outcomes

Students will be expected to

6.7.1   demonstrate an understanding of the influence of P.E.I. cultural traditions on present day P.E.I. lifestyle

Elaborations - Strategies for Learning and Teaching

Elaboration

This culminating unit provides students with the opportunity to explore their cultural traditions and see how they are rooted in the history of their province and in their ethnic heritage. The chapter celebrates who we are as Islanders, and examines the importance of our historical past and its influence on present day P.E.I. life. The final activity for this unit invites students to reflect upon what they have learned about P.E.I. history. They are asked to create a representation to demonstrate how an event from the Island's past has influenced the development of P.E.I.

Inquiry

In this outcome, students may **ask** questions, **access** information, and **formulate** reasoned opinions in regard to **historical significance** and **continuity and change**. Students may wish to consider what is the historical significance of a particular cultural tradition. What cultural traditions have remained the same and what traditions have been lost over time?

1. Invite students to discover the conclusion of the narrative on pp. 49-50 of the student text. Ask students to write a prediction of what the Diggers and Dreamers Club will discover in the coming year.

2. Using the student text, including the monologues on pp. 50-57, explore the author's definition of culture and the various ways that culture is expressed in P.E.I. Teachers may wish to utilize a reader's theatre approach, or may divide the class into groups with each group responsible for presenting/teaching the class about what they have learned from an assigned section of the text. Invite students to utilize creativity in their presentations. Teachers may wish to brainstorm ideas on how to present the information (interview, skit, jot notes, news report, media presentation, etc.).

Unit 7: Culture and Culmination

Tasks for Instruction and/or Assessment

(Please refer to "Teacher Notes" (p. 38) regarding this assessment column.)

Informal/Formal Observation

- Observe students during the presentation of assigned text to determine their level of understanding of the text and the level of their presentation skills.

Paper and Pencil

- Invite students to select one idea presented in the assigned text to discover the historical and/or ethnic background of the idea. (Students may find information on a musician, community tradition, traditional celebration, artisan, author, etc.) This information could be presented to the class or used to create a display.

Resources/Notes

Authorized Resources
Exploring the Island:
Discovering Prince Edward Island
History
Chapter 7: "The Island Way of Life"

Optional Resources
Abegweit
Entertainment and Culture: pp. 306-315
Acadian Culture: pp. 336-338

Teacher Background Resources
The Island Magazine
"La Mi-Carême"(Spring/Summer 1981): 3-7
"A Basket Social in P.E.Island" (Fall/ Winter 1999): 7-12

Cross-Curricular Links
Technology
- Multimedia
  Outcome A 8.2 (Guided)
- Internet
  Outcomes A3.1, 3.2, A3.3, E3.1 (Guided)

Unit 7: Culture and Culmination

Outcomes

Students will be expected to

6.7.1 demonstrate an understanding of the influence of P.E.I. cultural traditions on present day P.E.I. lifestyle *(continued)*

Elaborations - Strategies for Learning and Teaching

3. Have student groups use a place mat activity as described in "Your Turn" on p. 57 to create a definition for Prince Edward Island culture. Have student groups share their definitions with the class.

4. Invite students to compare their group definitions in order to create a class definition and to answer the question, What is P.E.I. culture?

5. Involve students in the creation of a scrapbook page describing their cultural roots ("Your Turn," p. 57). The scrapbook page should follow the guidelines in the activity *"*Rooted in the Past":
    ›   a description of the tradition
    ›   an explanations of its importance to you
    ›   how the tradition is connected to the past
    ›   an illustration or photograph

    Teachers may wish to share and discuss the rubric "Island Way of Life–Scrapbook" with students (see Appendix G). Have students share their individual scrapbook pages, then compile their pages for a class scrapbook.

6. Have students review the information in chapter 7. Have the class select 5-10 historical events to add to the class time line. This significant information may be represented by pictures, symbols, or information cards.

Unit 7: Culture and Culmination

Tasks for Instruction and/or Assessment

Informal/Formal Observation

- Observe students during class discussion of the question on *What is P.E.I. Culture?* to determine the degree of each student's understanding of culture and respect for the opinion of others.

Interview

- Have students interview one of their family members about a family cultural tradition and where it originated. Invite students to share their findings with the class.

Presentation

- Have students complete a page for the class scrapbook. The student's page should reflect an aspect of family, or community culture, or their cultural roots. Have students present their scrapbook page to the class.

Resources/Notes

Authorized Resources
Exploring the Island:
Discovering Prince Edward Island
History
Chapter 7: "The Island Way of Life"

Unit 7: Culture and Culmination

Outcomes

Students will be expected to

6.7.2 demonstrate an understanding of a significant event in Island history

Elaborations - Strategies for Learning and Teaching

Elaboration

The culminating activity for P.E.I. History encourages students to reflect upon what they have learned throughout the course. Students are asked to review the class time line and the events represented in order to select one historically significant event. Using this event, students are asked to use a graphic organizer to make connections showing how this event influenced the lifestyle of Islanders, how it changed P.E.I. (e.g., communities, environment,) and how it relates to present day. For example, shipbuilding would impact the economy (jobs, money coming into the Island, people moving to the Island); community development (new communities, such as Bideford, Mount Stewart); the environment (land being cleared, enabling more settlement); and present day attractions (museums and heritage sites). Students are then asked to create a representation that will demonstrate the influence of this significant event.

Inquiry

This final outcome requires students to **locate** information, **formulate** reasoned opinions, and **present** their ideas on **historical significance**. Students will consider how their chosen event has been significant in Island history.

1. Invite students to examine the class time line and respond to the question, What will stay with you from *Exploring the Island*? Provide students with time to share with each other items from the time line that they believe were significant to Island history and give reasons for their choices.

2. Have students select one historically significant event to reflect upon and complete BLM-7, " Time to Reflect," demonstrating how the event influenced the lifestyle of Islanders, how it changed P.E.I. (e.g., communities, environment), and how it relates to their lives. Have students meet in small groups to share their web organizers.

3. Have students as a class brainstorm different ideas they may use to showcase what they have learned about their event and its influence on Prince Edward Island (e.g., collage, mural, poem, skit, song, slideshow, etc.). (Note: Teachers may wish to design guidelines for the students to use during the creation of their representation, or share with students rubric AM-12, "Reflections.")

4. Have students present their representations to the class.

Unit 7: Culture and Culmination

Tasks for Instruction and/or Assessment

Presentation

Engage students in a reflection on what they have learned throughout the P.E.I. History course. Have students select one historically significant event that influenced the development of Prince Edward Island. Students may demonstrate their learning about the historically significant event in various formats (oral, written, visual, multimedia or digital)

Resources/Notes

Authorized Resources
Exploring the Island:
Discovering Prince Edward Island
History
Chapter 7: "The Island Way of Life"

Cross-Curricular Links
Technology
- Multimedia
  Outcome A8.2 (Guided)
- Word Processing
  Outcomes B7.1 (Independent);
  B7.6 (Guided)
- Concept Maps
  Outcome A4.2 (Independent)
- Database
  Outcome A9.4 (Guided)

World Cultures

Grade 6: World Cultures

Overview: World Cultures

The organizing concept for the second half of Social Studies 6 is "World Cultures." Students will develop both an understanding of the diversity among world cultures and an appreciation for their common characteristics. Through a study of physical environments, traditions and rituals, religions, governments, and economic systems, students will develop an understanding of the role that culture plays in everyone's lives by examining both their own culture and other cultures from around the world. It is especially important that an examination of the distinctive and common features among cultures further develop students' recognition of the importance of cross-cultural understanding.

While the curriculum identifies particular world cultures in relation to specific curriculum outcomes, where appropriate resources are available, teachers are free to choose different cultures to address the outcomes. The interests of students, school, or community, along with world events, and/or cross-curricular opportunities, should be considered when making such choices. It is important to note that the authorized resources are directly related to the specific curriculum outcomes defined by the curriculum.

The curriculum is also designed to have students examine contemporary world issues and investigate the extent to which forces of globalization influence culture. For students to address world issues as informed global citizens, teachers must encourage students to ask meaningful questions, investigate problems, collect and analyse information, formulate reasoned opinions and conclusions, and develop proposed courses of action. At the end of the World Cultures curriculum, students will consider the influence of the numerous peoples and cultures who have contributed to the development of Canada.

In preparation for the final culminating unit in World Cultures, teachers may wish to have students select a country from those named in the list of immigrants to P.E.I. on p. 11 of *Exploring the Island.* As students work with the World Culture outcomes, they will also learn about their selected countries. This activity will facilitate students' efforts in the culminating unit which encourages reflection on Canada's multicultural mosaic. Where applicable, a teacher note has been added in column 2 to highlight where students may wish to add information about their selected country.

Unit One

Unit 1 introduces students to the general concept of culture and has them consider specific elements of culture, such as language, traditions, beliefs and values, and government. These elements of culture are briefly explored, and students reflect upon the role of culture in their own lives. Before students embark on a study of specific world cultures, this introductory unit has them geographically map various cultural regions in the world. Students also consider the importance of cross-cultural understanding, the globalization of culture, and sustainability within a global context.

Unit Outcomes

Students will be expected to

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

Unit 2 provides an in-depth study of some important elements of culture—traditions, governments, and economic systems. As they examine these elements, students will also have the opportunity to identify other elements of culture and discover their interconnectedness.

The unit begins with students examining how culture is influenced by traditions in a selected cultural region of the world. Students then choose another cultural region to examine how government influences culture and to explain how different economic systems can influence cultures. At the beginning of each outcome in the unit, students are asked to provide a context for study by employing geographical skills to map the cultural region being examined.

Unit Outcomes

Students will be expected to

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

While the preceding two units focus on regional perspectives, unit 3 takes the whole world as its domain. The unit identifies broad issues and has students examine them globally, not just in one area of the world or in a couple of regions. Of course, in practice, students will sometimes consider specific countries or localities as they examine the global issues.

The unit begins with students analysing the global distribution of wealth and the effects of uneven distribution. Students then identify examples of human rights issues and abuses around the world in light of such agreements as the Universal Declaration of Human Rights and the Declaration of the Rights of the Child. Finally, students may demonstrate their understanding of the responsibilities of global citizenship by taking age-appropriate action regarding a human rights issue.

Unit Outcomes

Students will be expected to

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" is a single outcome unit that has been consciously designed as a culminating unit of study. Whereas in the previous units students have "gone out" and studied the world beyond Canadian borders, this unit brings them "back home" to examine their own country. It is most important that students have had the chance to look at the wider world before engaging in this reflective examination of their own country—a look at how the diversity of the world manifests itself inside Canada. Students will consider how the many different peoples inside Canada have contributed to making the country what it is today, and at the same time will reflect upon how they feel about the continuing influence of other countries, cultures, and peoples around the world.

Unit Outcomes

Students will be expected to

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

Unit 1: An Introduction to Culture

Unit 1: An Introduction to Culture

Overview

Unit 1 introduces students to the general concept of culture, and has them consider specific elements of culture, such as language, traditions, beliefs and values, and government. These elements of culture are briefly explored, and students reflect upon the role of culture in their own lives. Before students embark on a study of specific world cultures, this introductory unit has them geographically map various cultural regions in the world. Students also consider the importance of cross-cultural understanding, the globalization of culture, as well as sustainability within a global context.

Outcomes

Students will be expected to

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

Opportunities for Cross-Curricular Links

Please note that in this unit opportunities for cross-curricular links with technology, language arts, and music will be referenced in column 4.

Anticipated Time for Completion

Eleven classes of forty minutes

Geographic/ Mapping Skills

- **Representation of Place**
- **Map Components**
- **Symbols/Signs**
- **Map/Model**
  (Outcome 6.1.2)

Inquiry

Historical/Geographical Thinking Concepts

- **Perspective** (Outcome 6.1.1)
- **Continuity and Change** (Outcome 6.1.1)
- **Cause and Consequence** (Outcome 6.1.4)
- **Sense of Place** (Outcome 6.1.2)
- **Geographic Interactions** (Outcome 6.1.4)

Unit 1: An Introduction to Culture

Outcomes

Students will be expected to

6.1.1   demonstrate an understanding of the concept of culture and its role in their lives

Elaborations

To establish the theme of this curriculum, students must first consider what the term "culture" means. For this curriculum, "culture" refers to *the shared way of life of a group of people transmitted from one generation to another*. Students first brainstorm what they consider to be elements of their culture. Then students will classify these cultural elements into two categories: material (things they can see and touch), and non-material (ideas, beliefs, and values).

In order to understand culture and the role it plays in their lives, students must also consider how culture may be transmitted from one generation to another. In this investigation, students will learn that oral (spoken) tradition, the media, and institutions (e.g., school, religion, government) play an important role in the transmission of culture.

Students recognize that the world around them is constantly changing, so it is important to identify factors that will shape culture over time. Such factors may include technology, the environment, economics, and societal changes.

Teacher Note

In preparation for the final outcome, 6.4.1, in World Cultures, teachers may wish to have students select a country from those named in the list of immigrants to P.E.I. on p. 11 of *Exploring the Island*. As students work with the World Culture outcomes, they will also learn about their selected country. This activity will enhance students' understanding in the culminating unit, which is a reflection on Canada's multicultural mosaic. A teacher note will be used to remind teachers of this activity where applicable.

Enduring Understanding

By the end of this outcome, students should understand that
*   some key elements of culture and the important role culture plays in their lives.

Inquiry

Students may **ask** questions and **access** and **interpret** information to consider **historical perspective** as they compare life in their culture to life for a previous generation. How would their lives be different if they had lived 50 years ago? Students may also consider **continuity and change**. For example, what cultural traditions within their families or community have been lost over time, and which have remained?

Unit 1: An Introduction to Culture

Performance Indicator

A "performance indicator is used as an assessment of learning for the students. It describes a performance that the students will be able to complete if they have achieved the outcome.

- A group of foreign students from other countries is coming to visit our school. They are interested in learning about our culture or way of life and would like to have time to speak to students on an individual basis. The principal has asked that students plan a cultural awareness activity for the visitors. The students' task is to prepare a "My Culture" mini-presentation which incorporates a visual display. In the visual display, they will need to include:
  - › three examples each of material and non-material elements of culture present in their lives.
  - › two examples of how elements of your culture were transmitted to them from a previous generation (e.g., family, institutions, media).

  Students may wish to use print material (poster, collage), computer software, or other multimedia technology when preparing their visual display.

- Have students complete a graphic organizer entitled "My Culture" (See examples below.) In the graphic organizer students will need to include
  - › three examples each of material and non-material elements of culture present in their lives
  - › two examples of how elements of their culture were transmitted to them from a previous generation

  Students can utilize computer software when preparing their organizers.
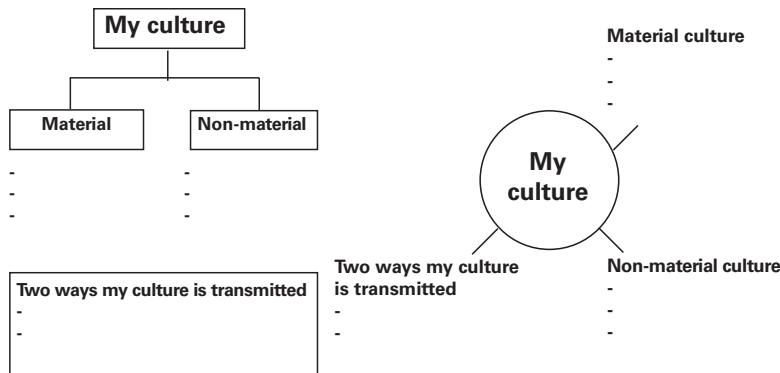
Resources/Notes

Authorized Resources
Culture Quest: Exploring World Cultures
Chapter 1: "Exploring Culture"

Culture Quest: **Teacher's Resource**
Organized Ideas and Information: Reproducible Sheets for Students RSS17

Optional Resources
Exploring the Island: Discovering Prince Edward Island History, p.11

Unit 1: An Introduction to Culture

Outcomes

Students will be expected to

6.1.1 demonstrate an understanding of the concept of culture and its role in their lives *(continued)*

Strategies for Learning and Teaching

- Have students use the following organizer to classify elements of their culture. Students may extend the following list.

