



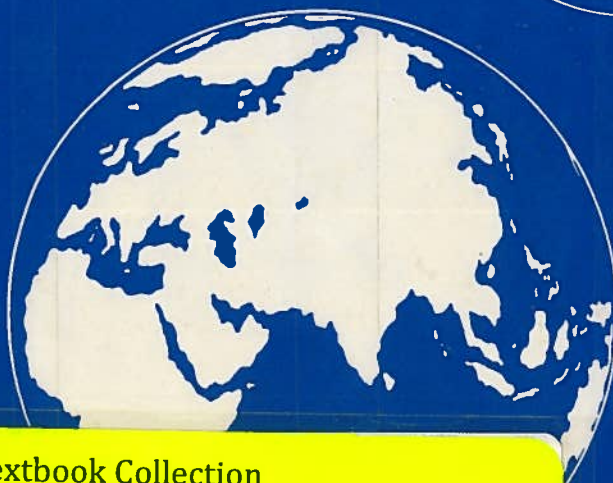
Saskatchewan  
Education

# Social Studies

## A Curriculum Guide for Grade 6

### Canada and Its Atlantic Neighbours

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**Social Studies**  
**A Curriculum Guide for Grade 6**  
**Canada and Its Atlantic Neighbours**

**Saskatchewan Education**  
**September 1992**

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The Social Studies/Social Sciences Project Team at Saskatchewan Education

The curriculum writers/developers at Saskatchewan Education

Teachers who over a period of three years piloted the curriculum, evaluated resource materials, and contributed to the completion of the documents.





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# Introduction





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# The Basis for Curriculum Reform in the Social Studies

*Canada and Its Atlantic Neighbours* is the fourth of a series of new social studies curriculum guides developed by Saskatchewan Education. The curriculum revision process began with the work of the Social Studies Task Force in 1981. The Task Force consisted of people representing various sectors of Saskatchewan society. It solicited ideas from the public and on the basis of its findings compiled a report outlining a philosophy for social studies education.

In October, 1982 the Minister of Education established a Social Sciences Reference Committee. The Committee developed a plan of action based on the recommendations of the Task Force to give specific direction to the planned course revisions. The Committee outlined the fundamentals of social studies education, stating:

Social studies in Saskatchewan schools is included within the context of basic education. It is defined for the purpose of this report as a study of people and their relationships with their social and physical environments. The knowledge, skills, and values developed in social studies help students to know and appreciate the past, to understand the present and to influence the future. Therefore, social studies in the school setting has a unique responsibility for providing students with the opportunity to acquire knowledge, skills and values to function effectively within their local and national society which is enmeshed in an interdependent world (p. 1).

Saskatchewan Education (1983). *Report of the social sciences reference committee.*

At the same time as social studies education was under review, the Minister of Education initiated a general review of education in Saskatchewan. The result of that review was a report entitled *Directions* (1984).

Core Curriculum was the result of this review. Core Curriculum was designed to provide all Saskatchewan students with an education that stresses the teaching of conceptual knowledge and basic skills/abilities, and introduces an expanded range of new skills, abilities and processes to the curriculum. The major components of Core Curriculum are the Required Areas of Study and the Common Essential Learnings. Provision in Core Curriculum has also been made for Locally Determined Options to meet needs at the local level and the Adaptive Dimension which provides opportunities for teachers to meet the diverse needs of all students.

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# Indian and Métis Curriculum Perspectives

Saskatchewan Education has established policy that provides a mandate for including material in its curricula on Indian and Métis People. This policy is intended to raise the awareness of students about these important issues.

The integration of Indian and Métis content and perspectives within the K-12 curriculum fulfils a central recommendation of *Directions* (1984), the *Five Year Action Plan for Native Curriculum Development* (1984) and the *Indian and Métis Education Policy from Kindergarten to Grade XII* (1989). In general, the policy states:

Saskatchewan Education recognizes that the Indian and Métis peoples of the province are historically unique peoples and occupy a unique and rightful place in our society today. Saskatchewan Education recognizes that education programs must meet the needs of Indian and Métis peoples, and that changes to existing programs are also necessary for the benefit of all students. (p. 6)

The inclusion of Indian and Métis perspectives benefits all students in a pluralistic society. Cultural representation in all aspects of the school environment empowers children with a positive group identity. Indian and Métis resources foster a meaningful and culturally identifiable experience for Indian and Métis students, and promote the development of positive attitudes in all students towards Indian and Métis peoples. This awareness of one's own culture and the cultures of others develops self-concept, enhances learning, promotes an appreciation of Canada's pluralistic society, and supports universal human rights.

Saskatchewan Indian and Métis students come from different cultural backgrounds and social environments including northern, rural, and urban areas. Teachers must understand the diversity of the social, cultural, and linguistic backgrounds of Saskatchewan Indian and Métis students. All educators need cross-cultural education, and increased awareness of applied socio-linguistics, first and second language acquisition theory, and standard and non-standard usage of language. Teachers must utilize a variety of teaching strategies that match and build upon the knowledge, cultures, learning styles, and strengths that Indian and Métis students possess.

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The Department's expectations for the appropriate inclusion of Indian and Métis content in curriculum and instruction are summarized in the following four points.

- Curricula and materials will concentrate on positive images of Indian, Métis, and Inuit peoples.
- Curricula and materials will reinforce and complement the beliefs and values of Indian, Métis, and Inuit peoples.
- Curricula and materials will include historical and contemporary issues.
- Curricula and materials will reflect the legal, political, social, economic, and regional diversity of Indian, Métis, and Inuit peoples.

*Indian and Métis Education Policy from Kindergarten to Grade XII, p. 12*

Saskatchewan teachers are responsible for integrating into the appropriate units of their programs, resources that reflect accurate and sufficient Indian and Métis content and perspectives. Teachers have a responsibility to evaluate all resources for bias and to teach students to recognize such bias.

## **Gender Equity**

Saskatchewan Education is committed to providing quality education for all students in the K-12 system. Expectations based primarily on gender limit students' ability to develop to their fullest potential. While some stereotypical views and practices have disappeared, others remain. Where schools have endeavoured to provide equal opportunity for male and female students, continued efforts are required so that equality of benefit or outcome may be achieved. It is the responsibility of schools to create an educational environment free of gender bias. This can be facilitated by increased understanding and use of gender balanced material and non-sexist teaching strategies. Both girls and boys need encouragement to explore non-traditional as well as traditional options.

To meet the goal of gender equity in the K to 12 system, Saskatchewan Education is committed to the reduction of gender bias that restricts the participation and choices of all students. It is important that the Saskatchewan curriculum reflects the variety of roles and the wide range of behaviours and attitudes available to all members of our society. The new curriculum strives to provide gender balanced content, activities and teaching strategies described in inclusionary language. These actions will assist teachers to create an environment free of stereotyping and enable both girls and boys to share in all experiences and opportunities which develop their abilities and talents to the fullest.

Saskatchewan teachers are responsible for integrating into the program resources that reflect gender balance, and practices that provide equal opportunities for both girls and boys. Teachers have a responsibility to evaluate all resources for bias and to teach students to recognize such bias.



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# Resource-Based Learning

Resource-based teaching and learning is a means by which teachers can greatly assist the development of attitudes and abilities for independent, life-long learning.

Resource-based instruction means that the teacher and teacher-librarian, if available, will plan units that utilize multiple types of resources, and teach students the processes needed to find, analyze and present information.

It is intended that Elementary and Middle Years social studies students will use a variety of learning resources in order to develop both knowledge and skills.

Resource-based instruction is an approach to curriculum that utilizes all types of resources. Some possible resources are books, magazines, films, audio and video tapes, computer software and data bases, manipulable objects, commercial games, maps, community resources, museums, field trips, pictures and study prints, real objects and artifacts, and media production equipment.

Social studies teachers should introduce current events whenever possible in addition to those places in the guide where they are specifically mentioned. It is suggested that students and teachers keep a vertical file containing current pamphlets, articles and newspaper clippings. Ideally, this material is housed, circulated and maintained through the school library. With some time and patience a classroom teacher may develop a file for social studies using headings from a standardized list such as *Sears List of Subject Headings*, and *Sears Canadian Companion*.

The following points will help teachers use resource-based teaching and learning:

- Discuss the objectives for the unit or assignment with students. Correlate needed research skills with the activities in the unit, so that skills are always taught in the context of application. Work with your teacher-librarian, if available.
- Plan in good time with library staff so that adequate resources are available, and decisions are made about shared teaching responsibilities, if applicable.
- Use a variety of resources in classroom teaching, showing students that you are a researcher who constantly seeks out sources of knowledge. Discuss with them the use of other libraries, government departments, museums and various outside agencies in their research.
- Ask the teacher-librarian, if available, to provide resource lists and bibliographies when needed.
- Encourage students to seek assistance as needed during the course of the assignment or unit.
- Participate in and help plan inservice programs on using resources effectively.
- Continually request good curriculum materials for addition to the school library collection.
- Support the essential role of the library resource centre and the teacher-librarian in your talks with colleagues, principals and directors.

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# The Common Essential Learnings

Social Studies offers many opportunities to incorporate the Common Essential Learnings (C.E.L.s) into instruction. Such incorporation helps students better understand the subject matter content under study and prepares them for their future learning both within and outside the K-12 educational system. The decision to focus on one or more C.E.L.s within a lesson is guided by the needs and abilities of individual students and by the particular demands of the subject area. Throughout a unit, it is intended that each Common Essential Learning be developed to the fullest extent possible.

It is important to incorporate the C.E.L.s in an authentic manner. For example, some subject areas may offer many opportunities to develop the understandings, values, skills and processes related to a number of the Common Essential Learnings. The development of a particular C.E.L., however, may be limited by the nature of the subject matter under study.

It is intended that the Common Essential Learnings be developed and evaluated within subject areas. Therefore, foundational objectives for the C.E.L.s are included in the unit overviews within this guide. Since the Common Essential Learnings are not necessarily separate and discrete categories, it is anticipated that working toward the achievement of one foundational objective may contribute to the development of others. For example, many of the processes, skills, understandings and abilities required for the C.E.L.s of Communication, Numeracy and Critical and Creative Thinking are also needed for the development of Technological Literacy.

Incorporating the Common Essential Learnings into instruction has implications for the assessment of student learning. A unit that has focused on developing the C.E.L.s of Communication and Critical and Creative Thinking should also reflect this focus when assessing student learning. Exams or assignments should allow students to demonstrate their understanding of important concepts in the unit and show how these concepts are related to each other or to previous learning. Questions can be structured so that evidence or reasons must accompany student explanations. If students are encouraged to think critically and creatively throughout a unit, then teachers need to develop assessment strategies for the unit which require students to think critically and creatively. The Common Essential Learnings are to be integrated, accommodated and incorporated into the evaluation of the content area.

It is anticipated that teachers will build from the suggestions in this guide and from their personal reflections in order to better incorporate the Common Essential Learnings into Social Studies.

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# The Social Studies Curriculum

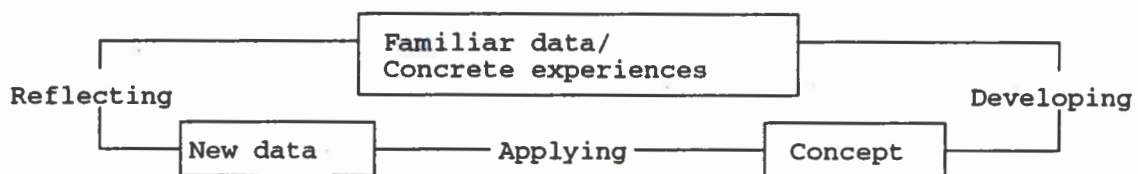
## Conceptual Teaching

*Children will not truly understand a concept  
until they have had an opportunity  
to re-invent it for themselves.*  
**Piaget**

Humans organize information into meaningful patterns using concepts. Objects or ideas which have in common certain characteristics or attributes can be placed in the same category and given a label. These labelled categories are concepts. A concept can range from a category of things as concrete as chairs to a category of relationships as abstract as power. Learning to understand and build concepts enables the student to simplify and organize material into meaningful patterns.

The achievement of the various objectives outlined by the Social Studies Task Force (1983), the Reference Committee and Core Curriculum as well as the other mandates outlined previously requires that social studies educators construct concrete learning experiences that will allow students to think about information, discuss and evaluate issues, and to process information in a creative, meaningful fashion. In order to achieve these objectives the students will need to acquire knowledge, develop skills/abilities, and internalize some basic human values. Student evaluation should reflect these objectives and should utilize a variety of instruments and criteria so that equal priority is given to knowledge and skills/abilities objectives. Conceptual teaching allows for a fusion of these goals.

Conceptual teaching may be illustrated as follows:



**Developing stage** - Students are introduced to basic concepts from the present or concrete perspective so that learning can start with where the student is at that time.

**Applying stage** - The teacher leads the students to apply what they know and have experienced to new data, broadening the students' understanding of the concept as they learn new information.

**Reflecting stage** - The students are then challenged to draw inferences, considering how the information they have studied is significant to their lives.



# Major Concepts

Social studies grades 1 through 12 will focus on 20 major concepts. The following chart indicates at what grade levels the concepts receive major emphasis.

Concept	Elementary					Middle				Secondary		
	1	2	3	4	5	6	7	8	9	10	11	12
Beliefs								x	x	x	x	x
Causality									x	x	x	x
Change	x		x			x	x	x	x	x	x	x
Conflict										x	x	x
Culture	x			x				x	x	x	x	x
Decision making			x	x	x			x	x	x	x	x
Distribution					x		x					x
Diversity		x	x	x	x	x			x	x	x	x
Environment		x	x						x		x	x
Identity	x			x	x	x		x	x		x	x
Institution				x	x	x				x	x	x
Interaction						x	x		x		x	x
Interdependence			x			x		x		x	x	x
Location				x		x	x			x		x
Needs					x	x	x	x		x		
Power							x		x	x	x	x
Resources					x		x				x	x
Technology				x					x		x	x
Time		x			x	x			x	x		
Values				x	x	x	x	x	x	x	x	x

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# Curriculum Structure

## Themes

The K to 12 curriculum is designed around a set of twelve themes each of which corresponds to one grade level. The themes present a content sequence designed to guide students from the familiar to the unfamiliar and from a local to a global view of the world. The themes for Grades 1-12 are:

### Grade

- 1 Families
- 2 Local Communities
- 3 Community Comparisons
- 4 Saskatchewan Communities
- 5 The Canadian Identity
- 6 Canada and Its Atlantic Neighbours
- 7 Canada and the World Community
- 8 The Individual in Society
- 9 Roots of Society
- 10 Social Organizations
- 11 World Issues
- 12 Canadian Studies

The themes of the Grade 6 and 7 curricula centre around Canada and its relationships with other countries of the world. In Grade 6 the focus is on Atlantic region countries, in Grade 7 the Pacific Rim.

## Skills/Abilities

Having a skill or ability means that one has attained proficiency in performing a particular task. Tasks related to dealing with social studies information require both technical skills and cognitive abilities. Being able to find information in a library, to participate in a group task, and to find a city on a map are some examples of abilities important in social studies.

Students require skills/abilities in order to find and process information, achieve concept attainment, learn new skills, and gain understanding of values and beliefs.

Skill/ability development requires systematic instruction within a meaningful context, followed immediately with the opportunity to practise. Instruction that is isolated from context and practise is a waste of time. For example, teachers have found that when students are taught "library skills" in scheduled "library" classes quite separate from content oriented classes, transfer does not usually occur. Any instruction on how to use a card catalogue or on-line catalogue, as a more specific example, should be given within the context of the students looking for specific information, and should allow the students the opportunity to practise, with appropriate supervision, immediately after the instruction.

