



Department of Education
English Programs

Atlantic Canada Social Studies Curriculum

Social Studies

Grade 7

CURRICULUM



Department of Education

March 2006

Acknowledgements

The Departments of Education of Prince Edward Island, New Brunswick, Nova Scotia, and Newfoundland and Labrador gratefully acknowledge the contributions of the following groups and individuals to the development of this social studies curriculum.

Prince Edward Island

Bethany Doiron, Social Studies Consultant (2003–present)

Allan MacRae, Social Studies Consultant (2000–2003)

Frank Hennessey, Social Studies Consultant (1999–2000)

New Brunswick

John Hildebrand, Social Studies Consultant (2004–present)

Kim Evans, Social Studies Consultant (2003–2004)

Sandra Mitchell, Social Studies Consultant (2003–2004)

Bev Loker-French, Social Studies Consultant (2004)

Avis Fitton, Social Studies Consultant (1999–2003)

Nova Scotia

Bruce Fisher, Social Studies Consultant (2003–present)

Mary Fedorchuk, Program Co-ordinator P–12 (2002–2003)

Rick MacDonald, Social Studies Consultant (1999–2002)

Newfoundland and Labrador

Victor Kendall, Social Studies Consultant (2001–2005)

Smita Joshi, Social Studies Consultant (1999–2001)

Regional Social Studies Committee Grades 7–9

Greer Coe, Prince Edward Island

Kim Evans, New Brunswick

Pat Rhodenizer, Nova Scotia



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Introduction

Background

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

Aims of Social Studies

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

An effective social studies curriculum prepares students to achieve all essential graduation learnings. In particular, social studies, more than any other curriculum area, is vital to developing citizenship. Social studies embodies the main principles of democracy, including freedom, equality, human dignity, justice, rule of law, and civic rights and responsibilities. The social studies curriculum promotes students' growth. It provides opportunities for students to explore multiple approaches to analysing and interpreting their own world and the worlds of others. Social studies presents unique and particular ways for students to view the interrelationships among the 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 history and the social sciences, including geography, economics, political science, sociology, and anthropology. It also draws from the humanities and the pure sciences.
- provides the multidisciplinary lens through which students examine issues that affect their lives from personal, provincial, national, academic, pluralistic, and global perspectives.

Purpose of Curriculum Guide

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

More specifically, this curriculum

- provides detailed curriculum outcomes to which educators and others can refer when making decisions about learning experiences, instructional techniques, and assessment strategies in the grade 7 social studies program
- informs both educators and members of the general public about the philosophy and scope of social studies education for the intermediate level in the Atlantic provinces
- promotes effective social studies learning and teaching for students in grade 7 classrooms

Guiding Principles

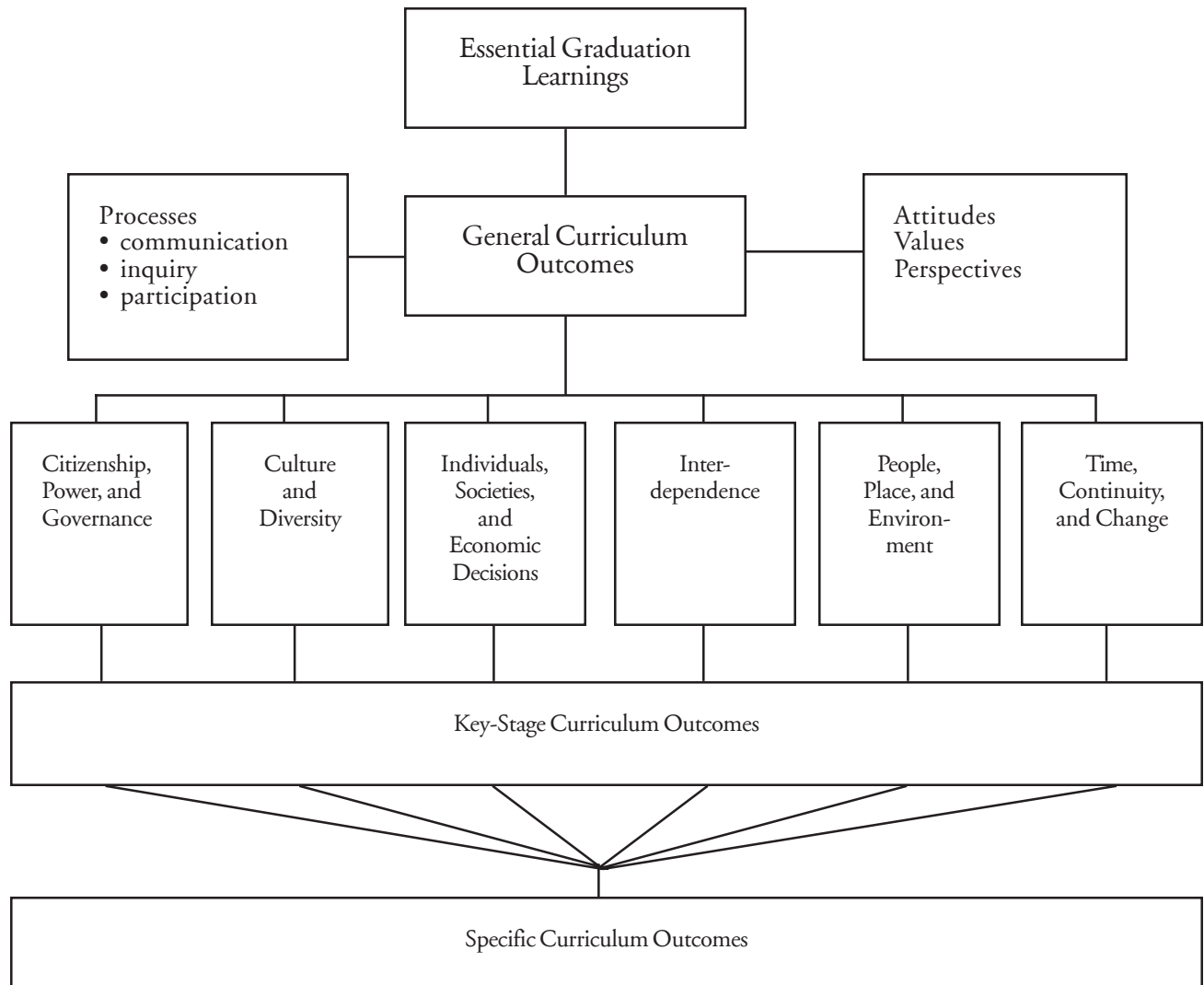
All entry to grade 9 curriculum and resources should reflect the principles, rationale, philosophy, and content of the *Foundation for the Atlantic Canada Social Studies Curriculum* (1999) by

- being meaningful, significant, challenging, active, integrative, and issues-based
- being consistent with current research on 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 the social studies
- developing knowledge, skills, and attitudes for lifelong learning
- promoting the development of informed and active citizens
- contributing to the achievement of equity and support 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 *The Foundation for the Atlantic Canada Social Studies Curriculum* (1999). Specific curriculum outcomes (SCOs) were developed to be congruent with key-stage curriculum outcomes (KSCOs), general curriculum outcomes (GCOs), and essential graduation learnings (EGLs). In addition, the processes, attitudes, values, and perspectives of social studies are embedded in the SCOs.



Essential Graduation Learnings

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 (EGLs). Given below are some examples of key stage curriculum outcomes (KSOs) in social studies that help students attain the essential graduation learnings.

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 9, students will be expected to

- compare and analyse 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 9, students will be expected to

- explain the origins and main features of the Canadian constitutional system

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 9, students will be expected to

- identify and use concepts 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 9, students will be expected to

- explain how economic factors affect people's incomes

Problem Solving

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

By the end of grade 9, students will be expected to

- analyse how the movement of people, goods, and ideas have shaped and continue to shape political, cultural, and economic activity

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 9, students will be expected to

- explain how values and perspectives influence interactions among people, technology, and the environment

General Curriculum Outcomes (Conceptual Strands)

The general curriculum outcomes (GCOs) for the social studies curriculum are six conceptual strands that identify what students are expected to know and be able to do after completing study in social studies. Each strand includes specific social studies concepts. (See Appendix A.) For each general curriculum outcome, examples are given below of key-stage curriculum outcomes (KSCOs) to be attained by the end of grade 9.

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 9, students will be expected to

- analyse the distribution of power and privilege in society and the sources of authority in the lives of citizens
- explain the origins and continuing influence of the main principles of Canadian democracy

Cultural Diversity

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

By the end of grade 9, students will be expected to

- compare the ways cultures meet human needs and wants
- explain how and why 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 9, students will be expected to

- explain how government policies, expenditures, regulations, and trade agreements influence productivity and living standards
- explain how consumer decisions affect the economy

Interdependence

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

By the end of grade 9, students will be expected to

- explain the complexity that arises from the interdependent nature of relationships among individuals, nations, human organizations, and natural systems
- analyse selected issues to illustrate interdependence

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 9, students will be expected to

- use geographic tools, technologies, and representations to interpret, pose, and answer questions about natural and human systems
- analyse ways in which social, political, economic, and cultural systems develop in response to the physical environment

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 9, students will be expected to

- identify and analyse trends that could shape the future
- demonstrate an understanding that the interpretation of history reflects perspectives, frames of reference, and biases

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 “Suggestion for Learning and Teaching”, and the “Suggestions for Assessment” found in social studies curriculum guides. These processes constitute many skills; some are responsibilities shared across curriculum areas, whereas others are specific to social studies.

Communication

Communication requires that students listen, read, interpret, translate, and express ideas and 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 students are expected to develop in intermediate social studies, organized according to the six conceptual strands and the three processes. 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 and discrimination
- appreciate that there are different world views
- appreciate the different approaches of cultures to meeting needs and wants

Individuals, Societies, and Economic Decisions

- appreciate the wide range of economic decisions that they make and their effects
- recognize the varying impact 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 among 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 learning
- appreciate the relationship between attributes of place and cultural values

Time, Continuity, and Change

- value their society's heritage
- appreciate that there are varying perspectives on any 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. During these years, the adolescent learner experiences rapid and significant physical, emotional, social, intellectual, and moral development. Because these changes are often intense and varied, and because educators have an important role in directing and fostering adolescents' development and learning, they need to know and appreciate adolescent characteristics.

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

Physical Development

Adolescent development is marked by accelerated and variable growth rates. Strength, energy levels, stamina, and sexual maturity occur at different times and rates. Physical changes alter the way young adolescents perceive themselves, but these perceptions differ for boys and girls. Accelerated growth and related physical changes make demands of early adolescents' energy. In learning how to adjust to their "new body," they experience periods of over-activity and listlessness—fluctuations that overtire them until they learn to moderate their activity.

Early adolescents need experiences that help them understand their own physical development. School should provide opportunities for constructive social interaction and establish a healthy, stable classroom. 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 of the wide ranges in physical development between boys and girls, what is taught and how it is taught should reflect the range of students' needs and interests.

Social Development

Young adolescents are searching for greater independence from the family unit as they attempt to define themselves. As they become more socially interactive, family allegiance diminishes, and peer relationships take on increased importance. Many engage in risk-taking behaviours, and conformity to the dress, speech, and behaviour of their peer group is quite common. Young adolescents 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, and parental involvement in the lives of young adolescents is still crucial and should be encouraged. However, the adolescents will

exercise the right to question or reject suggestions from adults. As a result, young adolescents need many positive social interactions with adults and peers.

Since a tremendous amount of their learning occurs in a social context, young adolescents benefit from opportunities to work with peers in collaborative and small-group learning activities. Yet, they require structure and clear limits as well as opportunities to set standards for behaviour and establish realistic goals. Activities such as role-playing and sociodramas allow them to explore ways of dealing with situations that may arise.

Emotional Development

Young adolescents display widely different and often conflicting emotions. Their moods, temperaments, and behaviours are profound and intense. They seem to change unpredictably from one moment to the next 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. Youth in this age group are extremely sensitive to criticism of any kind and are easily offended. Feelings of inadequacy and 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 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 development of positive attitudes. Young adolescents need opportunities to test their strengths and weaknesses as they explore issues and learning activities that concern 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 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, and even invulnerable. Adolescents may be unaware of the consequences of risk-taking behaviour. As their ability to process and relate information increases, they tend to seek to understand rules and conventions and to question the relevance of what is taught.

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

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 including the interests, values, experiences, and languages of each student and of the many groups within our local, regional, national, and global communities.

The society of Atlantic Canada, like that of all of Canada, reflects a diversity of race, ethnicity, gender, ability, values, lifestyles, and languages. 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 and by fostering awareness and critical analysis of individual and systemic discrimination.

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 a school setting characterized by mutual trust, acceptance, and respect and to an educational system that affirms diverse gender, racial, ethnic, and cultural identity and promotes the development of a positive self-image. Educators should ensure that classroom practices and resources positively and accurately reflect diverse perspectives and reject prejudiced attitudes and discriminatory behaviours.

Principles Underlying the Social Studies Curriculum

Empowering 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 occurs when teachers model high expectations for their students and themselves, promote a thoughtful approach to inquiry, and demand 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 essential attributes.

An effective instructional environment incorporates principles and strategies that recognize and accommodate varied learning styles, multiple intelligences, and diverse 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 characteristics:

Respectful of diversity

Students come to the classroom from backgrounds that represent Canada's diversity in terms of social identity, economic context, race, ethnicity, and gender. The social studies learning environment attempts to affirm the positive aspects of this diversity and foster an understanding and appreciation of the multiple perspectives that this diversity can lend to the classroom. Regardless of 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 that may arise from perceptions related to ability, race, ethnicity, culture, gender, or socio-economic status. Students do come with different attitudes, levels of knowledge, and points of view, but rather than be obstacles, these differences should be opportunities to rise above stereotypes and to develop positive self-images. Students should be provided collaborative learning contexts in 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, then students will be expected to participate in inquiry and problem-solving situations. Students will be provided with direct and vicarious experiences in which they can apply social studies skills, strategies, and processes purposefully. Rather than assuming passive roles, students bring their critical faculties to information and knowledge to shape it into meaningful patterns.

Relevant and significant

Since the intermediate learner naturally challenges 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 interest but also encourage students to question what they know: their assumptions and attitudes. In so doing, they will come to more deeply understand and appreciate their own heritage and culture. History and contemporary studies provide the building blocks of social studies, but the students' rational and critical involvement in learning about them plays an integral part in their development as persons and citizens.

Resource-Based Learning

Effective social studies teaching and learning actively involves students, teachers, and library staff in using effectively a wide range of print, non-print, and human resources. Resource-based learning fosters individual students' development by accommodating their diverse backgrounds, learning styles, needs, and abilities.

Resource-based learning supports students as they develop information literacy: more specifically, 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 information.

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 information sources. Developing the critical skills needed for these tasks is essential to social studies.

The range of possible resources include

- print—books, magazines, newspapers, documents, and publications
- visuals—maps, illustrations, photographs, pictures, and study prints
- artifacts—concrete objects, educational toys, and games
- individual and community—interviews, museums, field trips
- multimedia—films, audio and video tapes, laser and video discs, television, and radio
- information technology—computer software, databases, CD-ROMs, DVDs
- communication technology—Internet connections, bulletin boards, e-mail

Literacy through Social Studies

Literacy plays an important role in the student's experience with social studies. It promotes the student's ability to comprehend and compose spoken, written, and visual texts that are commonly used by individuals and groups to participate fully, critically, and effectively in society. The many communication channels made possible by technology and the increasing access to the world's cultural and linguistic diversity call for a broad view of literacy and its place in the content areas.

The ability to read and view is critical for success in social studies. *Reading and viewing* in social studies require attention to setting the stage and using various strategies to help students gather and process information. *Writing and representing* in the social studies are processes by which students communicate what they know about a topic. *Listening and speaking* are also integral to learning:

the former is part of the information-gathering phase, and the latter is part of the communication phase.

Reading and viewing, writing and representing, and listening and speaking help students comprehend the meaning of words, symbols, pictures, diagrams, maps, and other genres; investigate a range of media in different times and places; and have many opportunities to comprehend and compose in unfamiliar contexts. Most will be able to debate, persuade, and explain in a variety of genres, including the artistic and technological. The social studies program will help students become culturally sensitive and effective cross-cultural communicators.

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

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

Integration of Technology in Social Studies

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

CIT and related technology (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 social studies learning. In that context, technological resources can provide a variety of opportunities.

- The Internet and CD-ROMs give teachers and students quicker, easier access to extensive, current information. Research skills are key to using these resources efficiently.

Questions of validity, accuracy, bias, and interpretation must still 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 online discussion groups provide connections between students and people from cultures around the world. This exposure to first-hand information enables students to directly employ inquiry skills. Students present what they have learned in a wide variety of forms that fit their learning styles (e.g., graphs, maps, text, graphic organizers, websites, and multimedia presentations). These presentations can be shared with others, both in their classroom and beyond.
- Controlling information gathering, processing, and presentation involves students actively in their learning. For example, Geographic Information Systems (GIS) software enables students to collect data on a community, plot the data using Global Positioning Systems (GPS), and analyse and present their findings by creating maps that demonstrate their learning.

Instructional Approaches and Strategies

The grade 7 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 of social studies research and provides a context in which students can analyse and evaluate historical evidence and make their own interpretations.

It is recognized that the most effective instructional approach is an eclectic one. The classroom teacher employs the instructional strategies most appropriate to 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 7 social studies since (1) students differ in interest, ability, and learning styles, and (2) components of the course differ in terms of intent, conceptual difficulty, and relative emphases on knowledge, skills, and values. The discerning teacher will use a variety of methods in response to a variety of instructional situations.

Particularly in teaching concepts related to history and geography, social studies teaching has long emphasized strong transmission. 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 homework and recall-level questions. Curriculum developers see the need for transactional and transformational orientations in instruction. These approaches deliberately engage the learner through (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 debates, brainstorming, discussion, and interviews.

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

- Knowledge deemed to be of most worth rests more on the process of knowing than on memorizing facts.
- The process of knowing relies largely on 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 of the learning process.
- Transformational and transactional approaches allow for students' active participation 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 7 social studies. Direct instruction to introduce a topic, break down a complex concept into simpler constructs, review a topic, or prepare for a comprehensive assessment are all valid uses of a transmissional approach.

A number of strategies can be used to support program goals and active learning approaches. Fundamentally, grade 7 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 local and regional sources; print, visual and audio texts; and information technology and the Internet.

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 circumstance.

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 judgements about possible responses to these patterns, and making decisions about future actions.

Evaluation *of learning for learning* is an integral part of the planned instructional cycle. *Evaluation of learning* focuses on the degree to which (1) students have achieved the intended outcomes and (2) the learning environment was effective towards that end. Given what evaluation of learning reveals, *evaluation for learning* focuses on designing future learning situations to meet learners' needs.

The quality of assessment and evaluation has a profound, 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 others in the community 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.

Assessment

To determine how well students are learning, teachers use assessment strategies systematically to gather information on students' 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. Examples include, but are not limited to the following:

- | | |
|------------------------------|---------------------------|
| formal and informal | observations interviews |
| work samples | rubrics |
| anecdotal records | simulations |
| conferences | checklists |
| teacher-made and other tests | questionnaires |
| portfolios | oral presentations |
| learning journals | role plays |
| questioning | debates |
| essay writing | rating scales |
| performance assessments | case studies |
| peer- and self-assessments | panel discussions |
| multimedia presentations | graphical representations |

Evaluation

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

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

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

Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation takes place. Students must understand what teachers expect of them and the basis on which they will be evaluated. 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 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 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 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 to report the degree to which curriculum outcomes have been achieved.

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 that ensures that

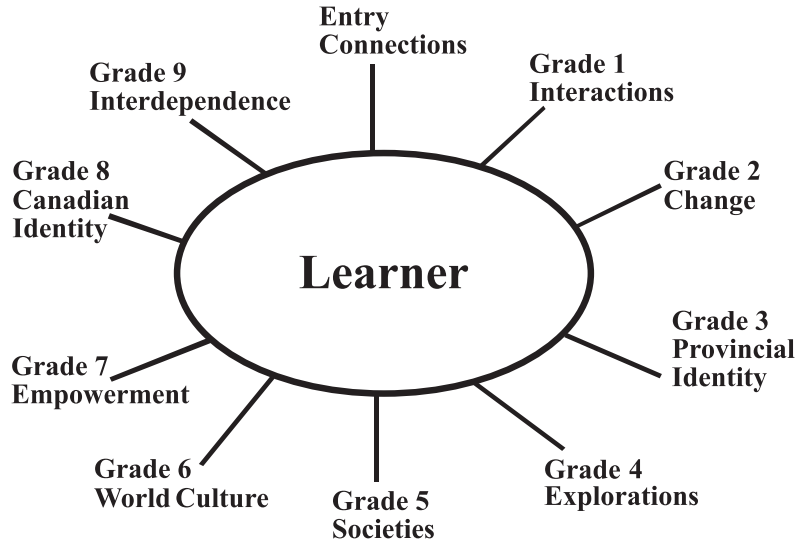
- the best interests of the student are paramount
- assessment informs teaching and promotes learning
- assessment is an integral and ongoing part of the learning process and is clearly related to the curriculum outcomes
- assessment is fair and equitable to all students and involves multiple sources of information

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

Curriculum Overview

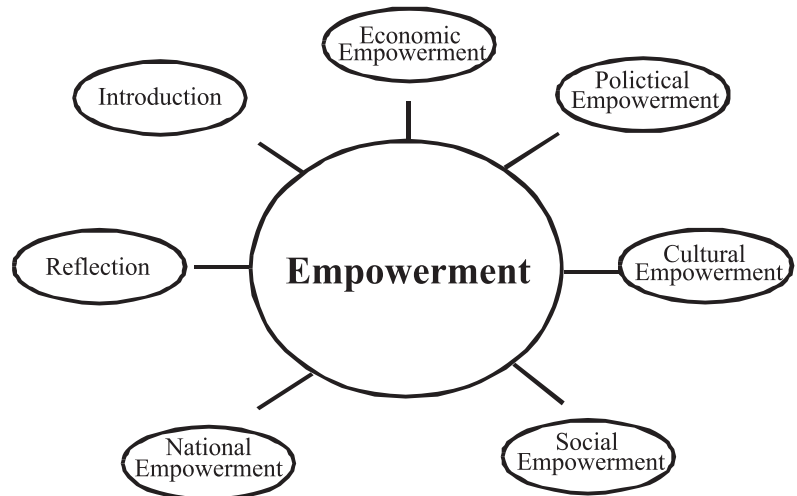
The social studies program for entry to grade 9 is designed around ten conceptual organizers as identified below.

Entry-Grade 9 Social Studies Program



Grade 7: Empowerment Conceptual Organizers

Grade 7 social studies is organized around the following units:



Grade 7 Specific Curriculum Outcomes (and accompanying delineations)

The conceptual framework for each unit in the grade 7 social studies program is expressed in the form of specific curriculum outcomes. Each outcome is accompanied by a set of delineations that elaborate upon and reflect its intent. The outcomes describe what students are expected to know, be able to do, and value by the end of the year.

Unit One: Introduction

Students will be expected to

- 7.1.1 **Explore the general concept of empowerment**
- define power and authority and explain how each influences their own lives
 - identify and categorize sources of power and authority
 - identify groups that are empowered and disempowered in our society (local, national, and global)

Unit Two: Economic Empowerment

Students will be expected to

- 7.2.1 **Analyse how commodities that lead to economic empowerment have changed**
- identify major economic commodities that have been valued over time
 - examine the importance of land and natural resources as economic commodities in Canada's history
 - examine the various economic commodities in contemporary society
- 7.2.2 **Investigate the various ways economic systems empower or disempower people**
- explain that people have basic needs that must be met
 - analyse the role that money plays in meeting basic needs
 - explain how capital is empowering
 - investigate and report on the challenges of the poverty cycle
- 7.2.3 **Analyse trends that could impact future economic empowerment**
- identify current trends and examine factors that may impact on these trends
 - predict economic commodities and skills that will empower individuals and groups in the future
 - take actions that will provide or enable personal economic empowerment in the future

Unit Three: Political Empowerment

Students will be expected to

- 7.3.1 **Evaluate the conditions of everyday life for diverse peoples living in British North America in the mid-1800s, including Aboriginal peoples, African-Canadians, and Acadians**
- identify, locate, and map, using geographic tools, the various lands and colonies in what is now Canada, *circa* 1850
 - identify, using geographic tools, the diverse peoples that lived in these lands and colonies, *circa* 1850
 - describe employment opportunities available to various classes, diverse peoples and genders in urban and rural areas
 - identify and describe religious, health, and educational organizations which were available to various classes, genders, and diverse peoples in urban and rural areas
 - compare the importance of recreation and creative arts in urban and rural areas
- 7.3.2 **Analyse how the struggle for responsible government was an issue of political empowerment and disempowerment**
- research the roles played by the churches, media, reformers, and oligarchies in the struggle for responsible government
 - identify and assess the significance of reports and newspaper articles which impacted the creation of responsible government
 - assess the impact of the rebellions of 1837 in the struggle for responsible government
 - analyse the extent to which responsible government empowered the diverse peoples of the colonies
- 7.3.3 **Analyse the internal and external factors that led to Confederation**
- identify the British North American colonies' perspectives on Confederation
 - identify the key individuals with power and explain their involvement in making Confederation happen
 - investigate the extent to which external factors affected the Confederation debate
 - determine if Confederation was a democratic process by today's standards
- 7.3.4 **Examine the political structure of Canada as a result of Confederation**
- describe the concept of Federalism
 - chart the structure of the Canadian government after Confederation
 - compare the power given to the different levels of government by the BNA Act
 - explain the role of the individual in the democratic process in Canada

Unit Four: Cultural Empowerment

Students will be expected to

- 7.4.1 **Explain how the expansion and development of Canada during the 1870s and early 1880s affected its various peoples and regions**
- trace the political growth of Canada in the early 1870s
 - explain the key factors of the Red River Rebellion of 1870
 - identify the outcomes of the Rebellion
 - investigate how the National Policy empowered and disempowered peoples and regions of Canada
- 7.4.2 **Analyse the events of the Northwest Rebellion to determine its impact on internal relations in Canada**
- research the key factors that led to the Northwest Rebellion of 1885
 - identify the events and results of the Northwest Rebellion
 - assess past and present perspectives on Louis Riel's role in Canada's history
 - identify the long-term impact of the rebellions on Canadian internal relations
- 7.4.3 **Analyse the degree of empowerment and disempowerment for Aboriginal peoples in present-day Atlantic Canada during this period**
- identify the various Aboriginal groups in present-day Atlantic Canada during this period
 - describe the way of life of Aboriginal peoples in present-day Atlantic Canada during this period
 - explore how national policies, treaties and the Indian Act impacted the Aboriginal peoples of present-day Atlantic Canada
- 7.4.4 **Analyse the struggle for empowerment by new cultural groups immigrating to Canada between 1870 and 1914**
- identify the various cultural groups who came to Canada between 1870 and 1914
 - investigate the push and pull factors that brought these groups to Canada
 - describe the conditions these groups faced in Canada
 - explain why it is important for ethnic groups to retain their cultural and linguistic identity, heritage, tradition, and spirituality
 - determine whether and how they became more empowered or less empowered by moving to Canada
 - evaluate Canada's immigration policies during the 20th century to identify examples of prejudice

Unit Five: Societal Empowerment

Students will be expected to

- 7.5.1 **Evaluate the conditions of everyday life for the peoples of Canada at the turn of the 20th century**
- describe the geo-political make-up of Canada in the early-1900s
 - research and describe Canadian society and the technological changes that were affecting it at the turn of the 20th Century
 - compare the conditions of everyday life for Canadians at the turn of the 20th century based on the following criteria: socio-economic status, geographic region, ethnic group, urban/rural, and gender
 - account for the disparities that were evident in society at this time
- 7.5.2 **Describe the impact of the Industrial Revolution on industry and workers in Newfoundland and Labrador, the Maritimes, and across Canada**
- describe the typical workday, working conditions, and regulations for the following groups of workers: factory workers, resource industry workers, and women and children in the workforce
 - explain the emergence and development of the labour movement and unions in Canada
 - explain the impact that unions had on improving wages and working conditions
- 7.5.3 **Examine how women became more empowered through their role in the social reform movements of the late 19th and early 20th centuries**
- describe the social-reform movements that occurred, including education and health reform, prison reform, and living and working condition reform
 - identify key individuals and groups active in promoting these social changes
 - analyse the impact of these movements on other women's lives
 - explain how women gained more rights and opportunities as a result of their work with social and political reform
 - take age-appropriate action on contemporary social issues

Unit Six: National Empowerment

Students will be expected to

- 7.6.1 **Examine how events in the early-20th century led Canada towards independence**
- explain the different perspectives on what the peoples of Canada at that time felt about Canada, Britain, and the United States
 - explain how events like the Boer War, the Alaskan Boundary Dispute, and the Naval Crisis affected the relationships between Canada and Britain, and Canada and the United States
- 7.6.2 **Explain Canada's participation in WWI**
- explain what caused WWI and why Canada became involved
 - explain how advances in technology changed how the war was fought
 - demonstrate an understanding of Canada's role in WWI
- 7.6.3 **Analyse the impact of WWI on Canada and its people**
- examine the human and social impact of WWI on Canadians
 - examine the economic changes that resulted from Canada's participation in WWI
 - analyse some of the political issues resulting from Canada's participation in WWI

Unit Seven: Reflection

Students will be expected to

- 7.7.1 **Portray an understanding of the extent of empowerment of individuals, groups, and the nation up to 1920**

How to Use the Four-Column Curriculum Layout

The curriculum has been organized into 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 a 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

Column 1 provides specific curriculum outcomes and accompanying delineations subsets describing what students are expected to know, be able to do, and value by the end of the year. The delineations are intended to help elaborate upon the outcomes.