Elements of our culture		
Elements	**Material**	**Non-material**
DVD player		
Family barbeque		
Hockey stick		
Honesty		
Remembrance Day		

- Have students develop a restaurant place mat for visitors to the area, including several material and/or non-material elements of culture that would be of interest to them during their stay.

- Engage the students with an appropriate book as a read-aloud (or use the interviews students completed for Chapter 6 in P.E.I. History). The selected book should provide an account of life in the past, describing some of the characters, traditions, and beliefs. Identify what would have helped to transmit these traditions and beliefs from then to now. Student observations may be recorded in the following chart.

Some of the past culture lives on		
Tradition/Beliefs from the past	*(Draw a line to connect an activity to a type of culture)*	**Where did we get them?**
How has technology maintained or changed culture?		

- Have students analyse a series of photos showing different communication settings (e.g. classroom, worship scene, Girl Guide outing, Aboriginal elder interacting with a group, individual watching television). Ask students to develop a list of ways in which culture is passed from one generation to the next.

- Have students as a class complete a web on how various factors (e.g., environment, technology, government, beliefs, values) shape culture. (Note: Teachers can utilize computer software to complete this activity.)

Unit 1: An Introduction to Culture

Tasks for Instruction and/or Assessment

Journal

- Invite students to work in pairs. One member (using the interview they completed for P.E.I. History, chapter 6) may write a diary entry or blog to describe a typical Saturday or Sunday during his/her grandparents' days. The other team member may write a diary entry or blog to describe a typical Saturday or Sunday today. After they have written, ask the team members to circle elements that are the same and underline those that are different. Have the team create a Venn diagram to demonstrate their findings and predict how the common elements were transmitted from the past generation to them. Students can utilize computer software to prepare their Venn diagram.

Paper and Pencil

- Have students complete the following organizer to identify material and non-material elements in their school culture. The following list may be read to help the students get started.

Cultural elements in our school		
Computers	School assembly	Rules
Sports	Desks	Gymnasium

Elements of our school culture		
Elements	Material (√)	Non-material (√)

Presentation

- Invite students to read a piece of literature that describes a culture over time. After they have read, have the students prepare a summary that identifies material and non-material elements of culture, elements of culture that have been transmitted, elements of culture that have been lost over time, and factors that contributed to this loss. Students will then present their findings to the class.

Resources/Notes

Authorized Resources
Culture Quest: Exploring World Cultures

Chapter 1: "Exploring Culture"

Cross-Curricular Links
Technology
- Concept Maps
  Outcome A 4.2 (Independent)
  B4.1 (Guided)
- Word Processing
  Outcome B7.1 (Independent)
- Internet
  Outcomes A3.1, A3.2, B3.1 (Guided)

Possible Sources for Read-Aloud
Language Arts
Library
    - Classroom
    - School
    - Community

Unit 1: An Introduction to Culture

Outcomes

Students will be expected to

6.1.2 **identify major cultural regions of the world, using various criteria**

Elaborations

The intent of this outcome is to acquaint students with major cultural regions by using geographic skills. This will allow students to broaden their understanding of geography as they view the world through a cultural lens. Teachers may wish to review with the students that the term "cultural region" is defined as *a geographical area that shares common characteristics or traits.*

In order to complete this outcome, students must first recognize the various criteria—such as language, religious beliefs, government, common traditions, and economy—used to identify a cultural region. It is important to remind students that there is no simple set of labels that can be used to designate a list of cultural regions. Some cultural regions may be defined by a single element (e.g., language, religion). However, a change in the criteria will result in a change in the designation of the region. During this outcome, it will be important for students to compare world maps with different criteria so as to appreciate the complexity of the topic and develop an awareness of the various ways in which the world may be viewed.

Using one or more criteria, students will then identify and locate a major cultural region on a world map. Teachers may wish to refer students to their own province and /or country to assist with understanding (e.g., French and English communities based on language within P.E.I./Canada) before taking a more global perspective.

> ### Teacher Note
> Teachers may wish to have students work on individual projects as noted in outcome 6.1.1 by denoting the cultural region criteria that is associated with their chosen country.

Enduring Understanding

By the end of this outcome, students should understand that
- cultural regions of the world can be identified and located by applying various criteria.

Inquiry

Students may **ask** questions and **access** and **interpret** various thematic maps to consider **sense of place**. By comparing thematic maps, what inferences might we make about the geography of and life in that region? Remind students that when making inferences they must be aware of possible misconceptions. It is important to verify inferences with reliable evidence.

Unit 1: An Introduction to Culture

Performance Indicator

A performance indicator is used as an assessment of learning for the students. It describes a performance that the students will be able to complete if they have achieved the outcome.

- Have students use world maps that illustrate criteria such as government, religion, economy, food, etc., and the following steps, to identify and locate major cultural regions of the world.
    1. Examine a world map with an identified criterion in mind and make jot notes on the cultural regions observed.
    2. Examine another world map with a different identified criterion and make jot notes on the cultural regions observed.
    3. Create a written summary denoting the similarities and differences you observed. (For example, North America has mainly democratic governments and Christianity. Northern Africa has many different governments, and the main religion is Islam.)

Have students, use an outline map of the world to create a map which identifies three different cultural regions. Students will need to access world maps which illustrate criteria such as government, religion, economy, etc., to assist with the identification and location of the cultural regions. Student maps must include a title, legend, compass rose, and scale. Students are reminded that computer software may be utilized to complete this performance indicator.

Resources/Notes

Authorized Resources
Culture Quest: Exploring World Cultures
Chapter 2: "Cultural Regions in Our World"

Maps, pp. 21, 24, 26, 27, 29, 149

Culture Quest: **Teacher's Resource**
Outline Map of the World:
Reproducible Sheet for Students RSS29

Optional Resources
Classroom Atlas of Canada and the World (Rand M Nally) pp. 20-21, 41, 43

Global Classroom Initiative

Grade 6 Social Studies, Global Education Unit

Cross-Curricular Links
Technology
- Multimedia
  Outcomes A8.2, A8.5 (Guided); B8.1 (Independent)

Unit 1: An Introduction to Culture

Outcomes

Students will be expected to

6.1.2 identify major cultural regions of the world, using various criteria (continued)

Strategies for Learning and Teaching

• Engage students in a class Think-Pair-Share activity to brainstorm ideas on how their province could be divided into cultural regions using criteria such as language, ethnic origin, location (e.g., counties), or religion. Teachers may wish to assign a particular criteria to student pairs. Have each pair use an outline map of their province to colour-shade their cultural region. Have students share their maps with the class, and discuss how choice of criteria changes the view of the province.

• Have students compare maps depicting cultural regions of Canada using language and agriculture as criteria. Have students explain their findings in a journal entry.

• Have students examine a map showing the distribution of the world's five major languages. As a class, complete the following organizer.

(Identify the language)	
On which continent(s) is this language found?	
Name five countries that use this language	

• Engage students with an outline map of the world depicting the distribution of the world's major religions. Have students analyse the map and complete the following chart to record some of the patterns observed.

(Identify a religion)	
On which continent(s) is this religion found?	
Name five countries that use this religion	
This continent, _____, contains at least four major religions.	

• Have students as a class engage with a map showing the world's major religions. Overlay it on a map showing the world's major languages. Have students describe the relationship between the two patterns. Teachers may wish to use Geographic Information Systems (GIS) software.

Unit 1: An Introduction to Culture

Tasks for Instruction and/or Assessment

Informal/Formal Observation
- Observe students during discussion and completion of activities to assess their level of understanding of representation of place, map components, symbols, signs, and use of various maps/models. Teachers may wish to utilize "Geographic and Mapping Skills Record Chart" in Appendix J.

Performance
- Have students, on an outline map of the world, use colour-shading to denote areas where they would find English and French spoken, Christianity and Islam practised. Have students analyse their maps to find evidence that an area may be part of more than one cultural region, and then present their findings to the class.

Paper and Pencil
- Have students research the cultural make-up of their province to determine whether there are areas that are distinct from each other in terms of such criteria as physical environment, ethnicity, religion, and language. The following organizer may be used. (The student may add other non-material elements of culture, such as music, folk stories, and so on.

Cultural areas in my province			
Area	**Features**		
	Ethnic Background	**Religion**	**Language**

- Have students use maps of various cultural regions to identify a cultural region and provide evidence to support the statement on the cultural region as stated in the following organizer.

How I know these statements are true	
Statement	**Evidence**
In (identify a cultural region) people speak several languages.	
(Identify several cultures) are part of the same cultural region because of their location and place.	
(Identify a country) belongs to more than one type of cultural region.	
(Identify several countries) have similar traditions.	
(Identify several countries) practise the same religion.	

Resources/Notes

Authorized Resources
Culture Quest: Exploring World Cultures
Chapter 2: "Cultural Regions in Our World"

Optional Resources
Classroom Atlas of Canada and the World
pp. 20-21, 41, 43

Global Classroom Initiative

Grade 6 Social Studies, Global Education Unit

Unit 1: An Introduction to Culture

Outcomes

Students will be expected to

6.1.3 analyse the importance of cross-cultural understanding

Elaborations

Outcome 6.1.3 acknowledges that we live in a global village. As the movement of people around the globe increases, cross-cultural understanding (understanding and respecting how other people live) is essential. By discussing and comparing various cultures, students learn to appreciate commonalities and respect differences. (Opportunities may arise where examples demonstrating the importance of cross-cultural understanding come from local, national, or global contexts.)

Students' knowledge increases as they analyse examples that illustrate the presence or lack of cross-cultural understanding. Through this analysis, students will come to recognize that one result of cross-cultural misunderstanding is the formation of stereotypes. (Students first examined the concept of stereotypes in grade 3.) Students will further develop their understanding of stereotypes and will identify examples (e.g., race, religion, age, gender, economic status).

Media play a significant role in the lives of students, and therefore it is important that students learn to critically analyse the messages being transmitted. By focussing on various forms of media, students will identify examples of or absence of cross-cultural understanding. The development of such critical viewing skills allows students to reflect upon their own thoughts in regard to cross-cultural understanding.

Enduring Understanding

By the end of this outcome, students should understand that
- all cultural groups are to be respected
- all individuals have an impact on cross-cultural understanding.

Inquiry

For this outcome it is important for students to **ask** questions, **locate** sources, **interpret** the ideas of others, and **formulate** opinions in their analysis of stereotypes. Students will also **present** to others their ideas on how to promote cross-cultural understanding.

Unit 1: An Introduction to Culture

Performance Indicator

A performance indicator is used as an assessment of learning for the students. It describes a performance that the students will be able to complete if they have achieved the outcome.

- Give students the following instructions:
  You are a reviewer for an Island newspaper. You have been assigned to review an item (e.g., story, book, TV program, advertisement, video) for evidence of stereotyping. In your written review you need to provide one or more examples of stereotyping and suggest how the selected item could be revised to promote cross-cultural understanding. The following organizer has been provided to assist you with your review.

Title: (TV show/advertisement/video)	Date and time of viewing
One or more examples of stereotyping	
Who is being stereotyped?	
What message is being portrayed?	
One example of how you would change this sample to promote cross-cultural understanding	

- Your class has been asked to create a mural promoting cross-cultural understanding. Each student will be responsible for designing one section of the mural. The design should address a stereotype and provide an example of how to overcome this stereotype. (Note: Teachers are reminded that students must be assessed on individual achievement of the outcome.)

Resources/Notes

Authorized Resources
Culture Quest: Exploring World Cultures
Chapter 3: "Understanding Other Cultures"

Cross-Curricular Links
Possible Sources for Review

Language Arts
Collections Anthology
Looking For Answers
- *Once Bitten* p. 11
- *At the Avenue Eatery* p. 69

Library
Underground to Canada,
by Barbara Smucker

Unit 1: An Introduction to Culture

Outcomes

Students will be expected to

6.1.3 analyse the importance of cross-cultural understanding (continued)

Strategies for Learning and Teaching

- Engage students with an appropriate read-aloud or selection of literature that provides examples of stereotyping or a lack of cross-cultural understanding. (Teachers may wish to discuss terms such as "bias," "prejudice," and "discrimination.") Debrief with students using the following prompts:
  › What examples from the text demonstrate stereotyping?
  › What message is being given by the story?
  › How might the story be changed to demonstrate cross-cultural understanding?

- Have students listen to the song W*hat a Wonderful World,* by Louis Armstrong. Have students listen to the selection with their eyes closed and visualize the message of the song. Play the song again, having students draw their visualizations as they listen. Debrief with the students how the song relates to cross-cultural understanding and multiculturalism. Have students complete their illustrations, leaving no white spaces, and create a display. Students may also write a poem on the importance of cross-cultural understanding to accompany their illustration.

- Have students explore the importance of cross-cultural understanding with a representative from a particular cultural group or organization (e.g., Newcomers Association, Katimavik, EAL teachers, anti-poverty group, senior's group). Students may extend an invitation for a class visit or video conference. Students should prepare questions in advance of the visit. Students should be reminded to include literal, inferential, and evaluative questions such as the following:
  Literal
  What kinds of stereotypes have you or people you represent experienced?
  Inferential
  How do stereotypes affect the way you or people you represent feel about yourselves?
  Evaluative
  How do you think education can help prevent stereotypes? Do you think students have a role to play in cross-cultural understanding? What would you suggest students do?

  Remind students to take jot notes during the interview.

Unit 1: An Introduction to Culture

Tasks for Instruction and/or Assessment

Performance

- Have students create an award for positive actions taken to improve cross-cultural understanding. Students should identify the criteria for the award, the types of actions that will be recognized, the design of the award, and how the recognition will be given.

- Invite students to create a type of medium (e.g., poem, rap song, cartoon, role-play) to promote the importance of cross-cultural understanding. Have the students present their creation to the class or to a school assembly.

Journal

- Have students use their jot notes from the interview on cross-cultural understanding to create a journal response on the importance of cross-cultural understanding and their role in promoting this understanding.

Presentation

- Have students scan newspapers and magazines to identify an example of stereotyping in advertising. Students should rewrite the advertisement to avoid the stereotype, then display both of their advertisements—before and after revision—for discussion.

- Have students read a piece of literature that provides examples of stereotyping. After they have read the story, have students retell the story from the other person's perspective. Students may wish to utilize multimedia technology.

Resources/Notes

Authorized Resources
Culture Quest: Exploring World Cultures
Chapter 3: "Understanding Other Cultures"

Cross-Curricular Links
Music
- "What a Wonderful World" (Share the Music - Grade 4 Music Curriculum)

Technology
- Multimedia Outcomes A8.5 (Guided); B8.2, B8.3 (Awareness)

Possible sources for Read-Aloud
Language Arts
Library
- Classroom
- School
- Community

Unit 1: An Introduction to Culture

Outcomes

Students will be expected to

6.1.4 **demonstrate an understanding of factors that are creating a more global culture around the world**

Elaborations

This outcome focusses on the identification and explanation of factors (including movement of people, spread of ideas, and technology) that have contributed to creating a more global culture around the world.

To explain the movement of people, students must first distinguish between the terms "immigration" (*migration into a place*) and "emigration" (*migration out of a place*). Students then consider how this movement in or out of a place can impact the culture of the place to/from which people are moving (e.g., inclusion, exclusion, assimilation).

Students must realize that movement is not solely related to people. As people move, so do ideas and ways of doing things. This movement around the world creates a global culture. As the concept of global culture is discussed, students will seek to identify examples of global culture, such as the recognition of familiar logos (such as golden arches or swoosh) in countries all over the world (e.g., Russia, China), or the increased use of acupuncture in North America as a medical treatment.

Students should also consider how membership in a global culture brings the responsibility of working together to maintain a sustainable future. As ideas and technologies are exchanged, environmental concerns must also be shared by all members in the global culture.

Enduring Understanding

By the end of this outcome, students should understand that
• the movement of people, exchange of ideas, and technology have created a global culture;
• sustainability is a global concern.

Inquiry

For this outcome students **ask** questions and **access** information to examine the concept of **cause and consequence** as related to global culture. How has the exchange of technologies over time changed the traditions of a culture? How has the movement of people changed culture? Students may also consider **geographic interactions**. What geographic locations interact through the exchange of people, goods, services, and information? How are our lives influenced by these interactions?

