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Social Studies

A Curriculum Guide for Grade 9
The Roots of Society

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**Social Studies
A Curriculum Guide for Grade 9
The Roots of Society**

**Saskatchewan Education
September 1991**



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Introduction

The Basis for Curriculum Reform in the Social Studies

The Roots of Society is part of a series of curriculum reforms in the social studies undertaken by Saskatchewan Education.

This comprehensive curriculum development process began with the establishment of the Social Studies Task Force in 1981 made up of people representing various sectors of Saskatchewan society. The Task Force surveyed a wide range of public opinion 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 Reference Committee developed a plan of action based on the recommendations of the Task Force to give specific direction to the planned course revisions.

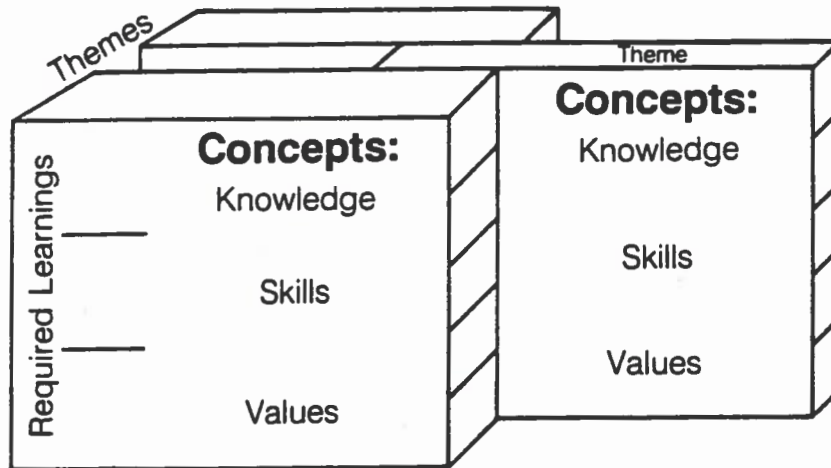
The Aim of Social Studies Education

The Reference Committee defined the aim of social studies education 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 (**Report of the Social Sciences Reference Committee p. 1**).

The Goals of Social Studies Education K-12

The following model represents the social studies curricula:



This model of social studies education prescribes four major goals for social studies teaching:

- concept formation - helping students to understand and apply social studies concepts;
- knowledge - providing students with basic social studies information;
- skills/abilities - teaching students to develop the necessary skills/abilities to understand and use social studies information; and,
- values - giving students opportunities in a democratic classroom environment to practise discussing, debating, and critically evaluating ideas and beliefs so that they can develop the skills and attitudes which will allow them to function constructively in a democratic society.

Themes for the Social Studies 1-12

The Reference Committee has outlined a set of twelve themes, one for each 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	Grade 7 Canada and the World Community
Grade 2 Local Communities	Grade 8 The Individual in Society
Grade 3 Community Comparisons	Grade 9 The Roots of Society
Grade 4 Saskatchewan Communities	Grade 10 Social Organizations
Grade 5 The Canadian Identity	Grade 11 World Issues
Grade 6 Canada's Global Neighbours	Grade 12 Canadian Studies

Core 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 for the adaptive dimension, which provides opportunities for teachers to adjust instruction in order to help all students attain their potential.

Core curriculum is intended "to provide all Saskatchewan students with an education that will reinforce the teaching of basic skills and introduce an expanded range of new skills to the curriculum. It will also encompass the processes and knowledge needed to achieve broader goals as identified by the Curriculum and Instruction Review Committee." (Adapted from **Core Curriculum Plans for Implementation**. Saskatchewan Education, 1987 p. 3.)

The seven required areas of study within the Core curriculum are language arts, mathematics, science, social studies, health education, arts education, and physical education.

Six common essential learnings (C.E.L.s) have been defined and will be incorporated into social studies teaching as perspectives which influence how social studies is taught. This means that the C.E.L.s are to be taught and evaluated as part of the social studies courses.

The common essential learnings (C.E.L.s) are outlined below.