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Skill attainment requires sequential learning in a developmental sequence. Skills and abilities are introduced according to the developmental level of the student and are cumulative. They are extended and become more complex as the child matures.

Various scope and sequence charts for the social sciences have identified literally hundreds of skills/abilities that may be developed. Many educators believe, however, that students are unable to acquire more than a few skills during any one year of their development. With this in mind, Saskatchewan Education has identified twelve major abilities to be developed within the context of the social sciences and other subjects as may be appropriate. One of these skills/abilities will receive major emphasis at each grade level. At that grade level this major ability will be formally taught and practised in a variety of ways ranging from a large group situation with teacher guidance to each student demonstrating independent competence with the skill/ability.

The major skills/abilities identified for Grades 4, 5 and 6 are locating, gathering and organizing information. Because these skills are very broad in scope and actually include many sub-skills, it is suggested that major emphasis be given as follows:

- Grade 4 - Locating Information
- Grade 5 - Gathering Information
- Grade 6 - Organizing Information

It is obvious, of course, that there will be some overlap. It would be meaningless for students to locate information that they did not also then gather and organize. What the designation means is that the skills indicated will be formally taught and practised in a variety of learning situations at the grade level indicated.

This does not mean that the skill/ability will necessarily be taught and/or practised exclusively at that grade level. For example, the focus identified for Grade 8 is "compare and contrast". This does not mean that teachers in the lower grades should avoid having students compare and contrast information. In fact, it is difficult to imagine a year in kindergarten without any comparing and contrasting activities. Practising the skill, ability or process at various levels should not be seen as a conflict but rather a valuable experience that will facilitate student competence at the designated grade level.

On the other hand, a teacher should not assume that all students have achieved independence in a skill/ability identified at a lower grade level. Students do not automatically apply previously acquired abilities to new materials and/or new circumstances. Teachers will need to make diagnostic assessments on an on-going basis and thoroughly develop skills/abilities as necessary.

The chart (p. 13 - 14) lists some of the abilities students will require in dealing with social studies information. Keeping in mind that students will practise and develop the skills identified throughout their lives, the chart indicates when the skills may be introduced and practised, when independence may be expected, and when the skill may be practised so that it is maintained and/or extended. The chart should be used as a general guide. It is not intended to represent the definitive word on skill attainment.

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Virtually any skill can be practised at various levels of sophistication. For the purpose of this document, it is assumed that a teacher's expectations be consistent with the students' developmental level.

As part of the evaluation of the social studies concepts, content, and other student learnings, skill attainment should also be evaluated.

There are many approaches to effective teaching of skills, abilities and process, each with its advantages and disadvantages. One that is useful because of its "common sense" approach is that devised by Beyer (1984). Beyer works from the following assumptions which are built into the teaching strategies of the curriculum.

A skill, ability or process is learned best when students:

- Are consciously aware of what they are doing and how they do it
- Are not distracted by other inputs competing for attention
- See the skill modeled
- Engage in frequent, but intermittent (not massed), practise of the skill
- Use feedback received during this practice to correct their use of the skill
- Talk about what they did as they engaged in the skill
- Receive guidance on how to use a skill at a time when they need the skill to accomplish a content related goal
- Receive guided opportunities to practise the skill in contexts other than that in which the skill was introduced.

Beyer, B. (1984). Improving thinking skills - defining the problem.  
*Phi Delta Kappan*, 65(7), 486 - 490

What this means for teaching is that students will acquire skills and abilities only when teachers are prepared to use definite strategies aimed at achieving independence.

- Skills should be introduced in a way that shows the student these skills can accomplish tasks related to dealing with subject matter. The purpose of this is to demonstrate to the student the usefulness of a particular ability or process.
- Next the teacher should explain the skill in detail showing the student exactly what it is, its purpose, and the procedures involved in using it. The teacher should demonstrate the process preferably by modelling it in a class situation.
- Once these steps have been completed, students should be given opportunities to apply and practise the skill using the course content they are studying. (Note: Research indicates clearly that skills have to be learned in the context of actual course content. Skills learned in isolation of content will not automatically transfer to any content that may be selected later.)
- As part of their practice, students should be given:
  - Coaching in the use of the process or skill.
  - Opportunities to think about the effective use of the skill.

Beyer, *Phi Delta Kappan*, 1984

## Scope and Sequence of Skill/Ability development in dealing with Social Studies information

### Skills/Abilities Receiving Major Emphasis:

Grade 4: **Locate**, gather and organize information.

Grade 5: Locate, **gather** and organize information.

Grade 6: Locate, gather and **organize** information.

Grade 7: Summarize information.

Grade 8: Compare and contrast.

Grade 9: Draw inferences from reliable data.

### Skill/Ability Development and Grade Level

**I = Introduce P = Practise A = Achieve Independence**

**M = Maintain/Extend**

Skills/Abilities	Grade Level			
	I	P	A	M
<b>Locating Information</b>				
Limits a topic and chooses appropriate subject headings	4	4	4	5
Uses the card catalogue or on-line catalogue	4	4	4	5
Identifies title, author, publisher and copyright date of various print material	4	4	4	5
Locates and uses the tables of contents and the indexes of various books	4	4	4	5
Locates and uses resources that are appropriate for the student's comprehension level	4	4	4	5
Locates and uses dictionaries, encyclopedias, atlases, and other reference sources	4	4	4	5
Locates and uses access tools such as indexes, glossaries and bibliographies	4	4	5	6
Locates and uses vertical files, picture files, newspapers, directories, film catalogues, computer programs or database information, yearbooks, almanacs, audio-visual material, and other appropriate resource materials	4	5	6	7
Locates and uses resources outside a school or local library using techniques such as letter writing, interviews, guest speakers, field trips, museum visits, and other libraries	4	5	6	7

**Note:** It is assumed that a teacher's expectations be consistent with the students' developmental level.



## Skill/Ability Development and Grade Level

**I = Introduce P = Practise A = Achieve Independence**  
**M = Maintain/Extend**

Skills/Abilities	Grade Level			
	I	P	A	M
<b>Gathering and Analysing Information</b>				
Generates a list of questions or an outline that will guide the research process	4	5	6	7
Selects material pertinent to topics under study	4	5	6	7
Uses key words to skim, scan, listen and view for information	4	5	6	7
Differentiates between main and subordinate ideas	5	6	7	8
Reads globes and maps for information	4	5	6	6
Reads graphs, charts, tables, diagrams and timelines for information	4	5	6	7
Interprets materials accurately	5	6	7	+
Evaluates the adequacy and reliability of data	5	6	7	+
Records data efficiently by using jot notes within a prepared format	4	5	6	7
Keeps a record of sources of information	4	6	7	+
Identifies differing points of view	5	6	7	+
Recognizes bias and stereotyping	5	6	7	+
Perceives cause and effect relationships	5	6	7	+

Skills/Abilities	Grade Level			
	I	P	A	M
<b>Organizing and Creating</b>				
Uses jot notes to write in own words	5	6	7	8
Organizes ideas/information by topic and in a logical manner to show valid	4	5	6	6
Uses techniques such as webbing, concept mapping, outlining to bring together	4	5	6	7
Classifies information	+	6	6	7
Writes journal entries in response to qualitative questions regarding issues under	+	6	6	7
Uses information obtained from one context (e.g. encyclopedia) within another	+	6	6	7
Makes use of maps, charts, tables and graphs to record information	+	6	7	8
Paraphrases information to answer questions	+	6	6	7
Generalizes and draws tentative conclusions	+	6	7	8
Proofreads own work	+	6	7	8
Lists sources of information	+	6	7	8
Summarizes Information	+	7	7	7
Compares and Contrasts Information	+	8	8	8

+ Denotes grade levels other than Grades 4 to 8.

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## Communicating and Sharing:

The following are abilities that each Elementary and Middle Years student should develop. They should be taught and emphasized at each grade level.

- Contributes ideas and/or information to a small or large group discussion
- Listens attentively and critically to the points of view or contributions of others
- Gives and accepts positive criticism
- Participates in various roles, including leadership, within a group
- Assists a group in setting goals, defining a task, solving problems, and working efficiently
- Shares responsibility, follows directions, participates enthusiastically, and perseveres to the completion of the task
- Presents material in a pleasing, clear and concise manner.

**Student Products:** The following are some ways in which Elementary and Middle Years students may share the material they have organized or created. During the course of a school year most students will benefit from the opportunity to present material in a variety of ways. Some students, however, may require specific alternatives.

- **Oral presentations:** speech, report, reading, riddle, music, story, poem, description, question/answer
- **Written products:** report, story, poem, editorial, journal entry, essay, log, test, book, advertisement, letter, book review, puzzle
- **Visual displays:** models, dioramas, artifacts, charts, tables, posters, maps, graphs, pictures, puzzles, mobiles, cartoons, webs, concept maps, advertisements, bulletin board, mural
- **Presentations involving media:** audio recording, video recording, filmstrip, film, overhead projections, slides, photographs, computer activity
- **Group participation/presentations:** discussion, interview, dramatization, puppet show, panel discussion, song, simulation activity, food preparation, field trip, debate, survey, brainstorming, pantomime, role-play, contextual drama
- **Long term projects:** timeline, newspaper, theme scrapbooks

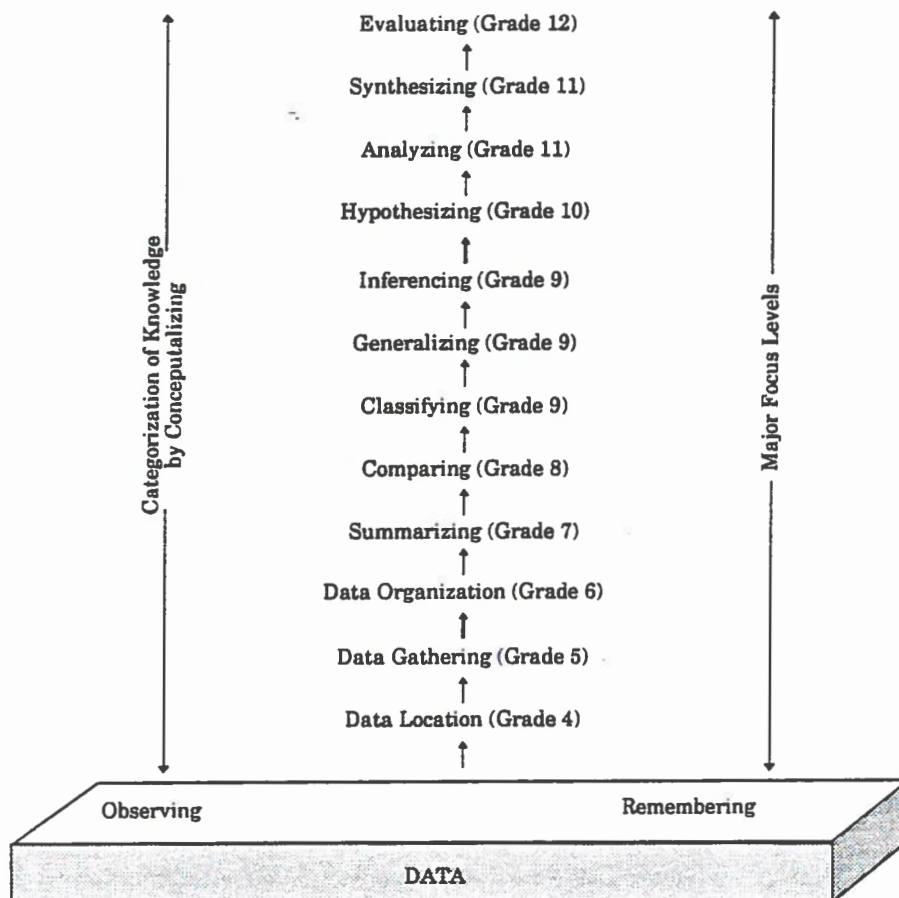
Teachers should keep in mind that each method of presenting information requires specific skills and abilities. Students may need help to think through the steps, organization and potential problems of a chosen mode of presentation.

Evaluation should reflect not only the quality of the student product, but also the skills, abilities and processes involved in its creation. A teacher-librarian may provide valuable assistance with planning, teaching and evaluating various projects.



The chart below illustrates a Grade 4 to 12 development sequence.

### Scope and Sequence of Cognitive Abilities Necessary for the Construction of Knowledge



Adapted from Hannah, L. & Michaelis, J. (1977).

*A comprehensive framework for instructional objectives:*

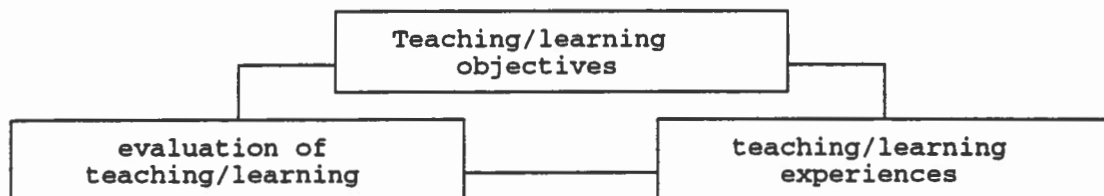
*A guide to systematic planning and evaluation.* Menlo Park: Addison-Wesley

The chart above does not mean that an ability assigned to one grade level would not be used in another. All the abilities (and others as necessary) will be used to some degree at each grade level. The intent of the chart is to provide a scope and sequence that is developmental so that the abilities that are formally introduced in one year will serve as the basis for those to be developed in subsequent years. The objective is for students at each grade level to develop one or two cognitive abilities to a level where they can begin to use the ability independently. It will be necessary to reinforce and build on the achievements of the previous year so that students' abilities grow over their school careers.

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## Student Evaluation

Evaluation in Social Studies is an integral part of the total program. The following illustrates the connections:



Evaluation should meet the following criteria:

- It should be part of both the planning and delivery phases of the program. In planning a unit of work, the teacher identifies how students will be evaluated. The specific criteria may change or have to be adjusted during the unit, but it should be part of the initial plan.
- It should reflect the teaching/learning objectives of the program. If an objective of some lessons has been the development of a particular skill/ability, then the evaluation should measure the level to which that ability has been attained. It is unfair to the students as well as the program to evaluate knowledge attainment only. There should be a balance as to what is evaluated.
- It should involve students - prior to, during and after evaluation. Students may at times have input in determining the evaluation criteria. They should have the opportunity to reflect on their own achievements and possibly participate in an exercise of self or peer evaluation. They should certainly know before beginning an activity how they will be evaluated and should be aware throughout the year of "how they are doing". There should be no surprises when it comes to student evaluation.
- It should involve a variety of instruments and techniques.
- It should include all three types of evaluation. **Diagnostic evaluation** provides the teacher with information regarding the needs, abilities and interests of the students. It is most useful at the beginning of a unit of work. **Formative evaluation** analyzes the progress the students are making in relation to the goals. The information will help the teacher take corrective action early in the program. It is most useful during the course of a unit of work. **Summative evaluation** generally comes at the end of a unit of work. It helps the teacher make judgments about the student's achievement.

For additional suggestions regarding evaluation, see the activity guide, the bibliography and *Student Evaluation: A Teacher Handbook* (Saskatchewan Education, 1991).