Unit 1: An Introduction to Culture

Performance Indicator

A performance indicator is used as an assessment of learning for the students. It describes a performance that the students will be able to complete if they have achieved the outcome.

- Have students as a class identify factors that are creating a more global culture and then debate the positive and negative effects of this global culture. Students will be divided into teams to prepare arguments for or against the development of a global culture. In preparing arguments, students must include examples related to the movement of people, the sharing of ideas, technology, and sustainablity of the environment. (Teachers may wish to have students debate the issue, or, alternatively submit their written arguments. Note: Teachers are reminded that students must be assessed on individual achievement of the outcome.)

- Have students conduct an issue-analysis on the question, Is a global culture beneficial for the world? Students may use the following chart to arrive at their position on the issue.

Is a global culture beneficial for the world?	
Pros	Cons
A global culture is (give your position) because (give reason for your position).	

Resources/Notes

Authorized Resources
Culture Quest: Exploring World Cultures
Chapter 4: "Creating a Global Culture"

Unit 1: An Introduction to Culture

Outcomes

Students will be expected to

6.1.4   demonstrate an understanding of factors that are creating a more global culture around the world (continued)

Strategies for Learning and Teaching

• Have students in small groups participate in a place mat activity (see Glossary) to brainstorm the meaning of the term "global culture." Have groups share their place mat with the class to create a class definition. As students work through the activities, have them periodically check the accuracy of their definition.

• Have students read a case study (e.g., newspaper article, human interest story) of an immigrant to Canada. Have students analyse how the decision to move to this country was made. The following organizer may be used

The decision to move to a new country		
Push factors (Why a person leaves the homeland)	Obstacles (What makes a person hesitate to leave)	Pull factors (What attracts a person to a new country)

• Have students complete a visual display entitled "A Day in My Life" to demonstrate how they are part of a global culture. Students track what they consume/use for a day under the following headings: "Food," "Clothing," "Technology," "People I Meet." Students will read labels or ask questions to determine what part of the world the items they use or people they meet come from. Students will include a map of the world in their display, illustrating how they have been connected (use yarn from where they live to other countries) to other parts of the world. (Students may also wish to use computer technology to create a web for their visual display.)

• Have students participate in a Value Line activity (see Glossary) to discuss global sustainability issues. Read several statements and ask students to stand on the value line to show their level of agreement or disagreement. Invite some students to provide reasons for their choices. Some examples of statements might be the following:
  › Oil drilling should be allowed in the Arctic.
  › Farmers in Brazil should cut down trees to grow more corn for ethanol fuel production.
  › All countries in the world are responsible for the environment.

Unit 1: An Introduction to Culture

Tasks for Instruction and/or Assessment

Informal/Formal Observation

- Observe and note student vocabulary and responses/opinions given during student discussions during the value line activity to assess student's understanding of sustainability issues in the global context.

Journal

- Invite students to imagine that they are moving to another country. Ask students to explain the reasons for their move and compare life in the new country with life in their homeland. Students may wish to consider the following questions:
  › Was the decision to move made by choice or forced upon them?
  › How will they keep in touch with people in their homeland?
  › Will they have access to the same food, clothing, education and technologies? Why or why not?
  › How will they promote sustainability in their new home?
  Students may wish to utilize the Internet in preparation for completing their journal.

Presentation

- Have students demonstrate their understanding of factors that affect population growth in a country by using BLM-1, "Immigration/Emigration" in Appendix H. Using the diagram in BLM-1 have students assign a numeral to each of the terms, and provide a written explanation of the effect of immigration and emigration on world cultures.

- Have students express their thoughts (in written, pictorial, and/ or digital format) on how a global culture has contributed to the creation of the phrase "Think Globally, Act Locally".

- Have students reflect on the phrase "Think Globally, Act Locally" to create an action plan for how their class or school could promote and practise sustainable development.

Resources/Notes

Authorized Resources
Culture Quest: Exploring World Cultures
Chapter 4: "Creating a Global Culture"
Chapter 7: "Resources and Conservation," pp. 101-104

Cross-Curricular Links
Technology
- Multimedia
  Outcome A82 (Guided)
- Graphics
  Outcomes A5.1, B5.1 (Guided)
- Internet
  Outcomes A3.1, A3.2, A3.3, E3.1 (Guided)

Unit 2: Some Elements of Culture

Unit 2: Some Elements of Culture

Overview

Unit 1 introduced students to the concept of culture and to various elements of culture. Unit 2 provides an in-depth study of some important elements of culture—traditions, governments, and economic systems. As they examine these elements, students will also have the opportunity to identify other elements of culture and discover their interconnectedness.

The unit begins with students examining how culture is influenced by traditions in a selected cultural region of the world. Students then choose another cultural region to examine how government influences culture and to explain how different economic systems can influence cultures. At the beginning of each outcome in the unit, students are asked to provide a context for the study by employing geographical skills to map the cultural region being examined.

Outcomes

Students will be expected to

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

Opportunities for Cross-Curricular Links

Please note that for this unit opportunities for cross-curricular links with technology will be referenced in column 4.

Anticipated Time for Completion

Nine classes of forty minutes

Geographic/ Mapping Skills

- **Representation of Place**
- **Map Components**
- **Symbols/Signs**
- **Map/Model**
- **Position/Direction**
  (Outcomes 6.2.1 and 6.2.2)

Inquiry

Historical/Geographical Thinking Concepts

- **Continuity and Change** (Outcome 6.2.1), **Cause and Consequence** (Outcome 6.2.2)
- **Sense of Place** (Outcomes 6.2.1, 6.2.2, and 6.2.3)
- **Geographical Importance** (Outcome 6.2.1)

Unit 2: Some Elements of Culture

Outcomes

Students will be expected to

6.2.1   examine how traditions influence culture in a selected cultural region

Elaborations

This outcome examines the relationship between traditions and culture. A cultural region is to be used as the context, although no specific cultural region is mandated. The authorized resource references the influences on culture in the Middle East.

Initial attention must to be given to locating the cultural region geographically. In what part of the world does it lie? Where is it located in relation to near neighbours and major geographic features? What are the climate and major physical features? What countries are included in the cultural region? Students will need to employ map reading skills, using such tools as maps, atlases, and/or Geographic Information Systems (GIS) software. Teachers may wish to use this activity to review positional language, such as "cardinal directions," "intermediate directions," "longitude," and "latitude" (see "Geographic and Mapping Skills" in Appendix I of this document.)

One key component that students need to consider in order to understand the traditions that influence Middle Eastern culture is religion (e.g., Judaism, Christianity, Islam). This outcome focusses on three major religions originating in the Middle East. Many customs and rituals originate from the religious practices of the people and are reflected in the region's culture. Students will research the major religions of the cultural region to learn about their influence.

Teacher Note

Teachers may wish to have students learn about traditions in their selected country.

Enduring Understanding

By the end of this outcome, students should understand that
•   Judaism, Christianity, and Islam are the three major religions that began in the Middle East;
•   these three religions have influenced the cultural traditions, customs, and rituals of the Middle East.

Inquiry

For this outcome students may **ask** questions and **access** information to consider **continuity and change**. What customs and rituals of people on P.E.I. have been influenced by the three major Middle Eastern religions (Judaism, Christianity, and Islam)? Students may also **interpret** visuals and other information to consider **sense of place** and **geographical importance**. What makes this geographic region unique? How have physical features influenced the lives of the people?

Unit 2: Some Elements of Culture

Performance Indicator

A performance indicator is used as an assessment of learning for the students. It describes a performance that the students will be able to complete if they have achieved the outcome.

- Give students the following instructions:
  You have just immigrated to P.E.I. with your family from the Middle East. Your classmates would like to learn more about your homeland, its religions, and its culture. Prepare a presentation about your country and how your religious traditions relate to Middle Eastern culture.
  Your presentation will include
  › a labelled map of the Middle East region;
  › a description of the major religions from the cultural region, including five facts about each religion;
  › three representations (objects, illustrations, visuals) of traditions, customs, or rituals that are evident in the culture. Include a written explanation of your choices.

> Extension Activity
> Teachers may wish to extend this activity by asking students to provide an example of one cultural tradition that has changed, and explain why?

- Have students assume the role of travel agents. As travel agents they must provide prospective travellers with information on the Middle East (e.g., via slideshow, brochure, information package). Their information must include
  › a labelled map of the Middle East region;
  › a description of the major religions from the cultural region including five facts about each religion;
  › three representations (objects, illustrations, visuals) of traditions, customs, or rituals that are evident in the culture. They must include a written explanation for their choices.

Resources/Notes

Authorized Resources
Culture Quest: Exploring World Cultures
Chapter 8: "The Middle East: Tradition and Change"

Culture Quest: **Teacher's Resource**

Outline Maps:
Reproducible Sheets for Students
RSS 29
RSS 40
RSS 41

Cross-Curricular Links
Technology
- Internet
  Outcomes A3.1, A3.2, A3.3, E3.1 (Guided)

Unit 2: Some Elements of Culture

Outcomes

Students will be expected to

6.2.1   examine how traditions influence culture in a selected cultural region (continued)

Strategies for Learning and Teaching

- Have students use maps, atlases, and/or Geographic Information Systems (GIS) software to complete the following chart delineating the location of the Middle East region, its key physical features, and its climatic conditions (see student text pp. 66-67). Students will transfer their knowledge to an outline map of the region.

The Middle East region: location, physical features and climate		
Continents it shares		
Water bodies it includes		
Countries it includes		
Physical features	Description	Location (Position/Direction)
Climate	Description	

- Have students use various visuals (photos, digital images, travel brochures) of the Middle East region to gather information on physical features, climate, clothing, and traditions. The following chart may be used

The Middle Eastern region	
Photo	This photo shows
1	
2	
3	
4	

- Have students participate in a jigsaw activity (see Glossary) to learn about the three major religions in the Middle East and how the traditions, customs, and rituals associated with each religion are evident in the culture. Aspects students could consider with reference to each are origin, main beliefs, places of worship, sacred text, religious leaders, holy days (holidays), food, clothing, and celebrations. Students may conclude the activity with a discussion of traditions that have been affected by global culture.

- Have students participate in a place mat activity (see Glossary) to identify how traditions of a major religion influence a region's culture. Students divide into teams of four members and select one of the three major religions to research. A place mat organizer divided into five sections is given to each team. The place mat (see BLM-2, Appendix H) is divided into sections for origin of religion, main beliefs, traditions (includes food, clothing, Holy days, celebrations), customs/rituals, and effects of global culture. All place mats may be posted around the classroom for sharing and discussion. (Student can use concept mapping software to complete this activity.)

Unit 2: Some Elements of Culture

Tasks for Instruction and/or Assessment

Informal/Formal Observation

- Observe and note student vocabulary and responses/opinions given during student discussions during the jigsaw or place mat activity to assess student's understanding of the major religions and the relationship between religion and culture in the Middle East.

- Observe students during their geographical examination of the cultural region to assess student's level of understanding of representation of place, map components, symbols/signs, position/direction, and use of maps/models. Teachers may wish to utilize "Geographic and Mapping Skills Record Chart" in Appendix J.

Journal

- Have students pretend they are living in the Middle East and have each invite a friend from Canada to come for a visit. Ask them to explain to their Canadian friends what traditions would be interesting for them to experience.

Performance

- Have students create a Venn diagram to compare the traditions of the three major religions in the Middle East.

- Have students use the information gained from the jigsaw or place mat activity to create a poster on how the traditions, customs, and rituals associated with each of the religions influence culture of the Middle East. Students may include influences on food, clothing, education, gender roles, celebrations, etc.

Resources/Notes

Authorized Resources
Culture Quest: Exploring World Cultures
Chapter 8: "The Middle East: Tradition and Change"

Culture Quest: **Teacher's Resource**

Outline Maps:
Reproducible Sheets for Students
RSS 29
RSS 40
RSS41

Cross-Curricular Links
Technology
- Concept Maps
  Outcome A4.2 (Independent)

Unit 2: Some Elements of Culture

Outcomes

Students will be expected to

6.2.2   describe how government influences culture in a selected country

Elaborations

Outcome 6.2.2 examines how government relates to culture. A cultural region is to be used as the context, although no specific cultural region is mandated. The authorized resource references the influence of government on culture in China.

As for the previous outcome, students will need to locate the country geographically to provide a context. In what part of the world is it located? Where is it located in relation to near neighbours and major geographic features? What are the climatic and major physical features of the country? Students will need to employ map reading skills, using such tools as maps, atlases, and/or Geographic Information Systems (GIS) software.

Students were introduced to the function, purpose, and structure of democratic and aboriginal governments in grades 3, 4, and 5. Teachers may wish to review the federal government of Canada before examining China's Chinese Communist Party. Students can then compare these two types of government, and their influence on the culture.

China is a one-party state run by the Chinese Communist Party (CCP). It controls much of what is produced, along with employment opportunities for its citizens. Although it has a constitution that guarantees such basic rights as freedom of speech and the right to vote, these rights are severely restricted. As well, the government strictly controls telecommunications and group activities that would contradict the state. In the past, the Chinese government discouraged or outlawed cultural activities such as art, dance, music, and religion. More recently, the Chinese government has relaxed regulations and cultural activity is experiencing a revival. Now, many Chinese are rediscovering their cultural roots.

> ### Teacher Note
> Teachers may wish to have students learn about the type of government in their selected country.

Enduring Understanding

By the end of this outcome, students should understand that
- the type of government in a country influences the culture
- the difference between an authoritarian and democratic government.

Inquiry

Students may **ask** questions and **access** information to consider **cause and consequence**. For example, students may consider how the changes in China's government results in changes affecting the culture of the country today. Students will also develop an understanding of the **sense of place** by using various visuals of the country.

Unit 2: Some Elements of Culture

Performance Indicator

A performance indicator is used as an assessment of learning for the students. It describes a performance that the students will be able to complete if they have achieved the outcome.

- Have students create a graphic organizer (e.g., T-chart, comparison, fish-bone, etc.) to compare the government of Canada and its relationship with culture to the government of China and its relationship with culture. Graphic organizers must include information on the following elements:
  - type of government
  - electoral system (how government is elected)
  - distribution of power (who holds power in the country)
  - rights and freedoms of citizens
  - governments' influence on culture (e.g., religion, education, music, art, media)

  Students must also provide geographical information on the location of the countries.

- The principal has asked students to write an article for the school newsletter highlighting what they have been learning in social studies. The class has just completed a unit on government and culture (where they have compared the Canadian government to that of the Chinese government). Students have been asked to include in the article geographical information about China (written and/or visual), and a comparison of how governments in Canada and China influence culture in their respective countries. Elements for comparison include the following:
  - type of government
  - electoral systems (how government is elected)
  - distribution of power (who holds power in the country)
  - rights and freedoms of citizens
  - governments' influence on culture (e.g., religion, education, music, art, media)

Resources/Notes

Authorized Resources
Culture Quest: Exploring World Cultures
Chapter 9: "China: Government and Culture"

Culture Quest: **Teacher's Resource**
Organizing Ideas and Information:
Reproducible Sheets for Students
RSS 17
RSS 19

Unit 2: Some Elements of Culture

Outcomes

Students will be expected to

6.2.2   describe how government influences culture in a selected country (continued)

Strategies for Learning and Teaching

- Have students use maps, atlases, and/or Geographic Information Systems (GIS) software to complete the following chart delineating the location of China is found, its key physical features, and its climatic conditions. Students will transfer their knowledge to an outline map of the region.

China: Location, Physical Features and Climate		
Continents		
Water bodies nearby		
Countries it includes		
Physical features	Description	Location (Position/Direction)
Climate	Description	

- Have students use a class discussion to review the structure, purpose and function of the democratic (federal) government of Canada. Additionally, students may discuss how Canada's government influences our Canadian culture (e.g. rights and freedoms, religion, education, language, music, art, media). Teachers may also wish to utilize computer technology to create a concept web to assist in recording the discussion.

- Have students in pairs or small groups complete a web organizer (see BLM-3, Appendix H) to describe China's government. Possible main ideas for the web could include government structure, decision-making powers, rights and freedoms of citizens, and influence on elements of culture (e.g., language, religion, music, art, celebrations). All organizers may be posted around the classroom for a gallery tour (see Glossary).