Independent Learning involves the creation of opportunities and experiences necessary for students to become capable, self-reliant, self-motivated and life long learners who see learning as an empowering activity of great personal and social worth.

Personal and Social Values and Skills deals with the personal, moral, social, and cultural aspects of each school subject and has as a major objective the development of responsible and compassionate citizens who understand the rational basis for moral claims.

Critical and Creative Thinking is intended to help students develop the ability to create and critically evaluate ideas, processes, experiences and objects related to the social studies.

Communication focuses on improving students' understanding of language use in the social studies.

Numeracy involves helping students to develop a level of competence which would allow them to use mathematical concepts in the social sciences.

Technological Literacy will help students appreciate that technological systems are integral to social systems and cannot be separated from the culture within which they are shaped.

Saskatchewan Education has established a policy to include in its curricula material on Indian and Métis People and gender equity. This policy is intended to raise the awareness of students about these important issues.

Indian and Métis Curriculum Perspectives

- The integration of Indian and Métis content and perspectives within the K-12 curriculum fulfills a central recommendation of **Directions, the Five Year Action Plan for Native Curriculum Development** and the **Indian and Métis Education Policy from Kindergarten to Grade XII**.
- Saskatchewan Education recognizes that the Indian and Métis peoples of the province are historically unique peoples and occupy a 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**. (**Indian and Métis Education Policy** 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 students 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 sociolinguistics, 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 which Indian and Métis students possess. Responsive adaptations are necessary to all curriculum for effective implementation.

- The following four points summarize the Department's expectations for the appropriate inclusion of Indian and Métis content in curriculum and instruction.
 - 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 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 which 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 behaviors 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.

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 which integrate resources with classroom assignments, and teach students the processes needed to find, analyze, and present information.

It is intended that 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 which 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. A vertical file, containing current pamphlets, articles and newspaper clippings is needed. Ideally, this file 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 **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 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.

Overview of Social Studies Curricula K - 12

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

Piaget

Social studies teachers are being asked to teach for more than the recall of factual information. The achievement of the various objectives as outlined by the Social Studies Task Force, the Reference Committee, and Core Curriculum, as well as the other mandates outlined above requires that social studies educators construct learning experiences which will allow students to think about information, debate and evaluate issues, and to process information in creative, meaningful ways.

Teaching the knowledge, skills/abilities, and values necessary to achieve these objectives must have equal priority with imparting information.

Evaluation must also reflect these objectives by testing students for more than the recall of information.

Conceptual Teaching

The Twenty Core Concepts

In its simplest terms, a concept is a category which groups objects or ideas with certain similarities. Each category is defined by a set of criteria which determine what can and cannot be accepted into the category.

Central to the K-9 social studies framework is a set of twenty major concepts drawn from the social science disciplines. These concepts act as organizers for the sequence of required learnings related to knowledge, skills, and values.

The twenty concepts are:

Beliefs
Causality
Change
Conflict
Culture

Decision-making
Distribution
Diversity
Environment
Identity

Institution
Interaction
Interdependence
Needs
Location

Power
Resources
Technology
Time
Values

Distribution of Concepts Grades 1 - 12

The twenty concepts are developed as major concepts at various grade levels as shown below.

Concept:	Elementary					Middle				Secondary			
Grades:	1	2	3	4	5	6	7	8	9	10	11	12	
Beliefs						X		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	
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	X	
Institution	X			X	X	X				X	X	X	
Interaction	X		X			X	X		X		X	X	
Interdependence			X			X		X		X	X	X	
Location				X		X	X			X		X	
Needs		X					X	X		X			
Power							X		X	X	X	X	
Resources							X				X	X	
Technology				X					X		X	X	
Time					X	X			X	X			
Values				X	X	X	X	X	X	X	X	X	

Concept Attainment

The Reference Committee Report and Core Curriculum, with its emphasis on the Common Essential Learnings, have as a major objective the goal of teaching higher order thinking as well as the goal of teaching information. These goals for social studies education mean that methods must be found that will allow students to work toward both goals at the same time. Concept attainment facilitates this fusion of goals.