Column 2: Suggestions for Learning and Teaching

This column offers a range of strategies from which teachers and students may choose. Suggested learning experiences can be used in various combinations to help students achieve an outcome or outcomes. It is not necessary to use all of these suggestions, nor is it necessary for all students to engage in the same learning experience. The suggestions for learning and teaching make extensive use of graphic organizers and, where applicable, refer to teaching and learning tools provided in the appendices.

Sensitive Topics

The heart symbol ♥ is used to identify learning experiences that should be approached with sensitivity.

GRADE 7: EMPOWERMENT

Unit 1: An Introduction to Empowerment

| Outcomes | Suggestions for Learning and Teaching | | | | | | | | | | | | | | | | | | |
|--|---|-----------------------|-----------------------|--------------------------|--|---------------------------|--|------------------|--|-------------------|--|---------------------|--------------------------------|--|--|--|--|--|--|
| <p><i>In grade 7, students will be expected to</i></p> <p>7.1.1 explore the general concept of empowerment</p> <ul style="list-style-type: none"> • define power and authority and explain how each influences their own lives • identify and categorize sources of power and authority • identify groups that are empowered and disempowered in our society (local, national, and global) | <p>The teacher may have students</p> <ul style="list-style-type: none"> • use the following spider definition-organizer to define the term "power". <div style="text-align: center;"> </div> <ul style="list-style-type: none"> • use the following chart to relate power to authority. <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 50%;">Examples of Authority</th> <th style="width: 50%;">Power the person uses</th> </tr> </thead> <tbody> <tr> <td>Captain of a soccer team</td> <td></td> </tr> <tr> <td>Student council president</td> <td></td> </tr> <tr> <td>School secretary</td> <td></td> </tr> <tr> <td>Girl Guide leader</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • brainstorm types/sources of power and authority and give examples of each, according to the following categories: physical, intellectual, social/class, age, gender, ethnicity, language, religion, and ability. • research newspapers and other media to identify persons of authority and why they have power; the findings may be recorded in the following chart: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Person of Authority</th> <th style="width: 50%;">She or he has power because...</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table> | Examples of Authority | Power the person uses | Captain of a soccer team | | Student council president | | School secretary | | Girl Guide leader | | Person of Authority | She or he has power because... | | | | | | |
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| Captain of a soccer team | | | | | | | | | | | | | | | | | | | |
| Student council president | | | | | | | | | | | | | | | | | | | |
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| Girl Guide leader | | | | | | | | | | | | | | | | | | | |
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**Column 3:
Suggestions for Assessment**

This column provides suggestions for ongoing assessment that form an integral part of the learning experience. These suggestions also make extensive use of graphic organizers and, where applicable, refer to teaching/learning tools provided in appendices.

**Column 4:
Notes**

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

| GRADE 7: EMPOWERMENT | | | | | | | | | | | | | | | | | | | | | | | |
|--|---------------------------------------|---|---|-----------------|----------------------|--------------------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Unit 1: An Introduction to Empowerment | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Suggestions for Assessment</p> <p>Students may, for example,</p> <ul style="list-style-type: none"> identify two people or groups who hold power in the local community and describe an instance in which they exercised power. | | <p>Notes</p> <p>Provincial Resources</p> <ul style="list-style-type: none"> <i>Changing Your World: Investigating Empowerment</i>, Chapter 1 <i>Changing Your World: Investigating Empowerment—Teacher’s Resource</i>, Chapter 1 <p>Web Links</p> <ul style="list-style-type: none"> <i>Heritage Minutes</i> www.histori.ca | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="font-size: x-small;">Person/group in my community</th> <th style="font-size: x-small;">Example of when they used their power</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> </tbody> </table> | | Person/group in my community | Example of when they used their power | | | | | | | | | | | | | | | | | | | | |
| Person/group in my community | Example of when they used their power | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> view clips from the <i>Heritage Minutes</i> (“Frontenac”, “Orphans”, “Trout”, “Louis Riel”, “Rural Teacher”, “McClung”, and “Peacekeepers”) and consider how authority and power influence the events. Have students state the types/sources of power they see people using to achieve their goals, and critique the use of the power. | | | | | | | | | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> analyse a series of photos for evidence of disempowerment and speculate an underlying cause. | | | | | | | | | | | | | | | | | | | | | | | |
| <p>ATLANTIC CANADA SOCIAL STUDIES CURRICULUM: GRADE 7 37</p> | | | | | | | | | | | | | | | | | | | | | | | |

**Atlantic Canada
Social Studies**

Grade 7 Curriculum

Grade 7 Year Overview

The organizing concept for the grade 7 curriculum is empowerment. Empowerment involves having the means, opportunity, power, or authority to be self-assertive and independent, and to take action. Empowerment was chosen as a theme to help students develop a better understanding of the significant impact that authority and power have in our lives. Students will analyse sources of authority in the lives of Canadian citizens, both today and in the past, and consider how power and privilege are, and have been, distributed in our society. Students will be called on to ask questions, investigate problems, analyse information, and draw generalizations and conclusions about the role of empowerment in our history. They will consider questions such as: Who had official authority? Who had the power? How did they use this power and authority? Was it used fairly? How did their decisions affect all Canadians? At the same time, students will be challenged to examine the role of power and authority in their own lives.

The curriculum examines various aspects of empowerment. It is intended that all relevant aspects be considered throughout the curriculum, even though the curriculum is organized into units around economic, political, cultural, societal and national empowerment. The economic empowerment unit, for example, considers personal empowerment. The social empowerment unit examines various groups within our society that have struggled to gain rights. This would include cultural, economic, and other considerations.

The grade 7 social studies curriculum draws largely on the discipline of history, but it includes elements of other social studies disciplines including economics, geography, political science, and sociology. The curriculum recognizes the need for studies to be done in context. While the historical focus for grade 7 is the growth of the Canadian nation from the early 1800s to the end of World War I, the curriculum is built on the premise that an historical study is not limited to one time period. The curriculum refers to earlier and contemporary periods. This curriculum builds on the history component of the grade 4 and 5 curricula from which students learned about early Aboriginal societies, the impact of exploration, and early French and British societies in Canada. In grade 8, students will further develop their understanding of Canada's history as they examine the significant issues and events from the 1920s to the modern day.

The chart on the following page outlines the relationship between empowerment and the historical focus for each unit.

| Unit | Empowerment Focus | Historical Focus |
|--------------------------|--|---|
| 1. Introduction | Explores the general concept of empowerment and the effect it has on individuals and groups, including young people. | Current |
| 2. Economic | Examines economic commodities, the traditional role of land and natural resources in economic empowerment, and trends for future economic empowerment. | Overview of Pre-Industrial, Industrial, Post-Industrial Review of importance of land natural resources in Canada |
| 3. Political Empowerment | Examines the political process and how political actions can lead to empowerment. | 1830-1867 Includes: Great Migration, Political Unrest and Rebellion, and Confederation |
| 4. Cultural Empowerment | Examines the extent to which various cultural groups in Canada were empowered/disempowered. | 1870-1914 Includes: Northwest Rebellions, Settlement of West, and Aboriginal* |
| 5. Societal Empowerment | Examines various groups within our society that have struggled to gain rights. | 1890-1918 Includes: Inequities in Society, Industrialization, and Women's Rights |
| 6. National Empowerment | Explores how a country can be empowered and disempowered. | 1900-1918 Includes: World War I |
| 7. Reflection | Provides an opportunity for students to portray their understanding of empowerment. | Historical and current |

* "Aboriginal" is an inclusive term used in this document for First Nations, Inuit, and Métis.

**Unit 1:
An Introduction
to Empowerment**

Unit 1: An Introduction to Empowerment

Unit Overview

This first unit explores the general concept of empowerment. It discusses power and authority and examines the relationships among empowerment, power, and authority. The unit introduces the idea of making choices and taking steps to be in a better position to have control over one's life—essentially, the idea of personal empowerment. As well, the unit explores the concept of disempowerment. It is important to consider that while individuals should take steps to empower themselves, certain individuals and groups have faced, and still face, disempowering circumstances.

This unit also introduces the five specific types of empowerment that are examined in subsequent units: Economic Empowerment, Political Empowerment, Cultural Empowerment, Societal Empowerment, and National Empowerment. An understanding of the unique nature of each of these types of empowerment is essential. At the same time, it is equally important to see how closely related and interconnected these types of empowerment are—especially at the outset of a study.

Unit Outcomes

Students will be expected to

7.1.1 explore the general concept of empowerment

Unit Process and Skills Emphases

Communication

- read critically
- express and support a point of view

Inquiry

- frame questions or hypotheses that give a clear focus to an inquiry
- gather, record, evaluate, and synthesize information
- draw conclusions that are supported by evidence

Participation

- engage in a variety of learning experiences that include both independent study and collaboration
- respond to classroom, school, community, or national public issues

Unit 1: An Introduction to Empowerment

Outcomes

In grade 7, students will be expected to

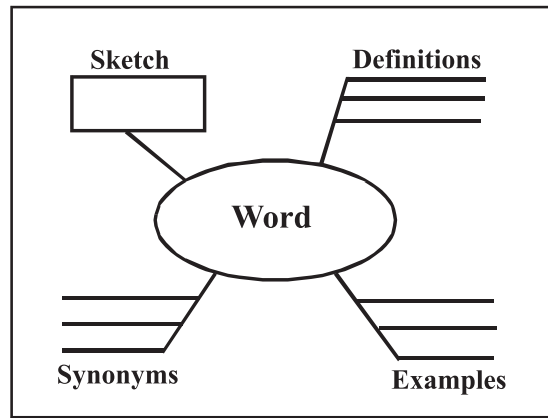
7.1.1 explore the general concept of empowerment

- define power and authority and explain how each influences their own lives
- identify and categorize sources of power and authority
- identify groups that are empowered and disempowered in our society (local, national, and global)

Suggestions for Learning and Teaching

The teacher may have students

- use the following spider definition-organizer to define the term “power”.



- use the following chart to relate power to authority.

| Examples of Authority | Power the person uses |
|---------------------------|-----------------------|
| Captain of a soccer team | |
| Student council president | |
| School secretary | |
| Girl Guide leader | |

- brainstorm types/sources of power and authority and give examples of each, according to the following categories: physical, intellectual, social/class, age, gender, ethnicity, language, religion, and ability.
- research newspapers and other media to identify persons of authority and why they have power; the findings may be recorded in the following chart:

| Person of Authority | She or he has power because... |
|---------------------|--------------------------------|
| | |
| | |

Unit 1: An Introduction to Empowerment

Suggestions for Assessment

Students may, for example,

- identify two people or groups who hold power in the local community and describe an instance in which they exercised power.

| Person/group in my community | Example of when they used their power |
|------------------------------|---------------------------------------|
| | |
| | |

- view clips from the *Heritage Minutes* (“Frontenac”, “Orphans”, “Trout”, “Louis Riel”, “Rural Teacher”, “McClung”, and “Peacekeepers”) and consider how authority and power influence the events. Have students state the types/sources of power they see people using to achieve their goals, and critique the use of the power.

| Heritage Minute | Type/Source of power | How power was used | Your reaction to the use/abuse of power |
|-----------------|----------------------|--------------------|---|
| | | | |
| | | | |
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| | | | |

- analyse a series of photos for evidence of disempowerment and speculate an underlying cause.

Notes

Provincial Resources

- *Changing Your World: Investigating Empowerment*, Chapter 1
- *Changing Your World: Investigating Empowerment—Teacher’s Resource*, Chapter 1

Web Links

- *Heritage Minutes*
www.histori.ca

Unit 1: An Introduction to Empowerment

Outcomes

In grade 7, students will be expected to

7.1.1 explore the general concept of empowerment

- define power and authority and explain how each influences their own lives
- identify and categorize sources of power and authority
- identify groups that are empowered and disempowered in our society (local, national, and global)

Suggestions for Learning and Teaching

The teacher may have students

- participate in a small group to research the use/abuse of power featured in a newspaper, or some other media. The user/abuser of power may be an individual, group, organization, or nation. One of the group members will make a brief oral presentation to class. At the end, the other(s) respond to questions from the class. The following organizer may be used as a classroom chart to summarize the presentations:

| Power-holder | Type/Source of power | How power was used/abused | Our reaction to the use/abuse of power |
|--------------|----------------------|---------------------------|--|
| | | | |
| | | | |
| | | | |

In case of (identify the particular situation), we would have (describe what your group would have done), because (give a reason).

- participate in a jigsaw cooperative learning structure. In each home group, one student agrees to become an “expert” on one of the types of empowerment, e.g., economic (E), political (P), cultural (C), societal (S), or national (N). After reading/researching and discussing the type of empowerment with the expert on the same empowerment type from the other home groups, he or she shares his or her expertise with other members of the home group.

Example of jigsaw phases for a small class of 15 students

Three home groups (topic assigned) EPCSN EPCSN EPSCH

Five expert groups: EEE PPP CCC SSS NNN
(study and discuss)

(To assess student participation in collaborative groups, refer to Appendix I.)

Unit 1: An Introduction to Empowerment

Suggestions for Assessment

Students may, for example,

- examine a newspaper article or case study of a disempowered group (e.g., child labourers, internees, African-Canadians, religious refugees) and write a letter to the editor of the local newspaper. The following checklist may be used as a self-evaluation tool. *(The teacher may also use the checklist to assess the quality of the student work. In addition, however, students may need some organizing points for the content of the letter: identification of the disempowered group and those in authority and holding power; actions of the power-holders that resulted in the disempowerment of others; actions that need to be taken to correct the situation).*

| Checklist: Writing a Letter to the Editor | | |
|---|-----|---------|
| Criteria | Yes | Not Yet |
| Are my opening sentences strong and purposeful? | | |
| Am I clearly stating my opinion? | | |
| Are there enough details to support my point of view? | | |
| Am I arguing against opposite opinions? | | |
| Am I sure who I need to persuade? | | |
| Are my sentences written to create clear messages? | | |
| Are my words well-chosen for my message? | | |
| Have I checked my spelling, punctuation, grammar, and capitalization? | | |

- classify the content of newspaper clippings in terms of types of empowerment.

| Article title | Kind of Empowerment | Evidence to support my answer... |
|---------------|---------------------|----------------------------------|
| | | |
| | | |

Notes

Unit 1: An Introduction to Empowerment

Outcomes

In grade 7, students will be expected to

7.1.1 explore the general concept of empowerment

- define power and authority and explain how each influences their own lives
- identify and categorize sources of power and authority
- identify groups that are empowered and disempowered in our society (local, national, and global)

Suggestions for Learning and Teaching

The teacher may have students

- participate in a think-pair-share cooperative learning structure to examine what disempowerment means. Each partner individually jots down what he or she thinks it means, with an example. Both partners then share each other’s ideas. They reach a consensus and share a common definition and an example with the class. *(To assess student participation in collaborative groups, refer to Appendix I.)*
- create a classroom collage to represent examples of disempowerment. (Alternatively, this may also be done for empowerment.) The collage may be expanded during the year as students progress through the course. The collage could be displayed in the hall or any other prominent location.
- write a reflective journal entry about an incident or situation in which they personally felt empowered and one where they felt disempowered. Their entry should include reflections on how the two incidents or situations were different and on their feelings towards them now. *(Refer to Appendix G for a discussion of student response journals: types of entries, cuing questions, and examples of lead-ins.)*
- complete a “Self-Portrait Twenty Years from Now” by using following questions as a guide:

Twenty Years from Now...

- How old will you be?
- What will you have done or be doing for post secondary training/education?
- What will your career be?
- What style will your hair be?
- What clothing style will you have? How does clothing reflect career?
- Where will you be living?
- What will your hobbies be?
- Will you be married or single?

(The self-portrait task could be done as a writing assignment or as an art project. Students need to think about the types of authority and power they want to have in twenty years and the kinds of choices over which they want to have control. Perhaps one student wants to be in charge of volunteer programs in the community. How can a self-portrait reflect this? Students can look in magazines to find pictures of what they think they might look like in twenty years. If possible use graphics software such as “Paint Shop Pro” to do age-enhanced pictures of what they might look like in twenty years.)

Unit 1: An Introduction to Empowerment

Suggestions for Assessment

Students may, for example,

- read an account featured in a newspaper article or a case study and write a brief paragraph to explain how a particular group is frequently disempowered. (*For this exercise, the teacher may wish to suggest a short list from which students may choose; e.g., children in developing countries, persons with disabilities, lone-parent families, and so on.*) The following organizer may be used to structure the paragraph:

| Organizing Structure for a Paragraph |
|---|
| <p><i>Beginning</i> State the main idea as a topic sentence to help the reader anticipate what's coming.</p> |
| <p><i>Middle</i> Evidence is presented in the form of facts. Facts are supported by a description of examples. Facts and examples are explicitly related to the topic sentence.</p> |
| <p><i>End</i> The significance of the main idea, given the evidence, is explained.</p> |

- write a reflective journal entry in response to something they have read, experienced, or heard in class about empowerment and disempowerment. (*Refer to Appendix G for a discussion of student response journals: types of entries, cuing questions, and examples of lead-ins.*)

Notes

Unit 2: Economic Empowerment

Unit 2: Economic Empowerment

Unit Overview

The Economic Empowerment unit explores the impact of economic systems on individuals and groups. Economic status has long played a major role in determining who has, and who does not have, power and authority. Economic issues have been, are, and will continue to be significant elements in the story of Canada.

In the past, competing economic interests helped define the relationship between Canada's Aboriginals and Europeans, particularly the British. While this relationship was complex and multifaceted, in the end it saw the British, who benefited the most economically, also attain considerable power and authority. Conversely, Aboriginals saw their economic way of life erode; and with it, they lost much control over their own lives.

Today, lack of adequate economic resources, or lack of control over economic circumstances, still has a negative effect on the lives of individuals and groups. Aboriginals in Canada continue to work to reassert economic control over their lives. Immigrants often still face great hurdles in achieving economic empowerment in their new country. Clearly, economic opportunities have been, and are still different for every individual and group in Canada.

Unit Outcomes

Individuals, including students, make daily choices that influence the degree of control they may have over their current and future economic circumstances. Learning about opportunities and trends, and making conscientious personal decisions allow individuals to keep a wide array of options open to them. In a rapidly changing world, having choices is essential.

Unit Process and Skills Emphases

Students will be expected to

7.2.1 analyse how commodities that lead to economic empowerment have changed

7.2.2 investigate the various ways economic systems empower or disempower people

7.2.3 analyse trends that could impact future economic empowerment

Communication

- read critically
- express and support a point of view
- select media and styles appropriate to a purpose
- use a range of media and styles to present information, arguments, and conclusions

Inquiry

- recognize significant issues and perspectives in an area of inquiry
- gather, record, evaluate, and synthesize information
- draw conclusions that are supported by the evidence
- make effective decisions

Participation

- function in a variety of groupings, using collaborative and cooperative skills and strategies

Unit 2: Economic Empowerment

Outcomes

In grade 7, students will be expected to

7.2.1 analyse how commodities that lead to economic empowerment have changed

- identify major economic commodities that have been valued over time
- examine the importance of land and natural resources as economic commodities in Canada's history
- examine the various economic commodities in contemporary society

Suggestions for Learning and Teaching

The teacher may have students

- in pairs, define the terms “primary”, “secondary”, “tertiary”, and “quaternary” as they relate to economic sectors, with an example of each from the local region. Pairs of students may report their definition to the class until all terms have been presented. The following chart may be used to arrive at a classroom definition.

| Defining Economic Sectors | | |
|---------------------------|------------|---------|
| Sector | Definition | Example |
| Primary | | |
| Secondary | | |
| Tertiary | | |
| Quaternary | | |

- use the following statistics to draw a conclusion about the change in the percentage of workers employed in each sector of the economy.

| % of Workers in Each Economic Sector for Certain Years | | | |
|--|-----------------|-----------|----------|
| Year | Economic Sector | | |
| | Primary | Secondary | Tertiary |
| 1891 | 50.0 | 25.3 | 24.7 |
| 1956 | 18.5 | 32.6 | 21.0 |
| 1996 | 5.2 | 21.0 | 73.8 |

My observations: From 1981 to 1996, the percentage of workers in the primary sector changed _____. The percentage of workers in the tertiary sector _____.

- consult an encyclopedia, world land-use map, or the Internet to develop a list of geographical areas that provide the following commodities.

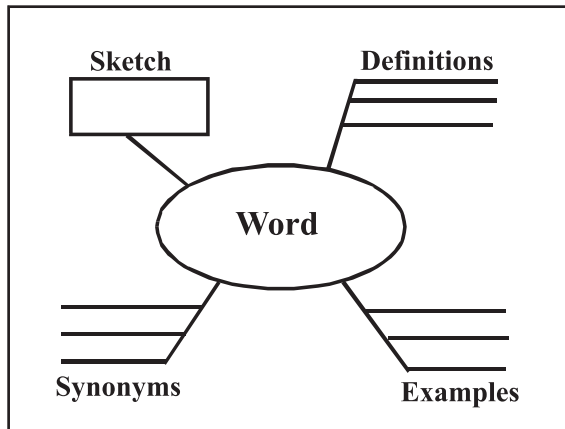
| | | | |
|--------|------|-------|-----------|
| wheat | fish | steel | computers |
| timber | beef | paper | |
| oil | coal | cars | |

Unit 2: Economic Empowerment

Suggestions for Assessment

Students may, for example

- use a spider diagram to define the term “quaternary”.



- research the Internet and/or Yellow Pages to find examples of primary, secondary, tertiary, and quaternary activities. In the following chart, identify the company and check (✓) the correct classification.

| Company Name | Classification | | | |
|--------------|----------------|-----------|----------|------------|
| | Primary | Secondary | Tertiary | Quaternary |
| | | | | |

- examine a world map showing the distribution of agricultural, industrializing, newly industrialized, and diversified economies. The results of the analysis may be recorded in the following chart.

| Global Economics: Map Analysis | |
|---|--------|
| Statement | Region |
| 1. In this region, many people work in the primary sector. | |
| 2. In this region, most people work in the secondary, tertiary, and quaternary sectors. | |
| 3. In this region, many people are trapped in a poverty cycle. | |
| 4. In this region, most people enjoy economic security. | |

Notes

Provincial Resources

- *Changing Your World: Investigating Empowerment*, Chapter 2
- *Changing Your World: Investigating Empowerment—Teacher’s Resource*, Chapter 2

Unit 2: Economic Empowerment

Outcomes

In grade 7, students will be expected to

7.2.1 analyse how commodities that lead to economic empowerment have changed

- identify major economic commodities that have been valued over time
- examine the importance of land and natural resources as economic commodities in Canada’s history
- examine the various economic commodities in contemporary society

Suggestions for Learning and Teaching

The teacher may have students

- use the following organizer to compare how an Aboriginal group and European newcomers used the land.

| Comparison Chart: Uses of the Land | | |
|------------------------------------|-------------------------|--------------------|
| Aboriginal Group | Criteria | European Newcomers |
| | Activities on the land | |
| | What the land gave them | |

- invite an Aboriginal elder or historian to discuss the changing role and importance of the land and natural resources to Aboriginal peoples. Ask the elder or historian to share oral traditions, legends, stories, and ceremonies that exemplify the significance of the land and natural resources to Aboriginal peoples. Make a metacognitive journal entry about the learning experience. *(If you wish to organize this activity as an interview, refer to outcome 7.3.3 [Suggestions for Learning and Teaching], “Preparing Questions for an Interview.” If the Aboriginal elder wishes to bring a family heirloom or a tool or other implement refer to Appendix E for suggestions about the study of these items.)*
- complete a K-W-L chart about a particular sector that interests them.

| K-W-L Chart about the (identify the sector) | | |
|---|---------------------|----------------|
| What I know already | What I want to know | What I learned |
| | | |

Unit 2: Economic Empowerment

Suggestions for Assessment

Students may, for example,

- construct individually a concept web to illustrate the importance of the land and natural resources to European settlers. The webs can be shared in small groups and, through consensus, one can be developed for each group. The small group webs can then be posted to provide key points for a whole class discussion.
- develop a photo essay of commodities of economic empowerment for the Pre-Industrial, Industrial, and Post-Industrial eras, and draw conclusions about which are common to all eras and which are not.

Notes

CAMET Outcomes

Language Arts

- written responses
- interviewing

Mathematics

- F6 Read and make inferences for grouped and ungrouped data displays

Web Links

- *The Atlas of Canada*,
www.atlas.gc.ca
- Canadian Foundation for Economic Education (CFEE)
www.cfee.ca

Unit 2: Economic Empowerment

Outcomes

In grade 7, students will be expected to

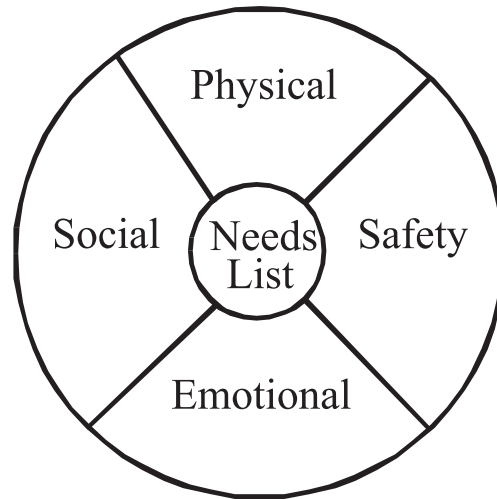
7.2.2 investigate the various ways economic systems empower or disempower people

- explain that people have basic needs that must be met
- analyse the role that money plays in meeting basic needs
- explain how capital is empowering
- investigate and report on the challenges of the poverty cycle

Suggestions for Learning and Teaching

The teacher may have students

- participate in a learning group to brainstorm a list of needs.
- classify the brainstormed list of needs into categories (adapt from Maslow’s Hierarchy of Needs). In the following organizer, the brainstormed list goes into the central circle, and then based on group consensus, each need is correctly distributed to the labelled section.