- Have students use various visuals (photos, digital images, travel brochures) of China to gather information on physical location, features, climate, clothing, and traditions. The following chart may be used

China	
Photo	This photo shows
1	
2	
3	
4	

Unit 2: Some Elements of Culture

Tasks for Instruction and/or Assessment

Informal/Formal Observation

- Observe and note student vocabulary and responses/opinions given during discussion of Canada's government and completion of the web activity on the government of China. Assess the students' understanding of the type of government being discussed/researched and the relationship between government and culture.

- Observe students during their geographical examination of the cultural region to assess student's level of understanding of representation of place, map components, symbols/signs, position/direction, and use of maps/models. Teachers may wish to utilize "Geographic and Mapping Skills Record Chart" in Appendix J.

Performance

- Have students present their web organizer to the class during a gallery tour or during a student-teacher conference.

- Have each student create on sentence strips three statements about living under a communist government and three statements about living under a democratic government. Collect statements and divide students into pairs or small groups. Provide each pair or group with a number of statements and have students sort the statements under the correct government heading.
  Statement examples include the following:
  - Citizens have no input in government decisions.
  - Citizens choose government from a number of political parties.
  - Citizens have religious freedom.
  - Public protests are not allowed.
  - Access to Internet and media is limited.
  - Government controls land and resources.

Journal

- Have students create a journal response on how life would be different if they lived in China. Students should reflect on how the government of China influences their culture in such areas as rights and freedoms, education, music, art, and celebrations.

Resources/Notes

Authorized Resources
Culture Quest: Exploring World Cultures
Chapter 9: "China: Government and Culture"

Culture Quest: **Teacher's Resource**
Organizing Ideas and Information: Reproducible Sheets for Students
RSS 17
RSS 19

Cross-Curricular Links
Technology
- Internet
  Outcomes A3.1, E3.1 (Guided)
- Multimedia
  Outcomes A8.2, A8.5 (Guided)
- Word Processing
  Outcomes B7.5, B7.1 (Guided)
- Concept Maps
  Outcomes A4.1, B4.1 (Guided)
- Concept Maps
  Outcomes A4.1, B4.1 (Guided);
  A4.2 (Independent)

Unit 2: Some Elements of Culture

Outcomes

Students will be expected to

6.2.3   explain how economic systems influence culture

Elaborations

This outcome examines the relationship between economic systems and culture. It is recommended that the country used in the previous outcome continue to be the area of focus during this study. Therefore, China will remain the area of focus.

In P.E.I. History (unit 5) students learned about the three sectors of P.E.I.'s (mixed market) economy (primary, secondary, and tertiary). Students were also asked to determine how economic change influenced the lives of Islanders. For this outcome, students will extend their knowledge of economic systems. They will examine the three main economic systems (traditional, command, market —see Glossary) used throughout the world, and understand that a combination of these three is known as a mixed market. They will then examine how an economic system influences culture.

For outcome 6.1.4 students examined factors (the movement of people, technology, and ideas) that are creating a global culture. This global interaction also influences the economic systems of countries around the world through the exchange of knowledge and increased global trade. Students will identify current economic trends and their influence on the way people live.

> ### Teacher Note
>
> Teachers may wish to have students learn about the economic system of their chosen country.

Enduring Understanding

By the end of this outcome, students should
• identify the three main economic systems
• explain how an economic system influences culture.

Inquiry

For this outcome students **ask** questions and **access** information to develop an understanding of **sense of place**. Students will consider how people's lives and their culture is influenced by a country's economic system.

Unit 2: Some Elements of Culture

Performance Indicator

A performance indicator is used as an assessment of learning for the students. It describes a performance that the students will be able to complete if they have achieved the outcome.

- Create an economic systems brochure to describe the three main economic systems (command, traditional, market) in the world. For each system, the brochure should include the following information:
  - an explanation of each economic system
  - strengths and weaknesses of the economic system (provided in a graphic organizer such as a T-chart, in a written explanation)
  - a paragraph on how each of the economic systems influences culture (the way people live)
  - a predication of how globalization will influence the cultures of the world in the future.

Teacher Note

Alternatively, teachers may wish to have students present their information as a magazine/newspaper article, Web page, slide-show, poster, etc.

Resources/Notes

Authorized Resources
Culture Quest: Exploring World Cultures
Chapter 10: "Economy and Culture"

Cross-Curricular Links
Technology
- Multimedia
  Outcome A 8.2 (Guided)
- Word Processing
  Outcomes B7.5, B7.6, B7.8 (Guided); B7.7 (Independent)

Unit 2: Some Elements of Culture

Outcomes

Students will be expected to

6.2.3   explain how economic systems influence culture *(continued)*

Strategies for Learning and Teaching

- Have students complete a word splash activity to review basic economic terms that were studied in grades 1 and 2 (needs, wants, goods, services, consumer, producer, supply and demand). Display the list of words. Individually, students will divide the words into three categories (Words I know, Words I think I know, New words). After students have sorted their words, have them meet with a partner to compare and discuss their lists. Complete the activity with a whole-group sharing of the word meanings and an example associated with each word.

- Have students participate in a jigsaw activity (see Glossary) to learn about the three main economic systems (command, traditional, market). For each system, students will need to find information on
  › how the system is defined
  › who decides what to produce
  › strengths of the system
  › weaknesses of the system
  › countries using this system
  › how this system influences culture.
  Teachers may wish to have students compile information on all the economic systems in a chart. Students may also discuss how a country could have a mixed economy.

- Have students brainstorm the positive and negative influences of a global economy on countries and their culture. Have them record their ideas in the following chart.

Influences of globalization	
Globalization is beneficial because...	Globalization is not beneficial because...

- Have students use a fish-bone organizer to distinguish among the three economic systems (command, traditional, market).

Unit 2: Some Elements of Culture

Tasks for Instruction and/or Assessment

Informal/Formal Observation

- Observe and note student vocabulary and responses/opinions given during the jigsaw and brainstorming activities to assess students' understanding of the economic systems, the relationship between economic systems and culture, and the impact of globalization.

Performance

- Have students complete a sorting activity. Students take turns selecting a prepared statement about the influence of one of the three economic systems on culture and placing it under the correct heading (command, market, traditional).

- Have students conduct a survey asking five of their classmates the following questions:
  - › Which of the three economic systems do you prefer?
  - › What is one example of how this economic system influences culture?
  - › How does this economic system influence your life?

  Students then create a visual presentation of their findings, (e.g., a bar or circle graph to illustrate system preference). The presentation would provide examples of how economic systems influence culture and the lives of individuals. These may be displayed around the classroom for sharing and discussion.

Journal

- Have students create a journal response on the economic system they would prefer, and its influence on culture. The response should include three reasons for their choice.

Presentation

- Have students create a brief presentation on an economic system. The presentation should include an explanation of the economic system, discussion of its strengths and weaknesses, and examples of how the system influences culture. Encourage students to be creative in their presentations (e.g., oral presentation, slideshow, booklet, skit, multimedia)

- Have students use a Venn diagram to compare a command and market economic system.

Resources/Notes

Authorized Resources
Culture Quest: Exploring World Cultures
Chapter 10: "Economy and Culture"

Cross-Curricular Links
Technology
- Multimedia
  Outcome A 8.2 (Guided)

Mathematics
- Data Management F5
- Concept Maps
  Outcomes A4.2 (Independent); B4.1 (Guided)
- Spreadsheet
  Outcomes A6.1, A6.4 (Guided)

Unit 3: World Issues

Unit 3: World Issues

Overview

While the preceding two units focus on regional perspectives, unit 3 takes the whole world as its domain. The unit identifies broad issues and has students examine them globally, not just in one area of the world or in a couple of regions. Of course, in practice, students will sometimes consider specific countries or localities as they examine the global issues.

The unit begins with students analysing the global distribution of wealth and the effects of uneven distribution. Students then identify examples of human rights issues and abuses around the world in light of such agreements as the Universal Declaration of Human Rights and the Declaration of the Rights of the Child. Finally, students may demonstrate their understanding of the responsibilities of global citizenship by taking age-appropriate action regarding a human rights issue.

Outcomes

Students will be expected to

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

Opportunities for Cross-Curricular Links

Please note that for this unit opportunities for cross-curricular links with technology and mathematics will be referenced in column 4.

Anticipated Time for Completion

Seven classes of forty minutes

Geographic/ Mapping Skills

- **Map/Model**
- **Scope**
  (Outcome 6.3.1)

Inquiry
Historical/Geographical Thinking Concepts

- **Evidence and Interpretation**
  (Outcome 6.3.1)

Unit 3: World Issues

Outcomes

Students will be expected to

6.3.1   examine the effects of the distribution of wealth around the world

Elaborations

For this outcome student focus moves from a regional to a world perspective. In the last outcome students learned about the different economic systems used around the world and how the economic systems influence the culture of people. Students now take a closer look at how wealth is distributed around the world, and the effect of wealth distribution on the lives of people.

To facilitate their understanding, students must first become familiar with the terms "gross domestic product" (GDP), or "gross national product (GNP), and "human development index" (HDI), and the correlation between distribution of wealth and quality of life. Gross domestic product, or GDP, is defined as *the total value of all goods and services produced in a country in a year*. The higher the GDP, the wealthier the country. The Human Development Index, or HDI, measures the quality of life for the people in a country. It is determined by considering such aspects as income, life expectancy, education, and standard of living. Students will access statistical data on GDP and HDI from various tables and maps. Using the statistical data, students will compare different countries and the effects of distribution of wealth on the people of that country.

One effect of uneven distribution of wealth in our world is poverty. Students will examine what is meant by poverty and give examples of its effects. (♥ It is important that teachers reinforce with students that poverty has different meaning in different countries. What is considered poor in one country might be rich in another. Teachers may also wish to review outcome 6.1.4 with students as many people living in poverty are subjected to stereotyping and discrimination.)

Teacher Note

Teachers may wish to have students identify the GDP and HDI for their chosen country. What could students tell about life expectancy, education, health, and poverty in the country?

Enduring Understanding

By the end of this outcome, students should understand that
•   how the distribution of wealth impacts the lives of people.

Inquiry

For this outcome students **ask** questions and **access** statistical data to gather **evidence** of wealth and its effects on the lives of people. Students must examine the reliability of the data sources and think carefully about their **interpretations** of available evidence.

Unit 3: World Issues

Performance Indicator

A performance indicator is used as an assessment of learning for the students. It describes a performance that the students will be able to complete if they have achieved the outcome.

- Provide evidence to prove or disprove the following statements:

  A country with a high GDP (gross domestic product) has a high HDI (Human Development Index).

  and

  A country with a low GDP (gross domestic product) has a low HDI (Human Development Index).

  Evidence should include
  - a definition of GDP and HDI
  - statistical data on GDP and HDI as evidence for their conclusions. (may wish to include computer generated graphs or tables);
  - a written summary of how the lives of the people are affected (e.g., life expectancy, education, health, poverty).

- Have student create a magazine article comparing a country with a high GDP and HDI with a country that has a low GDP and HDI. The article should include a snapshot of the two countries (e.g., family income, life expectancy, education, poverty), and statistical evidence.

Resources/Notes

Authorized Resources
Culture Quest: Exploring World Cultures
Chapter 14: "The Distribution of Wealth"

Culture Quest: **Teacher's Resource**

Optional Resources
Global Classroom Initiative
(Authorized Resource)
Global Education Unit
Grade 6 Social Studies
Lesson 5, 6, and 7

Maps
A Developing World

Web-sites
http://www.canadiangeographic.ca
(This site provides an interactive
A Developing World map)

Cross-Curricular Links
Technology
- Spreadsheets
  Outcome A 6.4 (Guided)
- Database
  Outcomes A9.3, A9.5 (Guided)

Mathematics
Data Management F4

Possible Sources for Read-Aloud
Language Arts
Library
- Classroom
- School
- Community

Unit 3: World Issues

Outcomes

Students will be expected to

6.3.1 examine the effects of the distribution of wealth around the world (continued)

Strategies for Learning and Teaching

- Have students each write a money amount (give them a reasonable range, e.g., $5 to $100) on a piece of paper. Place all of the pieces in a hat and ask each student to retrieve one piece. Record the amount for each student on the chart paper and then record the total. Explain that this amount represents the GDP of the class. Calculate the average and explain that this figure represents the per capita GDP of the class. Discuss the question, Does the average amount accurately show how much money each student has?

- Have students participate in a class discussion of the two terms "gross domestic product" (GDP) and "Human Development Index" (HDI). (Note: Teachers may wish to explain that "gross national product" (GNP) is often used in place of GDP, and that the two are synonymous.) After discussing the terms, have students compare various maps and tables on GDP and HDI to determine the relationship between the two terms. Teachers may wish to have students focus on select one country during their comparison activity. Encourage students to locate and record information on income, life expectancy, hunger, and education. Debrief the activity by having students report their findings and note relationships between GDP and HDI. What conclusions could students make from the statistical evidence gathered?

Human Development Index	
Question	**Response**
What information does the United Nations use to calcuate the HDI?	
How is an HDI different from a per capita GDP figure?	
Which ten countries would have the lowest HDIs?	
Which ten countries would have the highest HDIs?	

- Have students participate in the simulation activities in lessons 5 and 6 of the Global Education Unit for grade 6 social studies to develop an understanding of the uneven distribution of wealth and its effects on the lives of people.

- Engage the students with an appropriate piece of literature (e.g, book, poem). The selected piece should provide an example of a person living in poverty. Have the students create a response by using the following questions:

Literal
How is the person affected by uneven distribution of wealth?

Inferential
How does the person feel about his/her life? Does he/she feel poor?

Evaluative
How do you think wealthy countries could eliminate poverty? What role could students play in helping the poor?

Unit 3: World Issues

Tasks for Instruction and/or Assessment

Informal/Formal Observation

- Observe students during their use of various maps to assess their level of understanding of maps/models and scope.

Performance

- Have students, using an outline map of the world, shade the countries with the lowest GDP in red and those with the highest GDP in blue. On a second outline map of the world, they should shade the countries with the lowest HDI in red and those with the highest HDI in blue. Compare the two maps and write a brief explanation to explain the relationship they found between GDP and HDI.

- Have students create a visual display (e.g., poster, collage) to illustrate the differences between the quality of life in countries with a high GDP and in those with a low GDP. Have them include a written statement on their findings. Students may wish to focus on life expectancy, literacy, health care, and poverty.

Journal

- Have each student select a prepared card which tells him/her what country he/she lives in and write a response. Describing the wealth of the country and the quality of life in the country. Have students share their responses in small groups. Ask each group to create a statement about the distribution of wealth and its influence on the lives of people.

Paper and Pencil

- Have students create a graph or chart to compare two countries. Students should choose one country with a high GDP and the other with a lower GDP. In the comparison, students should include literacy rates, average income, life expectancy, and percentage of malnourished people. For the graph or chart, have students create a newspaper headline as a title. The headline should be related to their findings.

Resources/Notes

Authorized Resources
Culture Quest: Exploring World Cultures
Chapter 14: "The Distribution of Wealth"

Optional Resources
Global Classroom Initiative
Global Education Unit
Grade 6 Social Studies
Lessons 5, 6, and 7

Maps
A Developing World

Web-sites
http://www.canadiangeographic.ca
(This site provides an interactive *A Developing World* map)

Cross-Curricular Links
Technology
- Spreadsheets
  Outcome A 6.4 (Guided)
- Database
  Outcomes A9.3, A9.5 (Guided)

Mathematics
Data Management F4

Possible Sources for Read-Aloud
Language Arts
Library
- Classroom
- School
- Community

Unit 3: World Issues

Outcomes

Students will be expected to

6.3.2 **examine selected examples of human rights issues around the world**

Elaborations

In this outcome students will understand that all people have universal human rights. These rights are stated in such documents as the United Nations Declaration of Human Rights, the Canadian Charter of Rights, and The Conventions on the Rights of the Child. Although rights are for all humans, students will be focussing on those that relate more specifically to children. As students examine universal human rights, they need to recognize that all rights carry responsibilities and that rights and responsibilities begin with personal, daily action in the home, school, and community. Teachers may wish to utilize the Declaration of the Rights of the Child (plain language version) as they focus on children's rights (see Appendix K).