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# The Grade 6 Curriculum

## Goals of the Course

Students will:

- Better understand the interrelatedness of natural and human geography
- Be able to express different points of view
- Increase proficiency in the use of library and other resources, especially as it pertains to organizing information
- Develop understandings, values, skills and processes related to Social Studies as identified within the Common Essential Learnings
- Demonstrate behaviour that exhibits and encourages respect for human dignity
- Participate in a wide variety of learning situations and sharing experiences.

## Rationale

To date, the social studies curricula have focused primarily on the important aspects of Canada's social structure. In Grade 1, students began with the study of the family, then continued through the community, the province, and in Grade 5, Canada as a whole. Students from Grades 1 to 5 have also been exposed to global perspectives. When Grade 6 students are asked to look beyond the Canadian boundaries to some of our country's global neighbours from an historic, as well as a current perspective, this will not be an entirely new experience.

A typical Grade 6 class consists of students at various levels of cognitive and social development. The curriculum suggests that students study events and people of the past as well as those in places great distances from their own experiences. As such the material might appear to require a level of abstract thinking well beyond the capabilities of the majority of Grade 6 students, who are typically still at the concrete operational level. Careful attention should, therefore, be given to providing the students with a variety of concrete materials (e.g. maps, pictures, charts, artifacts), a wealth of concrete experiences (e.g. discussions, creating contextual dramas or role-plays, simulation games), as well as frequent analogies to what is within their own realm of experience.

A typical Grade 6 class also consists of students from various ethnic and racial backgrounds. The teacher will need to be culturally aware and sensitive to their diverse needs and provide the students with a variety of learning situations, as well as some options within any given learning experience. It may be possible to also utilize the experiences of some of the students or their families to add to the global perspective of the Social Studies program.

Generally speaking, students at this grade level are becoming more aware of, and interested in, the world beyond their own country and want to know more about how they fit into the larger global picture. A flexible curriculum that allows appropriate use of current events and dealing with current issues as they arise will enhance the Social Studies program.

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The students are also becoming more other-directed and are developing a social conscience. As such they tend to be "doers" and derive satisfaction from making plans and decisions, being involved in meaningful projects, and working with others to achieve worthwhile goals. The students should be given the opportunity during the course of the year to co-operatively plan and follow through on some activities that will benefit themselves and/or others.

Many students are ready and able to deal with a variety of information as well as to organize and share it in different ways. However, they will need to be given instruction in locating and processing the information and will need numerous opportunities to practise these abilities. If possible, the teacher should plan and carry out many of the social studies activities in co-operation with a teacher-librarian or with other teachers where integration with other subjects may occur.

## **Course Content and Objectives**

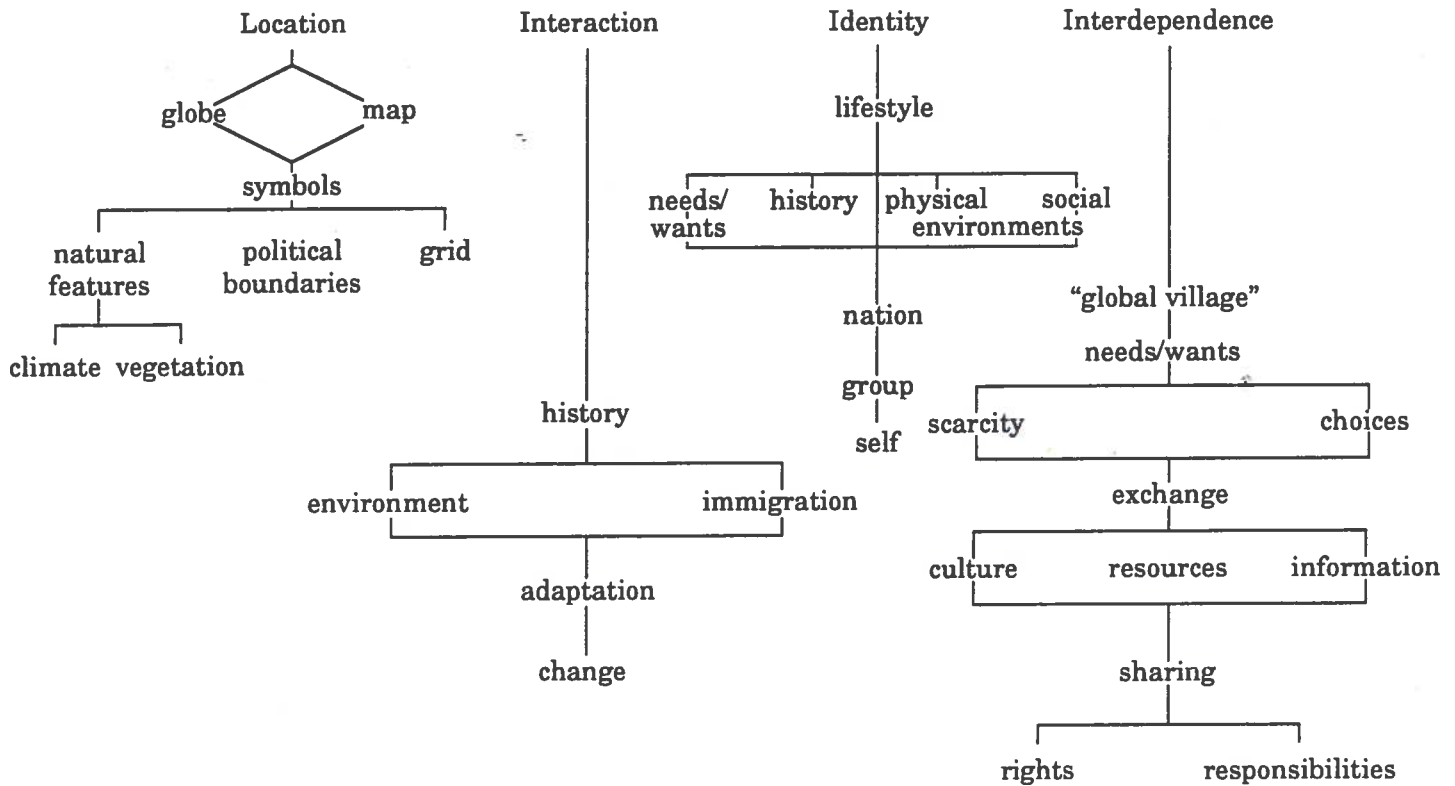
**The Grade 6 course develops four major concepts: location, interaction, identity and interdependence.** Each one of these major concepts contains a number of sub-concepts as indicated by the following conceptual map. The content used in Grade 6 will focus mainly on the Atlantic region, while in Grade 7 it will be mainly on the Pacific Rim. By choosing the specific content wisely for these two grades, teachers will be able to present a broad picture of Canada's interrelationships with the countries of the world.

General objectives for the course follow from the conceptual map and from the required learnings. They are outlined as knowledge, skills/abilities and values objectives. Each specific knowledge objective is written as a main understanding, a learning outcome dealing with the suggested content or other content the teacher might decide to use.

It is possible to indicate specific knowledge objectives for each part of the content and strategies. However, skills/abilities and value objectives often apply to several parts of both content and strategies. Thus skills and value objectives should not necessarily be read as belonging to only one part of the content.

The suggested material in the Content column is more than can be reasonably covered by all students in one year. In some instances, teachers may choose to work through the suggested content with all students, but at other times this suggested material should be seen as an opportunity to adapt instruction for students with different levels of intellectual ability and motivation. Teachers may also choose to substitute locally developed material where appropriate. Such material should reflect community interests and should also meet the skills/abilities and values objectives.

## Conceptual Map: Canada and Its Atlantic Neighbours



**Location:** Identifies a position or place either in terms of a spot position or in terms of boundaries.

**Interaction:** Identifies the action or influence on each other, between/among individuals and/or groups and the various environments of which they are a part.

**Identity:** Identifies an individual, a group, or a nation in terms of beliefs, attitudes, traditions, and lifestyles.

**Interdependence:** Identifies the inter-relationships that exist between or among individuals, groups or institutions. It exists in both cultural and natural phenomena.



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# Using the Curriculum Document

The content of the curriculum is organized in four units of study, each developing in detail one major concept.

Each unit has a three page overview that outlines core and optional materials.

The Common Essential Learnings have been identified as they may be incorporated into each unit of study. The Foundational Objectives, as outlined in each introductory section, identify the major focus for each unit. Throughout the units, the C.E.L.s have also been identified in the Suggested Teaching Strategies column. This is not to imply that they are incorporated only as strategies, but should be read as an integral part of what is contained in the Content/Concepts, Knowledge, Skills/Abilities, and Values columns. Unit 3 may be regarded as a model unit in that the C.E.L.s have been identified within the context of these other objectives as well.

The curriculum content begins with an introductory unit dealing with map reading skills, moves through a study of historical experiences and current lifestyles of Atlantic region peoples, and ends with a study of interdependence in a global context. As such, the teacher may choose to work through the four units of study sequentially, as developed.

A teacher may change the sequence in a number of ways.

- A teacher may choose to use the first few classes in September teaching only a few of the concepts identified in Unit 1, proceed directly to the other units, teaching the rest of the concepts of Unit 1 as the need arises.
- A teacher may prefer to change the sequence of the content. For example, Units 2 and 3 may be reversed - deal with the current situation before the historical experiences. The sequence of materials within a unit may be changed as well.
- Significant national or international events may dictate a different sequence. Although all the units have potential for incorporating current events, Unit 4 is perhaps the most obvious one. Parts of it may be dealt with as the opportunity arises. Or a teacher may choose to use it throughout the year as a framework for dealing with current issues, along with the other units of study.
- Special school initiatives at a particular time of year may have the potential for teaching some social studies concepts. For example, a fund raising for a charity may tie in nicely with a study of a minority group and a social organization as outlined in Unit 3.

The curriculum provides many opportunities to integrate the Social Studies with other subjects. There are many opportunities for integration with Language Arts - from

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reading expository text to writing stories. There are a number of opportunities for aesthetic expression - from creating images to participating in contextual drama. Math classes may be used to teach students to work with numbers - from interpreting graphs to creating timelines. Virtually all the units in Science deal with some of the concepts also dealt with in Social Studies. The skills and abilities may, of course, be developed and practised in all subjects. The teacher may wish to plan the year's program so that complementary portions of various curricula may be taught simultaneously or sequentially. The introductory section of each unit gives some guidelines for integration.

When using an integrated approach to learning, the teacher should be very conscious of helping the students make the necessary connections with the special focus of each subject. For example, in teaching Unit 2, the teacher may have the students read historical fiction novels dealing with the experiences of immigrant families. In Language Arts the focus may be on examining the plot or character development in each novel and comparing and contrasting the lives of different immigrant families. In Social Studies the focus might be to develop the concept of immigration, to understand the events and experiences within the context of time and place, to empathize with the characters, and to express alternate points of view. A teacher-librarian or other teachers in the school may be helpful in planning and conducting integrated learning experiences for students.

With an integrated learning experience, student evaluation should also be integrated. It may be appropriate, for example, to use one set of criteria to evaluate for two different subjects. It may be appropriate to evaluate an activity using a number of different criteria that would reflect the objectives of the different areas of study. Using the example above, in evaluating a project involving a novel study, the criteria used to arrive at marks for Language Arts and Social Studies could reflect the objectives of the respective curricula.

A number of Atlantic region countries have been suggested for study: Canada (eastern), U.S.A. (eastern), Mexico, Jamaica, Nicaragua, Brazil, Argentina, Great Britain, France, Spain, Morocco, Nigeria (West Africa). Although the teacher may choose to focus on some or all those listed, there may be others within the Atlantic region that may be selected. For example, a teacher may want students to study a region in which a major event is occurring. An attempt should be made, however, to study at least one region from each of the following: North America, Central America and the Caribbean, South America, Europe, Africa.

Each unit has some sections of it identified as being optional. The reasons for this designation are varied. It may be that the material is taught in other subjects (e.g. climate in Unit 1), the material is difficult and perhaps not relevant to some Grade 6 students (e.g. controlling strategies in Unit 4), or the material is part of the curriculum at another grade level (e.g. longitude and latitude in Unit 1 - Grade 7). The teacher may omit the optional sections, or may use them under special circumstances or with a special group of students.

**It is assumed that teachers will use their professional judgement in how to make the best use of this curriculum document.**



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# Unit 1: Location

Suggested Time Frame: 8 weeks

## Social Studies Objectives

**Students will gain the following understandings:**

- Globes and maps contain information about fundamental systems including natural features, political divisions and cartographic markings.
- Locations have specific combinations of interrelated characteristics which make them different from other locations.

**Students will develop the following skills:**

- Interpret information found on globes and maps.
- Describe a region in terms of its geography and climate.
- Use approximate numbers.
- Organize information obtained from a variety of resources.

**Students will demonstrate behaviour that reflects the following values:**

- Consider globes and maps as valuable sources of information.
- Appreciate that elements of the natural environment are interrelated.

## Foundational Objectives

- Enable students to access information on globes and maps by developing their ability to understand spatial relationships and to interpret the various symbols used. (N)
- Enable students to understand vocabulary and symbols needed to interpret information in a variety of resource material including globes and maps, and to use the vocabulary and symbols to communicate their ideas and learned information. (C)
- Develop students' abilities to find and use information independently. (IL)

**The Common Essential Learnings are abbreviated as follows.**

<b>C</b>	<b>Communication</b>
<b>N</b>	<b>Numeracy</b>
<b>CCT</b>	<b>Critical and Creative Thinking</b>
<b>TL</b>	<b>Technological Literacy</b>
<b>PSVS</b>	<b>Personal and Social Values and Skills</b>
<b>IL</b>	<b>Independent Learning</b>

# Themes and Concepts

The majority of the concepts identified for Unit 1 are introduced and/or further developed at other grade levels, where they will be dealt with within the contexts of the respective themes.