- develop a chart to identify needs that can be met by money as opposed to needs that cannot be met by money.

| Needs met by money | Needs not met by money |
|--------------------|------------------------|
| | |
| | |
| | |
| | |

- list some of the ways that the safety needs of students’ peer groups are met in the local community.

Unit 2: Economic Empowerment

Suggestions for Assessment

Students may, for example,

- analyse a set of photos displaying different goods and commercial and/or voluntary services; classify each one according to the following organizer.

| Classify Needs | | | | |
|----------------|----------|--------|-----------|--------|
| Photo | Physical | Safety | Emotional | Social |
| | | | | |

- develop a list of ways in which social needs are met in the community.
- develop a list of empowerment strategies that grade 7 students can use to influence their community leaders to respond to a need. (Examples might include physical/social: a place to roller-blade; physical/safety: crosswalks and reduced speed limits near the school, cleaner sidewalks in winter; social/emotional: a summer exchange program with students from another country.)

Notes

Provincial Resources

- *Changing Your World: Investigating Empowerment*, Chapter 3
- *Changing Your World: Investigating Empowerment—Teacher’s Resource*, Chapter 3

Unit 2: Economic Empowerment

Outcomes

In grade 7, students will be expected to

7.2.2 investigate the various ways economic systems empower or disempower people

- explain that people have basic needs that must be met
- analyse the role that money plays in meeting basic needs
- explain how capital is empowering
- investigate and report on the challenges of the poverty cycle

Suggestions for Learning and Teaching

The teacher may have students

- compare how a member of a selected Aboriginal group met a need at the time of European contact and how he or she meets the same need today.

| Meeting Physiological Needs | | |
|--|----------|-----|
| Then | Need | Now |
| | Water | |
| | Food | |
| | Clothing | |
| | Shelter | |
| These needs are met differently today because... | | |

- compare the needs of two different groups to see what they commonly needed.

| Comparing Needs for Two Groups | |
|---|---------|
| Group A | Group B |
| | |
| I noticed that both groups needed (list the things they both wanted). | |

- construct a spider definition organizer to define the term “capital”.
- research the news media (online newspapers, magazines, news stories, documentaries) for examples of how an individual or group became economically empowered through use of education, capital, family support, work ethic, or political position. The following organizer may be used. ♥

| Becoming Economically Empowered | | |
|--|----------------------|-------------------------|
| Individual/Group | Means of Empowerment | Likely Future Prospects |
| | | |
| It seems that capital is important because (explain how capital helped the individual or group to improve his/her/their economic situation). | | |

Unit 2: Economic Empowerment

Suggestions for Assessment

Students may, for example,

- research the media to identify how media treatment of an economically empowered or disempowered individual or group showed stereotyping. ♥

| Detecting Media Bias Toward the Empowered/Disempowered | | | |
|---|----------------------------|------------------------------------|--|
| Individual/ Group | Reasons for Empowerment | Reasons for Disempower- ment | Examples of Bias or Stereotyping |
| | | | |
| The media looked at the empowered and disempowered differently because (briefly give examples of how the media looked differently at those who were well-to-do compared to those who were not). | | | |

- Write a brief essay to describe how a disempowered group was treated by others, such as the media. Describe how this treatment reflects social attitudes in the community. ♥ *(To assess this writing piece, refer to Appendix J-1 for a holistic writing rubric.)*

Notes

CAMET Outcomes

Language Arts

- identifying bias and stereotyping

Mathematics

- F1: Communicate through example the distinction between bias sampling and first- and second-hand data.
- F2: Formulate questions for investigation from relevant contexts

Provincial Outcomes

CIT

- A3.2: Use various tools (search engines and directories) and strategies necessary to carry out research
- B7.1: Use a grade level appropriate wordprocessor to create and edit written work
- E2.6: Adhere to copyright and privacy laws, give credit to sources of information (MLA, APA)

Unit 2: Economic Empowerment

Outcomes

In grade 7, students will be expected to

7.2.2 investigate the various ways economic systems empower or disempower people

- explain that people have basic needs that must be met
- analyse the role that money plays in meeting basic needs
- explain how capital is empowering
- investigate and report on the challenges of the poverty cycle

Suggestions for Learning and Teaching

The teacher may have students

- read an account of an individual trapped in a cycle of poverty and list the circumstances that prevent him or her from attaining economic security. *(To assess students' ability to comprehend a reading passage, refer to Appendix J-2.)*
- read short accounts of individuals who managed to break out of a poverty cycle. Complete the following chart to identify strategies they found. Students may select from the strategies listed at the bottom of the chart and/or identify new ones.

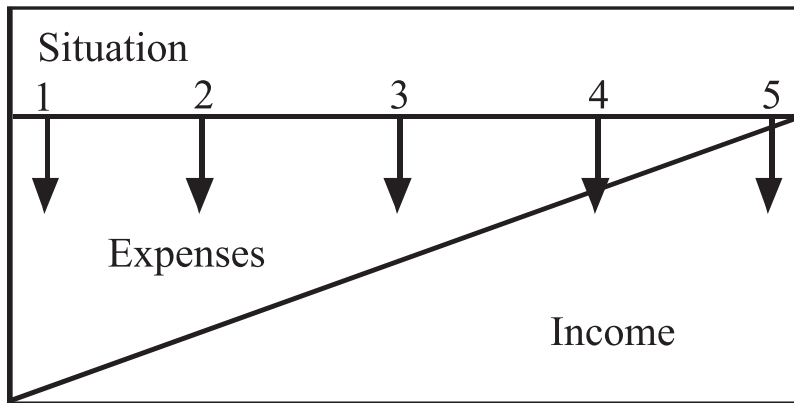
| Breaking the Cycle of Poverty | |
|--|-----------------|
| Individual | Strategy |
| | |
| <p>Sample Strategies:</p> <ul style="list-style-type: none"> - made personal connections - got more education - found some capital - someone helped out | |

Unit 2: Economic Empowerment

Suggestions for Assessment

Students may, for example,

- examine the following graphic and complete the statements that follow.



1. A person in situation 1 or 2 will not enjoy economic security because ...
 2. A person in situation 3 is just getting by because ...
 3. A person in situation 4 or 5 will enjoy economic security because ...
 4. I would describe poverty as ...
- complete the following chart to see stereotyping as another form of disempowerment. ♥

| Stereotyping and Disempowerment | | | |
|--|-------------------|---------------------------|---------------------|
| Incident | Group Stereotyped | How they were Stereotyped | Impact on the Group |
| | | | |
| The experience with stereotyping made the group feel disempowered because (give examples of how the group was affected). | | | |

Notes

Unit 2: Economic Empowerment

Outcomes

In grade 7, students will be expected to

7.2.3 analyse trends that could impact future economic empowerment

- identify current trends and examine factors that may impact on these trends
- predict economic commodities and skills that will empower individuals and groups in the future
- take actions that will provide or enable personal economic empowerment in the future

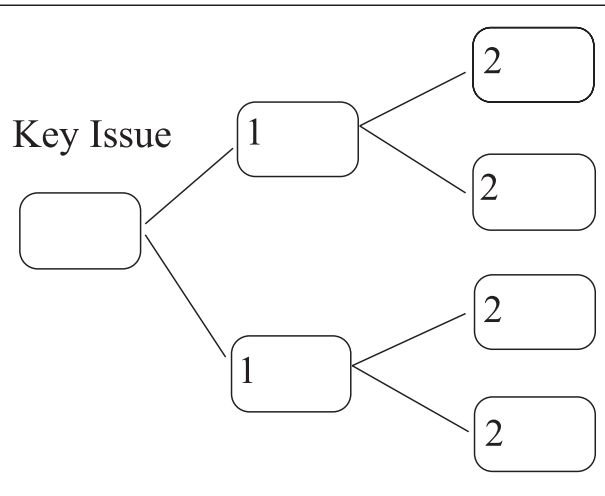
Suggestions for Learning and Teaching

The teacher may have students

- in a group, discuss the possible economic effects of a key issue listed below (or one of the group's choosing). Show the impact in a cause-and-effect chart.

Key Issues

- people moving to large cities from the country
- young people leaving the area
- an aging population
- people working from home
- removal of the forest



Write in key issue
 1 - write in first level of effects
 2 - write in effects that result from the first level

- conduct research to determine the economic issues that are most likely to affect the kinds of jobs that will be available in the future.

Unit 2: Economic Empowerment

Suggestions for Assessment

Students may, for example,

- use the following self-checklist as they individually engage in the discussion of possible effects of key economic issues.

| Group Discussion Self-Checklist | | |
|---------------------------------|-----|---------|
| Criteria | Yes | Not Yet |
| Speaks appropriately | | |
| Asks a question | | |
| Responds to a question | | |
| Listen attentively to others | | |
| Refers to facts and ideas | | |
| Keeps on topic | | |
| Shows respect for others | | |
| Summarizes what is said | | |

Notes

Provincial Resources

- *Changing Your World: Investigating Empowerment*, Chapter 4
- *Changing Your World: Investigating Empowerment—Teacher’s Resource*, Chapter 4

CAMET Outcomes

Language Arts

- writing
- communication
- role-playing

Mathematics

- F6 Read and make inferences for grouped and ungrouped data displays
- F7 Formulate statistics projects to explore current issues from within mathematics, other subject areas, or the world of the students

Provincial Outcomes

CIT

- A3.2: Use various tools (search engines and directories) and strategies necessary to carry out research
- B3.1: Use the various browser navigation tools (back, forward, history)
- D2.1: Determine the technology requirements for specific career goals

Unit 2: Economic Empowerment

Outcomes

In grade 7, students will be expected to

7.2.3 analyse trends that could impact future economic empowerment

- identify current trends and examine factors that may impact on these trends
- predict economic commodities and skills that will empower individuals and groups in the future
- take actions that will provide or enable personal economic empowerment in the future

Suggestions for Learning and Teaching

The teacher may have students

- contact someone in the community to arrange an interview about his or her job. The following sheet may be used to record the information from the interview.

| Interview: Jot-Note Form | |
|---|-------|
| Question | Notes |
| What does your job involve? | |
| What do you like about your work? | |
| What plans did you make to get where you are? | |
| What advice would you give someone like me? | |

- develop a personal empowerment profile and action plan that will equip each student for the future in a “goals for life plan”. Brainstorm the various factors that students feel they need to consider, including for example, education, skills, occupation, hobbies, interests, and values. Ask students to describe their personal profiles and outline how they plan to achieve them. This should include long-term plans and specific actions each will take during the year to begin implementation. Each plan could be done in the form of a chart.

| Personal Action Plan | | | | |
|--|--|------------------------------------|--|--|
| Goal Actions | Short-Term Actions | Benchmark Actions | Long-term Actions | Benchmark |
| Graduate from high school | Develop good homework skills | Complete all homework this term | Improve my work and get better in all subjects | Increase my achievement this term by at least 5% |
| Learn more about the wise use of money | Find out how to open a savings account | Get some information on this topic | Open an account and deposit \$5.00 | Have \$30.00 in my account by the end of this term |

Unit 2: Economic Empowerment

Suggestions for Assessment

Students may, for example

- participate in the simulation of a 25-year high school reunion in which each student will role-play himself or herself at that time. During “the reunion” each student will introduce himself or herself and describe the highlights and successes in their lives (e.g., education, occupations, family, hobbies, interests, and values). As a follow up, each student will write “The Secret to My Success” for the reunion newsletter. They should think about what they had to give up to get there: Were there opportunity costs? (e.g., Did they give up travel to buy a home?) What quality of life have they achieved? They can describe the factors which empowered them in their lives and how they took advantage of the trends identified in their grade 7 social studies class. The class could use desktop publishing to create and publish the reunion newsletter.

Notes

Provincial Outcomes

CIT

- A4.1: Use brainstorming techniques to generate ideas
- A4.2: Create a web (i.e., literary, concept, character, word, Venn diagram, and timelines)
- A4.5: Elaborate on ideas (i.e., adding notes, annotations, etc.)
- B7.5: Format text (i.e., justification, line spacing, outlines and bullets, text wrap)
- B7.6: Format documents (i.e., using margins, tab rulers, indents, page centre, border, watermark)
- B7.7: Insert a graphic and manipulate (i.e., resize, add borders and fill, create text art)
- B7.8: Insert and format tables and text boxes (i.e., lines, fill, columns, rows, borders, alignment)

Unit 3: Political Empowerment

Unit 3: Political Empowerment

The Political Empowerment unit explores the role that political structures can play in empowering or disempowering individuals, groups, regions, and even nations. In the fifty years leading to Confederation in Canada, many events, movements, and decisions marked a period of struggle for political empowerment.

The diverse peoples living within what is now Canada during this period were politically empowered to varying degrees. The political structures in place empowered a very few and disempowered many, including Aboriginals and African-Canadians. The struggle to achieve responsible government was a process in which increasingly large numbers of people sought greater political power. Many internal and external factors affected this struggle.

The political structures ultimately realized in Confederation politically empowered a new country and created a new balance of power within it. Indeed, the political structures of Canada have not been static since 1867. Subsequent events, movements, and decisions continue to mark a struggle for all individuals, groups, regions, and, indeed, nations, to achieve genuine political empowerment.

Students will be expected to

- 7.3.1 evaluate the conditions of everyday life for diverse peoples living in British North America in the mid-1800s, including Aboriginal peoples, African-Canadians, and Acadians
- 7.3.2 analyse how the struggle for responsible government was an issue of political empowerment and disempowerment
- 7.3.3 analyse the internal and external factors that led to Confederation
- 7.3.4 explain the political structure of Canada as a result of Confederation

Communication

- read critically
- develop mapping skills
- express and support a point of view
- select media and styles appropriate to a purpose
- present a summary report or an argument
- use various forms of group and interpersonal communications, such as debating, negotiating, establishing a consensus, classifying, and mediating conflict

Inquiry

- frame questions or hypotheses that give clear focus to an inquiry
- apply a variety of thinking skills and strategies
- gather, record, evaluate, and synthesize information
- analyse and evaluate information for logic and bias
- test data, interpretations, and conclusions for accuracy and validity
- draw conclusions that are supported by evidence

Participation

- engage in a variety of learning experiences that include both independent study and collaboration
- respond to classroom, school, community, or nationwide public issues

Unit 3: Political Empowerment

Outcomes

In grade 7, students will be expected to

7.3.1 evaluate the conditions of everyday life for diverse peoples living in British North America in the mid-1800s, including Aboriginal peoples, African-Canadians and Acadians

- identify, locate and map, using geographic tools, the various lands and colonies in what is now Canada, *circa* 1850
- identify, using geographic tools, the diverse peoples that lived in these lands and colonies, *circa* 1850
- describe employment opportunities available to various classes, diverse peoples, and genders in urban and rural geographic areas
- identify and describe religious, health, and educational organizations which were available to various classes, genders, and diverse peoples in urban and rural areas
- compare the importance of recreation and creative arts in rural and urban areas

Suggestions for Learning and Teaching

The teacher may have students

- use maps to identify and locate the colonies that made up British North America in the mid-1800s. Identify the diverse peoples that lived in the colonies; namely, Aboriginals, Acadians, African-Canadians, Irish, Scottish, and English.
- map the location of the major Aboriginal groups in the rest of what is now Canada; Rupert's Land, the North-West Territories, and what is now British Columbia.
- collect information from Internet and textual sources about lifestyles (e.g., employment, religion, health, education, recreation and creative arts) in rural and urban areas of British North America. Divide students into pairs; ask one to assume the role of a rural person, the other, the role of an urban-dweller. Each will complete the assigned section of the chart below to compare urban and rural lifestyles.

| Comparison Chart: Rural - Urban Lifestyles | | |
|---|---------------------------|--------------------|
| In the City | Criteria | In the Countryside |
| | kinds of jobs | |
| | health | |
| | educational opportunities | |
| | entertainment | |
| Conclusion: This information tells me that... | | |

- explore the extent to which selected groups in British North America enjoyed employment opportunities. Students should provide evidence to support their observations.

| Employment Opportunities for Groups in British North America | | | |
|--|--------------------------|------|-------------------|
| Group | Employment Opportunities | | My evidence is... |
| | Strong | Weak | |
| Acadians | | | |
| Aboriginal People | | | |
| Black Loyalists | | | |
| United Empire Loyalists | | | |

Unit 3: Political Empowerment

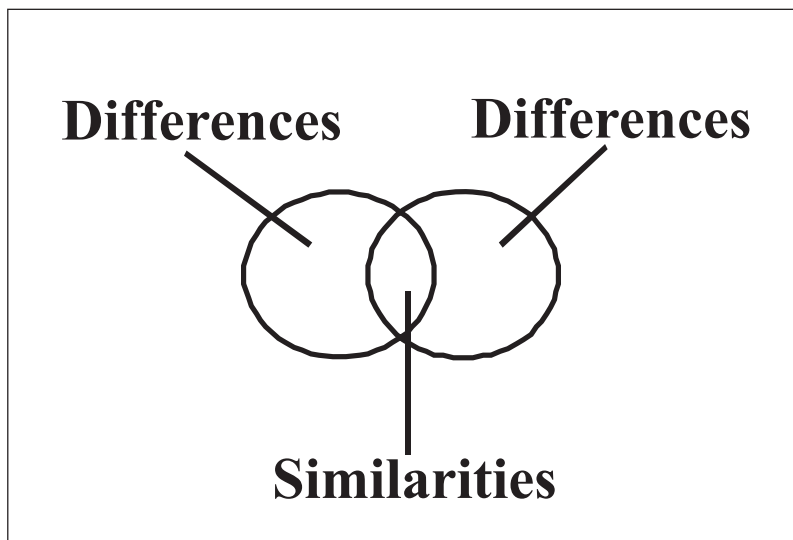
Suggestions for Assessment

Student may, for example

- record information and draw a conclusion about the roles of men and women in British North America during the mid-1800s. The information may be recorded in a chart such as the one below.

| Comparison Chart: Rural - Urban Lifestyles | | |
|--|---------------------------|---------|
| Males | Criteria | Females |
| | kinds of jobs | |
| | family roles | |
| | educational opportunities | |
| Conclusion: | | |

- visually compare the lives of representative individuals of selected groups (e.g. son of a Black Loyalist, son of a British merchant; daughter of a farmer, son of a farmer; a Newfoundland fisher, a Newfoundland fish merchant; an Acadian, a British Loyalist descendant). A Venn diagram may be used for this task.



Notes

Provincial Resources

- Changing Your World: Investigating Empowerment*, Chapter 5
- Changing Your World: Investigating Empowerment—Teacher’s Resource*, Chapter 5

Web Links

- Atlas of Canada
www.atlas.gc.ca
 - Virtual Museum fo Canada
www.virtualmuseum.ca
- Search:
- Acadia: Lifestyles in the Days of our Ancestors

Unit 3: Political Empowerment

Outcomes

In grade 7, students will be expected to

7.3.1 evaluate the conditions of everyday life for diverse peoples living in British North America in the mid-1800s, including Aboriginal peoples, African-Canadians and Acadians

- identify, locate and map, using geographic tools, the various lands and colonies in what is now Canada, *circa* 1850
- identify, using geographic tools, the diverse peoples that lived in these lands and colonies, *circa* 1850
- describe employment opportunities available to various classes, diverse peoples, and genders in urban and rural geographic areas
- identify and describe religious, health, and educational organizations which were available to various classes, genders, and diverse peoples in urban and rural areas
- compare the importance of recreation and creative arts in rural and urban areas

Suggestions for Learning and Teaching

The teacher may have students

- assume the role of a person living in British North America in the mid-1800s, and briefly describe some of his or her living conditions and feelings about them.

| Living in British North America | |
|--|----------------------|
| I am... | What My Life is Like |
| a married woman in the countryside | |
| a married Maliseet woman in a rural area | |
| an employed man in a city | |
| a 12-year-old boy in the city | |
| a teenage girl in a farming family | |
| a son of a British merchant | |

- examine a letter or diary entry of an individual who lived in British North America during the mid-1800s. Summarize what the letter or diary entry reveals about gender roles, religious values, and economic opportunities. *(For a discussion of the use of primary documents in the classroom, refer to Appendix E.)*

Unit 3: Political Empowerment

Suggestions for Assessment

Students may, for example

- use the following organizer to guide their analysing of letters and/or diary entries for historical value. (*For a discussion around the use of primary sources in the classroom, refer to Appendix E.*)

| Analysis Sheet: Historical Letter/Diary Entry | |
|--|-------|
| Question | Notes |
| What is the origin of this document? | |
| For what audience was the document written? | |
| Why was it written? | |
| What does the information in the document tell you about your topic? | |
| What other information do you wish the document had included? | |

- develop and deliver an oral presentation about what they have learned about what life was like for certain groups in British North America. Their findings may be organized around the following themes:
 - Which groups had the worst living conditions? Which groups had the best living conditions?
 - What challenges did people have to meet, and how did they deal with them?
 - What rights were limited and to whom?

(To assess the student’s oral presentations, refer to Appendix J-4, “Holistic Speaking Rubric”.)

Notes

CAMET Outcomes

Language Arts

- researching and gathering information

Mathematics

- F6 Read and make inferences for grouped and ungrouped data displays

Provincial Outcomes

CIT

- B8.2: Use multimedia creation and editing tools (use software for sound editing to record oral presentation)

Local

- education programs and field trips to local historical sites and museums

Unit 3: Political Empowerment

Outcomes

In grade 7, students will be expected to

7.3.2 analyse how the struggle for responsible government was an issue of political empowerment and disempowerment

- research the roles played by the churches, media, reformers, and oligarchies in the struggle for responsible government
- identify and assess the significance of reports and newspaper articles which impacted the creation of responsible government
- assess the impact of the rebellions of 1837 in the struggle for responsible government
- analyse the extent to which responsible government empowered the diverse peoples of the colonies

Suggestions for Learning and Teaching

The teacher may have students

- create a web diagram to show the structure of representative colonial government in British North America. Write a short paragraph to explain where the base of power lay in this government structure.
- ask students to choose individuals to represent the diversity of peoples in British North America in the mid-1850s. Teachers and students can determine how the information will be communicated (e.g., role-playing, diary, newspaper simulation, creation of art and artifacts, or digital presentation). The aim is to examine how empowered or disempowered these groups were (see the organizer below). Each student then may select a disempowered group and explain what its grievances were. A student may be assigned the task of developing a classroom poster of the grievances that the groups had in common.

| Empowerment/Disempowerment of Groups in British North America | | | |
|---|--------------------------|------|-------------------|
| Group | Employment Opportunities | | My evidence is... |
| | Strong | Weak | |
| Acadians | | | |
| Aboriginal Peoples | | | |
| Irish settlers | | | |
| Black Loyalists | | | |
| United Empire Loyalists | | | |
| As an (indicate group), I do (or do not) enjoy the privileges that I should have. (Go on to explain why you would feel that way.) | | | |

- create a web diagram to show the structure of responsible colonial government in British North America. Write a short paragraph to explain where the base of power lay in this new government structure.
- read a newspaper article from a Tory newspaper and one from a Reform newspaper. Compare their views on responsible government.

Unit 3: Political Empowerment

Suggestions for Assessment

Students may, for example,

- examine a flow chart illustrating the structure of a representative colonial government and one illustrating the structure of a responsible colonial government. The following chart may be used to show key differences in the two forms of government.

| Representative | Roles | Responsible |
|----------------|----------------------|-------------|
| | Monarch | |
| | Governor | |
| | Legislative Council | |
| | Executive Council | |
| | Legislative Assembly | |

- assume the role of Louis-Joseph Papineau. Write a letter to the Governor of Lower Canada to express why your people feel disempowered.
- complete the following chart to record perspectives different people might have had about responsible government. Reconstruct the chart to consider female perspectives, where applicable at the time (e.g., an Acadian fisher’s wife, a Mi’kmaw grandmother, or other examples).

| I am a ... | My feeling toward responsible government... |
|-----------------------------------|---|
| a Mi’kmaw logger | |
| a Black Loyalist farmer | |
| a leader of the Church of England | |
| a United Empire Loyalist | |
| a newspaper editor (Tory) | |
| a newspaper editor (Reform) | |

- assume the role of a 21-year-old female and write a letter to the editor of the local newspaper to express whether or not responsible government has given you more empowerment.

Notes

Provincial Resources

- *Changing Your World: Investigating Empowerment*, Chapter 6
- *Changing Your World: Investigating Empowerment—Teacher’s Resource*, Chapter 6

Provincial Outcomes

CIT

- A4.1: Use brainstorming techniques to generate ideas
- A4.2: Create a web (using webbing software)
- A4.3: Categorize ideas graphically
- A4.4: Create links between ideas, re-link, or delete links between ideas

Unit 3: Political Empowerment

Outcomes

In grade 7, students will be expected to

7.3.2 analyse how the struggle for responsible government was an issue of political empowerment and disempowerment

- research the roles played by the churches, media, reformers, and oligarchies in the struggle for responsible government
- identify and assess the significance of reports and newspaper articles which impacted the creation of responsible government
- assess the impact of the rebellions of 1837 in the struggle for responsible government
- analyse the extent to which responsible government empowered the diverse peoples of the colonies

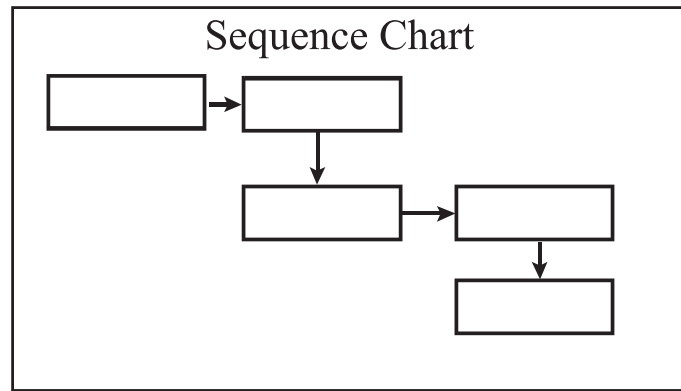
Suggestions for Learning and Teaching

The teacher may have students

- complete the following chart to describe the role that different groups played in the move from representative to responsible government.

| Group Activity in the Quest for Responsible Government | |
|--|-----------------|
| Groups | Things They Did |
| Churches | |
| Newspapers | |
| Reformers | |
| British Elite | |

- construct a flow chart to illustrate the sequence of events that led to the rebellions in Lower Canada. Use webbing software to create chart if available.