Since children are dependent on adults and have less power, they are often victims of human rights violations. Children are the most vulnerable, so they require special protection. However, many countries do not attend to the rights and needs of their weakest members, children. Students will examine selected examples of current human rights abuses that directly affect children.

Teachers may wish to have their classes carry out small age-appropriate actions within their school to increase awareness of human rights issues affecting children. Alternatively, any actions identified by individual students provide opportunities for the student to engage in age-appropriate action regarding the human rights issue.

Teacher Note

Teachers may wish to have students decide whether any of the human rights violations against children happen in their chosen country.

Enduring Understanding

By the end of this outcome, students should understand that
- all people, including children, have rights and responsibilities;
- citizens have a responsibility to ensure the rights of people around the world.

Inquiry

For this outcome students will **ask** questions, **access and interpret** information, and **present** their **evidence** on human rights issues.

Unit 3: World Issues

Performance Indicator

A performance indicator is used as an assessment of learning for the students. It describes a performance that the students will be able to complete if they have achieved the outcome.

- Have students select one of the human rights issues that affects children (locally/nationally/globally) and design a presentation for the class. The presentation should
  - state the human right being addressed, beginning with "Every child has the right to...";
  - provide information on how children are affected by this issue;
  - provide an example of an organization or person associated with actions related to this issue;
  - provide a suggestion on a possible action to address the issue.

  Alternatively, teachers may have students create a scrapbook, slideshow, or complete a written assignment to be submitted.

Resources/Notes

Authorized Resources
Culture Quest: Exploring World Cultures
Selected portions of
Chapter 15: "Challenges in Human Rights"

Global Classroom Initiative:
Global Education Unit,
Grade 6 Social Studies
Lessons 1, 2, 3, 4, 9, and 10

Cross-Curricular Links
Technology
- Multimedia
  Outcomes A8.2, A8.5 (Guided)
- Concept Maps
  Outcomes A4.1, B4.1 (Guided)
- Word Processing
  Outcomes B7.5, B7.6 (Guided)
- Graphics
  Outcomes A5.1, B5.1 (Guided)

Unit 3: World Issues

Outcomes

Students will be expected to

6.3.2   examine selected examples of human rights issues around the world (continued)

Strategies for Learning and Teaching

- Have students create a Classroom Declaration of Rights and Responsibilities. The following steps may be used:
  - Have students brainstorm rights.
  - In small groups, rank the rights from most to least important and, select the top five.
  - List the top five from each group and reach a consensus on the top five.
  - List the top five classroom rights on a classroom chart, along with the associated responsibilities.

    Classroom Charter of Rights and Responsibilities
    | Rights | Responsibilities |

- Engage students in a Think-Pair-Share activity in response to the question, What rights do you think a child should have in order to live a happy life? Ask students to individually write down their responses to the question. Students then form pairs, share their thoughts, and note five rights that they believe are most pertinent to children. Have students bring their selections to a whole-class sharing. After students have noted their beliefs on the rights of children, have them compare their list to the Declaration of the Rights of the Child (plain language version) in Appendix K.

- Have students as a class complete a brainstorming web on human rights violations against children (e.g., child labour, child soldiers, poverty, homelessness, lack of health care for those with diseases such as malaria, etc.). Have students select an issue that they wish to learn more about. Some students may wish to work as pairs or in small groups. Provide students with a place mat (see Glossary) to record their findings. Have students present their findings to the class as part of a discussion on human rights violations against children.

- Have students invite to the class a member of the community or an organization that works to improve the lives of children. Invite the guest to describe the work he/she is or has been involved with and provide suggestions on what students could do to improve children's lives at the local/national/global level.

Unit 3: World Issues

Tasks for Instruction and/or Assessment

Informal/Formal Observation

- Observe and note student vocabulary and responses/opinions given during class discussions of rights, responsibilities, and issues related to violations of human rights to assess student's understanding of human rights and human rights violations.

Performance

- Have students create a poster to draw attention to a human rights problem that impacts children. Students must include a message that describes the problem and identify the human right that has been violated.

- Have students write an article for the school newsletter on a world problem affecting human rights (e.g., war, poverty, child labour) to express their views about the problem and suggest what could be done about the problem.

- Have students create an award for a person or organization (local/national/global) working to improve the rights or lives of children. Write a brief explanation of why the individual or organization was selected.

Paper and Pencil

- Have students write a thank-you letter or email to the guest speaker. In the letter or email students should provide some insights into what they learned from the speaker and what actions they believe should be taken to improve the rights of children.

Resources/Notes

Authorized Resources
Culture Quest: Exploring World Cultures
Selected portions of
Chapter 15: "Challenges in Human Rights"
Chapter 16: "Being a Global Citizen"

Optional Resources
Global Classroom Initiative
Global Education Unit,
Grade 6 Social Studies
Lessons 1, 2, 3, 4, 9, and 10

Cross-Curricular Links
Technology
- Word Processing
  Outcomes B7.2, B7.7 (Independent)
- Graphics
  Outcomes A5.1, B5.1, B5.2 (Guided); A5.2 (Awareness)

Unit 4: Canada: Reflections on a Multicultural Mosaic

Unit 4: Canada: Reflections on a Multicultural Mosaic

Overview

"Canada: Reflections on a Multicultural Mosaic" is a single outcome unit that has been consciously designed as a culminating unit of study. Whereas in the previous units students have "gone out" and studied the world beyond Canadian borders, this unit brings them "back home" to examine their own country. It is most important that students have had the chance to look at the wider world before engaging in this reflective examination of their own country—a look at how the diversity of the world manifests itself inside Canada. Students will consider how the many different peoples inside Canada have contributed to making the country what it is today, and at the same time will reflect upon how they feel about the continuing influence of other countries, cultures, and peoples around the world.

Outcomes

Students will be expected to

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

Opportunities for Cross-Curricular Links

Please note that for this unit opportunities for cross-curricular links with technology will be referenced in column 4.

Anticipated Time for Completion

Four classes of forty minutes

Unit 4: Canada: Reflections on a Multicultural Mosaic

Outcomes

Students will be expected to

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

Elaborations

This culminating outcome invites students to reflect upon what is meant by "Canada's multicultural mosaic." This outcome was introduced at the beginning of the World Culture study in outcome 6.1.1. Students were asked to select a country from those named in the list of immigrants to P.E.I. on p. 11 of *Exploring the Island*, then collect information on the selected country as they worked with the outcomes for World Cultures.

In the P.E.I. History component of the grade 6 social studies curriculum, students learned about their Island culture. They discovered in their study that aspects of culture from other parts of the world came to P.E.I. as people immigrated to the Island.

Canada has encouraged the immigration of people from all over the world. These people have brought many aspects of their culture with them. Canada, through the Canadian Charter of Rights, has guaranteed that people who immigrate to Canada are free to express their cultural beliefs. This freedom has allowed people from other parts of the world to integrate their cultures with that of Canada.

In this unit students will use the information they have already gathered on various countries to show how aspects of the culture in these countries have become part of Canada's culture.

Enduring Understanding

By the end of this unit, students should understand that
•   the many different peoples in Canada contribute to making this a multicultural country.

Inquiry

For this outcome students will **formulate** their opinions and **present** their ideas on how cultures from other parts of the world have contributed to Canada's multicultural mosaic.

Unit 4: Canada: Reflections on a Multicultural Mosaic

Performance Indicator

> ### Teacher Note
>
> As prefaced in the World Cultures overview and outcome 6.1.1, students have been asked to select a country from those named in the list of immigrants to P.E.I. on p. 11 of *Exploring the Island*. Students have been asked to collect information on the country as they have worked through the World Culture outcomes. Students will now use the information they have gathered to complete the following performance indicator.

A performance indicator is used as an assessment of learning for the students. It describes a performance that the students will be able to complete if they have achieved the outcome.

- Give students the following instructions:
  You have just completed the World Cultures curriculum for grade 6 students. To show what you have learned, create a visual display about the country you selected from those named in the list of immigrants to P.E.I. on p. 11 of *Exploring the Island*. Your display will be part of a gallery tour by your class. You may wish to refer to the text *Culture Quest*, p. 33, for a review of how to create a visual display. The visual display should include the following items:
  - a world map showing the location of your country
  - a map of your country showing the capital city and at least two physical features
  - information on population, religion, government, and economic system
  - information on culture (language, food, traditions, and clothing)
  - a written reflection, including references to your visual display, on how your country has contributed to Canada's multicultural mosaic.

Resources/Notes

Authorized Resources
Culture Quest: Exploring World Cultures
Chapter 17: "One Society, Many Cultures"
Chapter 2: p. 33 - "Make a Visual Display"

Optional Resources
Exploring the Island: Discovering Prince Edward Island History, p. 11

Cross-Curricular Links
Technology
- Multimedia
  Outcomes A8.2, A8.5 (Guided)
- Concept Maps
  Outcomes A4.1, B4.1 (Guided)

Unit 4: Canada: Reflections on a Multicultural Mosaic

Outcomes

Students will be expected to

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

Strategies for Learning and Teaching

- Have students use the country they selected at the beginning of the World Cultures component to complete the mosaic activity as described on pp. 340-341 of the teacher's resource *Culture Quest: Exploring World Cultures* binder. Have the students present their mosaic and use the questions on p. 341 for discussion.

- Have students select a cultural feature (e.g., language, religion, food, music, art) and provide evidence (e.g., maps, charts, graphs) of how more than one culture has influenced this feature and contributed to multiculturalism in Canada.

- Have the students as a class create a mural of cultural features (e.g., word, visuals, materials, illustrations) to visually represent the theme "Multiculturalism in Canada." Teachers may wish to divide the mural into pieces for individuals or groups to complete, then connect the pieces into a class mural. Have students provide an explanation of their piece of the mural and how it relates to multiculturalism in Canada.

- Have students create a portfolio on multiculturalism in Canada that contains selected artifacts (e.g., newspaper articles, poems, songs, diary entries, photos, maps, statistics, advertisements) that demonstrate the influence of many features from one culture, or one feature from many cultures.

Unit 4: Canada: Reflections on a Multicultural Mosaic

Tasks for Instruction and/or Assessment

Informal/Formal Observation

- Observe and note student vocabulary, content, and responses given about Canada's multicultural mosaic during the mosaic activity.

Journal

- Have students create a written response on what the term "Canada's multicultural mosaic" means to them. How do they believe different cultures play a role in Canada's culture?

Performance

- Have students write a letter to their parent(s) describing what they have learned in grade 6 about culture and the importance of multiculturalism in Canada.

- Have student present their portfolios on multiculturalism in Canada, with an explanation for their choices of artifacts.

Resources/Notes

Authorized Resources
Culture Quest: Exploring World Cultures
Chapter 17:" One Society, Many Cultures"
Chapter 2: p. 33 - "Make a Visual Display"

Culture Quest: **Teacher's Resource**

Mosaic Activity, pp. 340-341

ATLANTIC CANADA SOCIAL STUDIES CURRICULUM GUIDE: GRADE 6

Appendices

Appendix A
Concepts in Entry–Grade 9 Social Studies

Citizenship, Power, and Governance

authority	decision making	freedom	power
beliefs	democracy	governance	privilege
citizenship	empowerment	identity	responsibilities
conflict	equality	justice	rights
constitution	equity	law(s)	

Time, Continuity, and Change

bias	interpretation
causality	perspectives
change	primary sources
continuity	secondary sources
exploration	societies
identity	

Culture and Diversity

beliefs	identity
conformity	institution
culture	media
diversity	prejudice
ethnicity	race
group	stereotype
heritage	worldview
customs/traditions	multiculturalism

Social Studies Concepts

People, Place, and Environment

constructed systems	migration
density	movement
distance	natural systems
ecosystem	patterns
environment	place
interaction	region
location	scale

Interdependence

connections	peace
conservation	relationship
co-operations	society
human rights	stewardship
interactions	sustainability
interdependence	technology

Individuals, Societies, and Economic Decisions

consumption	labour	resources
distribution	market	scarcity
enterprise	money	supply and demand
economic institutions	needs trade	wants
economic systems	production	
goods and services	productivity	

Appendix B
Process-Skills Matrix

The social studies curriculum consists of three major process areas: communication, inquiry, and participation. Communication requires that students listen, read, interpret, translate, and express ideas. 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 plans for action in ways that respect and value the customs, beliefs, and practices of others.

These processes are reflected in the sample suggestions for learning and teaching and in strategies for assessment that are elaborated in the curriculum guide. These processes constitute a number of skills, some of which are responsibilities shared across curriculum areas and some of which are critical to social studies.

Skill	Critical responsibilities for social studies	Shared responsibilities
Read Critically	• detect bias in historical accounts • distinguish fact from fiction • detect cause-and-effect relationships • detect bias in visual material	• 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	• argue a case clearly, logically, and convincingly	• write reports and research papers
Employ active listening techniques	(see shared responsibilities)	• listen critically to others' ideas or opinions and points of view • participate in conversation, small groups, and whole-group discussion
Develop map skills	• 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, a legend, a compass rose, and a scale • express relative and absolute location • use a variety of information sources and technologies in preparing maps • express orientation by observing landscape, by using traditional knowledge, or by using a compass or other technology	

Appendix B: Process-Skills Matrix

Skill	Critical responsibilities for social studies	Shared responsibilities
Express and support a point of view	• form opinions based on critical examination of relevant material • restate major ideas about a complex topic in a concise form	• differentiate between main and subordinate ideas • respond critically to texts
Select media and styles appropriate to a purpose	(see shared responsibilities)	• demonstrate an awareness of purpose and audience
Use a range of media and styles to present information, arguments, and conclusions	• use maps, globes, and geotechnologies • produce and display models, murals, collages, dioramas, artwork, cartoons, and multi-media to present • interpret and use graphs and other visuals	• present information and ideas using visual, material, print, or electronic media
Present a summary report or argument	• use appropriate maps, globes, and graphics	• create outline of topic • prepare summaries • take notes • prepare a bibliography
Use various forms of group and inter-personal communications such as debating, negotiating, establishing a consensus, classifying, and mediating conflict	• participate in persuading, compromising, debating, and negotiating to resolve conflicts and differences	• participate in delegating duties, organizing, planning, making decisions, and taking action in group settings • contribute to developing a supportive climate in groups
Frame questions or hypotheses that give clear focus to an inquiry	• identify relevant primary and secondary sources • identity relationships between items of historical, geographic, and economic information • combine critical social studies concepts into statements of conclusion based on information	• identify relevant factual material • identity relationship between items of factual information • group data in categories according to appropriate criteria • combine critical concepts into statement of conclusions based on information • restate major ideas in concise form • form opinions based on critical examination of relevant information • state hypothesis for further study

Skill	Critical responsibilities for social studies	Shared responsibilities
Solve problems creatively and critically	(see shared responsibilities)	• identify a situation in which a decision is required • secure factual information needed to make the decision • recognize the values implicit in the situation and the issues that flow from them • identify alternative courses of action and predict likely consequences of each • make decision based on data obtained • select an appropriate strategy to solve a problem • self-monitor decision-making process
Apply a variety of thinking skills and strategies	• determine the accuracy and reliability of primary and secondary sources of geographic data • make inferences from primary and secondary materials • arrange related events and ideas in chronological order	• determine the accuracy and reliability of data • make inferences from factual material • recognize inconsistencies in a line of argument • determine whether the information is pertinent to the subject
Recognize significant issues and perspectives in an area of inquiry	• research to determine the multiple perspectives on an issue	• review an interpretation from various perspectives • examine critical relationships among elements of an issue/topic • examine and assess a variety of viewpoints on issues before forming an opinion
Identify sources of information relevant to the inquiry	• identify an inclusive range of sources	• identify and evaluate sources of print • use electronic library card catalogue to locate sources • use search engine to locate sources on World Wide Web • use periodical index

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

Skill	Critical responsibilities for social studies	Shared responsibilities
Make effective decisions as consumers, savers, investors, and citizens	• access, gather, synthesize and provide relevant information and ideas about economic issues • generate new ideas, approaches, and possibilities in making economic decisions • identify what they gain and what they give up when they make economic choices • 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 responsibility)	• express personal convictions • communicate own beliefs • adjust own behaviour to fit the 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 co-operative skills and strategies	(see shared responsibilities)	• contribute to development of a supportive climate in groups • serve as a leader or follower • assist in setting goals for the group • participate in making rules and guidelines for group life • participate in delegating duties, organizing, planning, making decisions, and taking actions in group settings • participate in persuading, compromising, debating and negotiating to resolve conflicts and differences • use appropriate conflict-resolution and mediation skills • relate to others in peaceful, respectful, and non-discriminatory ways

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

Appendix C
Glossary of Terminology and Learning Structures

Bias - a preference that favours one thing or idea over another.