Major/minor Concepts	Grade Levels						
	4	5	6	7	8	9	
Location	X	X	X	X	X	X	<b>Themes for Grades 4 to 9</b>  Gr. 4: Saskatchewan Communities Gr. 5: The Canadian Identity Gr. 6: Canada/Atlantic Neighbours Gr. 7: Canada/World Community Gr. 8: Individual in Society Gr. 9: Roots of Society  <b>The theme for Grades 6 and 7 is Canada's relationship with the world. The countries suggested for study include the following:</b>  <b>Grade 6: Atlantic Region</b> Canada (eastern) U.S.A. (eastern) Mexico Jamaica Nicaragua Brazil Argentina Great Britain France Spain Morocco Nigeria (West Africa)  <b>Grade 7: Pacific Rim</b> Canada (western) U.S.A. (western) Mexico Peru Australia China Japan C.I.S.*  * Commonwealth of Independent States
Earth			X	X			
Globe/Map	X	X	X	X	X		
sphere/hemisphere			X	X			
axis			X	X			
direction	X	X	X	X			
rotation/revolution			X	X		X	
projection			X	X			
Atlas	X	X	X	X			
Natural Geography	X	X	X	X			
continents			X	X			
oceans		X	X	X			
geographic features	X	X	X	X			
Grid	X	X	X	X	X		
Boundaries	X	X	X	X	X		
countries		X	X	X	X		
province, state	X	X	X	X			
Weather/Climate	X	X	X	X	X		
temperature	X	X	X	X			
precipitation	X	X	X	X			
<b>Optional Concepts</b>							
Elevation		X	X	X			
Longitude/Latitude			X	X			
time zones			X	X			
Vegetation		X	X	X			
desert		X	X	X			
grasslands	X	X	X	X			
forest	X	X	X	X			
rainforest			X	X			
tundra		X	X	X			

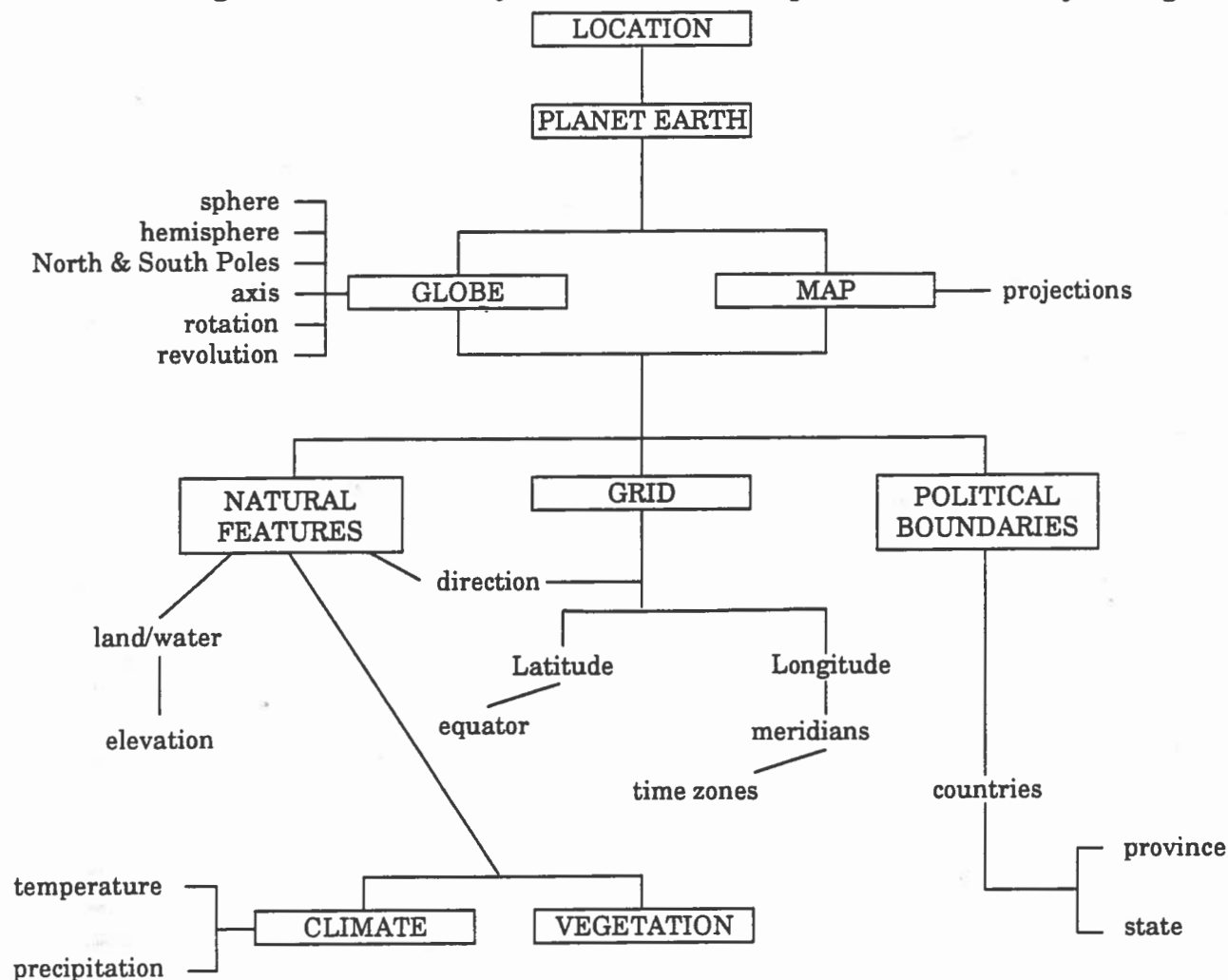
## Synopsis

This unit introduces the students to some basic skills/abilities in reading maps and globes. With a focus on Atlantic region countries, students will study natural geography, cartographic systems, and political divisions as shown on various types of globes and maps. They will learn the relative location of the countries listed above, and will understand how location, climate, geographical features, and vegetation are interrelated.

Location

## Concept Map

The following illustrates *one* way in which the concepts in this unit may be organized.



## Skills/Strategies

Discuss, describe  
Participate  
(independent/group)  
Compare, interpret  
(ideas/information)  
Brainstorm  
Locate (globes, maps)  
Locate, gather, organize,  
present (information)  
Imagine, predict  
Read  
Link (relationships)

## Opportunities for Integration

Skills and strategies may be supported in all subjects.

**Language Arts:** Readings that describe environment in countries under study. Related writing projects, opportunity for resource-based projects.

**Science:** Units that support the concepts include Earthquakes and Volcanoes, Exploring Space, Ecosystems, Earth's Climate.

**Math:** Spatial/numerical relationships - scale, direction, Approximate numbers, graphs, timelines, temperature, precipitation.

**Arts Ed:** Opportunities for expressive and responsive art activities related to the concepts in this unit.

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## Content/Concepts

## Suggested Teaching Strategies

### Globes and the Earth

**Concepts:**  
globe, earth

The globe is a model of the earth. It shows the following:

- sphere
- axis
- direction
- rotation (24 hr.) causes day and night
- revolution (1 yr.) causes seasons

Review the concepts using globes, filmstrips, diagrams, and possibly an earth/sun model, to illustrate and discuss the earth's shape, tilt on its axis, its rotation and revolution.

Discuss with the students the ways in which a globe is a model of the earth.

**C.E.L.s:** C, N

### Maps and the Earth

**Concepts:**  
globe, map, earth, projection

Globes and maps are both used to portray areas of the earth's surface. When comparing the two, consider:

- accuracy
- convenience
- projections

Have the students participate in an activity that demonstrates the difficulties involved in making something flat represent a sphere. They might draw land masses on an old rubber ball and cut it to make a map, or begin with a projection and make a globe out of it.

Have the students compare the size and shape of land masses (Africa, Greenland, Antarctica) on a globe and then compare the same on a map to see where distortions occur.

**C.E.L.s:** IL, N, CCT

Study various projections to see how cartographers have attempted to achieve relative accuracy. (e.g. polar projections, Mercator's Projection, Peter's Projection). Discuss how the different projections portray different views of the world.

**C.E.L.s:** TL, N

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**Knowledge****Skills/Abilities****Values**

The globe is a model of the earth. Earth's rotation on its axis causes day and night, its revolution around the sun causes seasonal changes.

Discuss and interpret models and diagrams for information regarding day and night and seasons.

Students will appreciate that the earth's rotation and revolution makes it possible for life to exist on this planet.

There is distortion when a flat map is made to represent a sphere.

Using various projections, cartographers have attempted to achieve relative accuracy.

Discuss and interpret maps as representations of the earth.

Compare the relative accuracy (using approximate numbers or land mass) of globes and maps.

Compare relative convenience of globes and maps.

Students will appreciate globes and maps as valuable sources of information for studying our world.

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## Content/Concepts

## Suggested Teaching Strategies

### Optional

### Location and Climate

#### Concepts:

**globe, map, location, weather, climate**

The major components of climate are:

- temperature
- precipitation
- humidity
- storms such as blizzards, tornadoes, hurricanes

Major factors determining climate variance:

- relative location in relation to poles and equator (slant of the sun's rays)
- proximity to large bodies of water (influences both temperature and precipitation)
- elevation
- ocean currents
- winds

**Science:** The unit **Earth's Climate** may be taught in conjunction with this section.

Discuss and list components of weather.

Define climate as weather patterns, especially temperature and precipitation, over a long period of time.

With the whole class, brainstorm for phrases that describe the climate of Saskatchewan. Identify and web the various factors that determine our climate. Choose a location with a different climate. Again, write describing phrases and web probable determining factors.

Have the students practise reading and interpreting climographs from various regions.

**C.E.L.s:** C, CCT, N

Divide the class into small groups. Assign an Atlantic region country to each. Using maps only, the students brainstorm and write phrases describing what they think the climate is probably like.

Then, using appropriate additional resources, the students will find information about the climate of the country. Add to or correct listed phrases.

Identify and web probable factors.

**C.E.L.s:** IL, N, CCT, C, PSVS

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**Knowledge****Skills/Abilities****Values****Optional**

A location may be identified by describing its climate.

Seasonal temperatures of a region are related to the slant of the sun's rays.

Temperature and precipitation are related to a location's proximity to large bodies of water.

Ocean currents influence temperature and precipitation.

Prevailing winds affect both climate and vegetation.

Describe local climate in point form.

Organize information in webs.

Read climate graphs.  
Understand the use of "average" temperature and precipitation.

Identify factors that cause climate variance.

Use maps to predict climate in various locations.

Use a variety of reference material to gather information.

Link relationships.

Students will appreciate that climate constitutes one of the characteristics of a location.



**Location, Climate & Vegetation****Concepts:**

**globe, map, location, climate, vegetation**

Location, climate and vegetation are interrelated. Natural vegetation areas may be identified as follows:

- desert
- grasslands
- forest (mixed, deciduous, coniferous)
- rainforest
- tropical forest
- temperate forest
- tundra
- savannah

Vegetation regions may indicate the types of crops that may be grown in an area.

Climate and soil largely determine the types of crops that may be grown in a region.

Locate major vegetation regions on a world map. Discuss major characteristics of regions and factors that determine vegetation.

List specific locations from the Atlantic region on the board. Students will brainstorm a number of questions about location, climate and vegetation.

**C.E.L.s: C, N, CCT**

Divide the class into small groups. Each group will choose a specific location and choose 5 questions to answer. Using a variety of resources, they will find information to answer their 5 questions.

Information may be organized and shared:

- according to the group's decision
- on a chart which includes a map, a description, (possibly some pictures, graphs, tables), and a diagram showing location/climate/vegetation links.

**C.E.L.s: IL, C, N, CCT, PSVS**

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**Knowledge****Skills/Abilities****Values**

A location may be categorized according to its vegetation.

The climate of a location largely determines both its natural vegetation and the crops grown.

In many regions of the world, the natural vegetation has been replaced by cultivation. The crops grown in these regions are generally for the purpose of food production to meet local needs or for export.

Locate regions on a map.

Discuss information.

Brainstorm questions.

Locate, gather and organize information.

Understand relationships.

Students will appreciate that the various elements of the natural environment are interrelated.



# Unit 2: Interaction

Suggested Time Frame: 12 weeks

## Social Studies Objectives

**Students will gain the following understandings:**

- Interaction occurs between/among groups of people and the environments in which they live.
- Interactions often lead to change.

**Students will develop and/or practise the following skills:**

- Recognize and express various points of view.
- Locate and gather information from a variety of sources.
- Organize and present information in various ways.

**Students will demonstrate behaviour that reflects the following values:**

- Respect for lifestyles quite different from their own.
- Appreciation for the complexity of factors which influences lifestyle.

## Foundational Objectives

- Develop an understanding of how knowledge of historical experiences is created, and of how to evaluate these experiences, as recorded in historical documents and portrayed in artifacts, from different points of view. (CCT)
- Strengthen students' understanding of numbers as they relate to time and historical events. (N)
- Understand and model respect for other people by acknowledging the importance of their historical experiences and culture. (PSVS)
- Use the language and concepts of social studies to present ideas and information from various perspectives in public modes. (C)
- Form small working groups based on shared interests and determine the knowledge to be presented, format for presentation, and types of activities to conduct. (IL)
- Understand the reciprocal relationships between the natural and constructed worlds. (TL)

**The Common Essential Learnings are abbreviated in the following way:**

<b>C</b>	<b>Communication</b>
<b>N</b>	<b>Numeracy</b>
<b>CCT</b>	<b>Critical and Creative Thinking</b>
<b>TL</b>	<b>Technological Literacy</b>
<b>PSVS</b>	<b>Personal and Social Values and Skills</b>
<b>IL</b>	<b>Independent Learning</b>

## Themes and Concepts

The majority of the concepts identified for Unit 2 are introduced and/or further developed at other grade levels, where they will be dealt with within the contexts of the respective themes.

Major/minor Concepts	Grade Levels						Themes for Grades 4 to 9
	4	5	6	7	8	9	
Interaction	X	X	X	X	X	X	Gr. 4: Saskatchewan Communities Gr. 5: The Canadian Identity Gr. 6: Canada/Atlantic Neighbours Gr. 7: Canada/World Community Gr. 8: Individual in Society Gr. 9: Roots of Society
Time	X	X	X	X	X	X	
history	X	X	X		X	X	
oral history			X		X	X	
timeline	X	X	X	X	X	X	
Point of View		X	X		X	X	The theme for Grades 6 and 7 is Canada's relationship with the world. The countries suggested for study include the following:  <b>Grade 6: Atlantic Region</b>  Canada (eastern) U.S.A. (eastern) Mexico Jamaica Nicaragua Brazil Argentina Great Britain France Spain Morocco Nigeria (West Africa)  <b>Grade 7: Pacific Rim</b>  Canada (western) U.S.A. (western) Mexico Peru Australia China Japan C.I.S.
Culture			X		X	X	
Indigenous Peoples:							
Of The Americas	X	X	X	X	X	X	
Of Europe			X				
Of Africa			X		X		
Needs/Wants	X	X	X	X	X	X	
Resources	X	X	X	X	X	X	
Values/Beliefs	X	X	X	X	X	X	
Lifestyle		X	X	X	X	X	
Interaction/Change			X	X	X	X	
Migration of Peoples	X	X	X			X	
push/pull factors		X	X			X	
Explorers	X	X	X				
Immigrants	X	X	X			X	
refugees			X				
slavery			X				
Cultures	X	X	X	X	X	X	
Optional Concepts							
Immigration Laws			X				
citizenship	X	X	X	X	X	X	

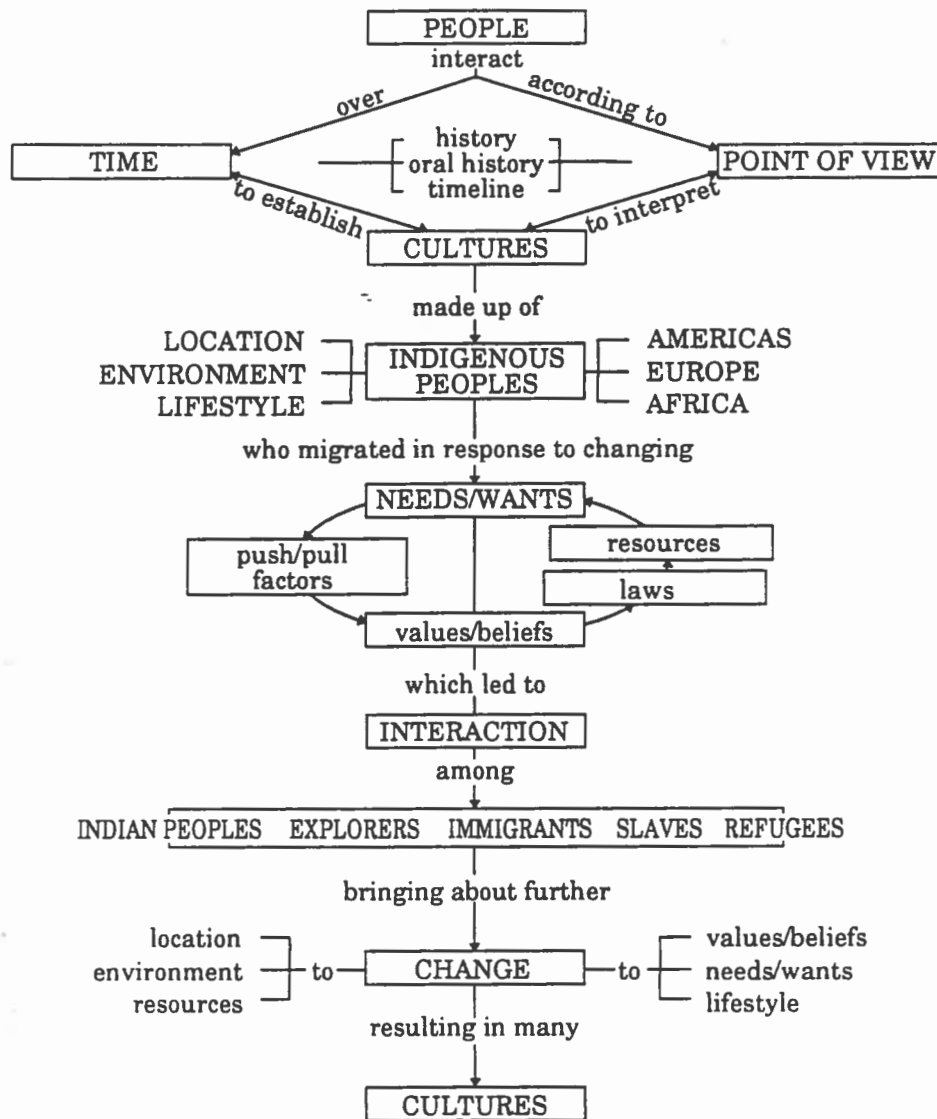
## Synopsis

In this unit the students will study the history of various peoples, their interactions with the environment and with each other. They will study the pre-contact lifestyles and cultures of the Indigenous peoples of the Americas, Europe, and West Africa, and the changes that occurred during the period of trans-Atlantic exploration and migration.