- divide into pairs to examine whether the rebellions were justified. One student may develop arguments for the rebellions; the other partner, arguments against them. The positions may be recorded in the following chart.

| Were the Rebellions Justified? | |
|--------------------------------|---------------------------|
| They were because... | There were not because... |
| | |

Unit 3: Political Empowerment

Suggestions for Assessment

Students may, for example,

- debate whether the rebellions were justified. The topic may be expressed as, “Be it resolved that the rebellions in the two Canadas were necessary and right.” The following organizer will help students to structure the debate and the teacher to evaluate student engagement in the process.

| Debate Evaluation Form | | | | | |
|--|------------------|-------------|---|--------|----------|
| Topic: _____ | | Date: _____ | | | |
| Observer: _____ | | | | | |
| Comments | Team 1 (Affirm.) | Points | Team 2 (Neg.) | Points | Comments |
| | Speaker 1 (Name) | | Speaker 1 (Name) | | |
| | Speaker 2 (Name) | | Speaker 2 (Name) | | |
| | Speaker 3 (Name) | | Speaker 3 (Name) | | |
| | Speaker 4 (Name) | | Speaker 4 (Name) | | |
| Procedures | | | | | |
| Affirmative | | | Negative | | |
| Speaker 1 speaks first: introduces topic and makes arguments. | | | Speaker 1 speaks second: introduces topic, attacks affirmative arguments, and gives negative arguments. | | |
| Speaker 2 speaks third: attacks negative arguments and strengthens affirmative arguments. | | | Speaker 2 speaks fourth: further attacks affirmative arguments, and strengthens negative arguments. | | |
| Speaker 3 speaks last: summarizes affirmative arguments' strengths and negative arguments' weaknesses. | | | Speaker 3 speaks last: summarizes affirmative arguments' strengths and negative arguments' weaknesses. | | |
| Scoring: Outstanding: 5 points; Strong: 4 points; Good: 3 points; Fair: 2 points; Poor: 1 point | | | | | |

Notes

CAMET Outcomes

Language Arts

- writing
- recognizing and expressing point of view
- reading
- debating
- newspaper research

Provincial Outcomes

CIT

- A4.3: Categorize ideas graphically

Web Links

- A History of the Vote in Canada*
www.civilization.ca
- Library and Archives Canada
www.collectionscanada.ca
- Elections Canada
www.elections.ca

Unit 3: Political Empowerment

Outcomes

In grade 7, students will be expected to

7.3.3 analyse the internal and external factors that led to Confederation

- identify the British North American colonies' perspectives on Confederation
- identify the key individuals with power and explain their involvement in making Confederation happen
- investigate the extent to which external factors affected the Confederation debate
- determine if Confederation was a democratic process by today's standards

Suggestions for Learning and Teaching

The teacher may have students

- divide into groups to represent each of the colonies to explore competing perspectives on the Confederation proposal. Each group may complete the following organizer (on flip chart paper) and place it on the classroom wall to see patterns in the reasons for or against Confederation.

| Confederation of the Colonies (Pro or Con) | | | |
|---|----------|----------|----------|
| Colony: _____ | | | |
| Political | Economic | Security | External |
| | | | |

- place themselves in the position of people who were outside the political circles of the day; write a letter to the editor of a local newspaper to voice their opinions about the proposed confederation.

| Perspectives on the Confederation Idea | |
|---|------------------------------------|
| I am a ... | My feeling toward Confederation... |
| a shipbuilder in Nova Scotia | |
| a Newfoundland fisher | |
| a Montreal merchant (who exports goods to the U.S.) | |
| a New Brunswick farmer (whose area was raided by the Fenians) | |
| A Canadian trader (who is concerned about Americans settling in the west) | |

Unit 3: Political Empowerment

Suggestions for Assessment

Students may, for example,

- use the following organizer to understand conditions that led to “trigger” events and how these events were tied to Confederation.

| Pre-Confederation Period: Key Events | | |
|--------------------------------------|----------------------------------|-----------|
| Causes | Event | Effect(s) |
| | American Civil War | |
| | Fenian Raids | |
| | End of Reciprocity | |
| | Britain's Adoption of Free Trade | |

- classify key conditions or events as economic, political, or security reasons for Confederation. (Some may fit more than one category.)

| Clarifying Key Conditions/Events | | | |
|---|----------|-----------|----------|
| Condition/Event | Economic | Political | Security |
| British adoption of free trade | | | |
| English-French problems in the colony of Canada | | | |
| Fenian raids | | | |
| difficulties and hopes of railway investors | | | |

- write a brief paragraph to explain why Newfoundland rejected the Confederation idea. (*For an organizer, refer to Outcomes 7.1.1 “Suggestions for Assessment”.*)
- break into groups to take an Aboriginal perspective on the Confederation idea. Each group is to determine if they would support the idea or not, and explain their position in a Talking Circle. (*To prepare for this approach, ask students to research the Internet for information on the Aboriginal concept of The Talking Circle.*)

Notes

Provincial Resources

- *Changing Your World: Investigating Empowerment*, Chapter 7
- *Changing Your World: Investigating Empowerment—Teacher’s Resource*, Chapter 7

Provincial Outcomes

CIT

- A3.2: Use various tools (search engines and directories) and strategies necessary to carry out research
- A3.3: Obtain/download material (text, graphics, files) from Internet
- E3.1: Critically evaluate information and its source based on pre-determined criteria

Unit 3: Political Empowerment

Outcomes

In grade 7, students will be expected to

7.3.3 analyse the internal and external factors that led to Confederation

- identify the British North American colonies' perspectives on Confederation
- identify the key individuals with power and explain their involvement in making Confederation happen
- investigate the extent to which external factors affected the confederation debate
- determine if Confederation was a democratic process by today's standards

Suggestions for Learning and Teaching

The teacher may have students

- assume the role of a newspaper reporter assigned to interview a key political figure (such as Macdonald, Cartier, Howe, Hoyles) who is about to attend the Quebec Conference. The task is to prepare a list of questions they would ask the politician. The following is provided only as a guide.

| Preparing Questions for an Interview | |
|---|----------------------|
| Type of Question | Examples I Would Use |
| Factual: Who...? What...? When...? Where...? | |
| Relational: Why...? How...? How differently...? How alike...? | |
| Opinion: Do you think that...? What would have happened...? | |

- identify statements as either fact or opinion.

| Fact or Opinion? | | |
|---|----------|-------------|
| Statement | Fact (X) | Opinion (X) |
| The Quebec Resolutions outlined arrangements for the union of the colonies. | | |
| John A. Macdonald was the most important player in the Confederation process. | | |
| New Brunswickers were not given an opportunity to express their feelings on the proposed union of the colonies. | | |
| Joseph Howe opposed the confederation idea. | | |
| Conclusion: A fact is different from an opinion because... | | |

Unit 3: Political Empowerment

Suggestions for Assessment

Students may, for example,

- interview a partner who assumes the role of a key political leader involved in the confederation process, and use the following organizer to record responses to interview questions. (*The questions provided are only intended to illustrate the levels of questions; the student may write a new set.*)

| Preparing Questions for an Interview | |
|--|--------------------|
| Type of Question | My Interview Notes |
| Factual: What part of Canada do you represent? What is your position on the idea of confederation? | |
| Relational: How can that position be supported? How is your position different from (select another position)? | |
| Opinion: Do you think that your position will be supported by your voters? How do you know? What would happen if the confederation idea fails? | |

- critically analyse the validity of statements about the main force that brought Confederation about. (*Students can develop other statements.*)

| Do you know what I heard someone say? | |
|--|-----------------------------------|
| I heard that... | You know what I think about that? |
| Uncle Sam was the real father of Confederation. | |
| Politicians, rather than the ordinary people, created Confederation. | |

Notes

Provincial Outcomes

Art

- analysis of the portrait of the Fathers of Confederation

Web Links

- Atlas of Canada
www.atlas.gc.ca

Unit 3: Political Empowerment

Outcomes

In grade 7, students will be expected to

7.3.4 examine the political structure of Canada as a result of Confederation

- describe the concept of Federalism
- chart the structure of the Canadian government after Confederation
- compare the power given to the different levels of government by the BNA Act
- explain the role of the individual in the democratic process in Canada

Suggestions for Learning and Teaching

The teacher may have students

- explore factors that help to explain why some countries have a unitary system of government (i.e., a single level of government for the whole jurisdiction) and others a federal system (i.e., two or more levels of government including trans-national level). To do this ask students to research and complete the following chart.

| Levels of Government | | | | | |
|---|--------------------|--------------------|-----------------------|--------------------|------------|
| Country | Unitary or Federal | Date of Federation | Name of Units | Area | Population |
| Canada | Federal | 1867 | province/-territories | 9.9 million sq. km | 34 million |
| Iroquois Nation | | | | | |
| India | | | | | |
| Switzerland | | | | | |
| France | | | | | |
| Great Britain | | | | | |
| Brazil | | | | | |
| Other | | | | | |
| Conclusions: Countries with large land size tend to have a (choose either federal or unitary) system of government. Countries with populations who speak different languages and practice different cultures tend to have a (choose federal or unitary) system of government. | | | | | |

- Have students debate whether the provincial or federal government (or both levels) should be assigned the following powers:
 - education
 - defence
 - fishery
 - social welfare
 - currency
 - transportation
 - health
 - language

Unit 3: Political Empowerment

Suggestions for Assessment

Students may, for example,

- develop a timeline to illustrate how our political system has given more political empowerment to Canadians by opening up the voter eligibility.
- set up a formal debate to address the following topic: “Be it resolved that the voting age should be lowered from 18 to 16.”
- give evidence to support the following key statements.

| Supporting Statements with Evidence | |
|--|----------|
| Statement | Evidence |
| The Fathers of Confederation wanted a strong central government. | |
| Confederation still did not empower everyone. | |
| Until recently, Aboriginal people had responsibilities of citizenship but not full rights. | |
| With a Confederation, Canada remained a constitutional monarchy. | |

- write a short paragraph to explain why the Fathers of Confederation established a federal system of government rather than a unitary one. (*For an organizer, refer to suggestions for assessment, outcome 7.1.1.*)
- write a dialectical journal entry about the establishment of a federal system of government. (*Refer to Appendix G for a discussion of response journals: types of entries, cuing questions, and examples of lead-ins.*)

Notes

Provincial Resources

- *Changing Your World: Investigating Empowerment*, Chapter 7
- *Changing Your World: Investigating Empowerment— Teacher’s Resource*, Chapter 7

Supplementary Resources

- *Understanding Canadian Government* (video) available Confederation Centre Library

Unit 3: Political Empowerment

Outcomes

In grade 7, students will be expected to

7.3.4 examine the political structure of Canada as a result of Confederation

- describe the concept of Federalism
- chart the structure of the Canadian government after Confederation
- compare the power given to the different levels of government by the BNA Act
- explain the role of the individual in the democratic process in Canada

Suggestions for Learning and Teaching

The teacher may have students

- make a class display, collage, or hall wall mural that shows the various responsibilities and powers of each level of government (e.g. the federal government—a symbol of the nation and symbols representing the powers of the federal government such as defence and revenue). Students should be encouraged to design their own symbols but can use clip art and links to the World Wide Web for ideas from which they can design their own.
- determine the individuals or groups who would not have had the right to vote in the first federal election in 1867 and reasons why. The results may be organized as follows:

| Who Could Not Vote in 1867? | |
|---------------------------------|---------|
| Individual/Groups | Reasons |
| Women | |
| People who did not own property | |
| Aboriginal peoples | |
| Those younger than age 21 | |
| Prisoners | |

- write “want ads” (including job descriptions) for various government leaders (e.g., Prime Minister, Premier, MP, MLA, Senator, Mayor, or Councillor). Describe their responsibilities and the qualities wanted in that role. Teachers can invite representatives of various levels of government to the classroom to respond to the students’ ads.
- research statistics on voter turnout for several recent elections. Report the findings as a series of bar graphs and brainstorm reasons for a low turnout. Compare voter turnout in Canada with that in other countries.

Unit 3: Political Empowerment

Suggestions for Assessment

Students may, for example,

- assume the position of the Prime Minister, Governor General, Minister of Parliament, Premier, or Mayor. Other students may prepare lists of questions they would ask each “politician” about how well our political system politically empowers ordinary Canadians. The following chart may be used to organize the questions and the information gathered.

| How well does the political system empower Canadians? | | |
|---|----------------------|-----------------|
| Politician | What I want to know. | What I learned. |
| Prime Minister | | |
| Governor General | | |
| Minister of Parliament | | |
| Premier | | |
| Mayor | | |

- design a presentation format (e.g., a poster, television ad, or newspaper ad) to convince someone who does not intend to vote, to do so.

Notes

CAMET Outcomes

Mathematics

- F3 Select, defend, and use appropriate data collection methods and evaluate issues to be considered when collecting data
- F5 Construct appropriate data displays, grouping data where appropriate and taking into consideration the nature of data

Provincial Outcomes

Art

- Creating symbol icons and wall mural

CIT

A5.2: Apply principles of design

Web Links

- Elections Canada
www.electionscanada.ca
- Statistics Canada
www.statcan.ca

Unit 4: Cultural Empowerment

Unit 4: Cultural Empowerment

Unit Overview

The Cultural Empowerment unit examines the struggles that take place when different groups attempt to maintain their ways of life while finding their places within a new or changing environment. From Confederation to World War I, an increasingly diverse array of peoples came to Canada. This affected both those who arrived and those who were already here.

Canada's desire to expand and further populate the area west of Ontario led to concerted efforts to encourage immigration. Conflicts such as the events in Red River and the Northwest Rebellion arose as Canada pushed onward into areas inhabited by western First Nations and Métis, peoples who wished to maintain their traditional cultural ways. These events affected relationships both in the west and in the rest of Canada.

First Nations and Inuit in Atlantic Canada faced struggles at the same time, although their struggles were certainly not new. Encroachment on their traditional territories and ways of life, along with discriminatory government policies, dramatically reduced their populations and promoted cultural assimilation, the ultimate disempowerment. The new cultural groups who immigrated during this period struggled to be culturally empowered. Even today, many new groups arriving in Canada, and some long here, still struggle to reconcile their traditional ways of life and their life within a pluralistic Canada.

Unit Outcomes

Students will be expected to

- 7.4.1 explain how the expansion and development of Canada during the 1870s and early 1880s affected its various peoples and regions
- 7.4.2 analyse the events of the Northwest Rebellion to determine its impact on internal relations in Canada
- 7.4.3 analyse the degree of empowerment and disempowerment for Aboriginal peoples in present-day Atlantic Canada during this period
- 7.4.4 analyse the struggle for empowerment by new cultural groups immigrating to Canada between 1870 and 1914

Unit Process and Skills Emphases

Communication

- read critically
- communicate ideas and information to a specific audience
- develop mapping skills
- present a summary report or argument
- use various forms of group and interpersonal communications such as debating, negotiating, establishing a consensus, classifying, and mediating conflict

Inquiry

- frame questions or hypotheses that give clear focus to an inquiry
- recognize significant issues and perspectives in an area of inquiry
- identify sources of information relevant to the inquiry
- gather, record, evaluate, and synthesize information
- test data, interpretations, conclusions, and arguments for accuracy and validity
- draw conclusions that are supported by evidence

Participation

- engage in a variety of learning experiences that include both independent study and collaboration
- function in a variety of groupings, using collaborative and cooperative skills and strategies

Unit 4: Cultural Empowerment

Outcomes

In grade 7, students will be expected to

7.4.1 explain how the expansion and development of Canada during the 1870s and early-1880s affected its various peoples and regions

- trace the political growth of Canada in the early 1870s
- explain the key factors of the Red River Rebellion of 1870
- identify the outcomes of the Rebellion
- investigate how the National Policy empowered and disempowered the regions of Canada

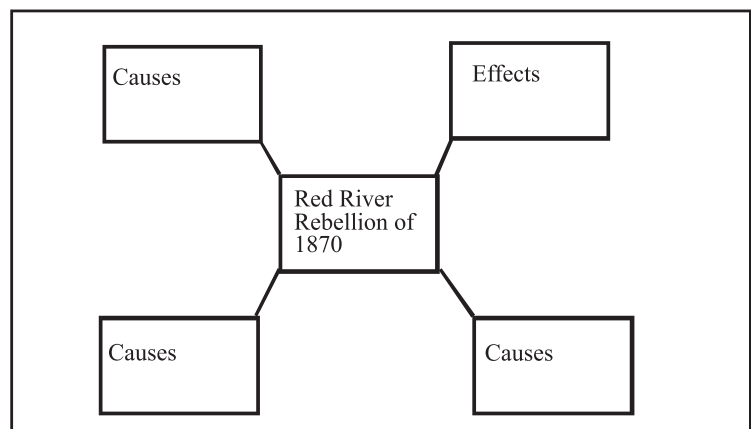
Suggestions for Learning and Teaching

The teacher may have students

- develop arguments that British Columbia’s entry into Confederation was beneficial to both its people and to Canada.

| British Columbia Joins Confederation | |
|--------------------------------------|--|
| British Columbia joins because... | Canada wants the colony to join because... |
| | |

- develop a web diagram to illustrate the impact that the grid survey system would have had on the Métis way of life.
- select a key event from those leading up to the Red River Rebellion of 1870 and develop a visual representation of it (e.g., a cartoon, protest poster or T-shirt inscription). The following events may be considered:
 - the withdrawal of the Hudson Bay Company
 - arrival of the land surveyors
 - Riel is chosen as leader
 - Riel and Métis take over Fort Gary
 - Thomas Scott affair
 - Canadian government passes Manitoba Act
 - Riel flees to the United States
- analyse the dynamics behind the Red River Rebellion of 1870. The following organizer may be used:



Unit 4: Cultural Empowerment

Suggestions for Assessment

Students may, for example,

- draw a map showing Canada in 1867 and another for Canada in 1873. Students may complete the following chart to address the question, “How did Canada’s Confederation change between 1867 and 1873?”

| Canada: 1867 and 1873 | | |
|-----------------------|--------------------------|------|
| 1867 | Criteria | 1873 |
| | Parts Britain owned | |
| | Hudson Bay Company lands | |
| | Provinces | |
| | Territories | |
| | East-West Distance | |

- complete the following organizer to explain why Prince Edward Island joined Confederation. Students should write a key question and list details to provide an explanation.

| Prince Edward Island Joins Canada | | | | |
|-----------------------------------|---|--------|--------|--------|
| Key Question | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px;">Detail</td> </tr> <tr> <td style="padding: 2px;">Detail</td> </tr> <tr> <td style="padding: 2px;">Detail</td> </tr> </table> | Detail | Detail | Detail |
| Detail | | | | |
| Detail | | | | |
| Detail | | | | |

- write a letter to Prime Minister Macdonald to express your views on the arrival of the land surveyors at the Red River settlement.
- construct a timeline of the events leading up to the Red River Rebellion of 1870.

Notes

Provincial Resources

- Changing Your World: Investigating Empowerment*, Chapter 8
- Changing Your World: Investigating Empowerment— Teacher’s Resource*, Chapter 8

Supplementary Resources

- The Great Possibility: Louis Riel & the Métis Resistance* (Video) (48 mins)

Unit 4: Cultural Empowerment

Outcomes

In grade 7, students will be expected to

7.4.1 explain how the expansion and development of Canada during the 1870s and early-1880s affected its various peoples and regions

- trace the political growth of Canada in the early 1870s
- explain the key factors of the Red River Rebellion of 1870
- identify the outcomes of the Rebellion
- investigate how the National Policy empowered and disempowered the regions of Canada

Suggestions for Learning and Teaching

The teacher may have students

- classify each of the following as an example of a primary or secondary historical source.

1. A photo of the Métis National Committee.
2. A newspaper clipping about the arrival of the federal land surveyors in the Red River area.
3. A textbook account of the trial of Louis Riel.
4. A *Heritage Minute* of the building of the railway.

- critically analyse Macdonald’s National Policy in terms of its benefits for the country and the advantages and disadvantages it would bring to selected regions. Students may record their findings in the following chart.

| A Close Look at Macdonald's National Policy | | | |
|---|-------------------|---------------------|------------------------|
| Policy Ideas | National Benefits | Regional Advantages | Regional Disadvantages |
| Encouraging immigration | | | |
| Building of the railway | | | |
| Protection of Canadian Industries | | | |

- participate in a jigsaw cooperative learning structure designed to have them learn about the building of the railway and its impact on Canadians. In each home group, each student agrees to become an “expert” on a particular aspect of the building of the railway.

Building the Canadian Railway: Expert Groups

- The state of the railways at the time that the CPR was created (1880)
- The economics and politics behind the building of the railway (e.g., contracts, disputes, Pacific Scandal)
- Geographical obstacles and how they were overcome (e.g., physical features, climate)
- Use of new innovations (e.g., track, trestles, tunnels, trains)
- Working conditions and workers’ rights

- After reading/researching and discussing the subtopic with the same experts from other home groups, each expert shares his or her expertise with other members of the home groups.

Unit 4: Cultural Empowerment

Suggestions for Assessment

Students may, for example,

- list the reasons why Macdonald considered the building of the railway to be important.
- prepare an oral report to address the focus question, “Did Macdonald’s National Policy benefit all of Canada equally?” (*To assess the students’ oral presentations, refer to Appendix J-4, “Holistic Speaking Rubric.”*)
- use the following chart to examine key elements in the building of the railway.

| Building the Railway: A Closer Look | |
|-------------------------------------|-------|
| Key Ideas | Notes |
| Benefits of the railway | |
| Negative results | |
| Treatment of the workers | |
| Risks faced by the workers | |
| Effects on Aboriginal peoples | |
| Role of key players | |

- write a letter to the editor of a local newspaper about the employment of Chinese railway workers.

Notes

CAMET Outcomes

Language Arts

- reading
- writing
- representing

Web Links

- *Atlas of Canada*
www.atlas.gc.ca
- Canadian Railroad Historical Association
www.exporail.org
- Canada Science and Technology Museum, CN Gallery,
www.sciencetech.technomuses.ca

Unit 4: Cultural Empowerment

Outcomes

In grade 7, students will be expected to

7.4.2 analyse the events of the Northwest Rebellion to determine its impact on internal relations in Canada

- research the key factors that led to the Northwest Rebellion of 1885
- identify the events and results of the Northwest Rebellion of 1885
- assess past and present perspectives on Louis Riel’s role in Canada’s history
- identify the long-term impact of the rebellions on Canadian internal relations

Suggestions for Learning and Teaching

The teacher may have students

- complete the following map activities in order to set the context for this study. Using GIS or other mapping tools, individuals or small groups of students may map the following:

| | |
|--|-------------------|
| Manitoba (1870) | Lake Winnipeg |
| Red River | Assiniboine River |
| North and South Saskatchewan River | Peace River |
| The railway across the Prairies | Mackenzie River |
| Winnipeg | Regina |
| Calgary | Saskatoon |
| United States Border | Montana |
| Battle and Skirmish Sites – Duck Lake, Fish Creek, Batoche, Cut Knife Hill, Frenchman’s Butte, Frog Lake | |

Students can read, research, and examine the events and issues; they can make associations with each of these locations by highlighting them on their maps or on the class wall map.

- construct a flow chart showing the key events leading up to the decision to try Louis Riel.

| The Red River Rebellion: Whose Perspective | | |
|---|------------------------------------|------------|
| Maj.-Gen. Middleton | Key Ideas | Louis Riel |
| | Who is this person? | |
| | What is his background? | |
| | How did he react to the situation? | |
| | Why did he react this way? | |
| I would support <i>(name the person)</i> because... | | |

- examine the perspectives of two key players in the Red River Rebellion.
- re-enact the trial of Louis Riel. Divide the class into groups, assigning students the following roles: a judge, a prosecuting lawyer, a defending lawyer, Riel, a six-person jury, witnesses, reporters, and spectators. Students may write a dialectical journal entry about the trial. (*Refer to Appendix G for a discussion of response journals: types of entries, cuing questions, and examples of lead-ins.*)

Unit 4: Cultural Empowerment

Suggestions for Assessment

Students may, for example,

- classify the positions of different stakeholders as to whether or not they supported the government approach in the situation leading up to the Red River Rebellion.

| Key Individuals | |
|----------------------------------|-------------------------|
| a Métis fighter | a French speaking Métis |
| Gabriel Dumont | Maj.-Gen. Middleton |
| Member of the militia/troops | Crowfoot |
| Big Bear | a settler from Ontario |
| Poundmaker | a settler from Quebec |
| Northwest Mounted police officer | |

| Comparing Positions of Individuals on the Red River Rebellion | |
|---|-------------------|
| For Macdonald | Against Macdonald |
| | |

- write newspaper/bulletin headlines (see suggestions) that reflect the various results of the Rebellion and explain why each one reflects a perspective of a given region.

| Regional Perspectives in Headlines | | |
|------------------------------------|----------------------------------|-------------|
| Headline | Where it would have been written | Explanation |
| Try Him and Hang Him | | |
| Riel: No Traitor to His People | | |
| Macdonald Must Ensure a Fair Trial | | |
| Who Will Be Next? | | |

- write a persuasive paragraph to address the following question: Is it time that Louis Riel be recognized as a “Father of Confederation”?

Notes

Provincial Resources

- *Changing Your World: Investigating Empowerment*, Chapter 9
- *Changing Your World: Investigating Empowerment— Teacher’s Resource*, Chapter 9

Web Links

- Canada: A People’s History
www.history.cbc.ca
- Heritage Minutes; “Riel”
www.histori.ca

Unit 4: Cultural Empowerment

Outcomes

In grade 7, students will be expected to

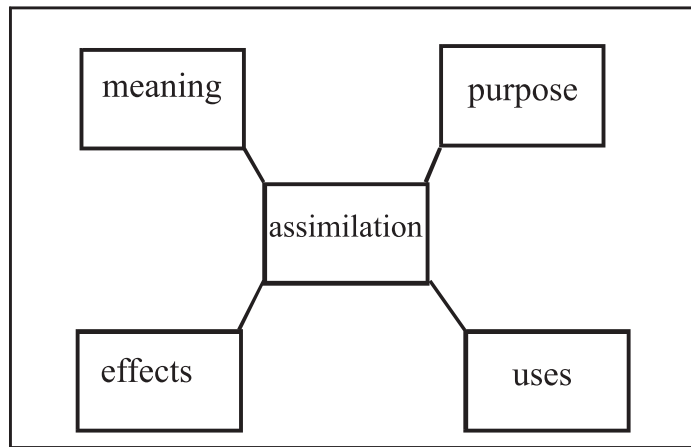
7.4.3 analyse the degree of empowerment and disempowerment for Aboriginal peoples in present-day Atlantic Canada during this period

- identify the various Aboriginal groups in present-day Atlantic Canada during this period
- describe the way of life of Aboriginal peoples in present-day Atlantic Canada at this time
- explore how national policies, treaties and the Indian Act impacted the Aboriginal peoples of present-day Atlantic Canada

Suggestions for Learning and Teaching

The teacher may have students

- examine a map of the traditional lands of Aboriginal peoples and a map showing where they live today. Brainstorm with students to identify the factors that would have resulted in the changes.
- use the following organizer to examine the concept of assimilation in terms of its meaning, purpose, and application to Aboriginal peoples and its effects on them.



- compare challenges faced by Aboriginal peoples in the Maritimes with those faced by Aboriginal peoples in Newfoundland and Labrador.

| Challenges Faced by Aboriginal Peoples in Atlantic Canada | | |
|---|--------------------|----------------|
| Maliseet and Mi'kmaq | Key Ideas | Innu and Inuit |
| | Outside Influences | |
| | Education | |
| | Making a Living | |
| | Cultural Practices | |

- invite an elder or Aboriginal leader to the class to discuss lifestyle changes in their particular communities and factors that account for these changes.

Unit 4: Cultural Empowerment

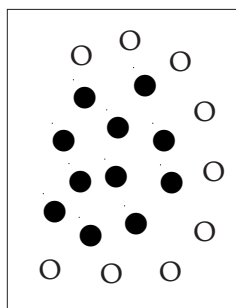
Suggestions for Assessment

Students may, for example,

- select an Aboriginal group in Atlantic Canada and research how their lifestyles changed from the late 1800s to the present.

| (Identify the Aboriginal Group): Changes in Lifestyles | | |
|--|--------------------|-----|
| Then | Lifestyle Elements | Now |
| | clothing | |
| | shelter | |
| | using the land | |
| | food ways | |
| | transportation | |
| | technology | |
| | education | |
| | arts/entertainment | |

- engage in a “fish-bowl” cooperative learning structure to discuss the long-term and short-term impacts of the Indian Act and other government policies in Atlantic Canada. The “fish” (●) complete a discussion of an assigned key question, and the observers (○) listen and record what is being said. Then, the observers are given an opportunity to ask questions, offer refinements, and add more information in an overall class response to the key question.