Culture - the shared way of life of a group of people, transmitted from one generation to another.

Cultural region - a geographical area that shares common characteristics or traits.

Cross-cultural understanding - understanding of and respect for how other people live.

Discrimination - unfair treatment of a person or group based on bias.

Emigration - the movement of people away from their home country or geographical area.

Global culture - a shared way of life of people around the world.

Immigration - the movement of people into a new geographical region.

Material culture - things in a culture that one can see or touch.

Non-material culture - parts of culture that one can not see or touch, such as values, beliefs, and ideas.

Prejudice - a preconceived opinion or feeling.

Stereotype - a generalization, usually oversimplified, and often offensive, that is used to describe a group.

Mapping Terms

Compass Rose - the symbol on a map that shows the directions north, south, east, and west.

Pictorial time line - a time line that portrays its points in time as drawings and pictures. The time line is divided using numerical terms.

Scale - language used to describe the representative size/distance of objects compared to the real object.

Economic Terms

Command economy - an economic system in which decision making is done largely by a government authority.

Economic system - a collection of laws, institutions, and activities, that provide a framework for economic decision making.

Gross domestic product (GDP) - the value of all goods produced in a given year for a specific country.

Human Development Index (HDI) - a measurement developed by the United Nations to describe the quality of life of people in specific countries.

Market economy - an economic system in which economic decision making is done by individuals in the marketplace.

Appendix C: Glossary of Terminology and Learning Structures

Primary sector - a sector of the economy that includes industries that harvest or extract natural resources (such as farming, fishing, forestry, and mining).

Secondary sector - a sector of the economy that includes industries that turn natural resources into finished products. This sector is comprised of manufacturing and construction (such as food processing, shipbuilding, aerospace technology, etc.).

Sustainable development - development that is carried out in a way that ensures that natural resources will not be depleted but will remain available for succeeding generations.

Tertiary sector - a sector of the economy that includes service industries This sector would include production and consumer and government services (such as health care, teaching, food service, care giving, etc.).

Traditional economy - an economic system in which economic decision making is done using the practices of the past.

Cooperative Learning Structures

Gallery tour - a strategy whereby groups of students rotate around the classroom, composing answers or reflecting upon work of other class members in response to assigned work. The technique concludes with a summarizing oral report from each group.

Jigsaw - students are divided into groups called "home groups to learn." The group is assigned one aspect of a topic. Students with the same topic meet to form an "expert group." In the expert group, students read, discuss, and prepare to teach information to others in their home group, without using the original text. Students return to their home groups and teach their assigned topics.

Place mat - an activity whereby a group of students are given one place mat organizer divided into a number of sections.

Think-pair-share - a strategy whereby students think on their own for a few minutes and then turn to a partner and discuss or come up with an idea. This idea may be then shared with a larger group/class.

Other Terms

Fish bone - a chart or type of graphic organizer that sorts information into main ideas and details that support each main idea.

Primary source - people or information from people who were part of an experience.

Secondary source - information compiled by people who were not part of an actual experience.

Time line - a visual used to show how related events are arranged in chronological order.

Appendix D

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

Introduction

Students' depth of learning is enhanced when they think critically. Through the inquiry approach to organizing thinking concepts and skills, students are explicitly taught, then expected to make reasoned decisions, develop interpretations, and make plausible inferences based on evidence. In the following strands, the nature, scope, and complexity of the task, as well as the performance level achieved, are all important in 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 modelled by students as they become critical thinkers lead to an inquiry-based classroom.

Ask questions for various purposes	
4	**Formulate and revise questions for different information gathering purposes, including questions to guide very simple library and Internet research.**
5	**Formulate and revise questions for different information gathering purposes, including development of main questions and a few sub-questions to guide basic library and Internet research.**
6	**Formulate and revise questions to gather various kinds of information and respectfully challenge ideas, including development of main questions and a few sub-questions to guide basic primary and secondary research.** *Sample question: What are the key causes and consequences of x?* *Samples of primary research: Interviews, questionnaires, surveys* *Samples of secondary research: library and internet searches*

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 from simple sets of fictional and non-fictional options the most relevant and dependable sources of information to answer various questions.**
5	**Use very simple on-site and online search strategies on easily accessible topics to locate several sources of information. Students choose the more relevant, helpful and dependable sources and use simple citations to identify sources of information.**
6	**Use basic on-site and on-line search strategies for easily accessible topics to locate several sources of information. Students choose the more relevant, helpful, and dependable sources and use a simple citation to identify sources of information.** *Sample of basic on-site and online search strategies: using simple search parameters (use key words)* *Sample question(s) to guide selection of sources: Who created this Web-site? Does the Web-site contain the information you are researching? Is there reason to suspect the authenticity of the source? Is the text at a suitable reading level?*

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 a source. At the primary level, students will identify obvious details. In later grades, students will move on to identify main idea and draw 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	**To extract relevant information 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.**
5	**To extract relevant information in a range of basic sources (including graphic representations, digital and print reference texts and oral reports) use** • **simple visual and print reading strategies and** • **simple text features to locate the main ideas and various supporting details, and to** • **identify obvious conclusions.**
6	**To extract relevant information in a range of basic sources (including graphic representations, digital, and print reference texts and oral reports) use** • **simple visual and print reading strategies and** • **simple text features to recognize main ideas, identify various supporting details, and draw obvious conclusions.** *Samples of simple visual and print reading strategies: making predictions based on knowledge of similar types of sources; rereading or reading on to confirm or clarify meaning* *Samples of text features: indexes, headings/subheadings, captions, labels, drop-down menus, latitude/ longitude markings on a map* *Sample of obvious inferences: What can we infer about what an author or publisher considers significant by examining what is included and not included in our textbook* *Sample main idea: This chapter uses a lot of examples to convince us how hard it was for early settlers to adapt to their new surroundings.* *Sample graphic representations: line graphs, time lines, various map projections (Mercator, Peters, Mollweide, Atlantic-centred, Pacific-centred)* *Sample digital and print reference texts: atlases, almanacs, yearbooks, telephone books*

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 includes 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, casual, and chronological relationships (order of events) from material found in basic oral, print, and visual sources.**
5	**Concisely paraphrase a body of information, offer interpretations, and identify simple comparative, casual, and chronological relationships (order of events) from materials found in basic oral, print, and visual sources.**
6	**Concisely paraphrase a body of information, offer plausible interpretations, recognize the obvious perspectives and values represented, and identify basic comparative, casual, and chronological relationships.** *Sample basic comparative relationship: life in China being substantially different from life in Canada* *Sample basic casual relationship: reasons individuals and groups have different perspectives on an issue*

Strand 5: Assess options and formulate reasoned opinions

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

Assess options and formulate reasoned opinions	
4	**Identify several possible options when presented with a basic issue or decision opportunity;** • **identify the pros and cons of each option, using provided or self-generated criteria; and** • **choose a best option, offering plausible reasons for the choice.**
5	**Identify several possible options when presented with a basic issue or decision opportunity;** • **identify the pros and cons of each option, using provided or self-generated criteria; and** • **choose a best option, offering plausible reasons for the choice and for not choosing the other options.**
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.** *Sample issue or decision opportunity with multiple feasible options: Choosing the type of active citizenship likely to be most successful, and recognize the factors that will determine its success*

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 broader purpose and audience. The 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	**Use simple preparation strategies and presentation strategies to plan and produce a clear, focussed, and engaging presentation (oral, written, or graphic).**
6	**Use a range of preparation and presentation strategies to plan and produce a clear, focussed, and engaging presentation (oral, written, or graphic).** *Sample preparation strategies: peer editing, rehearsals, mock-ups* *Sample presentation strategies: engaging with the audience, speaking notes, body language and non-verbal cues (e.g., hand gestures), a range of visual aids (e.g., video images, costumes, maps), basic vocal effects (e.g., different "voices" in a historical dramatization)* *Sample oral presentation: podcast, public service announcement on a closed YouTube channel, soundtrack to accompany a piece of fiction or poetry* *Sample written presentation: autobiography, persuasive brochure, comic strip, e-mail, newspaper or magazine article* *Sample visual presentation: multi media presentation*

Strand 7: Act co-operatively 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. This ranges from the ability to cooperate with a partner to the ability to collaborate and act in complex situations involving multiple groups.

	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	**Collaborate in group and team settings by making self-regulated use of simple group and personal management strategies and basic interactive strategies.**
6	**Collaborate in group and team settings by making self-regulated use of a range of group and personal management strategies, and basic interactive strategies, and jointly develop simple plans to carrying out assigned tasks.** *Sample of simple group and personal management strategies: taking turns, sharing with others, carefully following directions, stay on task, monitoring behavior in light of an agreed-upon objective* *Sample of basic interactive strategies: praising others, asking for clarification, assuming various roles and responsibilities*

Appendix E

P.E.I. History
Blackline Masters

BLM-1 Which Came First?
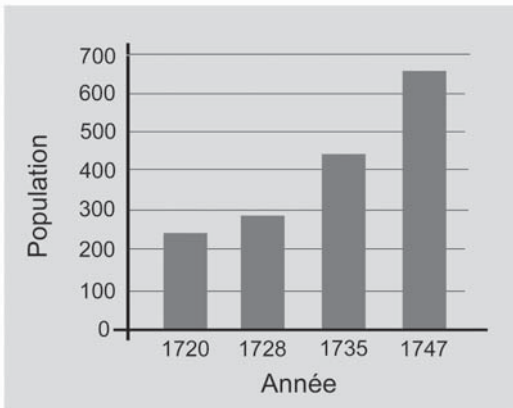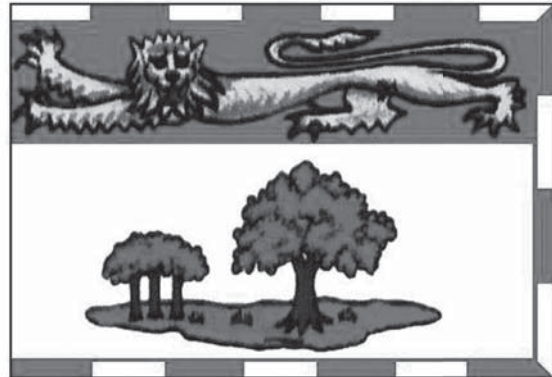
Exploring the Island

BLM-2   Islanders in the News

Who was involved?

How did it happen?

Headline

What happened?

Why is this event historically significant?

Where did it happen?

When did it happen?
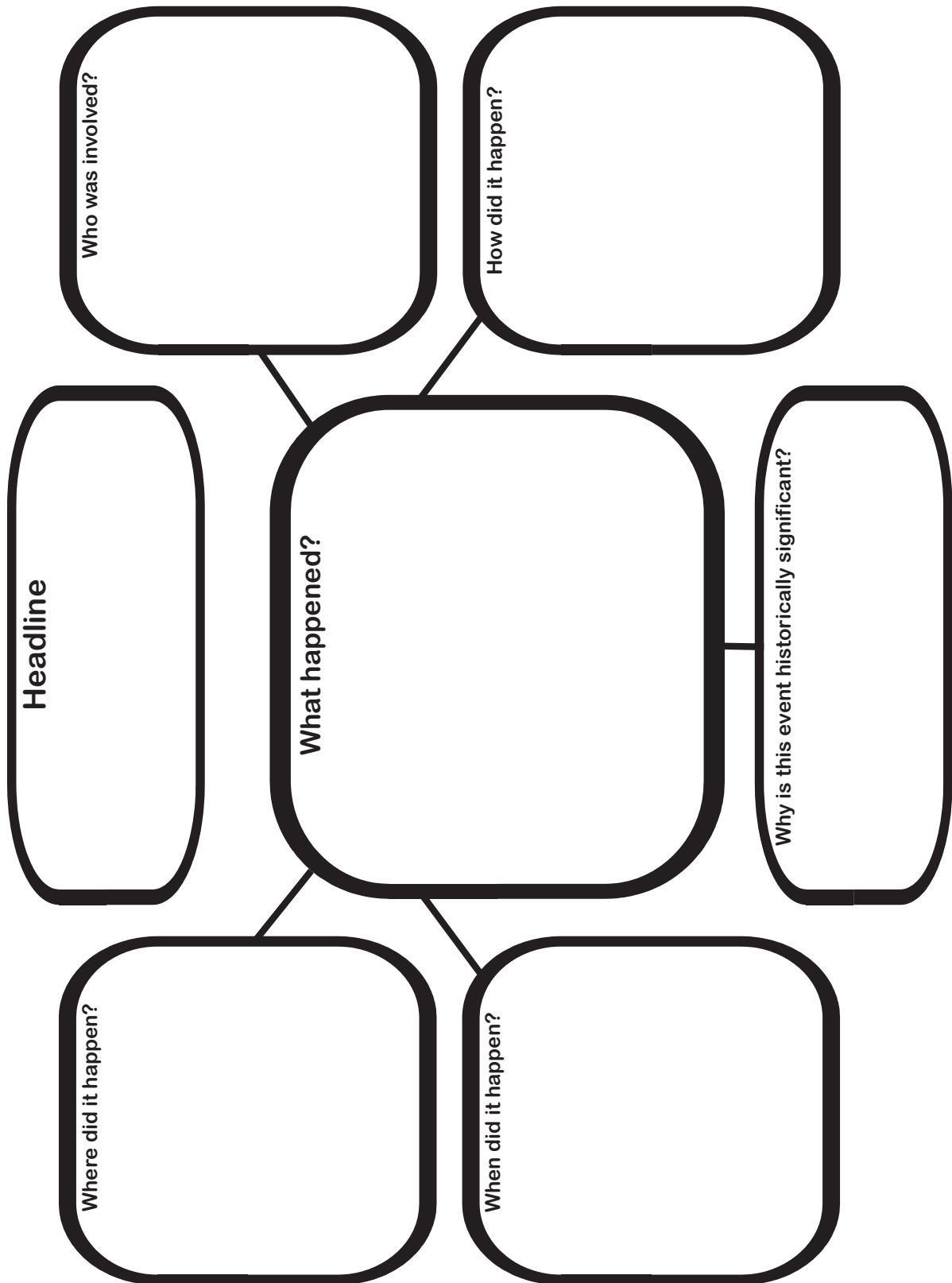
BLM-3   Time Travel

Disadvantages

Transporation Era:
Main uses

Examples of communities that profited from
this transporation

Advantages

BLM-3A   Time Travel Note Sheet

Travel Over Time	First Nations	Horse	Sail	Rail	Auto	Air
Mode of transportation						
Era: Time frame						
Main use(s)						
Advantages						
Disadvantages						
Examples of communities that profited from this transportation						

BLM-4 Map Game

Map Game

Student:

Date:

Teacher:

Class:

EVENT	1 LAND SURVEY	2 CIRCUS	3 WORLD WAR 1	4 BRIDGE WALK
Mode of Travel				
Chosen Route				
Necessary Supplies				
Challenges Along the Way				
Estimated Distances				
Estimated Time				

Exploring the Island

BLM-5 Balancing Act

DECISIONS
A Balancing Act

Event: _____

When: _____

Who is affected: _____

Reasons to Implement the Decision	Reasons NOT to Implement the Decision
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	