Humans organize information into meaningful patterns using concepts. Objects or ideas which have in common certain characteristics or critical attributes can be placed in the same category and given a label. These labelled categories are concepts.

Concept Application

A concept can range from a category of things as concrete as chairs to a category of relationships as abstract as power. By learning to understand and use concepts students can use the critical attributes of a concept as criteria to categorize data so that inferences may be drawn from them. This process enables the student to simplify complex information by organizing (classifying) the categories or concepts into meaningful patterns. This is an important step towards independent learning and critical and creative thinking.

Teaching Skills and Abilities

If students are to be able to achieve the objectives of higher order thinking, then serious attention must be paid to developing within them the abilities which would make this possible. Achievement of the objectives within the C.E.L.s cannot happen unless time and effort is spent helping students learn the prerequisite skills/abilities.

Beyer argues that an effective curriculum on thinking skills should introduce a limited number of skills/abilities (3 to 5) at each grade level. Students are not able to learn to the mastery level more than 5 skills per year. In order to make sure that students learn a sufficient number of skills/abilities over the course of their education, the curricula should provide a sequenced development of skills/abilities from the primary years to the secondary years (Beyer, *Phi Delta Kappan*, March, 1984).

Advantages of Skills Sequencing

Research indicates that achievement of skills/abilities are much more likely to happen when an organized, sequenced program is taught so that students are aware of what skills/abilities are being taught and why. The scope and sequence of intellectual abilities on the following page outlines the expectations at each grade level.