Key Questions: How did government policies affect Aboriginal peoples of Atlantic Canada?

Notes

Provincial Resources

- *Changing Your World: Investigating Empowerment*, Chapter 9
- *Changing Your World: Investigating Empowerment— Teacher’s Resource*, Chapter 9

Supplementary Resources

- *The Learning Circle. Classroom Activities on First Nations in Canada. Ages 12–14*, (Resource Kit), Indian and Northern Affairs Canada, 2000
www.ainc-inac.gc.ca/ks/pdf/ide3.pdf

Web Links

- Atlas of Canada
www.atlas.gc.ca
- Assembly of First Nations
www.afn.ca
- Indian and Northern Affairs Canada
www.ainc-inac.gc.ca

Unit 4: Cultural Empowerment

Outcomes

In grade 7, students will be expected to

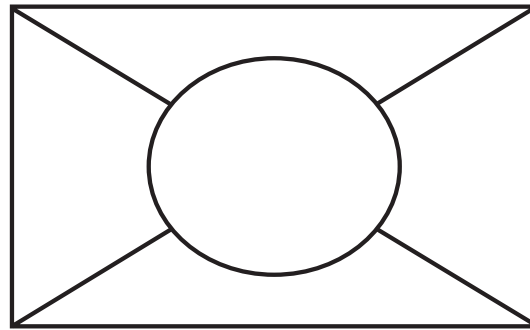
7.4.4 analyse the struggle for empowerment by new cultural groups immigrating to Canada between 1870 and 1914

- identify the various cultural groups that came to Canada between 1870 and 1914
- investigate the push and pull factors that brought these groups to Canada
- describe the conditions these groups faced in Canada
- explain why it is important for ethnic groups to retain their cultural and linguistic identity, heritage, tradition and spirituality
- determine whether and how they became more empowered or less empowered by moving to Canada
- evaluate Canada's immigration policies during the 20th century to identify examples of prejudice

Suggestions for Learning and Teaching

The teacher may have students

- participate in a “placemat” cooperative learning activity to apply the concept of the push factor in local, contemporary context. Ask them to individually identify reasons (i.e., push factors) why people may leave the local area to live elsewhere. A placemat organizer is given to a team of three or four members; each student places his or her reasons in the assigned section of the organizer. Through consensus, the group moves reasons they consider important to the circle. All placemats may be posted on the wall and key points may distilled to a classroom list.



- interview a local person who is considering moving or is in the process of a move to another part of Canada, and identify the aspects of the destination area that are attracting them there (i.e., the pull factors).
- research individually or in small groups one group that arrived in Canada during the period 1870 to 1914. The choices could include any of various ethnic, cultural and religious groups (e.g., Ukrainians, Poles, Italians, Jews, Chinese, Mennonites, Icelanders, Americans, Scots, and so on). Identify the group and their homeland, and list the push factors in the following organizer.

| | | |
|------------|--------------|---|
| (group) | PUSH FACTORS | |
| (homeland) | | |
| | | → |
| | | → |
| | | → |
| | | → |

Unit 4: Cultural Empowerment

Suggestions for Assessment

Students may, for example

- develop a list of groups that came to Canada from 1870 to 1914 and their source areas, destinations, and times of arrival.

| Groups Who Came to Canada: 1870-1914 | | | |
|--------------------------------------|-------------------|--------------------|-------------------|
| Group | Area(s) they left | Where they settled | When they arrived |
| | | | |

- write a definition of “push factor” with an example.
- write a definition of “pull factor” with an example.
- identify, on an historical wall map of the world, the country of origin of an immigrant group. Students can also indicate the route the group took to come to Canada and where they settled in this country. On individual outline maps, students can record the information presented.
- select an immigrant group and classify conditions in their homeland that acted as push factors. Students may brainstorm classifications (e.g., economic, religious, geographical conditions, and so on). Ask them to record their work in the form of a chart.
- list, in order of importance, three factors that might cause them to leave Canada, and share these within a group to see similarities and differences.

Notes

Provincial Resources

- *Changing Your World: Investigating Empowerment*, Chapter 10
- *Changing Your World: Investigating Empowerment— Teacher’s Resource*, Chapter 10

Unit 4: Cultural Empowerment

Outcomes

In grade 7, students will be expected to

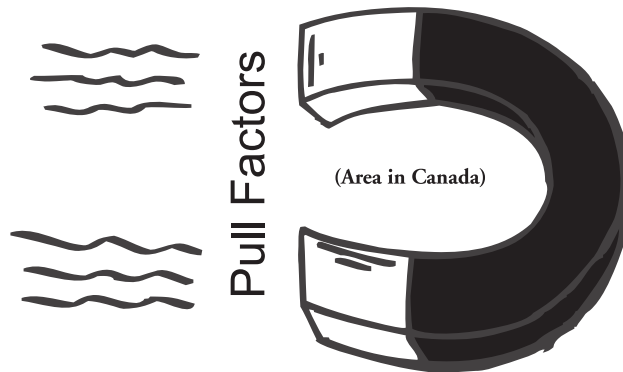
7.4.4 analyse the struggle for empowerment by new cultural groups immigrating to Canada between 1870 and 1914

- identify the various cultural groups that came to Canada between 1870 and 1914
- investigate the push and pull factors that brought these groups to Canada
- describe the conditions these groups faced in Canada
- explain why it is important for ethnic groups to retain their cultural and linguistic identity, heritage, tradition and spirituality
- determine whether and how they became more empowered or less empowered by moving to Canada
- evaluate Canada’s immigration policies during the 20th century to identify examples of prejudice

Suggestions for Learning and Teaching

The teacher may have students

- research individually or in small groups one group that arrived in Canada during the period 1870 to 1914. Students may select the group in the above Learning/teaching suggestion, or select a different one. Ask students to list the conditions that they perceived attracted the group to a given region of Canada and write them on the lines in the graphic below.



- describe the conditions that immigrants encountered when they came to Canada and to classify them according to the headings in the chart below.

| Newcomers: Difficulties in Canada | | | | |
|-----------------------------------|----------------------|----------|----------|--------|
| Group | Physical Environment | Cultural | Economic | Social |
| | | | | |

- plan, design, and produce (in small groups) advertising campaigns like the ones officials would have used to attract immigrants at that time. A few groups could be asked to do a similar activity for attracting immigrants today. As students compare the campaigns, ask them to note differences, not only in the technology used, but also in who is and is not being invited to immigrate in each case.
- write a letter to a friend back home and describe your experiences with adjusting to a new life in Canada.

Unit 4: Cultural Empowerment

Suggestions for Assessment

Students may, for example,

- write a diary entry for an immigrant who is travelling to Canada. They may reflect upon the decision to leave their homeland and what they think it will be like to live in Canada.
- examine an account of an immigrant group that settled in Canada, and identify major challenges the group had to face and how they worked through it.

| Immigrants: Facing Challenges and Finding Solutions | |
|---|----------------------------|
| Challenge | How They Met the Challenge |
| | |

- divide into two groups: the first group is assisting Clifford Sifton to develop an advertising campaign in the late-1800s . (This group may break into sub-groups of three or four; each to design a poster to attract immigrants to Canada.) The remaining large group will critically analyse the posters for design features, messages, and appeal.

Notes

CAMET Outcomes

Mathematics

- F3 Select, defend, and use appropriate data collection methods and evaluate issues to be considered when collecting data
- F6 Read and make inferences for grouped and ungrouped data displays

Unit 4: Cultural Empowerment

Outcomes

In grade 7, students will be expected to

7.4.4 analyse the struggle for empowerment by new cultural groups immigrating to Canada between 1870 and 1914.

- identify the various cultural groups that came to Canada between 1870 and 1914
- investigate the push and pull factors that brought these groups to Canada
- describe the conditions these groups faced in Canada
- explain why it is important for ethnic groups to retain their cultural and linguistic identity, heritage, tradition and spirituality
- determine whether and how they became more empowered or less empowered by moving to Canada
- evaluate Canada's immigration policies during the 20th century to identify examples of prejudice

Suggestions for Learning and Teaching

The teacher may have students

- select an immigrant group that settled in Canada during this period and describe how they have been able to maintain aspects of their culture. *(To assess this writing, refer to Appendix J-1 for a holistic writing rubric.)*
- discuss how Canada's culture has been enhanced, with specific examples, by the arrival of immigrants from many different countries.

Unit 4: Cultural Empowerment

Suggestions for Assessment

Students may, for example,

- research a particular group and describe how well they have been able to preserve their culture. The following chart will assist them in recording information.

| (Identify Group): Retaining Their Culture | | | | |
|---|------|---------------|----------------------|--------------|
| Language | Arts | Entertainment | Cultural Traditions* | Spirituality |
| | | | | |
| * For example, food ways, dress, house styles, ways of making a living. | | | | |

Notes

Web Links

- Pier 21
www.pier21.ca
- Grosse Île and the Irish Memorial National Historic Site
www.pc.gc.ca/ihm_nhs/qc/grosserle/index_e.asp

Unit 5: Societal Empowerment

Unit 5: Societal Empowerment

Unit Overview

The Societal Empowerment unit explores how societal roles confer varying degrees of empowerment, or disempowerment, on individuals and groups. During the years 1890 to 1915, diverse peoples across Canada lived lives largely defined by their social roles. The country faced upheaval as these established roles were challenged and ultimately changed as the period progressed.

While the Industrial Revolution represented great technological change, the corresponding societal change it induced was perhaps far greater. It created circumstances that challenged traditional roles in, and ideas about, society. Indeed, it began a process that eventually saw greater numbers of people empowered—though certainly not all!

The Industrial Revolution began a demographic shift from rural to urban, which had profound implications on societal relationships. The evolution of the labour movement through this era led to much-improved working conditions, including for children. Many women sought greater influence in society and, ultimately, this movement succeeded in achieving suffrage for most women. This era profoundly changed the power structures of Canadian society, although not all individuals or groups were empowered to the same extent. Indeed, in Canada today, many groups still seek empowerment in society.

Unit Outcomes

Students will be expected to

- 7.5.1 evaluate the conditions of everyday life for the peoples of Canada at the turn of the 20th century
- 7.5.2 describe the impact of the Industrial Revolution on industry and workers in Newfoundland and Labrador, the Maritimes, and across Canada
- 7.5.3 examine how women became more empowered through their role in the social reform movements of the late-19th and early-20th century

Unit Process and Skills Emphases

Communication

- create visual representations including political cartoons, maps, charts, and graphs
- create written representations including poems, musical lyrics, and summaries
- make persuasive arguments

Inquiry

- develop definitions of terms
- analyse visual sources
- compare and contrast to draw conclusions from a variety of sources

Participation

- engage in a variety of learning experiences that include both independent study and collaboration
- function in a variety of groupings using collaborative and cooperative skills and strategies
- respond to classroom, school, community, or national public issues

Unit 5: Societal Empowerment

Outcomes

In grade 7, students will be expected to

7.5.1 evaluate the conditions of everyday life for the peoples of Canada at the turn of the 20th century

- describe the geo-political make-up of Canada in the early-1900s
- research and describe Canadian society and the technological changes that were affecting it at the turn of the 20th century
- compare the conditions of everyday life for Canadians at the turn of the 20th century based on the following criteria: socio-economic status, geographic region, ethnic group, urban/rural, and gender
- account for the disparities that were evident in society at the time

Suggestions for Learning and Teaching

The teacher may have students

- draw a map showing Canada’s political boundaries in 1905 (including the territories).
- plot on an outline map of Canada, the location of the twelve largest cities in Canada in 1911; draw a conclusion about where these cities are located. (The twelve largest cities in 1911 were Montreal, Toronto, Winnipeg, Vancouver, Ottawa, Hamilton, Quebec City, Halifax, Calgary, Saint John, Edmonton, and Saskatoon.)
- complete the following chart to detect changes in rural and urban population distribution.

| Rural and Urban Share of Canada's Population | | |
|--|---------|---------|
| Year | Rural % | Urban % |
| 1871 | | |
| 1891 | | |
| 1911 | | |
| Today | | |
| The percentage of Canadians is (describe the pattern you see) because (explain why this is happening). | | |

- compile a table showing the population of each province and the territories for 1901, and identify where most of Canada’s population was concentrated.
- sketch Canada’s railway system on an outline map of Canada on which the major cities are sited. Write a statement about the relationship between the location of cities and the pattern in the railway system.
- conduct research to identify Canadians well known for helping to advance transportation and communication technology during the early 1900s. A wall in the classroom may be designated as a “Hall of Fame.” Include photos and what they did of importance in their field. (*The “Wall of Fame” could include such individuals as Guglielmo Marconi [wireless], Sam McLaughlin [cars], or Douglas McCurdy [aviation].*)

Unit 5: Societal Empowerment

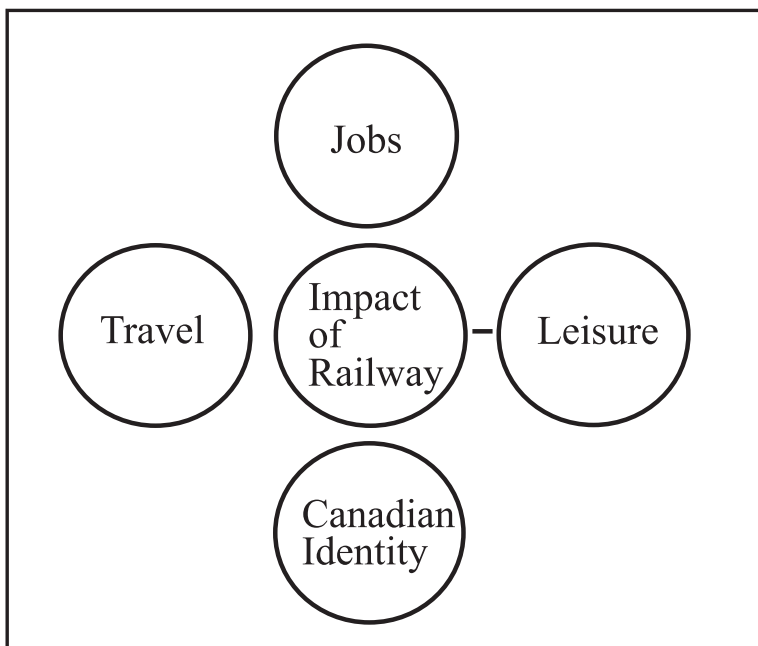
Suggestions for Assessment

Students may, for example,

- consult an atlas and briefly describe how Canada’s political boundaries today compare with those in 1905.
- give evidence to support key statements about the distribution and make-up of Canada’s population in 1911.

| Supporting Statements with Evidence | |
|--|----------|
| Key Statement | Evidence |
| Most of Canada's population was living in the countryside. | |
| Most of Canada's population was made up of people from Europe. | |
| Most large towns and cities were found in Southern Canada along the border with the United States. | |
| Some town and cities were located where transportation routes met. | |

- complete a concept web on the railway’s impact on Canadian life. (Alternatively, they may also develop concept webs for the automobile, communications, sports, entertainment, and primary industries.) Use webbing software if available.



Notes

Provincial Resources

- *Changing Your World: Investigating Empowerment*, Chapter 11
- *Changing Your World: Investigating Empowerment— Teacher’s Resource*, Chapter 11

CAMET Outcomes

Language Arts

- representing the time period through various media
- writing dialogue, poems, and lyrics
- speaking and listening
- reading and viewing

Mathematics

- A2 Rename numbers among exponential, standard, and expanded forms
- A5 Solve and create problems involving common multiples and least-common multiples
- F3 Select, defend, and use appropriate data collection methods and evaluate issues to be considered when collecting data
- F6 Read and make inferences for grouped and ungrouped data displays

Provincial Outcomes

CIT

- A3.2: Use various tools (search engines and directories) and strategies necessary to carry out research
- A3.3: Obtain/download material (text, graphics, files) from Internet
- A4.1: Use brainstorming techniques to generate ideas
- A4.2: create a web
- E3.1: Critically evaluate information and its source based on pre-determined criteria

Unit 5: Societal Empowerment

Outcomes

In grade 7, students will be expected to

7.5.1 evaluate the conditions of everyday life for the peoples of Canada at the turn of the 20th century

- describe the geo-political make-up of Canada in the early-1900s
- research and describe Canadian society and the technological changes that were affecting it at the turn of the 20th century
- compare and contrast the conditions of everyday life for Canadians at the turn of the 20th century based on the following criteria: socio-economic status, geographic region, ethnic group, urban/rural, and gender
- account for the disparities that were evident in society at the time

Suggestions for Learning and Teaching

The teacher may have students

- engage in a “four-Corners” cooperative learning strategy. Each student may select a literary figure of interest from the early 1900s. (Other possibilities may include performers, artists, or sports figures). Students then go to a corner or wall section labelled with the name of the literary figure. Students form pairs and discuss something interesting about the person that led them to make the selection they did. They may also visit another area to find out why their peers made the choices they did. The teacher may randomly select students to report to the class.
- develop a collection of pictures and/or sketches to illustrate the material culture of the period. The students may scan or photograph the items and store them in a digital file to show the display on the school website, or the students may set up a classroom wall display. Ask students to write one idea or conclusion about clothing, house styles, technology, and so on.
- conduct research on common attitudes toward certain groups (e.g., ethnic, visible, physically challenged, poor, and so on) during the early-1900s. The following chart may be used to record the findings. ♥

| Group | Type of Discrimination | Examples of Mistreatment |
|-------|------------------------|--------------------------|
| | | |
| | | |

- complete the following chart to compare lifestyles of the early 1900s with lifestyles today.

| Lifestyle: Then and Now | | |
|-------------------------|----------------|-----|
| Then | Criteria | Now |
| | Food | |
| | Clothing | |
| | Shelter | |
| | Transportation | |
| | Entertainment | |

Unit 5: Societal Empowerment

Suggestions for Assessment

Students may, for example,

- use the following organizer to research and write a biography of a key literary figure during the early 1900s. (*Some key literary figures of the period include Robert Service [poet], Nellie McClung [novelist], Stephen Leacock [novelist and short story writer], Pauline Johnson [Aboriginal poet], Lucy Maud Montgomery [novelist], Bliss Carmen [poet and journalist], Ralph Connor [novelist], Louis Hémon [Quebec novelist].*)

| Checklist for Writing a Biography |
|--|
| Who is this person? |
| What qualities did the person have? |
| What examples prove these qualities? |
| What events changed this person? Describe them. |
| What kinds of risks did this person take? |
| How was this person important to other people? |
| What did I learn from this individual about how to be a better person. |

- analyse a picture from the period of people working, travelling, entertaining, attending school, playing sports, and so on. Draw a conclusion about what the picture portrays. (*For a discussion of the use of primary documents in the classroom, refer to Appendix E.*)

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

Notes

Web Links

- Canada Aviation Museum
www.aviation.technomuses.ca
- E-Stat
www.statcan.ca
- Heritage Canada
www.heritagecanada.org
- Library and Archives of Canada
www.collectionscanada.ca

Unit 5: Societal Empowerment

Outcomes

In grade 7, students will be expected to

7.5.1 evaluate the conditions of everyday life for the peoples of Canada at the turn of the 20th century

- describe the geo-political make-up of Canada in the early-1900s
- research and describe Canadian society and the technological changes that were affecting it at the turn of the 20th century
- compare and contrast the conditions of everyday life for Canadians at the turn of the 20th century based on the following criteria: socio-economic status, geographic region, ethnic group, urban/rural, and gender
- account for the disparities that were evident in society at the time

Suggestions for Learning and Teaching

The teacher may have students

- use the following organizer to compare educational conditions during the early 1900s with those today for the local community. (*Ask students to add another criterion.*)

| Education: Then and Now | | |
|-------------------------|---------------------|-----|
| Then | Criteria | Now |
| | Buildings | |
| | Sanitary Conditions | |
| | Materials | |

- conduct a study of a significant aspect of local history, such as the story behind a building (e.g., a school or a place of worship), a farmstead, an old fortification, or a restored logging camp. (*Refer to Appendix D for a framework for studying local history*)

Unit 5: Societal Empowerment

Suggestions for Assessment

Students may, for example,

- work in teams of two or three and create a vignette to depict a day in the life of a Canadian living at the turn of the 20th century. These could include, for example, a cod fisherman in Newfoundland, a Ukrainian immigrant farmer in Saskatchewan, a Chinese railway worker, a widowed factory worker in a city, a wife of a provincial premier, a child working in the coal mines, an Inuit hunter from Canada's North, a British immigrant farmer living in the rural Maritimes, a young single female teacher in rural Ontario, and a priest in Quebec. Through the dialogue, costume, and props, students portray what it was like for this individual and his or her family to live at this time. Alternatively, this could be an opportunity to use multimedia to create "Heritage Minutes."
- listen to an oral account of life in the past. Use a Venn diagram to compare aspects of life then and now, noticing elements such as dress, food ways, earning a living, and daily routines. (*To assess the student's ability to comprehend an oral account, refer to Appendix J-3*).

Notes

Provincial Outcomes

CIT

- A8.1: Apply planning strategies (storyboards, scripts, graphic organizing, brainstorming)
- A8.2: create an age/grade appropriate slide show presentation that may contain one or more of the following objects (text, graphics, images, animations, audio and video)
- A8.4: Create graphics, audio and video special effects (animation, virtual reality, panorama)
- B8.2: Use multimedia creation and editing tools (screen captures, scanner, sound recording, digital image editing software; still and video)
- B8.4: Use proper tools and procedures to enhance product quality (microphones, lighting, camera movement, instrumentation, teleprompters, assign various responsibilities to a production team)

Unit 5: Societal Empowerment

Outcomes

In grade 7, students will be expected to

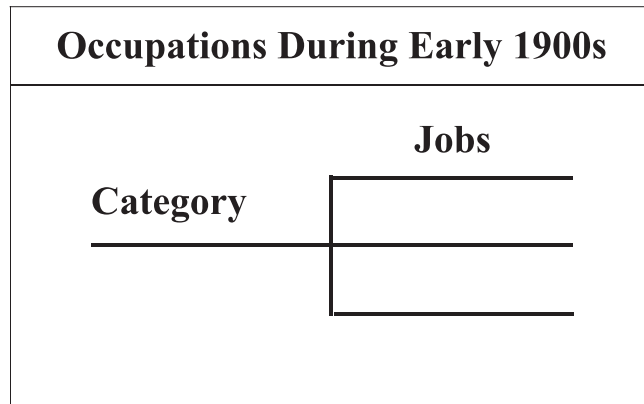
7.5.2 describe the impact of the Industrial Revolution on industry and workers in Newfoundland and Labrador, the Maritimes, and across Canada

- describe the typical workday, working conditions, and regulations for the following groups of workers: factory workers, resource industry workers, and women and children in the workforce
- explain the emergence and development of the labour movement and unions in Canada
- explain the impact that unions had on improving wages and working conditions

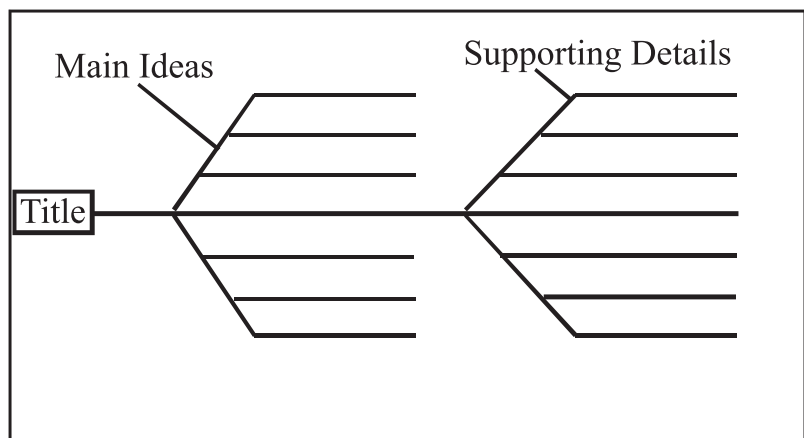
Suggestions for Learning and Teaching

The teacher may have students

- in a group, develop a list of jobs (e.g., trapper, cobber, cutter, skidder, teamster) for the resource industries during the early 1900s. Categorize the list by such headings as “the fishery”, “logging”, “mining”, or “farming”. (*A similar task may be developed for manufacturing industries.*)



- complete a “fish-bone” organizer to outline their knowledge of working conditions in one of the primary industries. They may begin by developing a title (e.g., “Working as a Miner”), develop main ideas (e.g., risks, wage levels, and so on) and then provide details about the main idea.



Unit 5: Societal Empowerment

Suggestions for Assessment

Students may, for example,

- complete the following chart to demonstrate the impact of technology on the logging industry. (A similar task may be developed for the mining industry).

| Logging Conditions: Then and Now | | |
|----------------------------------|-----------------------|-----|
| Then | Criteria | Now |
| | Accommodations/Food | |
| | Rate of Pay | |
| | Equipment | |
| | Harvesting Techniques | |
| | Risks | |

- reflect upon the pros and cons of becoming a fisher during the early 1900s.

| Decision: Should I Become a Fisher? | |
|---|------|
| Pros | Cons |
| | |
| I will (give your decision) because (give reasons for your decision). | |

| Preparing Questions for an Interview | |
|---|---------------------|
| Type of Question | Example I Would Use |
| Factual: Who?What? When? Where? | |
| Relational: Why...? How...? How differently...? How alike...? | |
| Opinion: Do you think that ...? What would have happened...? | |

- role-play a reporter who is interviewing a boy who works in an underground mine or in the fishery.

(Tell students that questions may be posed at different levels by using certain key words and/or phrases. Those in the chart are only examples. Factual questions ask for basic information and usually begin with who, what, when, or where. Relational questions establish patterns among data and situations and explain relationships. The most complex are questions that require interpretations, inferences, and judgements.)

Notes

Provincial Resources

- Changing Your World: Investigating Empowerment*, Chapter 12
- Changing Your World: Investigating Empowerment—Teacher's Resource*, Chapter 12

CAMET Outcomes

Language Arts

- reading, poetry, song lyrics, short stories, and novels about the time period
- writing scripts, persuasive letters, songs, and chants
- representing sensory conditions through the creation of tapes

Mathematics

- F6 Read and make inferences for grouped and ungrouped data displays
- B7 Multiply mentally a fraction by a whole number and vice versa
- B8 Estimate and determine percent when given part of the whole
- B11 Add and subtract integers concretely, pictorially, and symbolically to solve problems
- B12 Multiply integers concretely, pictorially, and symbolically to solve problems

Unit 5: Societal Empowerment

Outcomes

In grade 7, students will be expected to

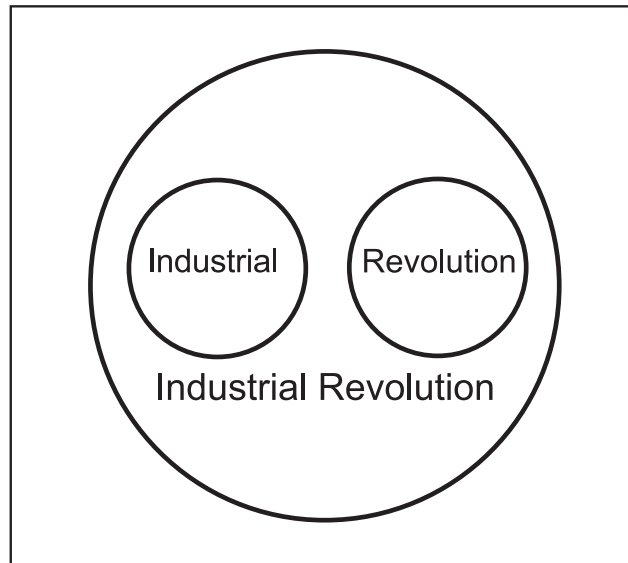
7.5.2 describe the impact of the Industrial Revolution on industry and workers in Newfoundland and Labrador, the Maritimes, and across Canada

- describe the typical workday, working conditions, and regulations for the following groups of workers: factory workers, resource industry workers, and women and children in the workforce
- explain the emergence and development of the labour movement and unions in Canada
- explain the impact that unions had on improving wages and working conditions

Suggestions for Learning and Teaching

The teacher may have students

- develop a class activity to help students understand the term “Industrial Revolution.” Ask students to suggest words that they associate with each term and write them inside the appropriate circle, for example, “industrial” (products, factories, assembly line), and “revolution” (change, fast, new, technology). Then transfer all the words into a larger circle labelled “industrial revolution.” Ask students to work in pairs or triads to develop a definition of “industrial revolution” using the words in the larger circle.