## Concept Map

The following illustrates *one* way in which the concepts in this unit may be organized.



## Skills/Strategies

- Identify, express (point of view)
- Write journal entries
- Discuss, describe
- Participate (independent/group)
- Compare, interpret (ideas/information)
- Brainstorm
- Locate (globes, maps)
- Locate, gather, organize, present (information)
- Imagine, predict
- Read
- Link (relationships)

## Opportunities for Integration

Skills and strategies may be supported in all subjects.

**Language Arts:** Readings related to historical experiences of Indigenous peoples and immigrants. Opportunity for novel study. Identify and express various points of view.

**Science:** Units that support the concepts include Ecosystems, Earth's Climate, Plant and Animal Adaptations.

**Math:** Interpret and create timelines, graphs, charts, tables.

**Arts Ed:** Opportunities for expressive and responsive arts activities related to the concepts in this unit.

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## Content/Concepts

### Learning About History

#### Concepts:

history, oral history, artifacts, timeline

Information from a pre-historical period is obtained largely from \*oral history and archaeological findings.

- artifacts
- fossils
- legends, myths

Artifacts have great value and importance.

- record of past
- sacred significance

Information about the more recent past comes from

- primary sources
- history books
- \*oral history (e.g. stories, legends, myths, etc.)

\* Oral history was and still is of great value to North American Indigenous people. In many cultures the elders were revered as historians.

The concept of time may be illustrated in a linear fashion.

- timeline
- sequence
- causality

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### Optional

The concept of time may be illustrated in a cyclical fashion.

- circle
- repetitious, e.g. day/night, the seasons, the life/death cycle

## Suggested Teaching Strategies

Discuss and list ways of getting information about events that have occurred in the past.

Discuss and list various historical facts and events and link them with sources of information.

Point out that although we now learn about history mainly from books, information about the distant past comes mainly from artifacts and oral history.

If possible and appropriate, a "tribal historian" might be invited from an Indian community. Sharing information may be done in the tradition of oral history.

**C.E.L.s:** C, CCT, N

Discuss the concept of time. Have the students make timelines of a day, a week, a year, their lives to date. Gradually "stretch" the line from A.D. into B.C.

Make a timeline for the classroom that can be used for this unit and/or throughout the year. On it place illustrations of a number of significant events. Discuss the relationships of the events and their relative positions on the timeline.

**Note:** The purpose of the timeline is for students to understand that events occur within a context of time.

**C.E.L.s:** N, C, CCT

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Teachers may wish to explore the concept of cyclical time. For more information about this, see the Grade 9 S.S. program.

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## Knowledge

## Skills/Abilities

## Values

Information about the past may be obtained from artifacts, fossils, legends, myths, art, history books.

Oral history has been an important means of transmitting information ever since the dawn of humanity.

- It is/has been an important source of information about pre-historical and historical time periods.
- People who did not utilize a pen-and-paper written language did rely upon other forms of communication as well as upon oral history.

Our knowledge or assumptions about the past changes as new information is found.

Time may be measured using a linear scale.

Events occur within a context of time. They may have a cause/effect relationship. They may occur within a context of events happening simultaneously.

Brainstorm ideas.

Link historical facts and information with sources of information.

Discuss ideas and information.

Students will appreciate the significance of oral history.

Students will realize that events occur within a context of time and are interrelated.

Organize information about the past on a timeline.

Understand the use of approximate numbers.

Understand the relationships of numbers and events.

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### Optional

Time may be measured using a cyclical scale.

Although the events may be different, they occur in a cyclical pattern.

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## Content/Concepts

### Interpretation of History

#### Concepts:

history, point of view

History is "interpreted" by people. As such, the following points should be considered:

- Knowledge we have about pre-historic times and peoples consist of conclusions made on the basis of artifacts and oral histories. It is important to keep in mind that these conclusions were usually made by people living in another time and place, and having a different set of values and perspectives.
- Historians often use information that other historians have written. In this way, biases and misunderstandings may be perpetuated, and various interpretations may occur.
- Authors, no matter how hard they try to be unbiased, write within the contexts of their own values, beliefs and perspectives.
- New information about the past is very slow to find its way into historical publications.
- Most of the publications about America's Indigenous peoples have been written from a Eurocentric perspective. The "facts" presented and the language may not be technically correct or appropriate.
- An author writes from his/her point of view within an historical context. The points of view of Indigenous peoples may be quite different from a Eurocentric perspective.

## Suggested Teaching Strategies

The teacher may choose to do one or both of the following two activities.

First, have the students working in small groups in the following simulation activity. Each group will illustrate or collect about ten artifacts to be put into a time capsule. The artifacts should include items that students believe to be important in their culture (e.g. tape of favourite singer, running shoe, hockey puck, favourite novel, pen). The students will then imagine that it is the year 5000, and these time capsules have been discovered. It is believed that the artifacts belonged to an ancient people about whom little is known. Have the groups exchange their time capsules. As historians they will study the artifacts and draw some conclusions about the people who lived in that "ancient time".

**C.E.L.s:** CCT, PSVS, C

Second, study various statements, news articles, stories, and historical documents. Identify and discuss the point(s) of view of each. Reword the statements and stories to represent other perspectives.

**C.E.L.s:** CCT, PSVS, C

Designate a portion of the chalk board for statements that the teacher and students may collect during this unit. Title it **History: Whose Point of View?** Discuss the statements as they appear.

**C.E.L.s:** CCT, C, PSVS

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**Knowledge****Skills/Abilities****Values**

Much of what is recorded in history books about pre-historic peoples and events is based on interpretations of artifacts and oral history.

Participate in group task.

Imagine and discuss.

Identify and analyze artifacts.

Students will realize that historic "facts" are not necessarily infallible.

An historical publication is generally written from one perspective, so does not necessarily tell the whole story.

Identify a point of view.  
Express an alternate point of view.

Select statements that express a point of view. Discuss.

Students will become more aware of bias in historical documents.



## Content/Concepts

**Interaction: \*Pre-contact Indigenous Peoples of the Americas**  
(Time: pre-1500)

### Concepts:

**Indigenous peoples, environment needs/wants, resources, interaction, values/beliefs, culture, lifestyle**

Indigenous peoples of the Americas developed distinctive and diverse cultures.

- Arctic - Inuit
- Newfoundland - Beothuk
- Northeastern region - Huron, Algonquian (Micmac, Shawnee), Iroquois (Mohawk Oneida, Cayuga)
- Mississippi/Ohio River Basins - Hopewell, Adena (The Temple Mound Builders)
- Southeastern U.S.A - Cherokee, Creek, Choctaw, Natchez, Caddo, Delaware
- Mexico - Anasazi, Aztec, Toltec, Olmec, Zapotec, Maya
- Brazil - Indians of the Amazon (Kayapo, Atroari, Caraja, Mura, Omagua)
- Caribbean - Arawak
- Argentina - Araucanian Indians

The lifestyles of Indigenous peoples were influenced by:

- the available resources
  - the climate and the land
  - interactions with other peoples
- \* Pre-contact refers to the time prior to contact between Indigenous peoples of Europe and the Americas. Although extensive migration of peoples occurred throughout history, trans-Atlantic travel and migration of peoples began with the period of exploration. In this unit, the students will study the lifestyles of various peoples who came together in the Americas from the pre- and post-contact perspectives.

## Suggested Teaching Strategies

Discuss how our lifestyles are influenced by the environment (eg.: housing, seasonal clothing).

Review the climate and vegetation regions of the Americas. Have the students predict how the people living in these regions might have met their needs/wants.

Discuss how our lifestyles are influenced by other people.

**C.E.L.s: C, CCT, TL**

**Science:** This section deals in part with human participation in the biosphere, a component of the **Ecosystems** unit.

In small groups, each choosing one of the regions listed, students will gather information (jot notes) about historical and pre-historical Indigenous lifestyles:

- types of homes
- foods, preserving methods
- hunting, gathering, farming
- weapons, tools
- aesthetics
- religion
- spirituality
- myths
- transportation vehicles
- family structure, roles
- work, leisure activities
- rules, rituals
- leadership, order, government
- trade

Each group may determine how they will organize and share their information. Suggestions include: maps, charts, tables, graphs, pictures, diagrams

- stories
- displays
- interviews.

**C.E.L.s: IL, PSVS, C, TL**

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**Knowledge****Skills/Abilities****Values**

Lifestyles of people are in part determined by their environments.

Throughout history, people have utilized resources found within their environments to meet their needs and wants.

To maintain a sufficient supply of food, some societies relied on hunting and fishing, while others developed agricultural practices.

Indigenous peoples have been living in the Americas for tens of thousands of years. In Europe and Africa, their history is considerably longer.

Indigenous peoples throughout the Americas used resources to meet their needs. They tended to maintain a close relationship with the environment, using technologies which had a minimal impact upon it. They often placed great value and sacred significance on the physical environment.

Indigenous peoples of Africa, Europe and the Americas had underlying values and attitudes that were quite different from one another.

Interaction between and among Indigenous nations on each of the three continents has been occurring for centuries.

Discuss and describe the natural environment (geographic features, climate, vegetation, wildlife) and relate it to lifestyles of people.

Locate and gather information from various sources.

Organize and share information

Recognize and discuss biased and/or racist statements.

Express alternate points of view.

Students will appreciate that the environment influences lifestyle.

Students will demonstrate respect for the historical lifestyles of Indigenous peoples.

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## **Content/Concepts**

**Interaction: Indigenous Peoples of Western Europe and Africa (Time: pre- 1500)**

### **Peoples of Western Europe**

#### **Concepts:**

**European peoples, environment, needs/wants, resources, interaction, values/beliefs, culture, lifestyles**

European people's lifestyles were influenced in part by their environments.

Focus on the lifestyles of people from:

- Spain
- France
- England

### **Peoples of Africa**

#### **Concepts:**

**Peoples of Africa, environment, needs/wants, resources, interaction, values/beliefs, culture, lifestyle**

African peoples' lifestyles were influenced in part by their environments, in part by their interactions with other peoples.

Focus on the lifestyles of people from:

- the Gold Coast region (esp. Nigeria, Ghana, Benin, Cameroon)
- Morocco

The cultural groups for study may include:

- Ashanti
- Akan (Hausa)
- Ewe
- Fulani

## **Suggested Teaching Strategies**

Discuss briefly what family and religious life were like in Europe during this time. Consider health and sanitation, feudalism, lives of children, monarchy, technology of war, Christianity, roles of women, etc.

Discuss briefly what life was like in Africa during this time. Consider the emergence of African states and the spread of Islam.

**C.E.L.s: C, PSVS**

Review the climate and vegetation regions of Europe and Africa. Have the students speculate on how the people living in these regions might have met their needs and wants (e.g. materials for building homes and making clothing, foods, utensils).

**C.E.L.s: C, TL, CCT**

\*Working in small groups, students will read and analyze short stories, case studies, and/or pictures to gather information using an outline similar to the one suggested on the previous page.

Students may share their information through discussion, displays, pictures, paragraph writing, etc.

**C.E.L.s: IL, C, TL**

\*Note: This is not intended to be a major history unit. Students need, however, to develop a sense of the different backgrounds of the various peoples in order to understand their interactions with the environment and with each other. This section of study may be done in small groups of students and shared with the class. It may be done in conjunction with the study of the Aboriginal peoples of the Americas.

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## Knowledge

European and African peoples adapted to the environment and used it to meet their needs and wants in ways quite different from those of the Americas.

European values and lifestyles were reflected in the following:

- nationhood
- expanding empire (colonies)
- private ownership of land and resources
- dominance and change of the environment and resources
- personal, corporate profit motive
- institutionalized education and religion (esp. Christianity)
- trade
- technology (ships, print, tools, guns)
- governing structures

African values and lifestyles were reflected in the following:

- Muslim city states
- spread of Islam from the north to the south
- extensive trade network across the Sahara as well as into Spain
- large walled cities
- flourishing kingdoms ruled by wealthy kings
- farming, mining, manufacturing

Interaction between and among European and African countries had been occurring for centuries, affecting trade, beliefs and knowledge

## Skills/Abilities

Discuss and describe the natural environment (geographical features, climate, vegetation) and relate it to lifestyles.

Locate and gather information from various sources.

Organize and share information.

Compare and contrast information.

## Values

Students will appreciate that a people's values may be reflected in the way they interact with the environment.

Students will appreciate the diversity of historical experiences and cultures in the Atlantic region.

---

## Content/Concepts

**Interaction: Western Europe Goes Exploring to the Americas (Time: post 1500)**

### Concepts:

**Explorers, push/pull factors  
resources, interaction,  
needs/wants, values/beliefs**

Exploration of the Americas conducted primarily from:

- Spain
- France
- England

(Students might note that exploration involved countries with ports. Portugal and Scandinavian countries may also be included.)

There were various motives for exploration.

#### "Push" factors:

- need for trade route/NW passage (Eastern trade routes were shut off by Islamic countries.)
- lack of resources (fish, furs, minerals)
- spread Christianity

#### "Pull" factors:

- resources/treasure
- territory, colonization
- adventure

Exploration routes were determined by environmental factors as well as motives:

- ocean currents
- winds

Explorers interacted with the environment:

- applying European methods to another environment
- use of resources

Explorers interacted with the Indigenous peoples:

- reliance by explorers upon Indigenous peoples' expertise in adapting to the physical environment and to act as guides through unfamiliar territory.
- lack of appreciation for, and sensitivity to, the unique values and lifestyles of the Indian people.

## Suggested Teaching Strategies

The teacher in cooperation with the teacher-librarian may plan to deal with this material using one of the following resource-based learning approaches.

### Small group/individual research project.

Working individually or in small groups, students may gather, organize and share information about an explorer in one of the following (or other) ways:

- interview (video) of the explorer by a TV personality.
- newspaper stories - news, human interest, editorials, maps, travel accounts.
- chart with a map showing the routes taken and a letter from the explorer to a loved one.
- diary of a stowaway.
- Dramatization of explorer's adventures.