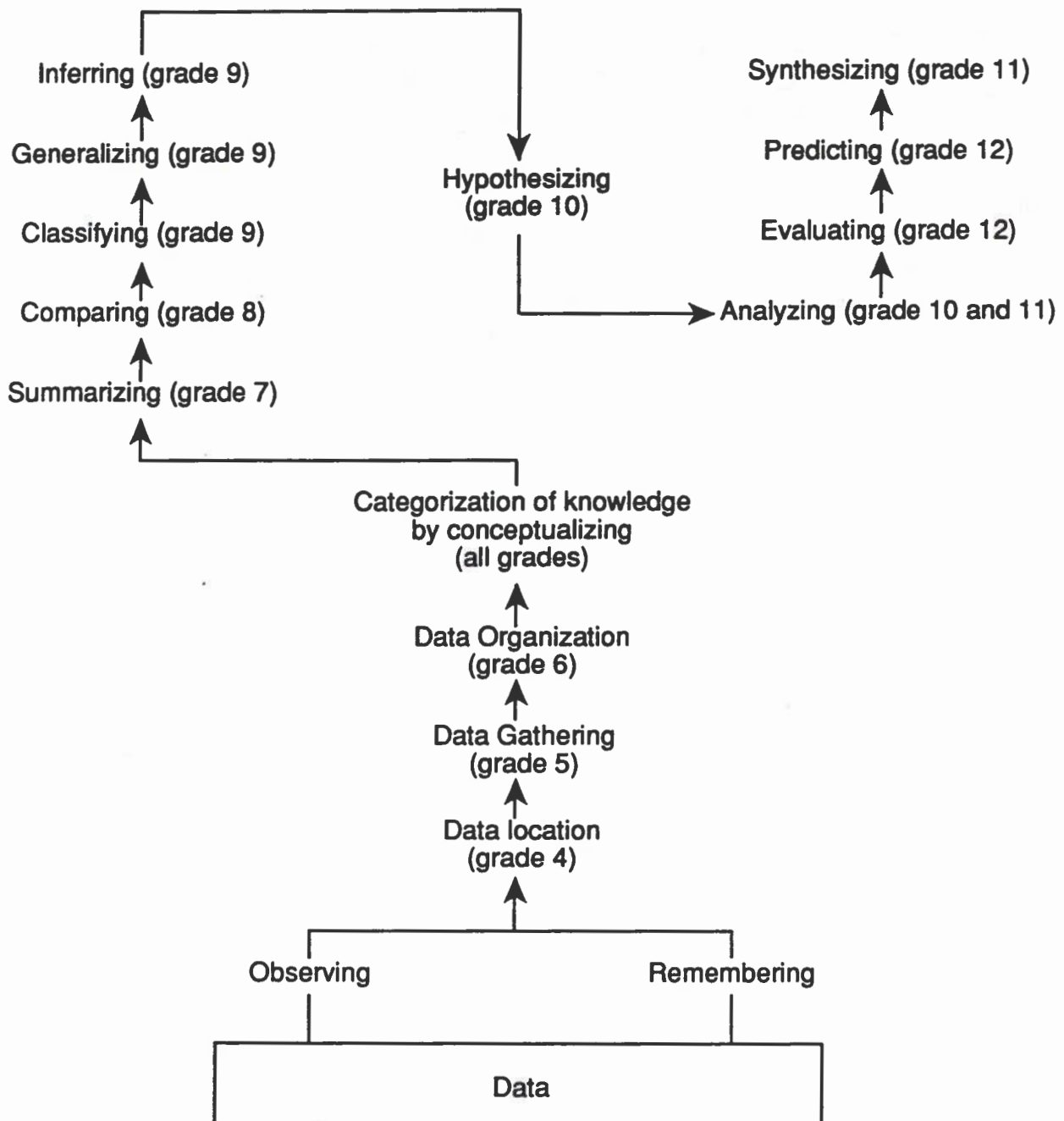
Adaptation

The number of skills prescribed for each grade has been kept to one or two to leave room for the teacher to adapt the expectations to the class being taught. Skills/abilities are gradually introduced throughout each course so that at the beginning of the course students learn to use the skill, then they are given opportunities to practise the skill, and finally, they are given opportunities to use the skill independently. Students are expected to achieve some measure of independence in the use of the skills prescribed for the grade level.

Conceptualizing, Categorizing & Classifying

Two skills/abilities which are greatly emphasized throughout the middle years are categorizing and classifying. While categorizing (creating a group or class within a system) is inherent in conceptualizing, it should also be taught as a skill basic to critical and creative thinking. Classifying (the process of arranging groups or classes according to some system) is another basic skill that is taught throughout the middle years (most particularly in grade 9) because it is fundamental to the skill of analysis. Thus, it is recommended that in grade 9 the skills of classifying and inferencing be carried on, reinforced, and used as a basis for developing the ability to analyse.

Scope and Sequence of Intellectual Abilities



Adapted from **A Comprehensive Framework For Instructional Objectives**, Hannah and Michaelis.

Note: The chart above should not be interpreted to mean an intellectual ability assigned to one grade level would not be used at another grade level. **All of the above abilities (and others) will be used to some degree in each grade.** The intent of the chart is to provide a scope and sequence of basic intellectual abilities which is developmental so the abilities that are formally introduced in one year will serve as the basis for the abilities to be learned in subsequent years.

Mastery learning of Skills/Abilities

The objective for each year would be for students at each grade level to master one or two intellectual abilities well enough so they can begin to use the ability independently. In assessing student progress in the abilities, a teacher may determine whether a student is indeed able to use the ability independently or whether they are at a more preliminary stage. It will be necessary to reinforce and build on the achievements of the previous year so that students' abilities grow over their school careers.

In the curriculum guide students deal with skills/abilities in four stages:

- introducing the skill/ability formally to the student;
- practising using the skill/ability in a number of situations;
- achieving independent use of the skill/ability; and,
- maintaining and expanding the use of the skill/ability.

Teachers may decide to use the descriptors of introducing, practising, achieving independent use, and maintaining and expanding in a checklist or rating scale format which would aid in charting student progress.

Until the mastery level is achieved, students are not expected to perform the skill with full effectiveness although, having practised the skill, they are expected to perform at a higher level of expertise than they would at the introductory stage.