Outcomes of the Decision

_____

_____

_____

_____

_____

_____
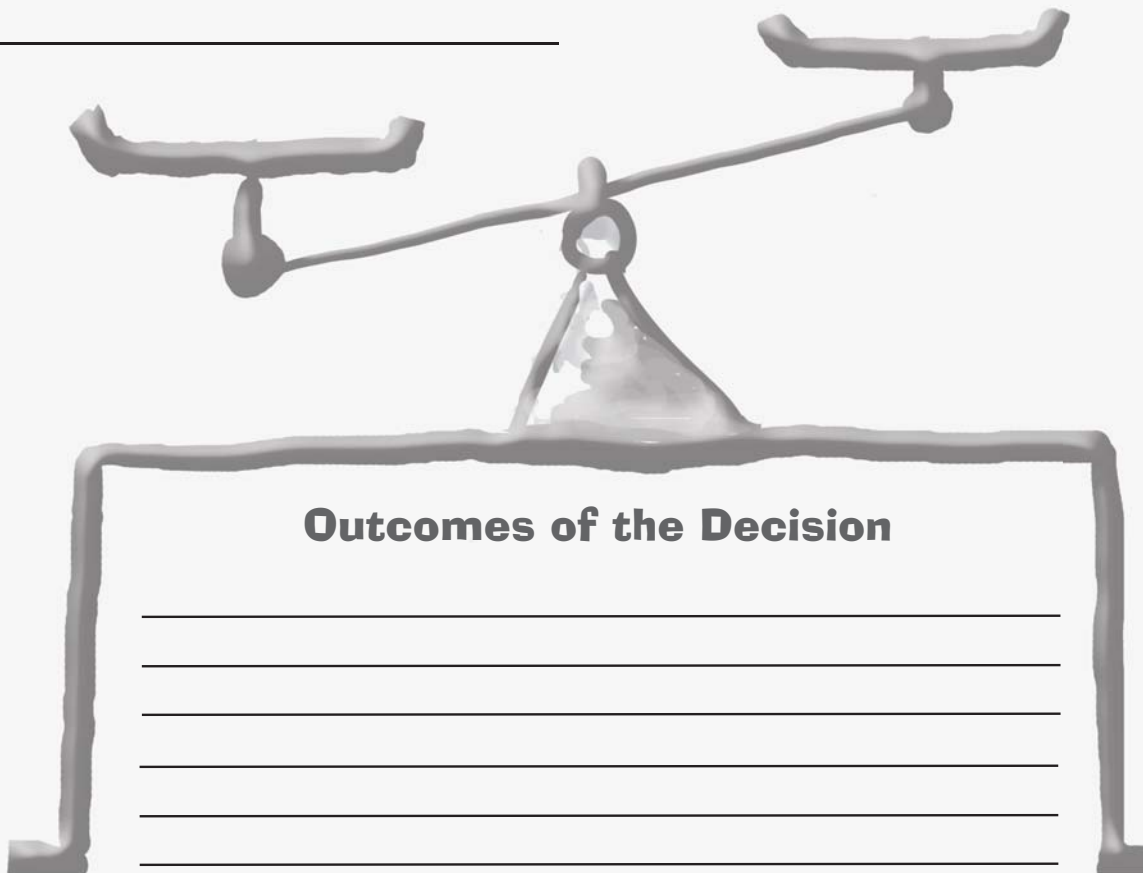
BLM-6 Similarities/Differences

	Your life is different from the interviewee's	Your life is similar to the interviewee's
Life at home	Differences: Reason:	Similarities:
Food and clothing	Differences: Reason:	Similarities:
Education	Differences: Reason:	Similarities:
Recreation	Differences: Reason:	Similarities:
Technology	Differences: Reason:	Similarities:

BLM-7   Time to Reflect

Reflection

3 **Effect on PEI**
How did it change the Island (communities, economy, environment)?

3

4

2 **Effect on Lifestyle**
How did it change people's lives (jobs, recreation, education, travel, culture)?

2

4 **Effect on Present Day**
How has this event affected your life?

1 **Historical Event**

1
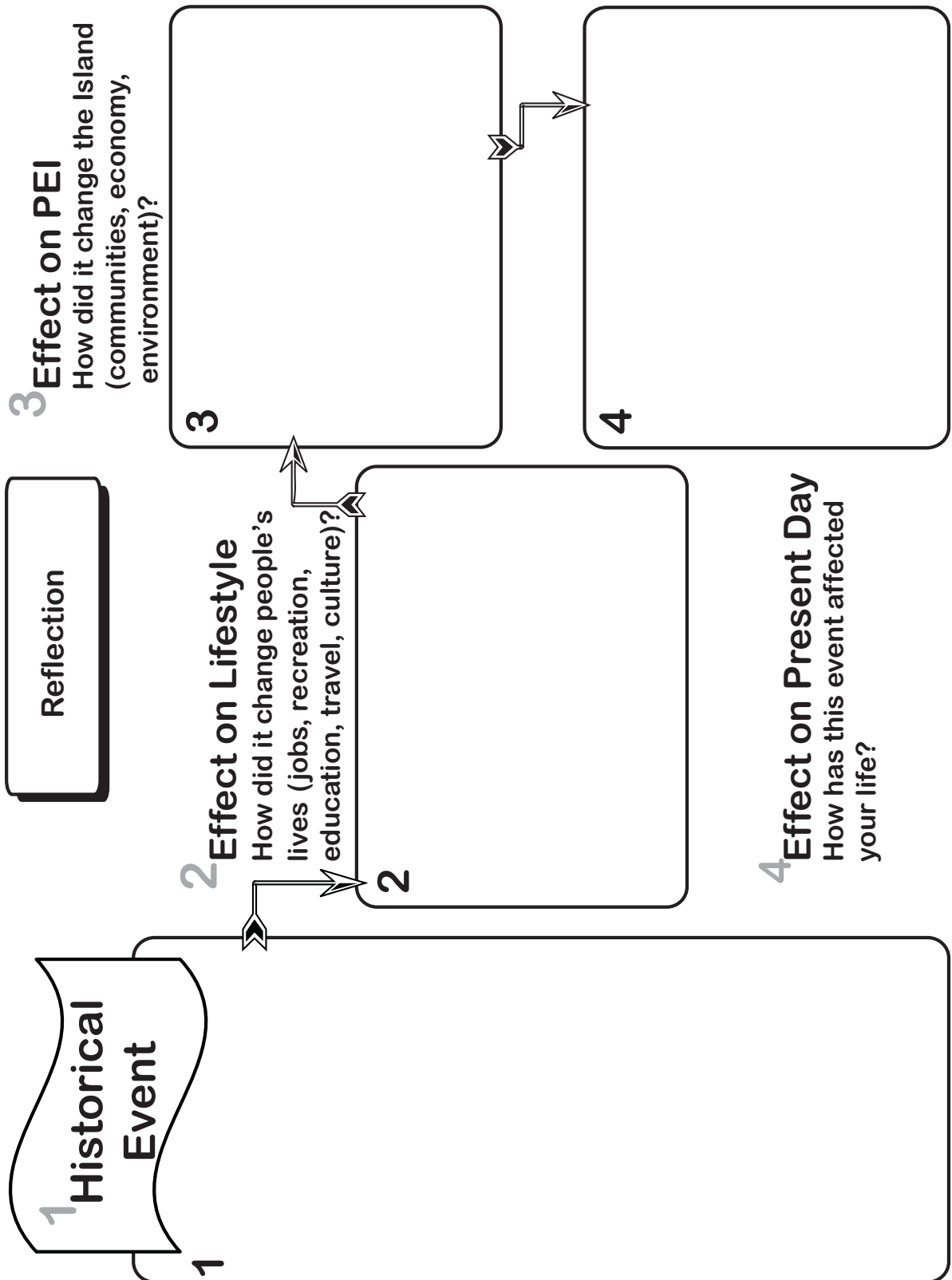
Appendix F

Transportation Model Scenario/

Time Travel Answer Sheet

Model Station Scenario

It is the late fall of 1880 and an early winter looks as if it is settling in. Ice is forming in the Strait and the wind is unusually sharp. You have just arrived from England with orders to find Captain Yeo of Port Hill in order to negotiate the building of a new ship. Your ship has dropped anchor in the main port of Charlottetown and it looks as if it may be staying put till spring. You set out to find Captain Yeo to talk business and hope that he has a warm fire and hot tea when you find him.

Before guiding students through a "model station," it may be helpful to pose some reasoning questions to help them deduce answers. Examples follow:

- If you could walk x distance in an hour, how can you figure out how long it will take you to go from Place A to Place B?
- If your map is in miles, how do you convert it to kilometres?
- If it is winter, how will this affect your choices of travel, and what other challenges might there be?
- What necessary items might you need to take along with you?
- How might you measure distance on a map? (Scale)

Direct students through the scenario, pointing out factors that they will need to be aware of in order to make good choices—season, weather conditions, rest stops, obstacles, available routes. Remind them that the maps they will be using hold all the clues they will need to make their decisions, but sometimes they will have to use other skills (math, etc.) to help figure things out.

Model Station	**Scenario Chart**
Event 1880	Business trip
Mode of travel	Ship, horse, cart, foot
Route	Overland, water
Necessary supplies	Food, water, warm clothing, map, compass, tools, weapons
Challenges along the way	Animals, weather, illness, injury, unsavoury characters
Estimated length of trip	Depends on mode of travel—work out some possibilities with students, such as walking will take x days

Travel over time	First nations	Horse	Sail	Rail	Auto	Air
Mode of transportation	Canoe Toboggan Snowshoes	Horse and buggy	Sailing ship Coastal schooner	Train Steam engine	Car	Airplane
Era: time frame	Pre-contact	1750-	1850s-1950s	1875-1968	1900-present	1912-present
Main use(s)	Trapping Hunting Fishing Hauling loads	Transportation of people and machinery Farming Harness racing	Fishing Transportation of people and goods	Transportation of passengers and goods Telegraph service	Personal use Business Travel	Military training Transportation of passengers and cargo
Advantages	Easy to make/use naturally found materials	Speed Carried more than one person at a time Carried merchandise Road construction	Travelled long distances Able to carry great loads Comfortable travel for passengers	Reliable Provided social setting Comfortable travel for passengers Faster travel Carried cargo Created jobs	Faster travel Allowed travel to other parts of the island and country Recreational use	Faster travel over long distances Brought goods to the island from faraway places
Disadvantages	Slow means of travel Needed to live close to the water for the canoe	Needed well maintained roads for buggy Horses were afraid of cars Food for horses was expensive	Depleted forests Not able to travel during winter Expensive for passengers Dangerous Difficult for all islanders to access	Interruptions in service during winter Expensive to keep up the railroad track	Expensive Parts difficult to access Scared horses Pollution	Expensive Noisy Pollution Limited access
Examples of communities that profited from this transportation	Malpeque Scotchfort Rocky Point	Any community on the island	Georgetown Murray River Port Hill	Tignish Mount Stewart Souris	Any community on the island	Charlottetown Summerside

Appendix G

P.E.I. History Assessment Masters

AM-1 Which Came First? (Checklist)
AM-2 How to make a Time line Rubric
AM-3 Islanders in the News (Checklist)
AM-4 Islanders in the News (Rubric)
AM-5 Self-Assessment Rating Scale
AM-6 Group Performance Rating Scale
AM-7 Balancing Act (Rubric)
AM-8 The Changing Economy (Rubric)
AM-9 Wanted—A New Provincial Coin (Rating Scale)
AM-10 Lifestyles—Then and Now (Rubric)
AM-11 Island Way of Life—Scrapbook (Rubric)
AM-12 Reflection

ATLANTIC CANADA SOCIAL STUDIES CURRICULUM GUIDE: GRADE 6

Assessment Masters

The following assessment masters have been developed to accompany the P.E.I. History component of the grade 6 social studies curriculum. Teachers may wish to modify the assessment masters to address specific student needs.

Checklists

Checklists provide an assessment strategy to clarify what behaviours are indicative of successful learning in a given context. The checklists also provide a framework for students to assist with organizational skills and task completion. The samples provided may also be used as models for students when developing individualized checklists.

Rubrics

Rubrics identify criteria for assessment in a specific area. The rubric headings used in the following samples are consistent with the grades 4-6 Atlantic Reading Assessment Resource. They may be used as assessment tools or to inform the development of criteria for activities.

Rating Scales

Rating scales are based on descriptive words that indicate performance levels. They enable teachers and students to assess a wide range of learning experiences by noting the frequency or quality of a particular behaviour. Rating scales may also be used as a means of reflection. In a self-assessment, students take ownership of their learning and reflect critically on their own performance.

AM-1 Which Came First?

Which Came First? Name: _____				
Checklist	• Carefully examined image for evidence of when the image was taken (people, background, clothing, graphs, objects in image, etc.)	• Read the caption for additional information	• Discussed with partners order of images	**Comments**

AM-2 How to make a time line

Category	4	3	2	1
Dates	An accurate date has been included for each event.	An accurate date has been included for almost every event.	An accurate date has been included for most events.	Dates are inaccurate and/or missing for several events.
Time line construction	Time line is divided into appropriate time segments.	Time line is mainly divided into appropriate time segments.	Time line is divided into somewhat appropriate time segments.	Time line segments are not appropriate.
"Which Came First?" 5 Events	Five events from the "Which Came First?" activity have been accurately placed on the time line.	Four events from the "Which Came First?" activity have been accurately placed on the time line.	Three events from the "Which Came First?" activity have been accurately placed on the time line.	Fewer than three events from the "Which Came First?" activity have been accurately placed on the time line.
Additional Events	Four additional events have been placed on the time line.	Three additional events have been placed on the time line.	Two additional events have been placed on the time line.	One additional event has been placed on the time line.
Presentation	Overall appearance of the time line is engaging and easy to read.	Overall appearance of the time line is somewhat engaging and easy to read.	The time line is readable.	The time line is difficult to read.

Comments

AM-3 Islanders in the News

Criteria	Items	Comment
Content	• Who • What • Where • When • How	
Evidence	• How event is historically significant • Use of primary or secondary source	
Presentation	• Headline • By-line • Location of reporter • Use of columns • Illustration with caption • Edited for proper use of writing conventions	

• Please note that this checklist may be used as a student, peer editor, and/or teacher checklist.

AM-4 Islanders in the News

Criteria	4 Thorough Understanding	3 General Understanding	2 Some Understanding	1 Limited Understanding
Context and Topic (Who, What, Where, When and How)	Content addresses the five questions. Focus on topic is maintained	Content addresses four of the five questions. Focus on topic is maintained	Content addresses three of the five questions. Focus on topic is mostly maintained	Content addresses two of the five questions. Topic is unrelated to assignment
Evidence (Why is the event historically significant?)	Provides statement(s) on historical significance that is clearly consistent with the evidence provided	Provides a statement on historical significance that is generally consistent with the evidence provided	Provides a statement on historical significance that is inconsistent with the evidence provided	Unable to provide a statement on historical significance. Evidence is not apparent
Presentation	Contains a strong headline. Includes by-line and location of reporter. Appears in column(s). Illustration with caption that pertains to the event. Thorough use of writing conventions to communicate information	Contains headline. Includes by-line and location of reporter. Appears in column(s). Illustration and/or caption does not pertain to the event. Sufficient use of writing conventions to communicate information	Some sense of format (e.g., headline, partial news article). Illustration and/or caption is not relevant to the event. Some use of writing conventions to communicate information	Appropriate format is not apparent. Illustration and/or caption is not relevant or not included. Limited use of writing conventions to communicate information

NOTE: Teachers may wish to assign a value to each of the three areas.

For example: Context /10, Evidence /5, Presentation /5, Total /20

AM-5 Self-Assessment Rating Scale

Self-Assessment Rating Scale

Directions: Use the form to self assess your performance within your group. Circle the appropriate number after each statement.