**Learning centres.** A series of stations may be set up in the classroom or library with pertinent information and a variety of learning activities. The students may move in small groups to each station or be assigned to work at one station. Information learned may be discussed and/or displayed.

**C.E.L.s: IL, C, PSVS**



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**Knowledge****Skills/Abilities****Values**

Countries involved in exploration of the Americas were countries that had sea ports.

When groups of people with an established lifestyle move to another location, interaction occurs with the environment and with other peoples.

This interaction results in change to the environment as well as lifestyles.

Use a variety of reference material (including maps, reference books, historical documents).

Participate in group tasks to gather, organize and share information.

Students will appreciate that lifestyles are influenced by many factors such as environment, needs, cultural background, events, values. (Science: Ecosystem unit)

Students will appreciate that when people with diverse perspectives interact, change occurs.

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## Content/Concepts

### Interaction: Europeans Immigrate to the Americas

#### Concepts:

**Immigrants, push/pull factors  
resources, interaction,  
needs/wants, values/beliefs**

Early immigrants from Europe had various motives for immigrating to the Americas.

#### "Push" factors:

- religious rules
- poverty, famine
- wars
- crowding
- oppressive governments
- racism

#### "Pull" factors:

- free/cheap land offered by governments
- religious freedom
- opportunities for a better life
- adventure
- spread Christianity

#### Immigrants interacted with the environment:

- survival
- applying European methods to another environment
- use and abuse of resources

#### Immigrants interacted with Indigenous peoples:

- mutual exchange of information about living on/off the land.
- changes in technologies.
- as increasing numbers of immigrants cleared and settled the land, traditional lifestyles of Indigenous people were endangered.

## Suggested Teaching Strategies

Have students read various case studies, identifying the "push", "pull" motives for immigrating.

**C.E.L.s: C, CCT**

The themes in this unit may be integrated with comparable themes in Language Arts. (See the bibliography for some titles of novels.)

With the use of stories, films, pictures and any other documents available, discuss lifestyles of early immigrants.

Identify ways in which the new immigrants and the Indigenous peoples of the Americas interacted, and how the environment was affected.

The teacher may wish to consult the Arts Education curriculum for some suggestions as well as the planning process for one or more of the following expressive and responsive activities:

- Create a drama in context.
- Role-play various points of view.
- View/create folk dances.
- Listen and respond to Indigenous music.
- Study/create traditional forms of visual art (eg: quilting, carving).

Discuss the changes that occurred.

**C.E.L.s: C, CCT, PSVS, TL**

Other activities might include:

- Visit to a museum
- Collection and display of "pioneer" articles
- Journal writing - responses to qualitative questions regarding the issues under study.

**C.E.L.s: C, PSVS**

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**Knowledge****Skills/Abilities****Values**

Indigenous peoples of the Americas were either willing to or were forced to share the land with newcomers.

Indigenous people and immigrants shared their knowledge with each other (e.g. finding plants, hunting methods, building homes, transportation, guns).

Immigrants clearing land and growing crops had an impact on the natural environment as well as the lifestyles of Indigenous people.

Early European immigrants generally had little regard for the needs, beliefs and values of the Indigenous peoples.

Many Indigenous peoples suffered incredible hardships as a result of European immigration:

- slavery
- new diseases, death
- loss of territory and resources
- extinction

Read case studies and identify motives and relationships.

Read for information.

Discuss information and ideas.

Students will appreciate that through human interactions new identities emerge.

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## Content/Concepts

**Interaction: African People are Taken as Slaves to the Americas**  
(Time: 1500 - 1800)

**Concepts:**  
**Slavery, plantations, interaction, needs/wants, values/beliefs**

In the Americas, the economies of sugar and cotton were such that promoted the emergence of slavery.

- Growing market for sugar and cotton.
- Highly profitable under controlled market conditions.
- Huge plantations made a large workforce necessary.
- Labour intensive. Cheap labour was scarce.

In the Americas, plantation agriculture caused some major changes:

- Brought in a population of Blacks from Africa.
- Created two classes of people, the wealthy land owner and the slave.
- Cleared natural vegetation.
- Indigenous peoples, many of whom had been established on the land for generations, were forced to move elsewhere.

During this period of time, the Black slaves suffered incredible hardships.

- Taken from their homes often against their will.
- Travelled the Atlantic under the worst possible conditions.
- Sold as property. Used and often abused as being less than human.
- Lived in a completely foreign environment (country, language, beliefs, laws, etc.).
- Laws addressed the rights of the owner not the slave.

Black slaves fought for and finally won their freedom, but are still striving to gain social equality.

## Suggested Teaching Strategies

Using visuals or films discuss plantation agriculture, and how cotton and sugar are grown/harvested.

**C.E.L.s: TL, C, CCT**

Find the places (southeastern U.S.A., Caribbean Islands, Brazil) on a map. Review the climate and vegetation of the regions.

**C.E.L.s: N, C**

Review who the Indigenous people were in those regions. Discuss how the emergence of plantation agriculture affected their lives.

**C.E.L.s: CCT, C**

The teacher may choose one (or more) of the following approaches in conjunction with other subjects:

- Study a short novel. Organize class time so that parts of the novel will be read aloud by the teacher and parts read by students. (Some parts may be summarized.)
- Study a combination of short stories, films, case studies, news stories, etc.
- Examine issues from various perspectives through involvement in a drama in context. (See Arts Ed. or Language Arts curricula for the planning processes.)

With any of the above approaches, discuss (or role-play) issues from various points of view:

- the slaves'
- plantation owners'
- Indigenous peoples'
- the slave traders'

**C.E.L.s: CCT, PSVS, C, IL**

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## Knowledge

African nations had distinct and established cultures before the slave trade began.

The practice of slavery had a long history among European and African nations. The trans-Atlantic slave trade that lasted for 400 years was, however, unprecedented.

During that period, over ten million Africans were transported to the Americas (including Canada), resulting in profound demographic and cultural changes.

- The profits from selling people from their own or neighbouring groups increased the political importance and power of some African states.
- Huge profits for European slave traders and their countries.
- Gradual predominance of Black peoples in some regions of the Americas.
- Long term influence on and of Black cultures.

The gaining of freedom was for the Blacks a long and difficult struggle.

- Participation by many people in actions that were at that time illegal.

The ban of slavery changed the legal status of Blacks but did not necessarily change social attitudes and behaviours. Work towards these changes is part of a current struggle.

## Skills/Abilities

Discuss information and ideas.

Find locations on maps, discuss relationships.

Read stories, draw inferences.

Participate in group tasks.

Organize information and ideas in journal writing and on maps, graphs, charts.

## Values

Students will experience the interpretation of historical events from various points of view.

Students will appreciate the significance of the changes that occurred during this time in history.



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## Content/Concepts

**Interaction: Many cultures within the Atlantic Region**  
(Time: Post 1850's)

### Concepts:

**Cultures, immigrant, refugee, needs/wants, values/beliefs**

**Wars have caused people to migrate.**

- WW I, WW II, Vietnam war, civil wars (Haiti, Cuba), Persian Gulf

**Changes in technologies have made moving great distances more commonplace.**

- Ease of travel
- Opportunities for employment in other countries.

**Aboriginal peoples of the Americas have in many cases been displaced. Have they become refugees in their own land?**

**Immigrants and refugees face various issues as they establish homes in a new country.**

- They may need a new language.
- They may need to deal with unfamiliar values, beliefs, traditions as well as new ways of doing every day tasks.
- They may be subjected to prejudice, racism.

**People in the receiving country face various issues when groups of new people move in.**

- Provide opportunity for language study, schooling.
- Provide opportunity for making a living.
- Accept and tolerate people with values, beliefs, and traditions different from their own.

---

### Optional:

**Nations have laws governing immigration as well as emigration.**

## Suggested Teaching Strategies

**Study Atlantic region maps that show some major migration patterns. Choose a few examples and discuss the environmental and social changes the people would have experienced as they moved from one location to another.**

**C.E.L.s: N, CCT, C**

**Choose a story or some case studies relating the experiences of an immigrant family that has moved to an Atlantic region country.**

- Identify the push and pull factors involved.
- Discuss changes demanded of the family.
- Discuss changes within the receiving community.
- Discuss what traditions, values, etc. the family would like to maintain.
- Compare experiences of the fictional characters with the experiences of students or adults within the community.

**C.E.L.s: C, PSVS, CCT**

**Have the students participate in a simulation activity that focuses on overcoming racism and stereotyping. (See Activity Guide for more information.) Be sure to follow the activity with a debriefing session so that the students make the connections between the "game" and "real life".**

**C.E.L.s: PSVS, C**

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**Arrange for the class to attend a session of Citizenship Court. Plan suitable introductory and follow-up activities.**

**Study some news stories of people who have or have not been allowed to remain in an Atlantic country. Research relevant laws.**

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## Knowledge

## Skills/Abilities

## Values

As various peoples from Europe and Asia became established in the Americas, the Indigenous peoples were profoundly affected.

- Land that was traditionally their territory was given and/or sold to others.
- Land was used for other purposes.
- Reserves (Canada) and reservations (U.S.A.) were established.
- Governments signed treaties with Indian Nations.

Immigrants often struggle to become part of the mainstream and yet maintain some of their own traditions, values and beliefs.

Many different groups of immigrants and minority groups were/are subjected to discrimination during various periods of the history of the Americas.

Locate places on maps.

Read maps for information.

Read story, case studies for information.

Discuss information and ideas.

Compare story to real life situations.

Participate in a group simulation activity and the discussion that follows it.

Students will understand some of the reasons that cause people to move to other countries.

They will appreciate that immigration involves both rewards and hardships.

Students will demonstrate behaviour that shows respect for people regardless of ethnicity.

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### Optional

Nations have laws governing immigration and the acceptance of refugees.

Participate in class field trip as well as the preparation for it and follow-up activities.

Read news; do some research.



# Unit 3: Identity

Suggested Time Frame: 10 weeks

## Social Studies Objectives

**Students will gain the following understandings:**

- Identities evolve within a context of interrelated factors including history, the social and physical environments, and human needs and wants.
- Minority groups and individual people within a nation may have unique identities.

**Students will develop and/or practise the following skills:**

- Identify and analyze identities of nations, minority groups, and social organizations.
- Locate, gather, organize and present information. Some of the strategies to be used include mapping, webbing, interviewing and journal writing.

**Students will demonstrate behaviour that reflects the following values:**

- Respect for their own identity and that of others.
- A belief in human worth and dignity, regardless of circumstances.
- A sense of purpose through participation.

## Foundational Objectives

- Recognize that understanding the interrelationships among history, climate, resources and cultural patterns can lead to better understandings of different cultural groups. (PSVS)
- Promote the ability to analyze and understand a social problem, and to design and carry out a plan of action. (CCT)
- Promote understanding that negative stereotyping leads to racism and sexism and promote a desire to make necessary changes. (PSVS)
- Participate in classroom decision-making processes. (IL)
- Develop a "strong sense" of critical and creative thinking, especially as it applies to the relationship between human rights and human needs. (CCT)

**The Common Essential Learnings are abbreviated in the following way:**

<b>C</b>	<b>Communication</b>
<b>N</b>	<b>Numeracy</b>
<b>CCT</b>	<b>Critical and Creative Thinking</b>
<b>TL</b>	<b>Technological Literacy</b>
<b>PSVS</b>	<b>Personal and Social Values and Skills</b>
<b>IL</b>	<b>Independent Learning</b>

## Themes and Concepts

The majority of the concepts identified for Unit 3 are introduced and/or further developed at other grade levels, where they will be dealt with within the contexts of the respective themes.

Major/minor Concepts	Grade Levels						Themes for Grades 4 to 9
	4	5	6	7	8	9	
Identity	X	X	X	X	X	X	Gr. 4: Saskatchewan Communities Gr. 5: The Canadian Identity Gr. 6: Canada/Atlantic Neighbours Gr. 7: Canada/World Community Gr. 8: The Individual in Society Gr. 9: The Roots of Society
Need/Wants	X	X	X	X	X	X	
History	X	X	X	X		X	
Values/Beliefs	X	X	X	X	X	X	
Natural Environment	X	X	X	X	X	X	
Social Environment	X	X	X	X	X	X	<b>The theme for Grades 6 and 7 is Canada's relationship with the world. Countries suggested for study include:</b>  <b>Gr. 6: Atlantic Region</b> Canada (eastern) U.S.A. (eastern) Mexico Jamaica Nicaragua Brazil Argentina Great Britain France Spain Morocco Nigeria (West Africa)  <b>Gr.7: Pacific Rim</b> Canada (western) U.S.A. (western) Mexico Peru Australia China Japan C.I.S.
Resources	X	X	X	X	X	X	
Lifestyle		X	X	X	X	X	
Nation		X	X	X	X	X	
location	X	X	X	X	X	X	
symbols		X	X	X			
Minority Group			X			X	
rights/responsibilities	X	X	X	X	X	X	
stereotype			X		X	X	
Organization	X	X	X				
rules/laws	X	X	X	X			
participation	X	X	X				
Change	X	X	X	X	X	X	
Optional Concepts							
Self (identity)	X	X	X		X	X	

## Synopsis

In this unit the students will study the current lifestyles of people from various Atlantic region countries, focusing on the identities of nations, minority groups, social organizations, and their own personal identities (optional). They will learn that identity evolves within a context of regional history, geographic location, social environment, and change. They will have the opportunity to plan and conduct a project involving participation in a social organization.

The following illustrates *one* way in which the concepts in this unit may be organized.



- ## Opportunities for Integration

**Language Arts:** Readings that describe and explain current lifestyles of peoples from countries under study. Related writing and resource-based activities.

**Science:** Units that support the concepts include **Earthquakes and Volcanoes, Earth's Climate.**

**Math:** Work with currencies, statistics, and tessellations (artistic patterns) associated with various groups.

**Health:** Create profiles of identities.

### Co-operative planning and participation in a social organization project.

**Arts Ed:** Opportunities for expressive and responsive arts activities related to the concepts in this unit.



## Content/Concepts

### National Identity

#### Concepts:

**Nation, identity, history, environment, needs/wants, economy, symbols**

A national identity evolves over time within a context of:

- historical experiences
- social environment (proximity of neighbouring countries, influences of other peoples)
- physical environment (geographic location, climate, vegetation, resources)
- economics

A country's national identity is reflected in its

- language(s)
- national symbols (flags, anthems, coat-of-arms, etc.)
- rituals
- sports, sporting events
- aesthetics (dance, music, drama, art, literature)
- religion(s)
- currency
- monuments
- holidays
- dress
- market place
- standard of living

## Suggested Teaching Strategies

**Note:** It may be necessary for the teacher to have the students participate in setting some strict rules, (e.g. no judgmental statements) before participating in this unit.

In small groups, students will study a country in the Atlantic region by focusing on its language, national symbols, etc.

The students may organize and share their information in various ways.

- Use webbing or concept mapping techniques to link information to the country's history, social environment, and geographic location. (Model the activity with the class using a selected country as an example.)
- Organize, create a display for an international bazaar.
- Have the students teach games, dance, language, etc. from country studied.
- Make a picture essay.
- Design travel brochures.
- Study stories of families from different countries. Create a family from another country studied.
- The teacher can refer to the visual art curriculum for activities which develop an understanding of cultural symbols.
- Examine a country's arts to see how they are a reflection of a nation's identity, history and environment.