Adaptation of Intellectual Demands to Student Ability

Some students in Grade 9 will have moved into formal operations while others will be in the transitional stage between concrete and formal operations. Again, as in all middle years programs, consideration must be given to this reality. Thus objectives must be interpreted and strategies utilized in such a way that students are not challenged far beyond their abilities to achieve them.

Effective Teaching of Skills/Abilities

There are many approaches to this issue, each with its advantages and disadvantages. One that is useful because of its "common sense" approach is that devised by Barry Beyer. Below are the assumptions Beyer works from. These assumptions are built into the teaching strategies of the curriculum which follows. A skill 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 practise 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; and,
- receive guided opportunities to practise the skill in contexts other than that in which the skill was introduced.

What this means for teaching is that skills will not be mastered by students unless teachers are prepared to use a definite strategy aimed at mastery learning.

- 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 need for the skill based on its usefulness.
- Next the teacher should explain the skill in detail showing the student exactly what the skill is, its purpose, and the procedures involved in using the skill.
- The teacher should demonstrate the skill 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: Most 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 practise students:

- should be given coaching in the use of the skill; and,
- should be given opportunities to think about the effective use of the skill.

Beyer, Barry. **Improving Thinking Skills.** *Phi Delta Kappan* 65:486-90 March 1984; 65:556-60 April 1984.

Teaching Controversial Issues

The teaching of value laden issues has generated much controversy in Canadian society. Some argue that in a pluralistic society there can be no broad consensus on values. On this basis social studies education ought to be based on objectivity and be value free. Another position would be to provide students with an opportunity to clarify their personal values, work out the consequences of those values and decide for themselves what they will or will not accept. A third position is to say that there is some basic consensus on fundamental moral and ethical values in our society and that these values can be taught in some meaningful way. This curriculum provides students with learning experiences which will help them understand what some of the fundamental value positions of society are and how they came to be. While this curriculum deals with controversy, even invites it, this should not be construed to mean that any belief is as good as any other belief. This society does not accept that, and we should not give that impression to our students.

It should be remembered that there is a fine line between education and propaganda. This course attempts to tread this line by giving students opportunities to examine controversial issues. Debating these issues will allow students the scope and motivation to learn to use and apply concepts and higher order thinking skills as ways of organizing information meaningfully. In this process students can begin to understand the concept and role of values as the basis for making inferences. From this, there is a short step to understanding that it is values which provide all of us with evaluative criteria and that we depend upon the traditions of society to provide us with these guidelines. A short list of these criteria would include human dignity, basic rights and responsibilities as defined in the Charter of Rights and Freedoms, respect of and tolerance for individual differences based on human dignity and so on.

In determining what is appropriate for the student in the areas of values objectives, teachers should be aware of both family and community standards. Educational decisions related to value objectives in the classroom should reflect these standards as well as the Canadian Charter of Rights and Freedoms. In resolving conflict between these two positions, students should be encouraged to consider the consequences resulting from each position evaluated against socially constructive values.

Evaluation

Evaluation of Values Objectives

Generally teachers would be well advised not to evaluate value positions of students summatively. The effect of such evaluation would be to place oneself in the position of formally calling a student's values incorrect. This may be necessary on occasion in some situations relating to fundamental human rights. In most cases however, there is such a wide variety of acceptable positions in a pluralistic society that instead of condemning, a teacher should try to pursue with the student the reasoning which lies behind the value position.

Values objectives in the curriculum guide call for the student to appreciate, understand, or show concern for some aspect of social life. This is not a demand that students adopt a certain value position, but rather a suggestion that students should begin to understand some of the underlying moral, ethical, and aesthetic implications of the social issue in question. Objectives of this sort lend themselves much more readily to informal methods of formative evaluation.

From individual, group, and class discussion, teachers can get a "feel" for what students have learned about values which have been discussed in the classroom. They are able to chart changes that occur in student values rather than making a final evaluation as to the quality of their values. These changes may be noted through the use of anecdotal records and checklists.