- assume the role of a worker and collect information about a typical day in the workplace. Students may choose one of the following mediums to share their workday experiences. Students should be encouraged to use a variety of techniques to give a realistic portrayal.

| Worker Roles | Mediums |
|---|---|
| - child in a factory (cigar factory, broom factory) - woman in a factory (sewing machines, mill loom, biscuit factory) - man in a factory (steel mill, car plant, meat packing plant) - transportation worker (sailor, railway worker) | - reader's theatre - monologue with props and costumes - tape of sounds from the workplace - visual images of a day at work - authentic or recreated artifacts from the workplace |

Unit 5: Societal Empowerment

Suggestions for Assessment

Students may, for example,

- write a persuasive letter on behalf of their fellow workers to their employer voicing the concerns that they have. *(Students should focus on a specific workplace and the related issues.)*

| Checklist: Writing a Letter to the Editor | | |
|---|-----|---------|
| Criteria | Yes | Not Yet |
| Are my opening sentences strong and purposeful? | | |
| Am I clearly stating my opinion? | | |
| Are there enough details to support my point of view? | | |
| Am I arguing against opposite opinions? | | |
| Am I sure who I need to persuade? | | |
| Are my sentences written to create clear messages? | | |
| Are my words well-chosen for my message? | | |
| Have I checked my spelling, punctuation, grammar, and capitalization? | | |

- interview someone they know who is a member of a union. Before the exercise, ask them to reflect upon what they know already about unions and what more they would like to find out. The interview will help them to build on this knowledge. The following K-W-L chart will help them record their information.

| K-W-L Chart about the (identify the sector) | | |
|---|---------------------|----------------|
| What I know already | What I want to know | What I learned |
| | | |

Notes

Web Links

- Canadian Museum of Civilization, History of Labour 1850-1999 www.civilization.ca

Unit 5: Societal Empowerment

Outcomes

In grade 7, students will be expected to

7.5.2 describe the impact of the Industrial Revolution on industry and workers in Newfoundland and Labrador, the Maritimes, and across Canada

- describe the typical workday, working conditions, and regulations for the following groups of workers: factory workers, resource industry workers, and women and children in the workforce
- explain the emergence and development of the labour movement and unions in Canada
- explain the impact that unions had on improving wages and working conditions

Suggestions for Learning and Teaching

The teacher may have students

- develop a timeline of the development of labour movements and unions in Canada. Include significant leaders of the movements along the timeline.
- write a brief account of the causes of the Winnipeg General Strike or the Amherst General Strike of 1919. *(Before students complete a study of the Winnipeg Strike, ask them to write a speculative [predictive] journal entry to speculate on the outcome of the strike. Refer to Appendix G for a discussion of student response journals: types of entries, cuing questions, and examples of lead-ins.)*
- analyse an actual account of a strike and complete the chart below to record the key events and issues.

| Looking into the (identify the strike) Strike | |
|--|----------|
| Question | Response |
| Who were the two sides? | |
| What did the workers want? | |
| What did the employer(s) want? | |
| What actions did the workers take during the strike? | |
| How did the employer(s) react? | |
| What role did the government play? | |
| How was the strike settled? | |
| I think that the workers were (right or wrong to strike) because (give reasons)... | |

- assume the role of a worker who is working for an employer who is requiring them to work in difficult conditions for low wages and benefits. Ask the student to think through a decision to form or not to form a union. The following chart may help to guide the student in the process.

| Decision: Should I help to form a union? | |
|--|------|
| Pros | Cons |
| | |
| I will (give your decision) because (give your reasons for your decision). | |

Unit 5: Societal Empowerment

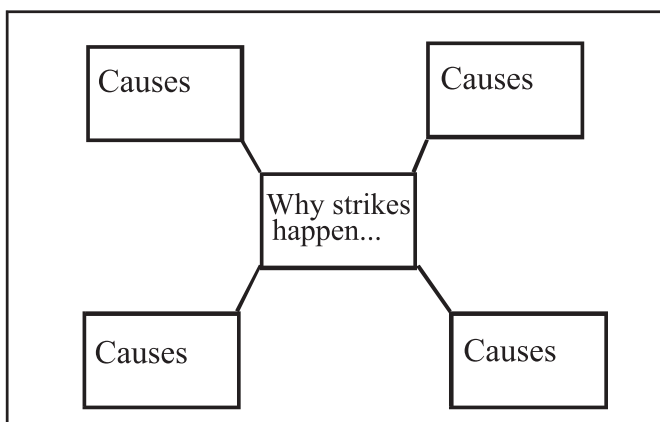
Suggestions for Assessment

Students may, for example,

- work in groups to identify and collect poems or songs from the period or from today that deal with workplace conditions or union activity (e.g., “Song of Joe Hill,” the “Internationale,” Lennie Gallant, “Man of Steel”, Woody Guthrie songs, Billy Bragg songs, Rita MacNeil’s “Working Man,” or hip-hop songs). The following checklist may be used to analyse the messages and draw conclusions from the song lyrics.

| My Checklist for Reading a Poem | |
|--|-------|
| Criteria | Check |
| From the title I can predict what the poem is about. | |
| I found out the meaning of new words. | |
| I read the poem straight through. | |
| I reread the poem slowly to get the meaning. | |
| I paid attention to punctuation and diction. | |
| I paid attention to poetic elements (e.g., rhyme...) | |
| I examined the figures of speech and imagery used. | |
| I could imagine scenes created by the images. | |
| I put everything together to understand the main theme or meaning of the poem. | |
| The poem tells me that... | |

- identify the factors that usually lead to a strike from actual accounts.



Notes

Unit 5: Societal Empowerment

Outcomes

In grade 7, students will be expected to

7.5.2 describe the impact of the Industrial Revolution on industry and workers in Newfoundland and Labrador, the Maritimes, and across Canada

- describe the typical workday, working conditions, and regulations for the following groups of workers: factory workers, resource industry workers, and women and children in the workforce
- explain the emergence and development of the labour movement and unions in Canada
- explain the impact that unions had on improving wages and working conditions

Suggestions for Learning and Teaching

The teacher may have students

- invite a labour union representative to the class to discuss how the representative’s union got started, how it grew, its key leaders, and how they try to benefit workers.
- research labour leaders who were prominent during the early 1920s and create a profile for a bulletin board display. Include such information as what motivated the leader, changes that the individual brought about, and how she or he had an impact on the labour movement.

Unit 5: Societal Empowerment

Suggestions for Assessment

Students may, for example,

- complete a comparison chart to compare rights of Canadian workers today with those of workers during the early 20th century.

| Worker Rights: Then and Now | | |
|-----------------------------|--------------------|-----|
| Then | Criteria | Now |
| | working hours | |
| | working conditions | |
| | rate of pay | |
| | benefits | |
| | safety regulations | |

Notes

Supplementary Resources

- *They Didn't Starve Us Out (Industrial Cape Breton in the 1920's)*
(Video) (NFB) (21 min)

Unit 5: Societal Empowerment

Outcomes

In grade 7, students will be expected to

7.5.3 explain how women became more empowered through their role in the social-reform movements of the late-19th and early-20th centuries

- describe the social-reform movements that occurred, including education and health reform, prison reform, living-and-working-condition reform
- identify key individuals and groups active in promoting these social changes
- analyse the impact of these movements on other women’s lives
- explain how women gained more rights and opportunities as a result of their work with social and political reform
- take age-appropriate action on contemporary social issues

Suggestions for Learning and Teaching

The teacher may have students

- examine how women were disempowered during the late 1800s and early 1900s in Canada. Find examples of disempowerment and record them in the following chart.

| Disempowerment of Women: Late 1800s to Early 1900s | |
|--|----------|
| Type | Examples |
| Economic | |
| Political | |
| Social | |
| Educational | |

- conduct research about the working conditions for women in factories and record it in the following charts.

| Working Conditions for Women in Factories | |
|---|---------|
| Condition | Details |
| length of workday | |
| rate of pay | |
| safety risks | |
| health risks | |
| compensation for injury | |

Unit 5: Societal Empowerment

Suggestions for Assessment

Students may, for example,

- complete a chart to compare working conditions of women today with conditions existing during the late 1800s and early 1900s.

| Worker Conditions for Women in Factories | | |
|--|-------------------------|-----|
| Then | Conditions | Now |
| | length of workday | |
| | rate of pay | |
| | safety risks | |
| | health risks | |
| | compensation for injury | |
| Compared to the late 1800s and early 1900s, women today (write your conclusion based on the information in the chart). | | |

- write a paragraph to compare a typical day for a woman in a poor urban neighbourhood with that of a woman of privilege in the late-1800s and early-1900s. (*For an organizer, refer to “Suggestions for Assessment” outcome 7.1.1.*)
- research the life and work of a selected woman reformer (e.g., Emily Stowe), and identify actions this person took and the qualities she portrays.

| Women Reformers During the Late 1800s and Early 1900s | | |
|---|------------------|--------------------------------------|
| Identify the Person | Actions She Took | Qualities That These Actions Portray |
| | | |
| | | |
| | | |
| | | |

Notes

Provincial Resources

- Changing Your World: Investigating Empowerment*, Chapter 13
- Changing Your World: Investigating Empowerment— Teacher’s Resource*, Chapter 13

CAMET Outcomes

Language Arts

- reading various mediums written about this period— poetry, literature
- writing biographical sketches

Unit 5: Societal Empowerment

Outcomes

In grade 7, students will be expected to

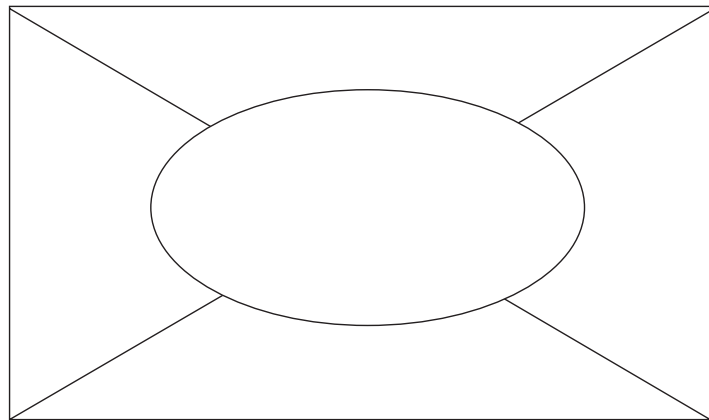
7.5.3 explain how women became more empowered through their role in the social-reform movements of the late-19th and early-20th centuries

- describe the social-reform movements that occurred, including education and health reform, prison reform, living- and working-condition reform
- identify key individuals and groups active in promoting these social changes
- analyse the impact of these movements on other women's lives
- explain how women gained more rights and opportunities as a result of their work with social and political reform
- take age-appropriate action on contemporary social issues

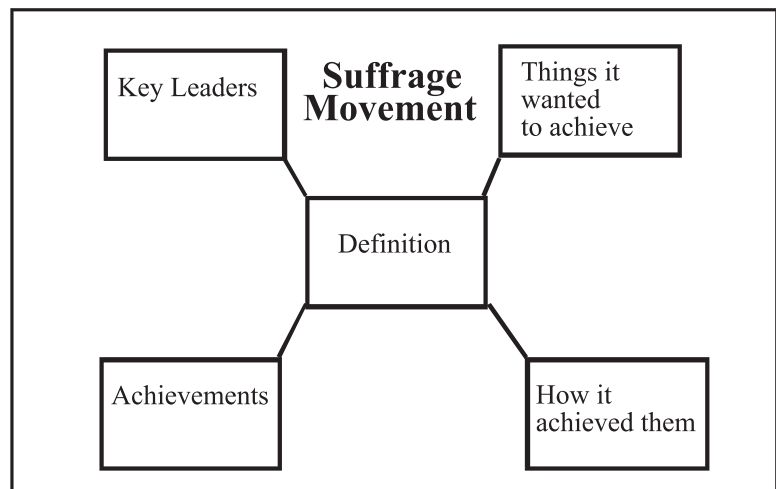
Suggestions for Learning and Teaching

The teacher may have students

- use a “placemat” cooperative learning strategy to identify reasons that women formed or became involved in reform movements during the late-1800s and early-1900s. A placemat organizer is given to a team of three or four students; each student places his or her reasons in the assigned section of the organizer. Through consensus, students select reasons they consider important to move to the circle. All placemats may be posted on the wall and key points may be distilled to a classroom list.



- create a “Wall of Fame” of key individuals who were successful in bringing about social reform. Include a short description of the role they played in the particular group.
- view “Heritage Minutes” for examples of women who were activists in gaining more rights and opportunities for women during the first quarter of the 20th century. Students should define what the suffrage movement was, what strategies were used, what was accomplished, and who its key activists were. The following organizer may be used.



Unit 5: Societal Empowerment

Suggestions for Assessment

Students may, for example,

- analyse information about the role and achievement of reform movements during the late-1800s and early-1900s. The information may be recorded in the following chart.

| Role of Reform Movements During Late 1800s and Early 1900s | | | | |
|--|-------------|--------------|--------------|------------|
| Organizations | Key Leaders | Kind of Work | Achievements | Role Today |
| Victorian Order of Nurses | | | | |
| Women's Christian Temperance Union | | | | |
| Women's Institute | | | | |
| Other | | | | |

- complete the following chart to show the impact that various reform movements had during the period.

| Impact of Reform Movements | | |
|----------------------------|-----------------------------------|------------------------------------|
| Reform Movement | Group of Women Who Benefited Most | Group of Women Who Benefited Least |
| | | |
| | | |
| | | |

- create a photo montage of how life for women changed over time. Display the information as a screen saver or print as a placemat.
- read accounts of life in Canada during this period and identify examples of women who were not affected by the social reform movement. In each case, describe the problems they still faced.

Notes

Provincial Outcomes

CIT

- B5.1: Demonstrate various object editing features
- B5.2: Carry out various object manipulations
- B7.7: Insert a graphic and manipulate

Web Links

- The *Famous 5 Foundation*, www.famous5.org
- Heritage Minutes www.histori.ca

Unit 5: Societal Empowerment

Outcomes

In grade 7, students will be expected to

7.5.3 explain how women became more empowered through their role in the social-reform movements of the late-19th and early-20th centuries

- describe the social-reform movements that occurred, including education and health reform, prison reform, living-and working-condition reform
- identify key individuals and groups active in promoting these social changes
- analyse the impact of these movements on other women’s lives
- explain how women gained more rights and opportunities as a result of their work with social and political reform
- take age-appropriate action on contemporary social issues

Suggestions for Learning and Teaching

The teacher may have students

- assume the roles of participants in a suffragist protest march. Construct a placard with a key message they would want to communicate.
- analyse cartoons about key players or issues related to social-reform movements during the early 1900s. The following organizer may be used. (*For a discussion of the use of other primary documents in the classroom, refer to Appendix E.*)

| Analysing an Historical Cartoon | |
|--|----------|
| Question | Response |
| What symbols are used in this cartoon? | |
| What does each symbol represent? | |
| What do the words (if any) mean? | |
| What is the main message of the cartoon? | |
| Why is the cartoonist trying to get this message across? | |
| What is your opinion of the message? | |

- create a timeline of “firsts.” Conduct research to find information on accomplishments of women who were first in their particular area of social reform.
- visit the Famous 5 Foundation website; the information gathered may be used to create silhouettes to be posted on a timeline.
- identify a local, provincial, national, or global issue that they think should be resolved. Ask them to identify individuals who hold power on this issue and then develop some strategies that they think could be pursued to influence these people.

Unit 5: Societal Empowerment

Suggestions for Assessment

Students may, for example,

- analyse an issue on which a social-reform movement was focused (e.g., the right of women to vote, the right of women to practice some occupations such as medicine, and so on).

| Examining an Issue in History: (Identify the issue you are examining) |
|--|
| What is the main issue? |
| What positions did the key player(s) take at the time? |
| What arguments did one side use to support their stand? |
| What arguments did the opposing side use to support their stand? |
| What beliefs or values were at odds in this issue? |
| What was the final outcome on the issue? |
| Looking back, explain whether or not you think the outcome was a good one. |

Notes

Web Links

- The *Famous 5 Foundation*, www.famous5.org

Unit 6: National Empowerment

Unit 6: National Empowerment

Unit Overview

The National Empowerment unit considers the degree to which a country or nation, is truly independent. From the turn of the century until the end of World War I (WWI), many events, issues, and decisions took place as Canada worked to find its role and place in the global community. It was an era of great change that many feel empowered Canada as a nation.

Despite Confederation, Britain initially maintained control of Canada's defence and foreign policy. In the early twentieth century, a number of issues and events led many Canadians to assert that their new country should control all of its affairs. While there were many perspectives on reducing Canada's reliance on Britain, an increasing number of Canadians subscribed to the goal of increasing national empowerment.

WWI is often identified as a defining moment in Canada's history. On the battlefield, Canada contributed much to the Allied war effort, and Canadians fought together for the first time. On the home front, Canadians adapted and sacrificed in order to support the Allied war effort. There were, however, issues such as conscription that divided Canadians. The degree to which Canada became nationally empowered in the years 1900 to 1918 is subject to debate; nevertheless, these were certainly important years in the ongoing discussion about Canada's sovereignty.

Unit Outcomes

Students will be expected to

- 7.6.1 examine how events in the early-20th century led Canada towards independence
- 7.6.2 explain Canada's participation in WWI
- 7.6.3 analyse the impact of WWI on Canada and its people

Unit Process and Skills Emphases

Communication

- read critically
- employ active listening techniques
- develop mapping skills
- select media and styles appropriate to a purpose
- present a summary, report, or argument
- use various forms of group and interpersonal communications such as debating, negotiating, establishing a consensus, classifying, and mediating conflict

Inquiry

- solve problems creatively and critically
- apply a variety of thinking skills and strategies
- recognize significant issues and perspectives in an area of inquiry
- gather, record, evaluate, and synthesize information
- interpret meaning and the significance of information and arguments
- test data, interpretations, conclusions, and arguments for validity

Participation

- function in a variety of groupings, using collaborative and cooperative skills and strategies

Unit 6: National Empowerment

Outcomes

In grade 7, students will be expected to

7.6.1 explain how events in the early-20th century led Canada towards independence

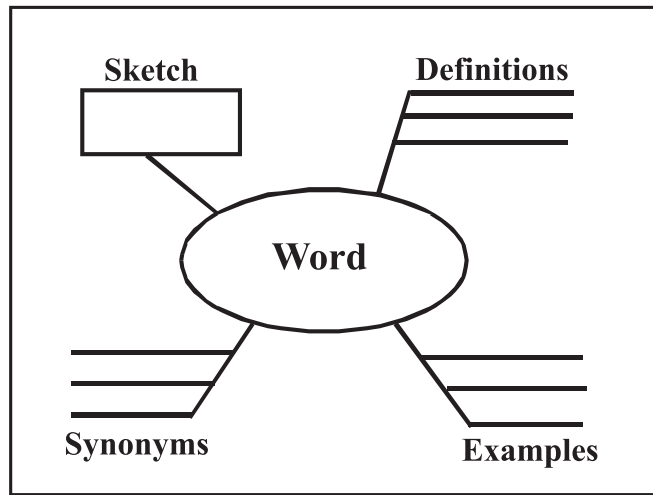
- explain the different perspectives on what the peoples of Canada at that time felt about Canada, Britain, and the United States
- explain how events like the Boer War*, the Alaskan Boundary Dispute, and the Naval Crisis affected the relationships between Canada and Britain, and Canada and the United States

* The Boer War is also referred to as the South African War in many resources.

Suggestions for Learning and Teaching

The teacher may have students

- participate in pairs and use the following organizer to define the term “imperialism”. *(The same exercise may be completed for the term “empire.”)*



- examine a world map showing the extent of the British Empire at the turn of the 20th century. In the following chart, identify the colonies/countries under direct British influence and conduct research to find out why Britain wanted control over them.

| Map Study: British Colonies at the Turn of the 20th Century | |
|--|------------------------------------|
| Country/Colony | Why Britain Wanted to Control Them |
| | |
| | |
| | |

- develop a bulletin board display showing evidence of British influence in Canada during the early 1900s. The evidence displayed may include the words to the National Anthem (“God Save the King”), postage stamps, currency, the national flag (the Union Jack), British sports (e.g., cricket, lawn bowling), and British popular music.

Unit 6: National Empowerment

Suggestions for Assessment

Students may, for example,

- write a brief paragraph to assess the accuracy of the following statement that was commonly used during at the turn of the 20th century. (*To assess this writing piece, refer to Appendix J-1 for a holistic scoring rubric*).

“The sun never sets on the British Empire.”

- analyse a poem or song that reflects Canada’s ties to Great Britain.

| My Checklist for Reading a Poem | |
|--|--------------|
| Criteria | Check |
| From the title I can predict what the poem is about. | |
| I found out the meaning of new words. | |
| I read the poem straight through. | |
| I reread the poem slowly to get the meaning. | |
| I paid attention to punctuation and diction. | |
| I paid attention to poetic elements (e.g., rhyme...) | |
| I examined the figures of speech and imagery used. | |
| I could imagine scenes created by the images. | |
| I put everything together to understand the main theme or meaning of the poem. | |
| The poem tells me that... | |

Notes

Provincial Resources

- *Changing Your World: Investigating Empowerment*, Chapter 14
- *Changing Your World: Investigating Empowerment Teacher’s Resource*, Chapter 14

Unit 6: National Empowerment

Outcomes

In grade 7, students will be expected to

7.6.1 explain how events in the early-20th century led Canada towards independence

- explain the different perspectives on what the peoples of Canada at that time felt about Canada, Britain, and the United States
- explain how events like the Boer War*, the Alaskan Boundary Dispute, and the Naval Crisis affected the relationships between Canada and Britain, and Canada and the United States

* The Boer War is also referred to as the South African War in many resources.

Suggestions for Learning and Teaching

The teacher may have students

- engage in a Think-Pair-Share cooperative learning structure to explore the issue of Canada’s involvement in the Boer War*. Pose the question, “Should Canada have been involved in the Boer War?” Each student individually thinks of a possible response to the question. Students then form pairs and both team members share their answer and evidence or support for their answer. The teacher selects pairs to share their answer with the class. (*To assess student participation in collaborative groups, refer to Appendix I.*)
- use the following organizer to analyse a cartoon depicting the Alaska Boundary Dispute.

| Analysing an Historical Cartoon | |
|--|----------|
| Question | Response |
| What symbols are used in this cartoon? | |
| What does each symbol represent? | |
| What do the words (if any) mean? | |
| What is the main message of the cartoon? | |
| Why is the cartoonist trying to get this message across? | |
| What is your opinion of the message? | |

- examine a map that shows the different land claims and the boundary resolution in the Alaska Boundary dispute of 1903. Complete the following chart.

| The Alaska Bounday Dispute | | | |
|----------------------------|-------------------|------------|--|
| Key Issue: | | | |
| Canadian Position | American Position | Resolution | Canadian Feelings About the Resolution |
| | | | |

Unit 6: National Empowerment

Suggestions for Assessment

Students may, for example,

- decide which group would most likely have taken the position on the Boer War* stated in the chart below.

| Views about the Boer War* | |
|---|--------------------------------|
| Statement | Who Would Likely Have Said It? |
| We can call on the loyal subjects of our Empire in this time of need. | |
| It is our honour and duty to defend the interests of the King. | |
| It is not our fight-let the Brits and their lapdogs get themselves out of this mess. | |
| We should assert our own independence and decide for ourselves what we should do. | |
| Choices: Imperialists, French-Canadian Nationalists, British Prime Minister, English Canadian Nationalist | |

- use the following checklist to write a letter to the editor of a newspaper to express their views about the Naval Service Bill of 1910.

| Checklist: Writing a Letter to the Editor | | |
|---|-----|---------|
| Criteria | Yes | Not Yet |
| Are my opening sentences strong and purposeful? | | |
| Am I clearly stating my opinion? | | |
| Are there enough details to support my point of view? | | |
| Am I arguing against opposite opinions? | | |
| Am I sure who I need to persuade? | | |
| Are my sentences written to create clear messages? | | |
| Are my words well-chosen for my message? | | |
| Have I checked my spelling, punctuation, grammar, and capitalization? | | |

Notes

Web Links

- Veterans Affairs Canada
www.vac-acc.gc.ca
Search:
- Canada Remembers/History
- Canada Remembers/Heros Remember (Interviews)
- Canadian War Museum
www.warmuseum.ca
Search:
- Features/The South African War

Unit 6: National Empowerment

Outcomes

In grade 7, students will be expected to

7.6.1 explain how events in the early-20th century led Canada towards independence

- explain the different perspectives on what the peoples of Canada at that time felt about Canada, Britain, and the United States
- explain how events like the Boer War*, the Alaskan Boundary Dispute, and the Naval Crisis affected the relationships between Canada and Britain, and Canada and the United States

* The Boer War is also referred to as the South African War in many resources.

Suggestions for Learning and Teaching

The teacher may have students

- conduct research to find out how Canadians felt about the Alaskan Boundary Dispute. Prepare an oral presentation for “broadcast” on local radio. *(To assess the student’s oral presentation, refer to Appendix J-4 for a holistic speaking rubric.)*
- create a cartoon depicting a perspective on relations with Great Britain.

Unit 6: National Empowerment

Suggestions for Assessment

Students may, for example,

- assess the impact of each of the following events on British-Canadian relations: Canada's involvement in the Boer War*, Britain's vote against Canada in the Alaska Boundary dispute, and the Naval Crisis of 1909.

| Major Steps in Canada's Independence | | |
|--------------------------------------|------------|---------------------------------|
| Event | Main Issue | Effect on Canada's Independence |
| Boer War* | | |
| Alaska Boundary Dispute | | |
| Naval Crisis of 1909 | | |

- create a cartoon depicting a perspective on relations with the United States. Pair with another student and have him or her interpret the cartoon. (*Provide the partner with the organizer, "Analysing a Cartoon," Appendix E.*)

Notes

Unit 6: National Empowerment

Outcomes

In grade 7, students will be expected to

7.6.2 explain Canada's participation in WWI

- explain what caused WWI and why Canada became involved
- explain how advances in technology changed how the war was fought
- demonstrate an understanding of Canada's role in WWI

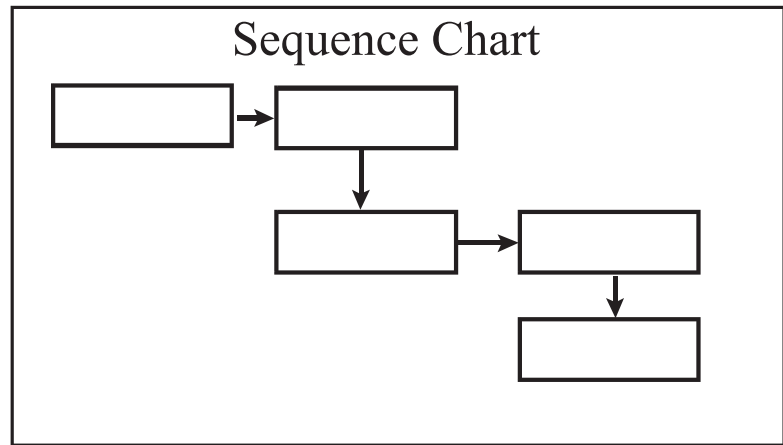
Suggestions for Learning and Teaching

The teacher may have students

- examine a map of Europe in 1915 showing countries that were in each military alliance.

| Alliances in Europe 1915 | |
|---------------------------|---------|
| Alliances | Nations |
| Triple Entente | |
| Supported Triple Entente | |
| Triple Alliance | |
| Supported Triple Alliance | |
| Took a neutral position | |

- construct a flow chart to illustrate the chain of events that led to the WWI.