**C.E.L.s: C, N, CCT, PSVS**

Journal writing might include expressing feelings regarding the identities of people from the country studied. (What is unique about their identity? What can we learn from them?)

**C.E.L.s: PSVS, CCT, C**

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**Knowledge****Skills/Abilities****Values**

A national identity evolves over time in response to many factors including history, culture, values, environment, economy, and location.

The uniqueness of a country is often reflected in the lifestyles of its minority or majority groups.

With the students, develop rules governing behaviour.

Locate, gather, organize information using a variety of resource material.

Web, concept map information.

Share information.

Others may include:

- Prepare for and conduct an interview.
- Make comparisons.

Students will value their own cultural heritage and that of others.

Students will demonstrate an attitude of respect and appreciation for national/cultural identities different from their own.

Write journal entries in response to specific questions.

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## Content/Concepts

## Suggested Teaching Strategies

### Identity of Minority Groups

#### Concepts:

**Identity, minority group, needs/wants, stereotype, change**

The concept of "minority group" refers to the social condition (eg: power, wealth) of a group rather than its numbers.

#### Minority groups to consider:

- Children
- The aged
- People lacking basic necessities
- People with disabilities
- Women
- Ethnic minorities
- Regional minorities

The social conditions surrounding the minority group are usually seen to be inferior to the conditions enjoyed by the majority.

- The group usually has needs and wants not met by the existing social structure.
- Stereotypical views, prejudicial attitudes, and discriminatory practices often hinder the group from achieving its goals.
- Stereotypical views are often reinforced by the media.
- Minority group status may affect individual identity.
- A person may belong to several minority groups.
- Many different minority groups exist in most societies.
- Minority groups may have similar needs and wants.
- Many minority groups along with human rights organizations and governments are working to change the social structures that perpetuate existing problems (e.g. unemployment, inferior housing, discrimination in the workplace).

The teacher and students may choose to study one or more of the groups listed on the left, focusing on the group's:

- identity
- "minority" status
- historic context
- needs/wants, and changes that are/should be occurring
- effects of changes
- similarities with other groups

Various issues and perspectives may be explored through the following:

- Role-play different points of view.
- Drama in context (See drama curriculum for planning process.)
- Simulation activities

#### C.E.L.s: C, PSVS, CCT

- Analysing and discussing case studies, news stories, statistics, biased and non-biased material
- Webbing, concept mapping, charting, to show relationships between minority groups and history, natural geography, social influences, values, etc.
- Creating collages featuring minority groups.

#### C.E.L.s: CCT, N, C

- Interviewing real/hypothetical people.
- Discussions, journal writing re: expressing feelings, attitudes

#### C.E.L.s: C, PSVS, CCT

- Independent or small group study

#### C.E.L.s: IL, C

**Note:** This section may provide suitable material to focus especially on stereotyping. With the teacher's guidance, students may analyze their own attitudes and those expressed in the community or the media.

#### C.E.L.s: PSVS, CCT, C

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## Knowledge

Minority groups are often the victims of discrimination and prejudice (intended or unintended).

Existing power structures usually function exclusive of minority representation.

The status of a minority group generally has a relationship with:

- history
- economics
- power

Change in the status of a minority group has implications for society in general.

## Skills/Abilities

Identify various minority groups.

Identify cause and effect relationships.

Students may learn or practise some of the following:

- Participate in role-play, contextual drama or simulation activity.
- Read/analyze case studies.
- Web or chart information.
- Prepare for and conduct an interview.
- Express ideas in a journal entry.
- Participate in an independent or small group task.
- Identify and analyze attitudes.

## Values

Students will understand that human value and dignity is not/should not be related to majority or minority status. (PSVS)

Students will demonstrate attitudes and behaviour that show respect and concern for the needs of minority groups.

## Content/Concepts

## Suggested Teaching Strategies

### Minority Groups and Social Organizations

#### Concepts:

**Identity, organizations  
rules/laws, change,  
fairness, participation**

#### Organization: Definition

An organization is a group of persons united for some public or social purpose. It is regulated by rules, laws, customs and/or values. An organization may be an institution.

**Suggested organizations that address minority group issues:** (See Activity Guide for a more extensive list)

#### Children

- 4-H Clubs, Brownies, Native Friendship Centres, Save the Children, UNICEF, Foster Parents Plan

#### The aged

- Churches, Senior Citizens Organizations, Health Organizations

#### People lacking basic necessities

- Red Cross, Salvation Army, UNICEF, United Way, YW/MCA, Food Bank

#### People with disabilities

- Health Organizations, Special Olympics, Abilities Council

#### Women

- Saskatchewan Action Committee, Aboriginal Women's Council

#### Ethnic minorities

- Churches, community organizations

#### Regional minorities

- Governments, Assembly of First Nations, Amnesty International

Introduce the concept of organizations and work through some examples to model the procedures the students will follow when working in small groups.

**C.E.L.s: C, CCT**

Study various organizations that address issues related to minority groups. The purpose of the activity is for the students to:

- Increase their knowledge about the organization by finding out about its purpose(s), membership and how it works.
- Explore concepts of fairness and equality in a framework which recognizes special needs.
- Choose an organization to work with or form their own social action group.
- **Become actively involved to either reinforce what is working well or to improve the situation.**

**C.E.L.s: IL, PSVS, CCT**

An attempt should be made to provide an international focus for at least part of this section. This could be done by choosing an international organization to study and work with, or by applying the students' learnings to a global situation.

Students' own involvement may be to:

- Organize a fund raising.
- Provide a service (e.g. for senior citizens).
- Organize a display or short performance or make a video to raise awareness in the school (e.g. UNICEF puppet show).
- Propose a plan (e.g. to adopt and support a child - Foster Parents Plan).

**C.E.L.s: PSVS, CCT, IL, C**

Discuss the effect of the project. How did it affect the students? people within the minority group? the organization itself? Have students write about their thoughts and feelings.

**C.E.L.s: PSVS, C.**

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## Knowledge

Some organizations work to change the social conditions of minority groups. Members may work for change for themselves or for others.

Where special needs exist, fairness and equality does not necessarily mean treating everyone the same.

There are a number of ways in which change may be facilitated.

- Governments may pass legislation to protect the rights of minorities.
- Groups or individuals may become involved in law suits.
- Organizations, such as schools, may work toward changing attitudes and providing people with additional information.
- Organizations may focus on the human rights of groups or individuals.
- Organizations may lobby for change.

(The teacher might keep in mind that some organizations function completely on the basis of self-interest and provide no valuable social service.)

## Skills/Abilities

Discuss and analyze.

Participate in a group task following specific procedures.

Formulate and plan a group project.

Express ideas and information.

## Values

Students will realize that at times what may appear to work to the advantage of the majority may work to the disadvantage of a minority group.

Students will recognize current social issues and their role in influencing them.



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## Content/Concepts

### Identity of an Organization

The identity of an organization may be defined by its purpose, membership, rules/laws, how it has changed, and how people participate.

#### Purpose

- What minority group is the organization associated with?
- What are the needs it attempts to meet?
- Whose needs does it attempt to meet (those of its members or the needs of others)?
- How does it do it?

#### Membership

- Who belongs to it?
- How do people become members?
- What do the people have in common?
- How are the people of the minority group involved?
- What are the members' rights and responsibilities?

#### Rules/Laws (Traditions)

- What are its rules?
- What purposes do its rules serve?
- How are the rules enforced?
- Are there outside rules it has to adhere to?

#### Change

- Has it changed over time?
- Is it organized differently in different places?

#### Participation

- How do people participate?
- How do the participants benefit?
- How do others benefit?
- What can I do to make this a better organization?

## Suggested Teaching Strategies

With the students list the organizations they are involved in. Using an example (e.g. classroom, family, sports league), work through the characteristics of an organization as indicated.

**C.E.L.s:** C

Differentiate between needs and wants.

Using a chart, identify needs and match with the purpose(s) and work of the organization.

**C.E.L.s:** CCT, C

Using webbing, identify and analyze commonality of membership.

Discuss the rights and responsibilities of the members, especially as they relate to the minority group.

**C.E.L.s:** C, PSVS, CCT

Differentiate between rules and laws.

List rules and match with purpose of the rules.

**C.E.L.s:** C, PSVS, CCT

Study how the organization has changed over time, or how it is different in various locations.  
e.g. - past vs present  
• Sask. vs ?

**C.E.L.s:** CCT, C, N

List all the ways various members participate.

Decide on a project, plan it, and carry it out.

**C.E.L.s:** PSVS, IL, CCT

---

## Knowledge

Nations, groups and organizations have identities.

Social organizations may be identified by their primary functions.

People who work together within an organization often share similar values and beliefs, and work toward a common purpose.

Membership in an organization involves rights and responsibilities.

All organizations function within a specific framework of rules and order.

Organizations may change over time or in different locations according to needs.

Participation of the membership may:

- Ensure survival of the organization.
- Be at a low level (3 children playing shinny fuels the NHL).
- Meet a basic need to belong and share.
- Increase one's power to achieve goals.

Organizations may benefit both the individual and the group.

## Skills/Abilities

Identify various organizations that they are involved in.

Categorize statements as needs or wants.

Link needs with purpose of organization.

Web information.

Discuss.

Cite examples of rules and laws.

Link rules with purpose.

Compare.

Plan, organize and carry out a project.

## Values

Students will appreciate that social institutions are established to meet needs.

Students will appreciate that rules and laws are essential for maintaining order.

Students will gain a sense of purpose through participation.

---

## Content/Concepts

### Optional

#### A Personal Identity

##### Concepts:

##### Identity, self, lifestyle

A personal identity is shaped within a context of:

- history (cultural background, events)
- a social milieu (family, peers, media, school)
- a physical environment (location, climate)
- needs and wants

A personal identity is expressed through one's lifestyle and may include:

- language
- occupation
- economic status
- social status
- leisure activities
- interests
- involvement in organizations
- past experiences
- standard of living

One's personal identity may be similar in many ways to those of others.

## Suggested Teaching Strategies

### Optional

(Note: Teacher and students should be aware that information regarding a personal identity may be sensitive and personal. As such, privacy should be respected. A personal identity could be explored in non-sensitive and general areas.)

Students will study their own personal identities as well as those of others.

In small groups or individually they will do webbing or concept mapping activities involving questions such as:

- "What is my national identity?"
- "What are my minority/majority groups?"
- "What social organizations am I a part of?"
- "What rights/responsibilities do I have in the organizations?"
- "What is my identity?"

**C.E.L.s: C, PSVS**

Information and ideas generated by the students may be organized using one of the following:

- personal mobile
- concept map
- profile using visuals and phrases
- personal coat of arms
- personal dance composition
- other format (student choice)

(See Arts Ed. curric. for suggestions.)

**C.E.L.s: CCT, C**

Other activities might include:

- Develop interview questions and tape interviews with other students, teachers or people in the community in order to profile the identities of others.
- Write journal entries in response to specific guidelines.

**C.E.L.s: CCT, PSVS, C**

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**Knowledge****Skills/Abilities****Values****Optional**

A personal identity is learned.

It is learned in the context of a social and physical environment.

It is related to economic status and involves a relationship with the past.

It is related to self concept (achievements, capabilities).

Human worth and dignity is not/should not be related to the individual's circumstances.

Develop with students some class rules that show respect for confidentiality.

Identify and analyze personal identities.

Web information.

Organize information within a specific format.

Prepare for and conduct an interview.

Express ideas in a journal entry.

Students will appreciate the linkages involved in a personal identity.

Students will recognize the value of classroom norms which support the consistent and respectful treatment of all.

Students will demonstrate behaviour that exhibits and encourages respect for their own identities and those of others.



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# Unit 4: Interdependence

Suggested Time Frame: 10 weeks

## Social Studies Objectives

**Students will gain the following understandings:**

- Interdependence involves a sharing relationship.
- Global interdependence may or may not act to the advantage of the countries involved.
- Decisions regarding interdependent relationships involve a variety of complex factors.
- Interdependence involves both rights and responsibilities.

**Students will develop and/or practise the following skills and abilities:**

- Locate and gather information from a variety of sources.
- Organize and present ideas and information.
- Link interdependent systems with the help of maps, graphs, charts and tables.
- Relate current events to the concepts under study.
- Participate in a variety of group activities.

**Students will demonstrate behaviour that reflects the following values:**

- An appreciation for the importance of co-operative relationships.
- An understanding of the diversity of roles that various countries and people play in interdependent relationships.
- A commitment to understand and help deal with global issues.

## Foundational Objectives

- Enable students to think for themselves as they examine various sides of an issue by role-playing simulations (CCT).
- Explore social and economic inequities and their effects on peoples of the world (PSVS).
- Construct clear, achievable goals and plan to meet them (IL).
- Develop an understanding that technology both shapes and is shaped by society (TL).

**The Common Essential Learnings are abbreviated in the following way:**

C	Communication
N	Numeracy
CCT	Critical and Creative Thinking
TL	Technological Literacy
PSVS	Personal and Social Values and Skills
IL	Independent Learning



## Themes and Concepts

The majority of the concepts identified for Unit 4 are introduced and/or further developed at other grade levels, where they will be dealt with within the contexts of the respective themes.

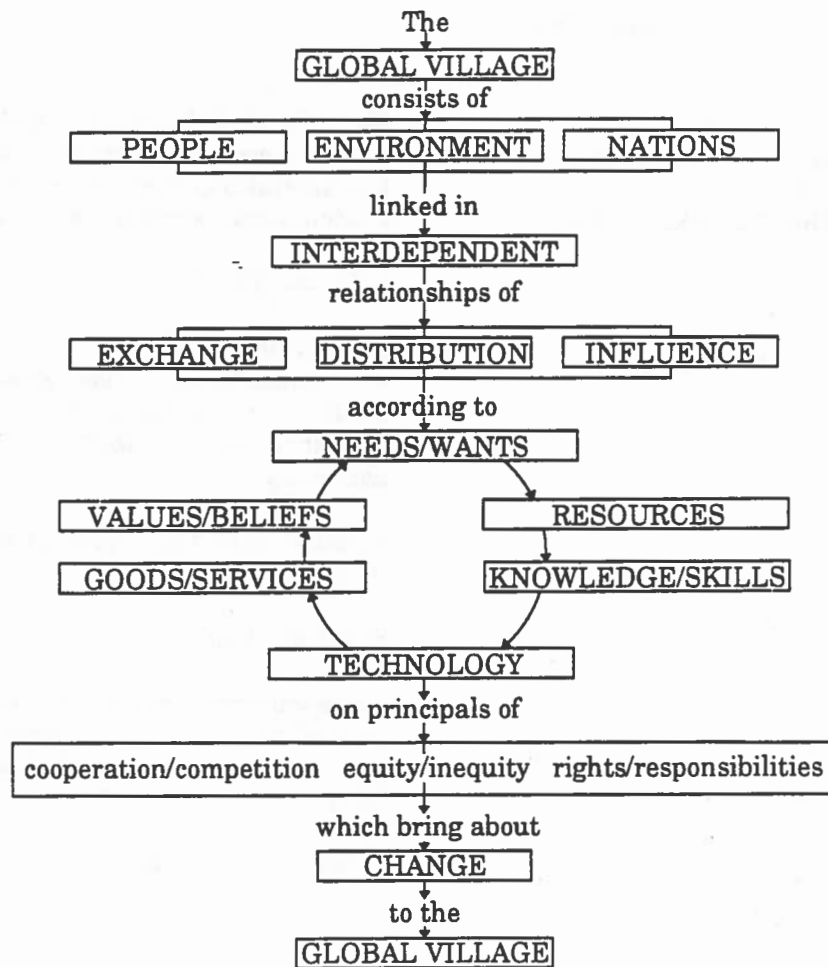
Major/minor Concepts	Grade Levels						Themes for Grades 4 to 9
	4	5	6	7	8	9	
Interdependence			X	X	X	X	Gr. 4: Saskatchewan Communities Gr. 5: The Canadian Identity Gr. 6: Canada/Atlantic Neighbours Gr. 7: Canada/World Community Gr. 8: The Individual in Society Gr. 9: The Roots of Society
Needs/Wants	X	X	X	X	X	X	
Technology	X	X	X	X	X	X	
Environment	X	X	X	X	X	X	
Global Village			X	X			
Exchange			X	X	X	X	The theme for Grades 6 and 7 is Canada's relationship with the world. Countries suggested for study include:
values/beliefs	X	X	X	X	X	X	
needs/wants	X	X	X	X	X	X	<b>Gr. 6: Atlantic Region</b>  Canada (eastern) U.S.A. (eastern) Mexico Jamaica Nicaragua Brazil Argentina Great Britain France Spain Morocco Nigeria (West Africa)  <b>Gr. 7: Pacific Rim</b>  Canada (western) U.S.A. (western) Mexico Peru Australia China Japan C.I.S.
resources	X	X	X	X		X	
knowledge/skills			X	X		X	
goods/services			X	X		X	
Influence			X	X		X	
Rights/Responsibilities	X	X	X	X	X	X	
equity/inequity			X		X		
Contributions	X	X	X	X			
<b>Optional Concepts</b>							
Trade			X	X		X	
cooperation	X	X	X			X	
competition			X			X	
Controlling Strategies			X				
tariffs			X				
trade agreements			X	X			
quotas			X				
subsidies			X				
rules/laws	X	X	X	X			

### Synopsis

Students will learn that societies are dependent on one another to meet their needs/wants. They will learn that by trading goods and services, and by exchanging such things as music, information and ideas, change occurs. Students will study Canada's role in global interdependence, and look at some specific linkage patterns between/among Atlantic countries. They will focus on one (some) major current issue and learn that interdependence demands that nations need to not only exercise their rights, but also make responsible decisions.