A major objective of social studies and core curriculum is critical and creative thinking. Teachers must not deny this process to the students by insisting on a single values position in the classroom. Rather, the teacher ought to use these opportunities to stimulate discussion and independent thinking about issues.

Students ought to be encouraged to develop the thinking and communications skills which allow them to develop legitimate value positions and allow them to express and defend them in open debate. Teachers may evaluate students' work from this perspective, provided it is clear that what is being evaluated are the skills of thinking, logic, and communication rather than a specific value position. Being specific as to what these skills are and the stages in development which occur in them aids the teacher in constructing assessment instruments to gather such student information. Note: A more detailed discussion of these issues can be found in **Understanding the Common Essential Learnings: A Handbook for Teachers**, (pp. 46-49).

Evaluation of Skills/Abilities

It is important in evaluation to show clearly that there is a relationship or congruence between what has been taught and what is being evaluated. If an important teaching objective has been skills/abilities, then test instruments which measure information only will clearly tell the student what is important in that classroom. It is important in meeting the objectives of this course to emphasize skills/abilities as well as information in any evaluative instrument used.

It is equally important when evaluating skills that the students be asked to demonstrate in some way that they know the skill needed in a particular situation and how to apply it. The material to which the student is being asked to apply a skill should be unfamiliar so that the student has not had an opportunity to use preformed generalizations as a crutch in the evaluation.

Evaluation of Student Learning

In the curriculum guide, in the three areas of knowledge, skills/abilities, and values, there are general statements of learning objectives which bear upon these sub-concepts. The teacher will need to identify, in specific terms, those dimensions of the learning objectives which she/he feels are appropriate for the students. Evaluation will then be based on these objectives.

Types of Evaluation.

To enhance understanding of the evaluation process it is useful to distinguish between the terms of "assessment" and "evaluation". These terms are often used interchangeably which causes some confusion in their meaning. Assessment is a preliminary phase in the evaluation process. In this phase various strategies are used to gather information about student progress. Evaluation is the weighing of assessment information against some standard (such as a curriculum learning objective) in order to make a judgment or evaluation. This may then lead to other decisions and action by the teacher, student, or parent.

There are three main types of student evaluation:

- Formative evaluation is an ongoing classroom process that keeps students and educators informed of students' progress towards program learning objectives. The main purpose of formative evaluation is to improve instruction and student learning. It provides teachers with valuable information upon which instructional modifications can be made. Students are provided direction for future learning and are encouraged to take responsibility for their own progress.
- Summative evaluation occurs most often at the end of a unit of study. Its primary purpose is to determine what has been learned over a period of time, to summarize student progress, and to report on progress relative to curriculum objectives to students, parents, and educators.
- Diagnostic evaluation usually occurs at the beginning of the school year or before a unit of instruction. Its main purposes are to identify students who lack prerequisite knowledge, understanding, or skills, so that remedial help can be arranged; to identify gifted learners to ensure that they are being sufficiently challenged; and to identify student interests.

Teachers conduct all three type of evaluation during the course of the school year.