- listen to several military marches used during WWI and describe their purpose and intended effect on the listener. Make a journal entry to record feelings evoked by the music.
- visit a local war memorial and note the names of local people who served in WWI. Follow up the information with a search of family history and interviews of descendants. Write a short biographical account of one of these people.
- collect pictures, letters, and artifacts related to fighting conditions experienced by and actions engaged in by Canadians and Newfoundlanders and Labradorians in WWI. These items may be scanned or digitally photographed and assembled into a school web-based war museum. ♥

Unit 6: National Empowerment

Suggestions for Assessment

Students may, for example,

- complete the following chart to record their analysis of wartime propaganda posters.

| Analysing a Propaganda Poster | |
|---|-------|
| Task | Notes |
| 1. Study the poster and note all of the images, colours, dates, characters, references to places and so on. | |
| 2. Describe the idea that the information seems to point to. | |
| 3. Compare your idea to what several of your classmates thought. | |
| 4. Write a sentence to state the central purpose of the poster. | |
| 5. Do you think the poster would have been an effective one? Explain. | |

- research and write a biography of a person who served in WWI. The following organizer may be used to collect and organize the information.

| Checklist for Writing a Biography |
|---|
| Who is this person? |
| What qualities did the person have? |
| What examples prove these qualities? |
| What events shaped or changed this person? Describe them. |
| What kinds of risks did this person take? |
| How was this person important to other people? |
| What I learned from this individual that may help me to make similar choices. |

Notes

Provincial Resources

- Changing Your World: Investigating Empowerment*, Chapter 15
- Changing Your World: Investigating Empowerment Teacher's Resource*, Chapter 15

CAMET Outcomes

Mathematics Outcomes

- F5 Construct appropriate data displays, grouping data where appropriate, and taking into consideration the nature of data
- F6 Read and make inferences for grouped and ungrouped data displays

Provincial Outcomes

CIT

- A11.1: Identify web page creation possibilities
- A11.2: Create appropriate text and image file formats
- B11.1: Examine html tags
- B11.2: Create a basic web page (may include backgrounds, images, hyperlinks, tables)
- B11.3: Indicate where file or page is hosted (server, web server, hosting service)
- B11.6: Embed objects (audio, video, pdgs, animation, Flash, Java Script Applet)

Web Links

- Veterans Affairs Canada
www.vac-acc.gc.ca
Search:
- Canada Remembers/History
- Canada Remembers/Heros Remember (Interviews)
- Canadian War Museum
www.warmuseum.ca
Search:
- Features/Propaganda

Unit 6: National Empowerment

Outcomes

In grade 7, students will be expected to

7.6.2 explain Canada’s participation in WWI

- explain what caused WWI and why Canada became involved
- explain how advances in technology changed how the war was fought
- demonstrate an understanding of Canada’s role in WWI

Suggestions for Learning and Teaching

The teacher may have students

- complete the following chart to indicate what was significant about the enlistment of selected groups in WWI.

| Enlistment of Selected Groups | |
|----------------------------------|--------------|
| Group | Significance |
| First Nations, Inuit, and Metis | |
| French-Canadian | |
| African-Canadians | |
| Newfoundlanders and Labradorians | |

- complete the following chart to describe the impact of military technology in WWI.

| Military Technology in WWI | |
|----------------------------|--------|
| Technology | Impact |
| Submarines | |
| Tanks | |
| Poison Gas | |
| Heavy Artillery | |
| Airplanes | |

- create a pictorial dictionary to illustrate the meaning behind the following phrases:

| | | |
|---------------|------------|----------|
| over the top | battalion | dogfight |
| no man’s land | artillery | infantry |
| regiment | war ace | cavalry |
| bayonets | bully beef | U-boat |
| barrage | CEF | |

Unit 6: National Empowerment

Suggestions for Assessment

Students may, for example,

- assume the role of a combatant and write a letter to a “relative” back home about his experiences
- assume the role of a war correspondent and use the following checklist to write a news article about a selected battle such as the Second Battle of Ypres, Passchendaele, Beaumont Hamel, or Vimy Ridge

| New Article Writing Structure | | |
|---|-----|---------|
| Criteria | Yes | Not Yet |
| The title is concise and catchy. | | |
| The title captures the main them. | | |
| The opening paragraph sets out the main idea of the article. | | |
| The next paragraph gives details to support a particular idea or issue. | | |
| The fourth paragraph gives details to support another idea or issue. | | |
| The fifth paragraph gives details to support another idea or issue. | | |
| The last paragraph ties all the ideas or issues together. | | |

- write a paragraph to describe trench warfare. The following chart may be used to collect and organize the information. ♥
(To assess this writing piece, refer to Appendix J-1 for a holistic writing rubric)

| WWI: Trench Warfare | |
|------------------------------------|-------|
| Criteria | Notes |
| How the trenches were constructed. | |
| Conditions in the trenches. | |
| Impact on the war. | |

Notes

Supplementary Resources

- *Canada and the Great War 1914–1918* (resource kits), Veteran’s Affairs Canada
www.vac-acc.gc.ca
- Youth & Educators/Teachers’ Resources

Videos

- *Canada at War*, (Series) (NFB)
- *Never Again* (Series)
War Amps Canada

Web Links

- Veterans Affairs Canada
www.vac-acc.gc.ca
Search:
- Youth & Educators/Multi-media
- Canada Remembers/History
- Canada Remembers/Heros Remember
- Canada Remembers/The Canadian Virtual War Musuem

Unit 6: National Empowerment

Outcomes

In grade 7, students will be expected to

7.6.2 explain Canada’s participation in WWI

- explain what caused WWI and why Canada became involved
- explain how advances in technology changed how the war was fought
- demonstrate an understanding of Canada’s role in WWI

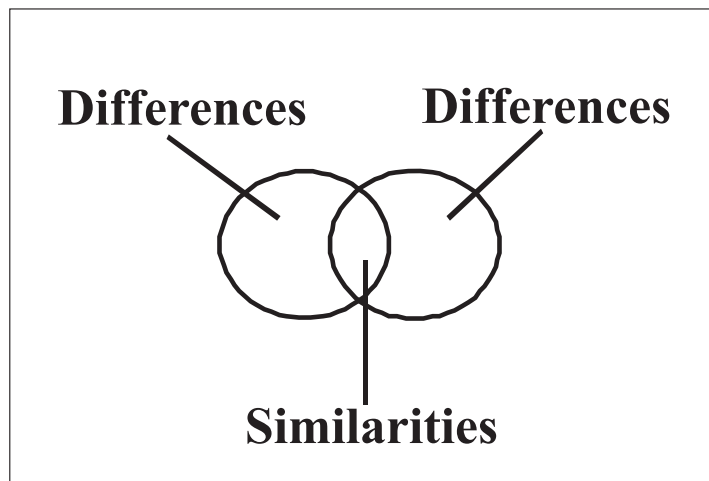
Suggestions for Learning and Teaching

The teacher may have students

- use the following chart to examine key battles and analyse the extent of Canadian involvement

| WWI: Canadian Involvement in Key Battles | | | |
|--|--------------------|----------------------|---------|
| Battle | Significant Events | Canadian Involvement | Results |
| Second Ypres Battle | | | |
| Passchendaele | | | |
| Somme and Beaumont Hamel | | | |
| Vimy Ridge | | | |

- use a poem, diary entries, audio account, documentary film, and other sources to derive details about the horrors of war. Interview a war veteran and determine if these details reflect his or her experiences.♥ The following organizer may be used. *(For a discussion of the use of primary documents in the classroom, refer to “Analysing a Sound Recording,” Appendix E.)*



Unit 6: National Empowerment

Suggestions for Assessment

Students may, for example,

- write a paragraph to explain why a selected battle was an important battle for Canada as a nation.
- create a thematic poster, cartoon, painting, or mural to depict some aspect of warfare studied in this unit.
- conduct a debate on the statement below.
 “War is a crime committed by men.” — Nellie McClung

| Debate Evaluation Form | | | | | |
|---|------------------|--------|---|--------|----------|
| Topic: _____ | | | Date: _____ | | |
| Observer: _____ | | | | | |
| Comments | Team 1 (Affirm.) | Points | Team 2 (Neg.) | Points | Comments |
| | Speaker 1 (Name) | | Speaker 1 (Name) | | |
| | Speaker 2 (Name) | | Speaker 2 (Name) | | |
| | Speaker 3 (Name) | | Speaker 3 (Name) | | |
| | Speaker 4 (Name) | | Speaker 4 (Name) | | |
| Procedures | | | | | |
| Affirmative | | | Negative | | |
| Speaker 1 speaks first: introduces topic and makes arguments. | | | Speaker 1 speaks second: introduces topic, attacks affirmative arguments, and gives negative arguments. | | |
| Speaker 2 speaks third: attacks negative arguments and strengthens affirmative arguments. | | | Speaker 2 speaks fourth: further attacks affirmative arguments, and strengthens negative arguments. | | |
| Speaker 3 speaks last: summarizes affirmative arguments' strengths and negative arguments' weaknesses | | | Speaker 3 speaks last: summarizes affirmative arguments' strengths and negative arguments' weaknesses | | |
| Scoring: Outstanding: 5 points; Strong: 4 points; Good: 3 points; Fair: 2 points; Poor: 1 point | | | | | |

Notes

Supplementary Resources

- *Canada and the Great War 1914–1918* (resource kits), Veteran’s Affairs Canada
www.vac-acc.gc.ca
 - Youth & Educators/Teachers’ Resources

Web Links

- Veterans Affairs Canada
www.vac-acc.gc.ca;
 Search:
 - Canada Remembers/History
 - Canada Remembers/Heros Remember
 - Canada Remembers/Other links
 - Youth & Educators/Other links
- The Royal Canadian Legion
www.legion.ca
- Canada’s Digital Collections
www.collections.gc.ca
 Search by Subject Index

Unit 6: National Empowerment

Outcomes

In grade 7, students will be expected to

7.6.3 analyse the impact of WWI on Canada and its people

- examine the human and social impact of WWI on Canadians
- examine the economic changes that resulted from Canada’s participation in WWI
- analyse some of the political issues resulting from Canada’s participation in WWI

Suggestions for Learning and Teaching

The teacher may have students

- write a brief paragraph to describe the strategies used to pressure young men to volunteer to fight in WWI.
- identify the roles that women took on the home front to support the war effort. The following organizer may be used to write a key question about their roles and to provide supporting details to answer it.

| Women Support the War Effort | | | | |
|-------------------------------------|--|--------------|--|--|
| Key Question | <table border="1" style="width: 100%; height: 60px; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">Roles</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> </tr> <tr> <td style="height: 30px;"></td> </tr> </tbody> </table> | Roles | | |
| Roles | | | | |
| | | | | |
| | | | | |

- analyse a poster that was designed to motivate young people at home to support the war effort. *(For a discussion of the use of primary documents in the classroom, refer to Appendix E.)*

| Analysing a Propaganda Poster | |
|--|--------------|
| Task | Notes |
| 1. Study the poster and note all of the images, colours, dates, characters, references to places, and so on. | |
| 2. Describe the idea that the information seems to point to. | |
| 3. Compare your idea to what several of your classmates thought. | |
| 4. Write a sentence to state the central purpose of the poster. | |
| 5. Do you think the poster would have been an effective one? Explain. | |

- list the actions that were carried out as a part of the War Measures Act of 1914.
- develop a concept web to illustrate conditions around the introduction of conscription in 1917; namely, the military need for it, the Military Service Act, reaction in English Canada, reaction in French Canada, and impact on relations between English Canadians and French Canadians.

Unit 6: National Empowerment

Suggestions for Assessment

Students may, for example,

- reflect upon the causes of WWI and the conditions experienced by combatants. Students may complete the following chart to decide whether or not they would have volunteered to fight.

| Decision: Would I have volunteered to fight in WWI? | |
|--|------|
| Pros | Cons |
| | |
| I would have (give your decision) because (give your reasons for your decision). | |

- assume the role of Prime Minister Borden in 1914. Write a public statement to announce the War Measures Act.
- conduct research to find out why conscription was introduced in 1917. Use the following chart to analyse the issue and decide if this government decision was a wise one.

| Examining an Issue in History: (Identify the issue you are examining) |
|---|
| What is the main issue? |
| What positions did the key player(s) take at the time? |
| What arguments did one side use to support their stand? |
| What arguments did the opposing side use to support their stand? |
| What beliefs or values were at odds in the issue? |
| What was the final decision on the issue? |
| Looking back, explain whether or not you think the decision was a wise one. |

Notes

Provincial Resources

- Changing Your World: Investigating Empowerment*, Chapter 16
- Changing Your World: Investigating Empowerment Teacher's Resource*, Chapter 16

Supplementary Resources

- Canada and the Great War 1914–1918* (resource kits), Veteran's Affairs Canada
www.vac-acc.gc.ca
- Youth & Educators/Teachers' Resources

CAMET Outcomes

Mathematics Outcomes

- F5 Construct appropriate data displays, grouping data where appropriate, and taking into consideration the nature of data
- F6 Read and make inferences for grouped and ungrouped data displays

Provincial Outcomes

CIT

- A4.1: Use brainstorming techniques to generate ideas
- A4.2: Create a web
- A4.3: Categorize ideas graphically
- A4.4: Create links between ideas, relink, or delete links between ideas
- A4.5: Elaborate on ideas (adding notes, annotations, etc.)

Web Links

- Canadian War Museum
www.warmuseum.ca
Search:
- Features/Propaganda
- Canada's Digital Collections
www.collections.gc.ca
Search by Subject Index

Unit 6: National Empowerment

Outcomes

In grade 7, students will be expected to

7.6.3 analyse the impact of WWI on Canada and its people

- examine the human and social impact of WWI on Canadians
- examine the economic changes that resulted from Canada’s participation in WWI
- analyse some of the political issues resulting from Canada’s participation in WWI

Suggestions for Learning and Teaching

The teacher may have students

- explore events and conditions related to the Halifax Explosion from the perspective of a person involved in the disaster. Focus on the three-day period from December 5 to 7, 1917. The following activities may be completed:
 - Using a 1917 street map of Halifax and surrounding area, mark the location of the person’s home.
 - Create a fictional character sketch of the person.
 - Through research, storyboarding, and writing, make a pictorial storybook that depicts the events and conditions that the person would have experienced.
(Refer to Appendix D for a framework for studying local history.)
- examine how the Canadian government treated those Canadian citizens who were regarded as “enemy aliens” during WWI. Complete the following organizer.

| Enemy Aliens | | | |
|---------------------|-----------------------------|--------------------------------|---------------------------------|
| Who were they? | Why were they put in camps? | What kind of work did they do? | What were camp conditions like? |
| | | | |

- explore why an income tax was introduced during WWI. Invite a guest speaker to class to discuss issues around income tax today.
- write a brief essay on one of the following questions:
 - Should individuals or companies be allowed to make profits from war?
 - Does war help the economy? If yes, who in the economy does it help? If no, why not?
 - How did the war further divide Canada?
 - How did WWI help women gain the right to vote?

To assess this writing piece, refer to Appendix J-1 for a holistic writing rubric.)

Unit 6: National Empowerment

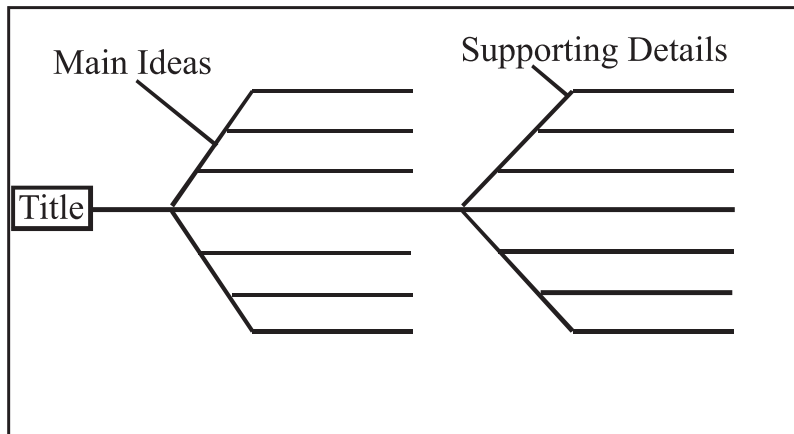
Suggestions for Assessment

Students may, for example,

- write a letter to the editor of a newspaper to express their views on the issue of detaining “enemy aliens” in camps away from the general population. (See organizer below.) Compare their letter with one written by a classmate.

| Checklist: Writing a Letter to the Editor | | |
|---|-----|---------|
| Criteria | Yes | Not Yet |
| Are my opening sentences strong and purposeful? | | |
| Am I clearly stating my opinion? | | |
| Are there enough details to support my point of view? | | |
| Am I arguing against opposite opinions? | | |
| Am I sure who I need to persuade? | | |
| Are my sentences written to create clear messages? | | |
| Are my words well-chosen for my message? | | |
| Have I checked my spelling, punctuation, grammar, and capitalization? | | |

- complete a “fish-bone” organizer to outline their understanding of the impact of WWI on Canada. They may begin by developing a title (e.g., “WWI Permanently Affects Canada”), develop main ideas (e.g., economic, political ...) and then provide details to support each main idea.



Notes

Supplementary Resources

- *Canada and the Great War 1914–1918* (resource kits), Veteran’s Affairs Canada
www.vac-acc.gc.ca
- Youth & Educators/Teachers’ Resources

Web Links

- Halifax Explosion
www.halifaxexplosion.org
- The Halifax Explosion,
www.cbc.ca/halifaxexplosion/
- Maritime Museum of the Atlantic
http://museum.gov.ns.ca/mma/AtoZ/HalExpl.html
- Historica
www.historica.ca/minutes
Search:
- Military/Halifax Explosion

Unit 7: Reflection

Unit 7: Reflection

Unit Overview

Over the year, students as active, independent learners have explored the role of authority and empowerment in their own lives and the lives of Canadian citizens past and present. Their exploration of empowerment has led them to an understanding of Canada's development from the early 1800s (pre-Confederation) through to end of the WWI. The activities of this culminating unit are intended to give students an opportunity to reflect on the degree of empowerment attained by individuals, groups, and the country during Canada's emergence as a nation.

Unit Outcomes

Students will be expected to

7.7.1 portray an understanding of the extent of empowerment of individuals, groups, and the nation up to 1920

Unit Process and Skills Emphases

Communication

- communicate ideas and information to a specific audience
- express and support a point of view
- select media and styles appropriate to a purpose
- present a summary report or argument

Inquiry

- frame questions or hypotheses that give clear focus to an inquiry
- apply a variety of thinking skills and strategies
- recognize significant issues and perspectives in an area of inquiry
- interpret meaning and the significance of information and arguments

Participation

- engage in a variety of learning experiences that include both independent study and collaboration

Unit 7: Reflection

Outcomes

In grade 7, students will be expected to

7.7.1 portray an understanding of the extent of empowerment of individuals, groups, and the nation up to 1920

Suggestions for Learning and Teaching

The teacher may have students

- select a topic that will be a major focus during the year to illustrate the process of empowerment of an individual, group, or the nation. Examples include but are not limited to:
 - Aboriginal peoples: A struggle for empowerment
 - New settlers: Challenges of cultural empowerment
 - Women: Their journey to empowerment
 - Canada: Cutting the apron strings
 - Visible minorities: Seen and now heard
 - On the job: Changing conditions and attitudes in the workplace
- choose a format for presentation. Examples include, but are not limited to:
 - A vignette that includes three to four events that show an evolution in the empowerment of an individual, group, or the nation. The vignette should be supported by a storyboard.
 - A portfolio that contains carefully selected artifacts (e.g., newspaper articles, poems, songs, diary entries, photos, maps, statistics, and advertisements) that show how the individual, group, or nation became empowered.
 - A CD containing a collection of artifacts to include those that would normally form part of a portfolio (Appendix H). The advantage of a digital collection is that it provides a greater opportunity for audio and video clips with student narration. Again, the emphasis is on the “journey” towards empowerment.
- reflect upon what they have learned and the learning process during this culminating exercise. Examples follow for each presentation format:
 - After the vignette: The student may address the audience about the significance of what happened (similar to a dialectical journal entry), express thoughts about how the vignette was developed and how they learned from it (a metacognitive tone), and look back at the personal experiences involved (a reflective tone).
 - For the portfolio: The student may include journal pages on the topic completed during the year; the pages should be selected to show speculative, dialectical, and metacognitive entries. A final reflection should summarize these entries. Refer to Appendix G for a discussion of students response journals: types of entries, cuing questions, and examples of lead-ins.
 - For the CD format: The student should address the “audience” about the same aspects that apply to the vignette.

Unit 7: Reflection

Suggestions for Assessment

Students may, for example,

- identify the goals (e.g., outcomes and delineations) that support the topic.
- develop, and validate with peers in a cooperative structure, a plan that shows:
 - the title
 - the beginning of a concept web that will be developed as the theme is completed
 - a checklist to guide the work
 - an intention to conference with the teacher during the development of the topic
 - use a writing and/or speaking rubric (as appropriate) to be used as a self-assessment. Refer to Appendices J-1 and J-4, respectively.

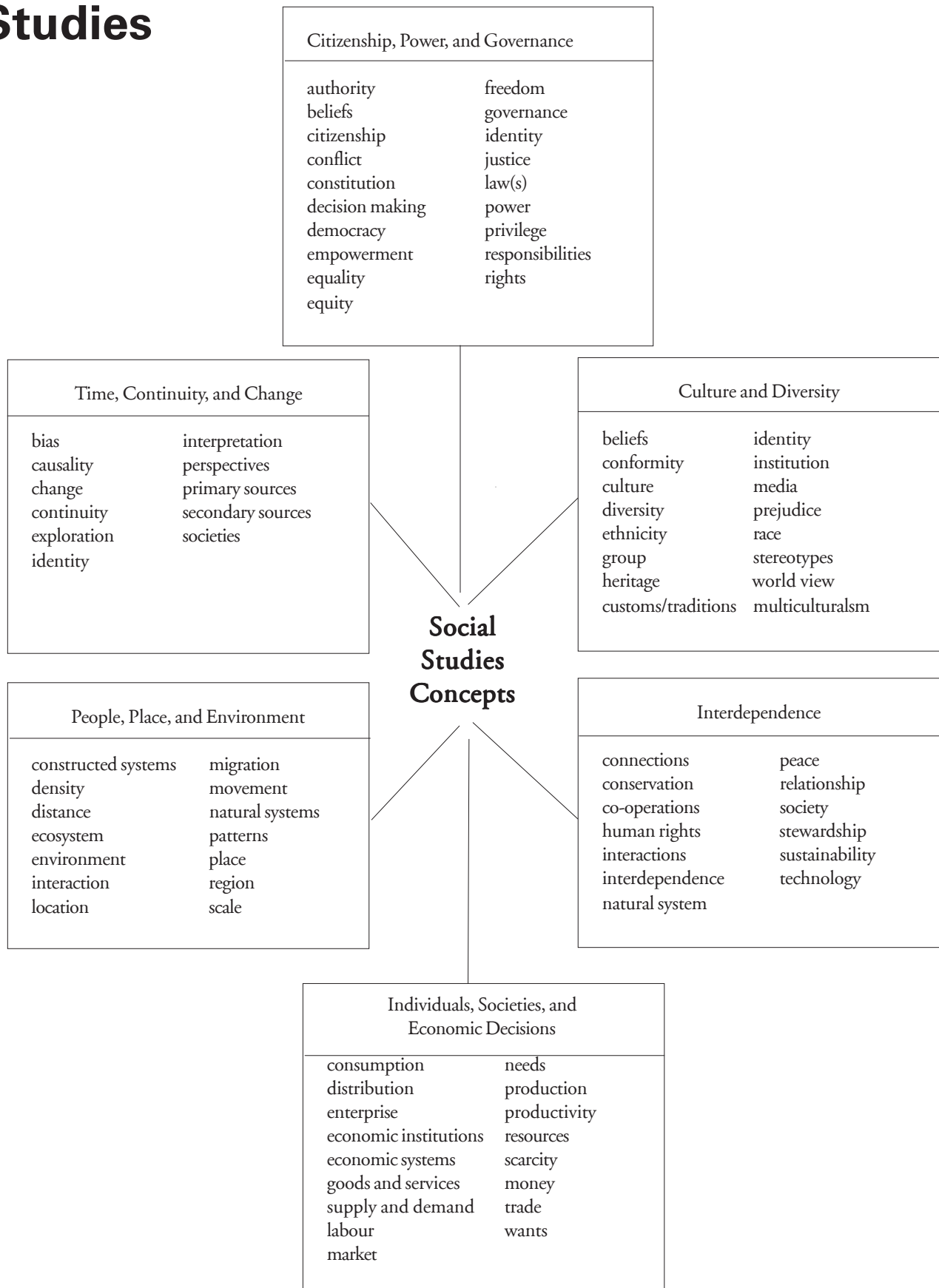
Notes

Provincial Resources

- *Changing Your World: Investigating Empowerment*
- *Changing Your World: Investigating Empowerment— Teacher's Resource*

Appendix

Appendix A: Concepts in Entry-9 Social Studies



Appendix B: Process-Skills Matrix

The social studies curriculum consists of three major process areas: communication, inquiry, and participation. Communication requires that students listen to, read, interpret, translate, and express ideas and information. Inquiry requires that students formulate and clarify questions, investigate problems, analyse relevant information, and develop rational conclusions supported by evidence. Participation requires that students act both independently and collaboratively in order to solve problems, make decisions, and negotiate and enact 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 | <ul style="list-style-type: none"> • detect bias in historical accounts • distinguish fact from fiction • detect cause-and-effect relationships • detect bias in visual material | <ul style="list-style-type: none"> • use picture clues and picture captions to aid comprehension • differentiate main and subordinate ideas • use literature to enrich meaning |
| Communicate ideas and information to a specific audience | <ul style="list-style-type: none"> • argue a case clearly, logically, and convincingly | <ul style="list-style-type: none"> • write reports and research papers |
| Employ active listening techniques | (see shared responsibilities) | <ul style="list-style-type: none"> • listen critically to others' ideas or opinions and points of view • participation in conversation, small groups, and whole group discussion |
| Develop map skills | <ul style="list-style-type: none"> • use a variety of maps for a variety of purposes • use cardinal and intermediate directions to locate and describe places on maps and globes • construct and interpret maps that include a title, a legend, a compass rose, and 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 | |