## Concept Map

The following illustrates one way in which the concepts in this unit may be organized.



### Skills/Strategies

- Role-play, simulation
- Identify/express (point of view)
- Write journal entries
- Discuss, describe
- Participate (independent/group)
- Read, compare, interpret ideas/information)
- Brainstorm
- Locate (globes, maps)
- Locate, gather, organize, present (information)
- Imagine, predict
- Web (relationships)

### Opportunities for Integration

Skills and strategies may be supported in all subjects.

Incorporate current events.

**Language Arts:** Readings that relate to global interdependence, social issues. Writing, resource-based activities.

**Science:** Units that support the concepts are **Ecosystems, Energy Uses.**

**Health:** Global health issues.

**Math:** Interpret and organize data in the form of graphs, charts, tables. Deal with concepts of currency, trade.

**Arts Ed:** Opportunities for expressive and responsive arts activities related to concepts in this unit.

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## **Content/Concepts**

### **Interdependence: The Global Village**

**Concepts:** Interdependence, Global Village, technology

Because of technological changes in transportation and communication systems, the world is becoming smaller.

- from "mountain village" to "global village"
- "shrinking world"

## **Suggested Teaching Strategies**

Have the class brainstorm and make extensive lists of means of communication and transportation. Working in small groups the students may write the items on small cards.

**C.E.L.s:** TL, C

Dealing separately with means of transportation and communication, have groups arrange the cards in various ways - historic use, speed, cost, efficiency, meeting needs or wants, far ranging capability.

Discuss "shrinking world" in terms of linear distance and time.

**C.E.L.s:** TL, N, C, CCT

Have students draw a cartoon and write a journal entry: Our Shrinking World. The cartoon may reflect how technological changes have affected the world.

**C.E.L.s:** CCT, TL, C

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## Knowledge

## Skills/Abilities

## Values

Technological changes in communication and transportation systems and an expanding use of these systems facilitate increasing interdependence.

Physical distances may be measured in terms of both time and space.

Canada is an integral part of the "global village".

(Connection with Science: Parallels may be drawn between the human and the biotic "global village". Countries and people are, of course, part of both. As such, we affect how others live and are affected by others.)

Brainstorm

Organize and re-organize data according to stated criteria.

Draw a cartoon.

Write a journal entry.

Students appreciate that Canadians have a role to play as a member of the "global village".

---

## **Content/Concepts**

### **Interdependence: Meeting Needs and Wants**

**Concepts:** Interdependence, needs/wants, resources, scarcity, environment

Interdependent linkages are created in response to the needs and wants of people and nations.

- resources
- scarcity
- commonality

### **Interdependence: Links between Atlantic Region Countries**

**Concepts:** Exchange, influence, needs/wants, resources, change.

Lifestyles in Canada have incorporated a variety of things from other countries. These include:

- goods/services
- music, dance
- literature, art
- values, beliefs, religions
- celebrations
- games
- technologies

## **Suggested Teaching Strategies**

Brainstorm with the students their various needs and wants. List or web their ideas. Using their ideas, discuss the needs and wants that may be satisfied through relationships with the following:

- other people
- the environment
- other nations

Organize ideas in webs. Discuss the interdependent links.

**C.E.L.s:** C, PSVS, CCT

Review webs from previous activity. Identify the needs and wants that may be satisfied through a relationship with other countries.

Have students chart their "favourite things" such as foods, music, clothes, games. Identify the countries where they originated.

Discuss the changes that these items have caused to lifestyles, the environment, and other people.

Read and discuss various case studies that describe links between Atlantic region countries. Discuss changes resulting from these links.

Write journal entries reflecting on these changes.

**C.E.L.s:** C, PSVS, CCT, TL, IL

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**Knowledge****Skills/Abilities****Values**

Human needs and wants are met by other people, by the environment, by other nations.

Meeting human needs and wants involves a reciprocal relationship.

Brainstorm

Web ideas and relationships.

Students will appreciate that people depend on a variety of relationships.

Interdependent relationships permeate our day to day lives.

Interdependent relationships between countries are not necessarily equal.

Collect data and organize it on a chart.

Read and interpret case studies.

Identify or predict changes that relationships caused.

Students will appreciate the value of interdependent relationships between countries.



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## Content/Concepts

### **Interdependence: Links between People and the Environment**

**Concepts:** Interdependence, environment needs/wants, natural resources, scarcity, cause/effect.

Interdependence linkages are created in response to the needs and wants of people and nations. Humans meet some needs and wants by using resources found in the natural environment.

Utilizing renewable and nonrenewable resources has far reaching consequences which impact both on humans and the environment.

The teacher and students may select a case study that meets the following criteria:

- deals with relationships between humans and the environment.
- is of current interest and relevance to the students and/or the community.

For example:

- Major resource development (e.g. dam construction, building a nuclear reactor, logging, mining uranium or fossil fuels)
- Environmental concerns (e.g. ozone layer, greenhouse effect, acid rain, expanding desert, drought, water pollution, use/abuse of chemicals, rainforest)
- Wildlife concerns (e.g. preservation of wetland and sanctuaries, poaching, sale of trophies and fur coats, hunting and fishing restrictions, clearing natural habitats)

## Suggested Teaching Strategies

Review the web the students created showing how their needs and wants are met by the environment. Discuss how the environment is affected when the human needs/wants are satisfied.

Brainstorm and list natural resources found in Canada. Create concept maps or charts linking natural resources, the products and jobs they generate, and the resulting impact on the environment. Discuss the patterns of interdependence.

Using a case study with background information on a current natural resource development, discuss the issues from various points of view.

**C.E.L.s:** CCT, C, PSVS, TL

Have the students participate in a problem-solving simulation regarding resource development.

**C.E.L.s:** CCT, PSVS, IL, C

Have students take a stand on an issue. Record ideas in a journal entry. The teacher and students may choose to plan and carry out a project dealing with an environmental issue of importance to them.

**C.E.L.s:** CCT, C, PSVS, IL

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**Knowledge****Skills/Abilities****Values**

The demand for scarce resources may influence interdependence patterns.

The use of renewable and nonrenewable resources often has wide ranging human, economic, and environmental implications.

Brainstorm

Create webs, charts.

Identify and express different points of view.

Participate in independent and group tasks.

Students will appreciate that decisions regarding the use of natural resources involve complex cause and effect relationships.

Students will understand that varying points of view have varying contexts.

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## Content/Concepts

### **Interdependence: Human Rights and Responsibilities**

**Concepts:** Interdependence, needs/wants, rights, responsibilities, equity/inequity, change.

The following are some suggested topics that may be dealt with to help students better understand that Canada has a role to play in dealing with world issues.

**Human rights** - international human rights, rights of children

**Aboriginal rights** - Who are the Aboriginal peoples? What claims do they have? Why? What responsibilities does a government have toward Aboriginal peoples?

**Distribution of resources** - As a nation rich in renewable and nonrenewable resources, do we "own" them? Do other countries have rights to "our" water? Fish? Minerals? Should we sell more? To whom?

**Immigrants, refugees** - As a nation with a large land mass and a small population, which people should we allow in? How many? Under what conditions? To live where? Should we care?

**Poverty, disease, famine, chronic hunger, lack of clean water, infant mortality, illiteracy, homelessness** - Should Canada increase foreign aid? What kind of aid? Aid to whom?

**International conflicts** - Why do wars occur? What do they accomplish? At what cost? Is world peace possible? Could world peace be maintained?

## Suggested Teaching Strategies

Review the list of needs and wants the students identified earlier. Have the students rank them in order of necessity. Discuss the relationship between needs/wants and human rights.

Participate in a simulation activity regarding human rights.

The teacher and students may choose to deal with one or more human rights issues. Have the students study relevant information and then participate in one of the following:

- Panel discussion in which students deal with issues from various perspectives.
- Plan a school-wide or class project.
- A simulation activity to build empathy for people directly affected by issues stemming from inequitable distribution of wealth and/or resources.
- Problem-solving activity

**Note:** Whatever the strategy selected, be sure that the activities are carried out in conjunction with gaining information, building awareness and empathy concerning the issue addressed, and providing students with an opportunity to become involved in some way so that they experience hope and empowerment.

**C.E.L.s:** PSVS, CCT, IL, C

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**Knowledge****Skills/Abilities****Values**

Major world issues arise out of an inequitable distribution of wealth and resources, inappropriate use of renewable and nonrenewable resources, and political decisions that affect the welfare of peoples.

Canadians have both rights and responsibilities in helping to deal with world issues.

Gather and organize information.

Discuss ideas and information.

Participate in simulation activities.

Identify and express different points of view.

Plan, organize and carry out a project.

Students will understand the differences between human needs and human wants.

Students will appreciate that Canadians have global rights and responsibilities in dealing with various social, economic and political issues of local or international significance.

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## Content/Concepts

### Canada, a World Player

#### Concepts: Contributions, influence

Although Canada has a relatively small population, it has been and is recognized as a world power.

e.g.

- U.N. involvement (peace keeping forces)
- involvement in World War One, World War Two, Korea, Middle East
- inventions
- literature
- entertainment
- sports
- trading networks
- space program
- receiving refugees
- wealth of resources
- capability and practise of surplus food production

**Note:** Involvement of Indigenous people should be highlighted here wherever appropriate. Point out that much of what has been/is perceived as typically "Canadian" from the perspective of other countries, invariably has an Indigenous component (e.g. "The Spirit Sings" art exhibit at the Calgary Winter Olympics.)

## Suggested Teaching Strategies

**Note:** Although this section is not designated as being optional, the next two may be dealt with instead of this one.

Using a variety of information, including news items, related to Canada in a global context, set up a series of learning stations. Have students work in small groups and assign each group to a station. The first activity is for the groups to study the material and make up one suitable question.

Then have the groups rotate to each (some) station. At each one they will study the material, answer one or some of the existing question(s), and add one of their own.

The questions may:

- test comprehension.
- be genuine questions that the students themselves have about the material.
- challenge students' thinking.

Have the students divide into two teams and play a quiz game using the students' questions.

**C.E.L.s:** C, CCT

Have the students write journal entries in response to a statement like, "Canada is an important country".

**C.E.L.s:** C, PSVS

---

**Knowledge****Skills/Abilities****Values**

Within the "global village",  
Canada has in the past and is  
now playing significant roles.

Read for information.

Write and discuss questions  
and answers.

Write journal entry.

Students will appreciate  
Canada as an important  
world player.

**Optional****Interdependence: Trade among Atlantic Neighbours**

**Concepts:** Interdependence, trade, rules/laws.

Trade relationships involve:

- competition for scarce resources
- cooperation among nations

Case studies may include:

- trade agreements
- commodities such as grain, automobiles, furs, minerals, food
- current and historical examples

(Note: Although these two sections are designated as being optional, they may be dealt with instead of Canada, a World Player.)

Divide the class into small groups and assign a scenario to each. Have them role-play to show how groups might cooperate to achieve common goals, and how they might compete for limited resources.

Discuss the scenarios and compare with how nations cooperate and/or compete in trading relationships.

Divide the students into groups to read case studies and discuss them from various points of view.

Have students write in their journals in response to specific or general topics.

**C.E.L.s:** CCT, C, PSVS



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**Knowledge****Skills/Abilities****Values****Optional**

There is a long history of trade among various Atlantic regions.

Nations may compete for scarce resources and limited market opportunities.

Nations may cooperate in the utilization of resources or in trade agreements with other countries.

Read for information.

Organize and discuss ideas and information.

Interpret graphs, charts and tables.

Identify and express various points of view.

Participate in independent and group tasks.

Students will appreciate that decisions regarding trade involve a variety of factors.

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## Content/Concepts

## Suggested Teaching Strategies

### Optional

#### Interdependence and Controlling Strategies

**Concepts:** Trade, tariffs, trade agreements, quotas, subsidies, rules/laws

In dealing with trade (mainly goods and services) and international relations, all nations, including Canada, use some protectionist strategies that generally work to their advantage. These strategies include:

- tariffs
- duty
- trade agreements
- trade balance
- trade quotas
- subsidies
- rules (sports)
- laws (working visas)

Using news stories, simulation activities, case studies, or examples from the students' experience, discuss relevant terminology.

Then, using the selected examples, have students discuss "What would happen if....?" questions. Include positive/negative possibilities. e.g. What would happen if the federal government did not provide subsidies for Saskatchewan grain farmers?

Students may do one of the following:

- Write journal entries in response to "What if ..?" questions.
- Debate a topic like, "Be it resolved that all restrictions concerning Canadian content on television should be lifted".
- Role-play a scenario involving controlling strategies.
- Have a panel discussion with students assuming various positions on a topic.

**C.E.L.s:** CCT, C, PSVS, N

**NOTE:** Students should be encouraged to use a rational basis for examining moral questions. (For more information on a moral reasoning framework, see *Understanding the Common Essential Learnings*, pp. 42, 46-47).

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**Knowledge****Skills/Abilities****Values****Optional**

Governments and organizations within nations establish rules and pass laws to work to their advantage. These same rules and laws may well work to the disadvantage of other nations or groups.

These rules and laws are established within the context of people's needs/wants and the availability of resources. The rules and laws may change as needs/wants and the availability of resources change.

Discuss.

Interpret information expressed in percentages, fractions and approximations in the form of graphs, charts and tables.

Imagine, predict.

Write journal entry.

Students will appreciate that decisions regarding controlling strategies involve a variety of factors, and that these factors may be viewed from various perspectives.