1=Rarely   2=Sometimes   3=Often

	1	2	3
1. I contributed to group discussion.	1	2	3
2. I practised active listening skills with others in my group.	1	2	3
3. I helped and encouraged others in the group.	1	2	3
4. I stayed on the task assigned.	1	2	3
5. I participated in group activities.	1	2	3
6. I completed assigned tasks.	1	2	3

A. Something I learned during this activity

B. Ideas to improve my performance

AM-6 Group Performance Rating Scale

Group Performance Rating Scale			
Directions: Use the form to give feedback about the performance in your group. Circle the appropriate number after each statement.			
1=Rarely 2=Sometimes 3=Often			
1. All members participated in the group activities.	1	2	3
2. Members practised active listening skills with others in the group.	1	2	3
3. Members helped and encouraged others in the group.	1	2	3
4. Group members remained focussed on the assigned task.	1	2	3
5. Group members completed assigned tasks.	1	2	3
A. What I really liked about our group			
B. Ideas for improvement			

AM-7 Balancing Act

Criteria	4 Thorough understanding	3 General understanding	2 Some understanding	1 Limited understanding
Identifies reasons to implement the decision	Provides three or more relevant reasons for the decision	Provides two relevant reasons for the decision	Provides one relevant reason for the decision	Unable to provide a relevant reason for the decision
Identifies reasons not to implement the decision	Provides three or more relevant reasons for not implementing the decision	Provides two relevant reasons for not implementing the decision	Provides one relevant reason for not implementing the decision	Unable to provide a relevant reason for not implementing the decision
Offers outcomes of the decision	Provides three or more outcomes consistent with the available information	Provides two outcomes consistent with the available information	Provides an outcome somewhat consistent with the available information	Outcome is not consistent with the available information

AM-8 The Changing Economy

Criteria	5 Thorough understanding	3 General understanding	1 Limited understanding
Content • Circle graph	Circle graph correctly completed	Circle graph correctly completed	Circle graph partially completed
• Comparison of past/present economy √ Types of jobs √ Natural resources √ Economic sector	Provides a clear statement with two supporting arguments on how each of the three areas (types of jobs, use of natural resources, and sectors of the economy) are similar/different	Provides a statement on how each of the three areas (types of jobs, use of natural resources, and sectors of the economy) are similar/ different, and attempts to support one or two of their statements	Provides a statement with limited or lack of supporting arguments on how each of the three areas (types of jobs, use of natural resources, and sectors of the economy) are similar/different.
Presentation • Title/Author	Title/Author included	Title/Author included	Title/Author included
• Illustration(s)	Illustrations represent appropriate time period	Illustrations support some of the information in the text	Illustrations are not present or do not support the information in the text
• Headings	Headings appropriate for text	Headings appropriate for some of the text	Headings not included
• Writing conventions	Brochure follows writing convention guidelines	Brochure follows most writing convention guidelines	Brochure follows limited number of writing convention guidelines

ATLANTIC CANADA SOCIAL STUDIES CURRICULUM GUIDE: GRADE 6

AM-9 Wanted—A New Provincial Coin

Student Name: _____

1 Limited achievement	2 Approaching achievement	3 Achievement	
1 2 3	Student text clearly explains prediction for the future economy of PEI (including types of jobs and why they will be important)		
1 2 3	Design clearly supports student's prediction of the future economy of PEI		
Comments			

AM-10 Lifestyles—Then and Now

Teachers may wish to provide their own marking/value system.

Criteria	Thorough understanding	General understanding	Limited understanding
Completeness of chart	Similarities and differences are listed for all five aspects Differences are accompanied by a reason	Most similarities and differences are listed Most differences are accompanied by a reason	Few similarities and differences are provided Few differences are accompanied by a reason
Comments			

AM-11 Island Way of Life—Scrapbook

Criteria	4 Thorough understanding	3 General understanding	2 Some understanding	1 Limited understanding
Description of tradition	Provides a clear, detailed description of the tradition	Provides general description of the tradition	Provides some description of the tradition	Provides limited description of the tradition
Explanation for personal importance	Offers an explanation and clearly explains reasons for the choice	Offers an explanation with a simple reason	Offers a predictable explanation without reason for the choice	Unable to offer an explanation
Connection between tradition and past	Connection is consistent with the available information and can be supported with two or more reasons	Connection is consistent with the available information and can be supported with one reason	Connection is somewhat consistent with the available information but has little support	Connection is not consistent with the available information
Scrapbook page layout and contents	Scrapbook page is very engaging, includes illustration/photo, is neatly prepared and effectively organized Content is clear	Scrapbook page has many engaging features, includes illustrations/photos, and is organized Content is clear	Scrapbook page has some engaging features, includes illustrations/photos, but is unorganized Some content is difficult to understand	Scrapbook page is not neatly prepared, is unorganized, and includes no illustration/photo Content is very difficult to understand

AM-12 Reflection

Criteria	Thorough understanding	General understanding	Limited understanding
Content of reflection	Reflection shows thoughtful appreciation of the historically significant event's effect on lifestyle, P.E.I., and present day	Reflection shows some appreciation of the historically significant event's effect on lifestyle, P.E.I., and present day	Reflection shows limited appreciation of the historically significant event's effect on lifestyle, P.E.I., and present day
Comments			

Appendix H

World Cultures
Blackline Masters

BLM-1 Immigration/Emigration
BLM-2 Religion
BLM-3 Government

BLM-1 Immigration/Emigration
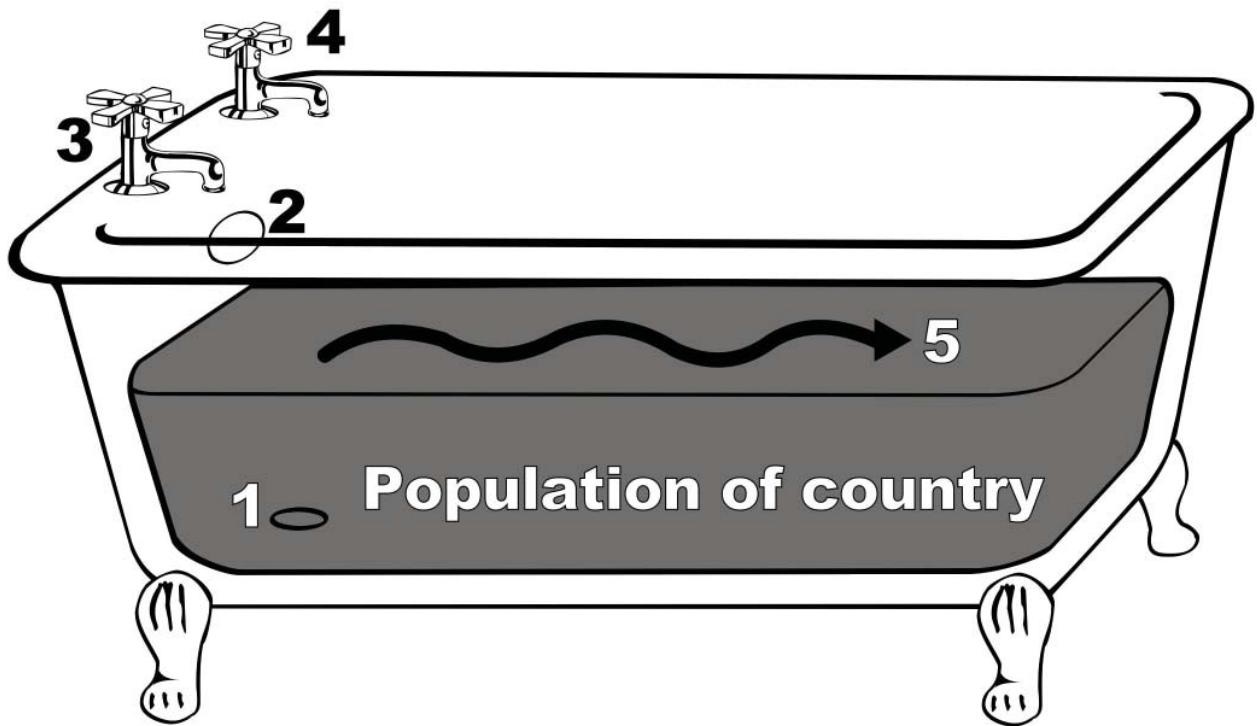
If the bathtub is a country, and the water is its population, match each number on the diagram to a factor of population growth.

_____ births   _____ deaths   _____ emigration

_____ immigration   _____ internal immigration

Explain how immigration and emigration affect world culture.

_____

_____

_____

_____

_____

_____

BLM-2 Religion

Traditions

Effects of Global Culture

Origin of Religion

Religion

Beliefs

Customs/Rituals

BLM-3   Government

Decision Making

Influence on Culture

Chinese Communist Party

Structure

Right and Freedoms
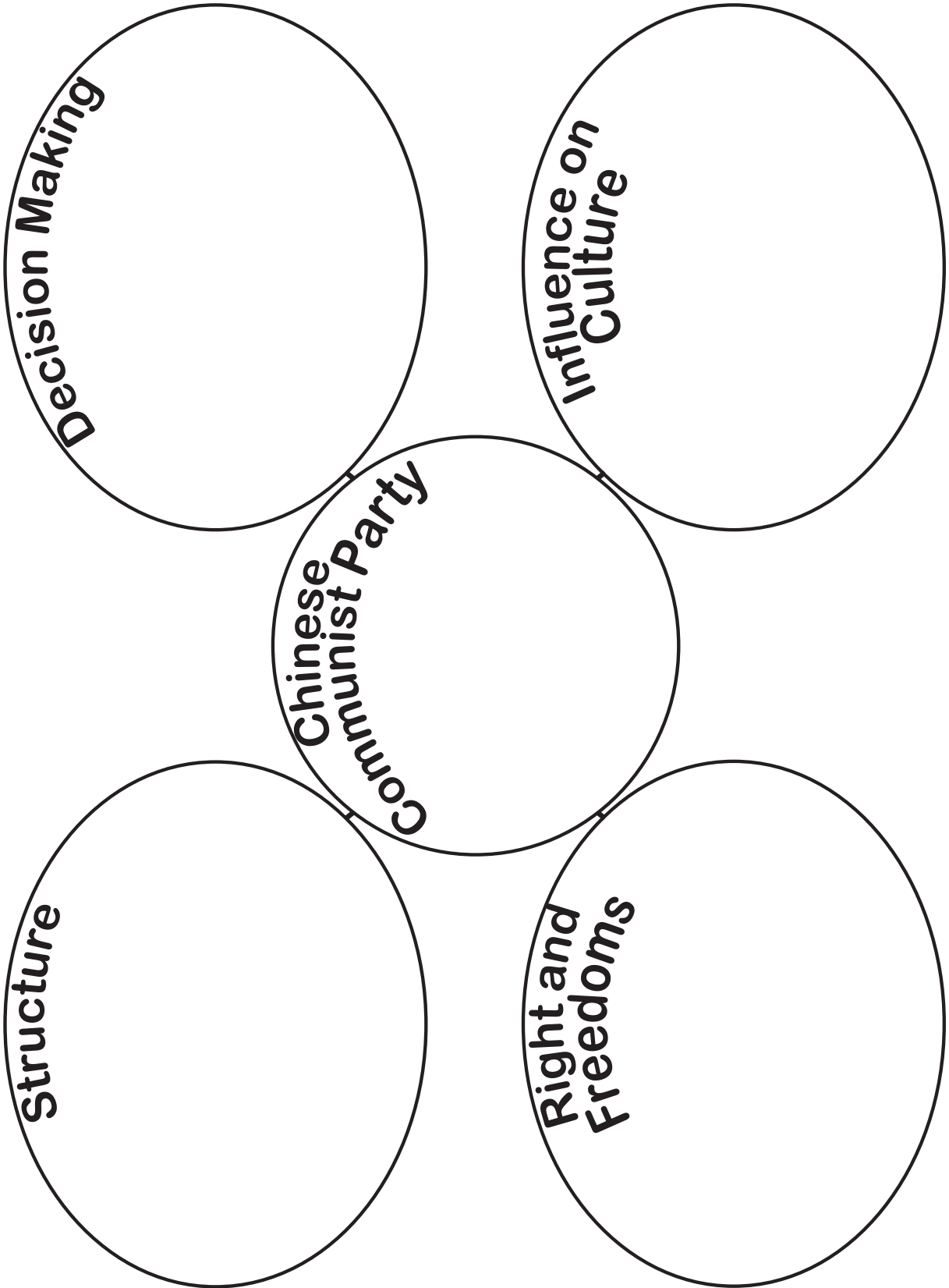
Appendix I
Geographic and Mapping Skills

Appendix I: Geographic and Mapping Skills Entry–Grade 3

The geographic and mapping skills chart is intended to provide a developmental continuum of students in entry to grade 3.

Geographic/Mapping Skills	Grade K-1	Grade 2	Grade 3
Representation of Place	Awareness of - that maps/globes represent places on Earth - how to locate places on maps/globes	Awareness of - 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 - 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 - title - qualitative scale (bigger or smaller than) - legend/key - symbols - labels - direction (near/ far/up/ down)	Awareness of - title - qualitative scale (bigger or smaller than) - legend/key - symbols - labels - direction (to the north south/east/west)	Understand - qualitative scale - arrow/compass rose - borders/boundary Lines Awareness of - 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 - 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) - area symbols (land-forms 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 - landforms (islands, hills, mountains, wetlands) common and specific to province and region - vegetation and patterns - borders/boundary lines (provinces, vegetation lines)

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 Grades 4–6

The Geographic and Mapping Skills chart is intended to provide a developmental continuum for students in grade 4 to grade 6. Skills associated with specific grade 6 curriculum are noted at the beginning of each unit in this curriculum guide.

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	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)	Locate significant geographic features on world map Locate and describe settlement patterns	Locate significant geographic features on world map
- Point symbols	Awareness of population density (number of people in a given area)	Awareness of population distribution (where specific groups of people are located)	Continue to develop understanding of population density/ distribution
- Line symbols	Locate and describe transportation routes (road, river, and railway).	Locate and describe transportation routes (road, river, and railway).	Locate and describe transportation routes (road, river and railway).

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

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)	Relate and interact with concepts of community and surrounding areas	Developing relationships and interactions with concepts of nation and world	
Map/Model (used for instruction)	Use maps/models of large regions such as Canada, including raised relief maps	Use maps/models of large regions, including raised relief and political boundaries, or models depicting specific information	Use maps/models of large regions, including raised relief and political boundaries, or models depicting specific information
	Select different types of maps for different types of information	Use historical maps	Use historical maps
	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	Compare different types of maps	Use various maps to access different types of information, including population, natural resources, production and GDP, vegetation, language, etc.

Geographic/Mapping Skills	Grade 4	Grade 5	Grade 6
Time and time line	Use - dates in discussion of historical events - time line to show how related events are arranged in chronological order	Continue to develop understanding of time in historical context (pre-history, ancient, medieval, modern) Continue to use time line with dates Use BCE (Before Common Era) and CE (Common Era) on time lines	Continue to develop understanding of historical time periods (Paleo-Indian, Archaic, Ceramic/Pre-European) (♥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.)
Further development of geographic skills	Use charts, table, graphs, and projections to develop understanding of geographic skills		

Appendix J
Geographic and Mapping
Skills Record Chart

This table 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 lots of 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

Appendix K
Declaration of the Rights
of the Child

Source: http://www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp

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Declaration of the Rights of the Child
Plain Language Version

1. All children have the right to what follows, no matter what their race, colour sex, language, religion, political or other opinion, or where they were born or who they were born to.

2. You have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.

3. You have a right to a name and to be a member of a country.

4. You have a right to special care and protection and to good food, housing and medical services.

5. You have the right to special care if handicapped in any way.

6. You have the right to love and understanding, preferably from parents and family, but from the government where these cannot help.

7. You have the right to go to school for free, to play, and to have an equal chance to develop yourself and to learn to be responsible and useful.

   Your parents have special responsibilities for your education and guidance.

8. You have the right always to be among the first to get help.

9. You have the right to be protected against cruel acts or exploitation, e.g. you shall not be obliged to do work which hinders your development both physically and mentally.

   You should not work before a minimum age and never when that would hinder your health, and your moral and physical development.

10. You should be taught peace, understanding, tolerance and friendship among all people.

This plain language version is only given as a guide. For an exact rendering of each principle, refer students to the original. This version is based in part on the translation of a text, prepared in 1978, for the World Association for the School as an Instrument of Peace, by a Research Group of the University of Geneva, under the responsibility of Prof. L. Massarenti. In preparing the translation, the Group used a basic vocabulary of 2,500 words in use in the French-speaking part of Switzerland. Teachers may adopt this methodology by translating the text of the Universal Declaration in the language in use in their region.

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Notes