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

Process Inquiry

| Skill | Critical Responsibilities for Social Studies | Shared Responsibilities |
|---|--|--|
| Frame questions or hypotheses that give clear focus to an inquiry | <ul style="list-style-type: none"> • identify relevant primary and secondary sources • identify relationships between items of historical, geographic, and economic information • combine critical social studies concepts into statements of conclusion based on information | <ul style="list-style-type: none"> • identify relevant factual material • identify 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 opinion based on critical examination of relevant information • state hypothesis for further study |
| Solve problems creatively and critically | (see shared responsibilities) | <ul style="list-style-type: none"> • identify a situation in which a decision is required • secure factual information needed to make the decision • recognize 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • determine the accuracy and reliability of data • make inferences from factual material • recognize inconsistencies in a line of argument • determine whether or not the information is pertinent to the subject |

| Skill | Critical Responsibilities for Social Studies | Shared Responsibilities |
|---|--|---|
| Recognize significant issues and perspectives in an area of inquiry | <ul style="list-style-type: none"> • research to determine the multiple perspectives on an issue | <ul style="list-style-type: none"> • review an interpretation from various perspectives • examine critically 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 | <ul style="list-style-type: none"> • identify an inclusive range of sources | <ul style="list-style-type: none"> • identify and evaluate sources of print • use card catalogue to locate sources • use search engine to locate sources on World Wide Web • use periodical index |
| Gather, record, evaluate, and synthesize information | <ul style="list-style-type: none"> • interpret history through artifacts • use sources of information in the community • access oral history including interviews • use map and globe reading skills • interpret pictures, charts, 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • interpret the socio-economic and political messages of cartoon and other visuals • interpret the socio-economic and political messages of artistic expressions (e.g., poetry, literature, folk songs, plays) | <ul style="list-style-type: none"> • identify ambiguities and inconsistencies in an argument • identify stated and unstated assumptions |
| Analyse and evaluate information for logic and bias | <ul style="list-style-type: none"> • distinguish amongst hypotheses, evidence, and generalizations • distinguish between fact and fiction, and fact and opinion | <ul style="list-style-type: none"> • estimate the adequacy of the information • distinguish between relevant and irrelevant information |

| Skill | Critical Responsibilities for Social Studies | Shared Responsibilities |
|---|---|---|
| Test data, interpretations, conclusions, and arguments for accuracy and validity | <ul style="list-style-type: none"> • compare and contrast credibility of differing accounts of same event • recognize the value and significance of interpreting factual material • recognize changing societal values' effects on the interpretation of historical events | <ul style="list-style-type: none"> • 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 between categories of information |
| Draw conclusions that are supported by the evidence | (see shared responsibilities) | <ul style="list-style-type: none"> • recognize the tentative nature of conclusions • recognize values may influence conclusion or interpretations |
| Make effective decisions as consumers, producers, savers, investors, and citizens | <ul style="list-style-type: none"> • access, gather, synthesize, and provide relevant information and ideas about economic issues • generate new ideas, approaches, and possibilities in making economic decisions • identify what 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) | <ul style="list-style-type: none"> • express personal convictions • communicate own beliefs, feelings, and convictions • 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 |

| Skill | Critical Responsibilities for Social Studies | Shared Responsibilities |
|--|---|--|
| Function in a variety of groupings, using collaborative and cooperative skills and strategies | (see shared responsibilities) | <ul style="list-style-type: none"> • contribute to development of a supportive climate in groups • serve as 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-discriminating ways |
| Respond to class, school, community, or national public issues | <ul style="list-style-type: none"> • keep informed on issues that affect society • identify situations in which social action is required • work individually or with others to decide on an appropriate course of action • accept and fulfill responsibilities associated with citizenship • articulate personal beliefs, values, and world views with respect to given issues • debate differing points of view regarding an issue • clarify preferred futures as a guide to present actions | |
| Relate to the environment in sustainable ways and promote sustainable practices on a local, regional, national, and global level | <ul style="list-style-type: none"> • recognize the economic factors associated with sustainability (see shared responsibilities) • identify ways in which governments can affect sustainability practices | <ul style="list-style-type: none"> • develop the personal commitment necessary for responsible community involvement • employ decision-making skills • contribute to community service or environmental projects in schools and communities or both • promote sustainable practice in families, schools, and communities • self-monitor contributions |

Appendix C: Graphic Organizers

| Use of Skill-Oriented Graphic Organizers | | |
|---|--|---|
| <i>Type</i> | <i>Outcomes</i> | <i>Page Reference</i> |
| cartoon analysis | 7.5.3, 7.6.1 | 120, 130 |
| cause-and-effect | 7.2.3, 7.3.3, 7.4.1, 7.5.2 | 56, 72, 84, 113 |
| clarifying fact and opinion | 7.3.3 | 74 |
| comparison | 7.2.1, 7.2.2, 7.3.1, 7.3.2, 7.4.1, 7.4.2, 7.4.3, 7.5.1, 7.5.2, 7.5.3 | 48, 52, 64, 65, 85, 89, 90, 104, 109, 117 |
| concept webbing | 7.3.2, 7.4.1, 7.5.1, 7.6.3 | 68, 84, 103, 138 |
| debate evaluation form | 7.3.2, 7.6.2 | 71, 137 |
| decision-making | 7.5.2, 7.6.3 | 109, 139 |
| E-diagram | 7.4.1, 7.5.2, 7.6.3 | 85, 108, 138 |
| fishbone organizer | 7.6.3 | 141 |
| fish-bowl cooperative learning structure | 7.4.3 | 91 |
| four-corners cooperative learning structure | 7.5.1 | 104 |
| group discussion self-assessment | 7.2.3 | 57 |
| historical issue analysis | 7.5.3, 7.6.3 | 121, 139 |
| historical letter analysis | 7.3.1 | 67 |
| interview jot-noting | 7.2.3 | 58 |
| interview preparation | 7.3.3, 7.5.2 | 75, 109 |
| jigsaw cooperative learning structure | 7.1.1, 7.4.1 | 38, 86 |
| K-W-L | 7.2.1, 7.5.2 | 48, 111 |
| organizing a paragraph | 7.1.1 | 41 |
| perspective-taking | 7.3.2, 7.3.3, 7.4.2, 7.6.1 | 69, 72, 88, 129 |
| photo analysis | 7.5.1 | 105 |
| placement cooperative learning structure | 7.4.4, 7.5.3 | 92, 118 |

| Uses of Skill-Orientated Graphic Organizers | | |
|---|--------------------------------|-----------------------|
| <i>Type</i> | <i>Outcomes</i> | <i>Page Reference</i> |
| poem (song) analysis | 7.5.2., 7.6.1. | 113, 127 |
| poster analysis | 7.6.2., 7.6.3. | 133, 138 |
| sequencing/flow chart | 7.3.2., 7.6.2. | 70, 132 |
| spider definition | 7.1.1., 7.2.1., 7.2.2., 7.6.1. | 36, 47, 52, 126 |
| supporting statements with evidence | 7.3.4., 7.5.1. | 77, 103 |
| think-pair-share cooperative learning structure | 7.1.1. | 40 |
| validating statements | 7.3.3. | 75 |
| Venn diagram | 7.3.1., 7.5.1., 7.6.2. | 65, 107, 136 |
| writing a biography | 7.5.1., 7.6.2. | 105, 133 |
| writing a letter to the editor | 7.1.1., 7.5.2., 7.6.1., 7.6.3. | 39, 111, 129, 141 |
| writing a news article | 7.6.2. | 135 |

Appendix D: Studying Local History

Studying local history provides a real opportunity for students to apply concepts and skills they acquire during their study of grade 7 social studies. Local history is a legitimate avenue of research as students develop concepts and skills in a limited but familiar context that can be inter-connected to those found in an expanded but more unfamiliar context. One of the challenges for the social studies teacher is to make social studies meaningful, significant, challenging, and active. (See “Principles Underlying the Social Studies Curriculum,” page 11-12. Studying an aspect of local history provides an opportunity to add these qualities to teaching and learning and, at the same time, to incorporate resource-based learning in its fullest sense into the classroom.

The following is a planning guide for preparing for a study of local history. References to specific curriculum outcomes and delineations are made only as examples of processes and procedures.

1. Preparation for conducting a study of local history

1.1 Choose your area of study.

There are many avenues for studying local history. Local history may be examined at a broad level, or in a more specific and manageable way. Rather than take on a study of the community, for example, it may be wise to focus on some aspects of it.

Research themes for local history

- the school
- a place of worship
- a family shelter
- the courthouse
- the hospital
- a local business (e.g., fish plant, store, craft shop)
- family names
- traditional food ways
- clothing styles in the past
- social movements
- a local disaster

It is possible to combine individual local studies into a more comprehensive piece to make up a community history and, hence, give the students' work more significance. (*Refer to section 4.3.*)

- 1.2 Tie the area of research or theme to the historical mode of inquiry and to the curriculum.
Select the outcome and delineations which legitimize and give direction to the area of study that the student selects.

Historical inquiry

Outcome 7.5.1, with its emphasis on evaluating the conditions of everyday life for Canadians at the turn of the 20th century, provides an opportunity to incorporate local history. The following steps may be used to conduct a historical inquiry around a theme suggested above.

- Identify an initial source or several initial sources of information.
- Formulate a key question.
- Identify other sources to ensure reliability of information.
- Gather information.
- Find patterns in the information gathered.
- Draw generalization from the patterns.
- Present explanations or arguments in support of the key question.

- 1.3 Become familiar with the sources of information.
It is important to help the student prepare for the study by becoming familiar with the historical source(s) before the research actually begins.

Familiarization with the sources of information

- Visit the site (if studying the history of a structure).
- Visit the archive, museum, or library (in case relevant primary sources are found there).
- Visit a local person (to familiarize him or her with what is being studied and to assess his or her comfort with the process).
- Examine photos.
- Develop a list of materials and equipment needed.
- Develop a questionnaire (where applicable) and identify other formats for recording the information.

2. Introduce the study of local history.
- 2.1 Fully brief students of the purpose of a study of local history.

Purpose (example)

To find out how the fish plant got started and became important in our community.

OR

To find out how people in traditional times prepared food.

2.2 Assign tasks to the student.

It is advisable for more than one student to study the same theme, but each student does not necessarily have to follow the same processes. For example, different steps in historical inquiry (see previous page) may be assigned to different students. The teacher may assign these tasks according to students' interests and abilities.

2.3 Assign out-of-class activities to the student

Ensure that students know what they have to do and that they are prepared in advance.

3. Out-of-Class Tasks

3.1 Engage students in the assigned tasks.

Field tasks

- Note-taking
- Field-sketching
- Taking photos
- Interviewing
- Researching text materials
- Recording in appropriate A/V formats
- Photo-copying or scanning text information

It is important to assign a task that is compatible with a skill a student may have. For example, some students may be more skilled at interviewing than note-taking, or at taking photos than sketching.

3.2 Monitor student activities.

As students engage in their field activities, ensure that they exercise good time on task, that they clarify ideas and tasks given them, and that tasks are modelled for them, if necessary.

4. In-class Synthesis

4.1 Students prepare and present field data.

Back in the classroom, students will analyse their data according to the methods of historical inquiry outlined in item 1.2. The formats of the final presentation of their findings may vary.

Presentation formats

- Written report (or essay)
- Photo-essay
- Oral presentation
- A/V Presentation
- Poster board display
- Published article (e.g., on the school website, in a school or community newspaper)

4.2 Use of methodologies most suited to the task.

- Independent work as students organize the information and/or materials they collected during the field research.
- Teacher questioning to (1) help students review what happened during the research phase, and (2) guide them through the process of historical inquiry in item 1.2.
- Cooperative learning as students in a group compare their findings and prepare reports, displays, or articles.

4.3 Attributing significance to the project.

It is important to give an opportunity for the different pieces of work to be assembled into a more comprehensive school-based project. For example, a school website could be an avenue to publish a narrative of a school project and, in it, to display examples from individual projects. Parents could be invited to view a school display in the gymnasium. As well, individual projects may be submitted to a provincial heritage fair.

Appendix E: Using Primary Sources in the Classroom

Suggested Uses

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

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

Analysing Primary Sources

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

Analysing a Family Heirloom

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

Analysing a Tool or Implement

| Analysis Sheet: Tool/Implement | |
|--|-------------|
| Question | Information |
| 1. How is the object constructed? | |
| 2. Who constructed it? | |
| 3. Where was it kept on the owner's property? | |
| 4. How and when was it used? | |
| 5. Who mainly used it and why? | |
| 6. What do the object and its use say about living conditions and lifestyle? | |

Analysing a Photo

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

Analysing a Propaganda Poster

| Analysis Sheet: Propaganda Poster | |
|--|-------|
| Task | Notes |
| 1. Study the poster and note all the images, colours, dates and characters, references to places, and so on. | |
| 2. Describe the idea that the information seems to point to; compare your idea to ideas others may have. | |
| 3. Write a sentence to give the central purpose of the poster. | |
| 4. Do you think the poster would have been effective? Explain. | |

Analysing a Sound Recording

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

* Adapted from the U.S. National Archives and Records Administration, Washington, DC 20408

Analysing a Cartoon

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

Appendix F: Examining Issues in History

In social studies, examining issues forms a critical part of learning. This is particularly true in the history classroom. For a current issue, the goal is to help the student to reach a point at which he or she can look at an issue from multiple viewpoints, take a position, and provide a supporting rationale. In a history course, the issue to be analysed is likely one that has happened in the past, and the outcome is part of the historical record. Nonetheless, some of the critical-thinking steps that are used in any issues-based curriculum still pertain.

The following framework provides a template for examining issues in grade 7 social studies. Like analysing a document, examining an issue may also require students to use primary and secondary sources.

| Examining Issues in History |
|--|
| 1. What is the main issue? |
| 2. What positions did key players take at the time? |
| 3. What arguments did one side use to support their positions? |
| 4. What arguments did the opposing side use to support their position? |
| 5. What beliefs or values are at odds in this issue? |
| 6. Looking back now, do you think the outcome was a good one? Explain. |

Appendix G: Student Response Journals

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

It is useful for the teacher to give students cues (e.g., lead-ins) when a text, discussion item, learning activity, or project provides an opportunity for a journal entry. If necessary, students may be taught key words to start their entries. The following chart illustrates that the cue, or lead-in, will depend upon the kind of entry that the learning context suggests. Column one cites examples of types of entries. The following chart provides samples of lead-ins, but the list should be expanded as you work with students.

| Student Response Journal | | |
|---|--|--|
| Possible Type of Entry | Cuing Question for the Journal Response | Sample Key Lead-Ins |
| Speculative: <i>Examples: Suggestions for Learning and teaching, Outcome 7.5.2, page 110</i> | What might happen because of this? | I predict that... It is likely that... As a result... |
| Dialectical <i>Example: Suggestions for assessment, Outcome 7.3.4., page 75</i> | Why is this quotation (event, action) important or interesting? What is significant about what happened here? | This is similar to ... This event is important because it... Without this individual, the ... This was a turning point because it... When I read this (<i>heard this</i>), I was reminded of when... This helps me to understand why... |
| Metacognitive <i>Example: Suggestions for learning and teaching, Outcome 7.2.1., page 46</i> | How did you learn this? What did you experience as you were learning this? | I was surprised... I don't understand... I wonder why... I found it funny that... I think I got a handle on this |
| Reflective <i>Examples: Suggestions for learning and teaching, Outcome 7.1.1., page 38 Suggestions for Assessment Outcome 7.1.1, page 39</i> | What do you think of this? What were your feelings when you read (heard, experienced) that...? | I find that... I think that... I like (don't like)... The most confusing part is when... My favourite part is when... I would change... I agree that....because... |

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

| Grade 7 Social Studies: Entry Date | |
|---|-----------------------|
| Learning Event | My response... |
| | |

Appendix H: Portfolio Assessment

Portfolio assessment consists of a collection of student work across a range of outcomes that gives evidence or tells a story of his or her growth in knowledge, skills, and attitudes throughout the school year. It is more than a folder stuffed with pieces of student work. It is intentional and organized. As a student assembles a portfolio, the teacher should help to:

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

A portfolio may have *product-oriented* and *process-oriented* dimensions. The purpose of a product-oriented focus is to document the student's achievement of outcomes; the "artifacts" tend to relate to the concepts and skills of the course. The purpose of a process-orientation focus is to forefront the "journey" of acquiring the concepts and skills; the artifacts include students' reflections on what they are learning, problems they encountered, and on how they found solutions to them. For this orientation, journal entries form an important part of the portfolio.

A portfolio should contain a wide range of learning artifacts. Including, but not restricted to:

| | |
|-----------------|--------------------|
| written tests | sketches |
| essays | artwork |
| work samples | checklists |
| research papers | rating scales |
| surveys | peer reviews |
| reflections | class notes |
| photos | graphic organizers |

The following is a suggested approach for assembling a portfolio in grade 7 social studies. It is not intended to be prescriptive, but to present suggestions for teacher and student use. The chart provides a set of guidelines that represent the kind of information that students need to know as they assemble their portfolio. The second column contains a rationale for the guidelines.

| Guidelines for the Student | Commentary for the Teachers |
|--|--|
| <p><i>Task</i></p> <p>One purpose of grade 7 social studies is to help you see how something changed over time. You are required to retain samples of your work that relate to a theme you have chosen and arrange them into a portfolio to show your progress towards the goals set.</p> | <p>Explain to the student that the portfolio can have a range of artifacts in it and that they have to be carefully selected according to the set purpose. Help each student to select a particular theme by selecting a set of related outcomes. For example:</p> <ul style="list-style-type: none"> - The Struggle of Aboriginal Peoples for Empowerment (Outcomes 7.1.1., 7.2.1., 7.2.2., 7.4.1. 7.4.2., 7.4.3., 7.5.1.) |
| <p><i>Learning Goals</i></p> <p>After you have selected a theme for your portfolio, we will meet to write down the goals that are worth achieving. For example: what knowledge about your theme should you learn? What skills will you need to use along the way? What will be your reflections on what you are learning and how you are learning?</p> | <p>In your conference with the student, you should try to balance student interest with what you deem to be essential outcomes in the course.</p> <p>To help the student focus on the knowledge to be learned, write the outcomes in student language.</p> <p>Identify the skills that you consider essential to acquiring the knowledge. For example, if “Identify the various Aboriginal Groups in present-day Atlantic Canada during this period” (for Outcome 7.4.3.) is part of the Aboriginal theme, then “Developing mapping skills” will be a useful skill as the student shades in and labels the areas on a sketch map where Aboriginal peoples in Atlantic Canada live.</p> <p>Tell the student that he or she will be required to write about the process of learning—reflections about what is learned and how it is learned.</p> <p>As a student guide, develop a checklist of the knowledge, skills, and attitude-related outcomes.</p> |

| Guidelines for the Student | Commentary for the Teachers |
|---|---|
| <p><i>Contents</i></p> <p>Cover page (with your name and note to the viewer) Table of contents An explanation of why you chose this theme A completed checklist you used to guide your work Work products Graphics with audio (can be in CD format) A reflections journal A self-assessment of your work An assessment by a peer A rubric used in the assessment</p> | <p>Explain to each student that the portfolio is not a place to hold all of his or her work. In consultation with you, he or she will select the kinds of work to be included-work samples and other artifacts that reflect his or her best efforts and are tied to the course outcomes.</p> |
| <p><i>Conferences</i></p> <p>You and I will meet at least twice each semester to review your progress and to solve problems you may have. If you should face an unexpected problem that is blocking your work, you will be responsible for bringing it to my attention so that we can find a solution that will get you going again.</p> | <p>Provide the student with a conferencing schedule.</p> |
| <p><i>Evaluation</i></p> <p>In June, you are required to hand in your portfolio for final evaluation.</p> | <p>It will be useful to give the student the weighting or share of the percentage assigned to the unit(s) of which the portfolio is a part.</p> <p>Provide the criteria for how the portfolio will be assessed. If a rubric is going to be used, provide it is also for the student to use in his or her self-assessment.</p> |
| <p><i>Communication</i></p> <p>Who will be your audience and how will they get to know about your portfolio? In our first conference we will have an opportunity to discuss this question.</p> | <p>Conference with the student about how he or she would like to “publicize” the portfolio. Some students can make a completely electronic portfolio. In such an instance, the portfolio can be posted on the school website.</p> |

Appendix I: Rubrics in Assessment

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

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

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

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

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

Appendix J: Rubrics

Some Atlantic provinces have developed a set of holistic scoring rubrics to assess student achievement in writing, reading/viewing, listening, and speaking. These instruments are critical to assessing these competencies in the content areas such as social studies.

| 1. Holistic Writing Rubric | |
|-------------------------------------|--|
| Proficiency Level | Traits |
| 5 Outstanding | <ul style="list-style-type: none"> • outstanding content that is clear and strongly focused • compelling and seamless organization • easy flow and rhythm with complex and varied sentence construction • expressive, sincere, engaging voice that always brings the subject to life • consistent use of words and expressions that are powerful, vivid, and precise • outstanding grasp of standard writing conventions |
| 4 Strong | <ul style="list-style-type: none"> • strong content that is clear and focused • purposeful and coherent organization • consistent flow and rhythm with complex and varied sentence construction • expressive, sincere, engaging voice that often brings the subject to life • frequent use of words and expressions that are often vivid, and precise • strong grasp of standard writing conventions |
| 3 Adequate | <ul style="list-style-type: none"> • adequate content that is generally clear and focused • predictable organization that is generally coherent and purposeful • some flow, rhythm, and variation in sentence construction but that tends to be mechanical • a sincere voice that occasionally brings the subject to life • predominant use of words and expressions that are general and functional • good grasp of standard writing conventions with few errors that do not affect readability |
| 2 Limited | <ul style="list-style-type: none"> • limited content that is somewhat unclear but does have a discernable focus • weak and inconsistent organization • little flow, rhythm, and variation in sentence construction • limited ability to use an expressive voice that brings the subject to life • use of words that are rarely clear and precise • frequent errors in standard writing conventions that are beginning to affect readability |
| 1 Very Limited | <ul style="list-style-type: none"> • very limited content that lacks clarity and focus • awkward and disjointed organization • lack of flow and rhythm with awkward, incomplete sentences that make the writing difficult to follow • lack of apparent voice to bring the subject to life • words and expressions that lack clarity and are ineffective • frequent errors in standard writing that seriously affect readability |

2. Holistic Reading/Viewing Rubric

| Proficiency Level | Traits |
|---------------------------|---|
| 5 Outstanding | <ul style="list-style-type: none"> • outstanding ability to understand text critically; comments insightful and always supported from the text • outstanding ability to analyse and evaluate text • outstanding ability to connect personally with and among texts, with responses that expand on text • outstanding ability to detect purpose and point of view (e.g. bias, stereotyping, prejudice, propaganda) • outstanding ability to interpret figurative language (e.g. similes, metaphors, personification) • outstanding ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literacy genres) • outstanding ability to read orally (e.g. with phrasing, fluency, and expression) |
| 4 Strong | <ul style="list-style-type: none"> • strong ability to understand text critically; comments often insightful and usually supported from the text • strong ability to analyse and evaluate text • strong ability to connect personally with and among texts, with responses that expand on text • strong ability to detect purpose and point of view (e.g. bias, stereotyping, prejudice, propaganda) • strong ability to interpret figurative language (e.g. similes, metaphors, personification) • strong ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literacy genres) • strong ability to read orally (e.g. with phrasing, fluency, and expression). Miscues do not affect meaning. |
| 3 Good | <ul style="list-style-type: none"> • good ability to understand text critically; comments predictable and sometimes supported from the text • good ability to analyse and evaluate text • adequate ability to connect personally with and among texts, with responses that expand on text • fair ability to detect purpose and point of view (e.g. bias, stereotyping, prejudice, propaganda) • adequate ability to interpret figurative language (e.g. similes, metaphors, personification) • good ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literacy genres) • good ability to read orally (e.g. with phrasing, fluency, and expression). Miscues occasionally affect meaning. |
| 2 Limited | <ul style="list-style-type: none"> • insufficient ability to understand text critically; comments rarely supported from the text • limited ability to analyse and evaluate text • insufficient ability to connect personally with and among texts, with responses that expand on text • limited ability to detect purpose and point of view (e.g. bias, stereotyping, prejudice, propaganda) • limited ability to interpret figurative language (e.g. similes, metaphors, personification) • limited ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literacy genres) • limited ability to read orally (e.g. with phrasing, fluency, and expression). Miscues frequently affect meaning. |
| 1 Very Limited | <ul style="list-style-type: none"> • no demonstrated ability to understand text critically; comments are not supported from the text • very limited ability to analyse and evaluate text • no demonstrated ability to connect personally with and among texts, with responses that do not expand on text • very limited ability to detect purpose and point of view (e.g. bias, stereotyping, prejudice, propaganda) • very limited ability to interpret figurative language (e.g. similes, metaphors, personification) • very limited ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literacy genres) • very limited ability to read orally (e.g. with phrasing, fluency, and expression). Miscues significantly affect meaning. |

| 3. Holistic Listening Rubric | |
|-------------------------------------|--|
| Proficiency Level | Traits |
| 5 Outstanding | <ul style="list-style-type: none"> • complex understanding of orally presented text; comments and other representations are insightful and always supported from the text • outstanding ability to connect personally with and expand on orally presented text, with responses that consistently extend beyond the literal • outstanding ability to detect point of view (e.g., bias, stereotyping, prejudice, propaganda) • outstanding ability to listen attentively and courteously |
| 4 Strong | <ul style="list-style-type: none"> • strong understanding of orally presented text; comments and other representations often insightful and usually supported from the text • strong ability to connect personally with and expand on orally presented text, with responses that often extend beyond the literal • strong ability to detect point of view (e.g., bias, stereotyping, prejudice, propaganda) • strong ability to listen attentively and courteously |
| 3 Adequate | <ul style="list-style-type: none"> • good understanding of orally presented text; comments and other representations predictable and sometimes supported from the text • adequate ability to connect personally with and expand on orally presented text, with responses that sometimes extend beyond the literal • fair ability to detect point of view (e.g., bias, stereotyping, prejudice, propaganda) • fair ability to listen attentively and courteously |
| 2 Limited | <ul style="list-style-type: none"> • insufficient understanding of orally presented text; comments and other representations rarely supported from the text • insufficient ability to connect personally with and expand on orally presented text, with responses that are always literal • limited ability to detect point of view (e.g., bias, stereotyping, prejudice, propaganda) • limited ability to listen attentively and courteously |
| 1 Very Limited | <ul style="list-style-type: none"> • no demonstrated understanding of orally presented text; comments and other representations not supported from the text • no demonstrated ability to connect personally with and expand on orally presented text, with responses that are disjointed or irrelevant • very limited ability to detect point of view (e.g., bias, stereotyping, prejudice, propaganda) • very limited ability to listen attentively and courteously |

| 4. Holistic Speaking Rubri | |
|-----------------------------------|---|
| Proficiency Level | Traits |
| 5 Outstanding | <ul style="list-style-type: none"> • outstanding ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information) • outstanding ability to connect ideas (e.g., with clarity and supporting details) • consistent use of language appropriate to the task (e.g., word choice) • consistent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice) |
| 4 Strong | <ul style="list-style-type: none"> • strong ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information) • strong ability to connect ideas (e.g., with clarity and supporting details) • usual use of language appropriate to the task (e.g., word choice) • usual use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice) |
| 3 Adequate | <ul style="list-style-type: none"> • sufficient ability to listen, reflect, and respond critically to clarify information and explore solutions (e.g., communicating information) • sufficient ability to connect ideas (e.g., with clarity and supporting details) • frequent use of language appropriate to the task (e.g., word choice) • frequent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice) |
| 2 Limited | <ul style="list-style-type: none"> • insufficient ability to listen, reflect, and respond to clarify information and explore solutions (e.g., communicating information) • limited ability to connect ideas (e.g., with clarity and supporting details) • limited use of language appropriate to the task (e.g., word choice) • limited use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice) |
| 1 Very Limited | <ul style="list-style-type: none"> • no demonstrated ability to listen, reflect, and respond to clarify information and explore solutions (e.g., communicating information) • very limited ability to connect ideas (e.g., with clarity and supporting details) • language not appropriate to the task (e.g., word choice) • very limited use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice) |



Printed by the Document Publishing Centre
Design: Strategic Marketing and Graphic Design
2006