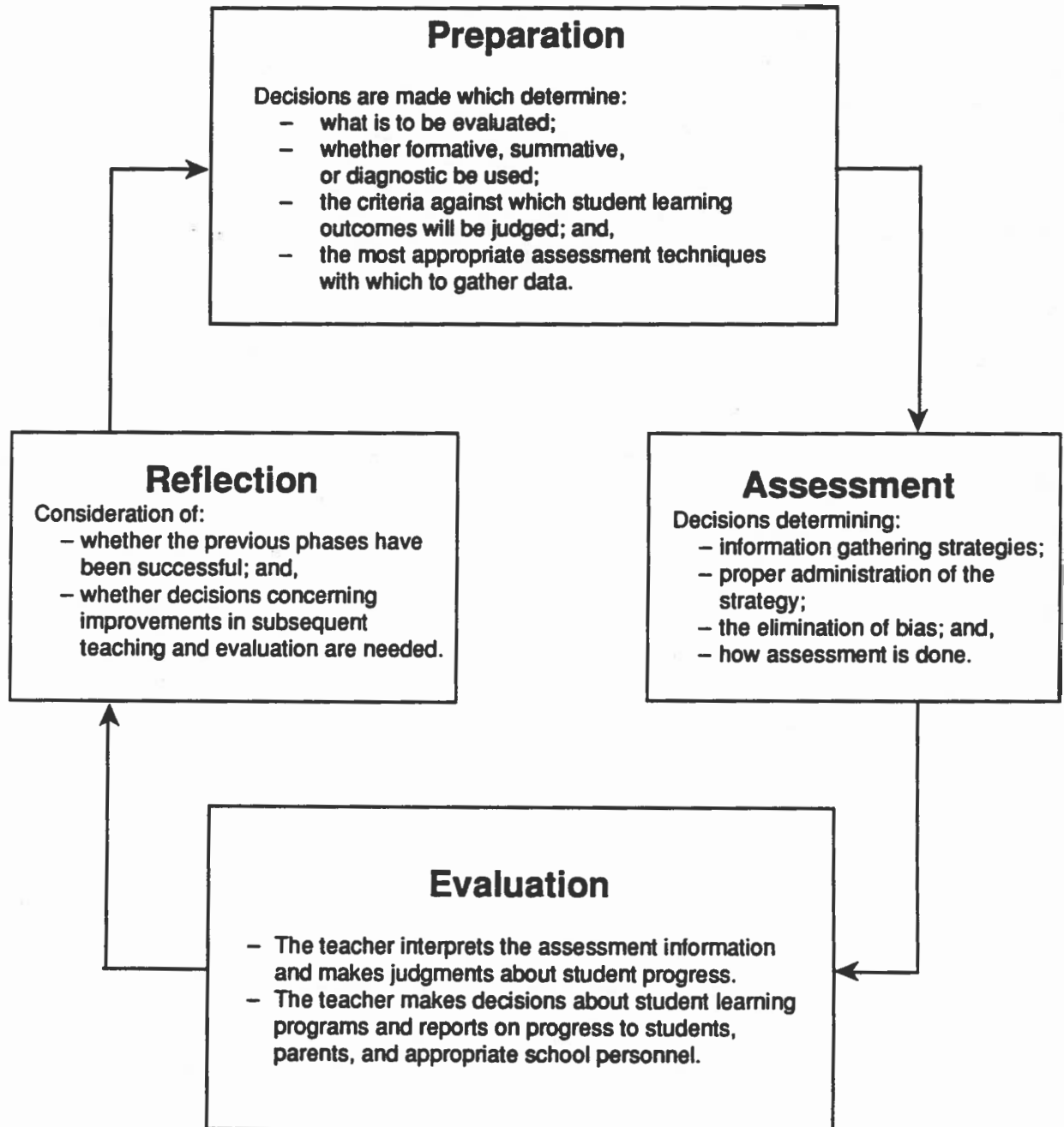
Guiding Principles of Student Evaluation

Recognizing the importance of evaluation as an integral part of the curriculum, Saskatchewan Education has developed five general guiding principles which are closely linked to the **Evaluation In Education** report and provide a framework to assist teachers in planning for student evaluation.

- Evaluation is an essential part of the teaching-learning process. It should be a planned, continuous activity which is closely linked to both curriculum and instruction.
- Evaluation should be guided by the intended learning outcomes of the curriculum and a variety of assessment strategies should be used.
- Evaluation plans should be communicated in advance. Students should have opportunities for input to the evaluation process.
- Evaluation should be fair and equitable. It should be sensitive to family, classroom, school, and community situations; it should be free of bias. Students should be given opportunities to demonstrate the extent of their knowledge, understandings, skills, and attitudes.
- Evaluation should help students. It should provide positive feedback and encourage students to actively participate in their own learning.

Phases of the Evaluation Process

Although evaluation is not strictly sequential, it can be viewed as a cyclical process including four phases: preparation, assessment, evaluation, and reflection. The evaluation process involves the teacher as decision maker throughout all four phases.

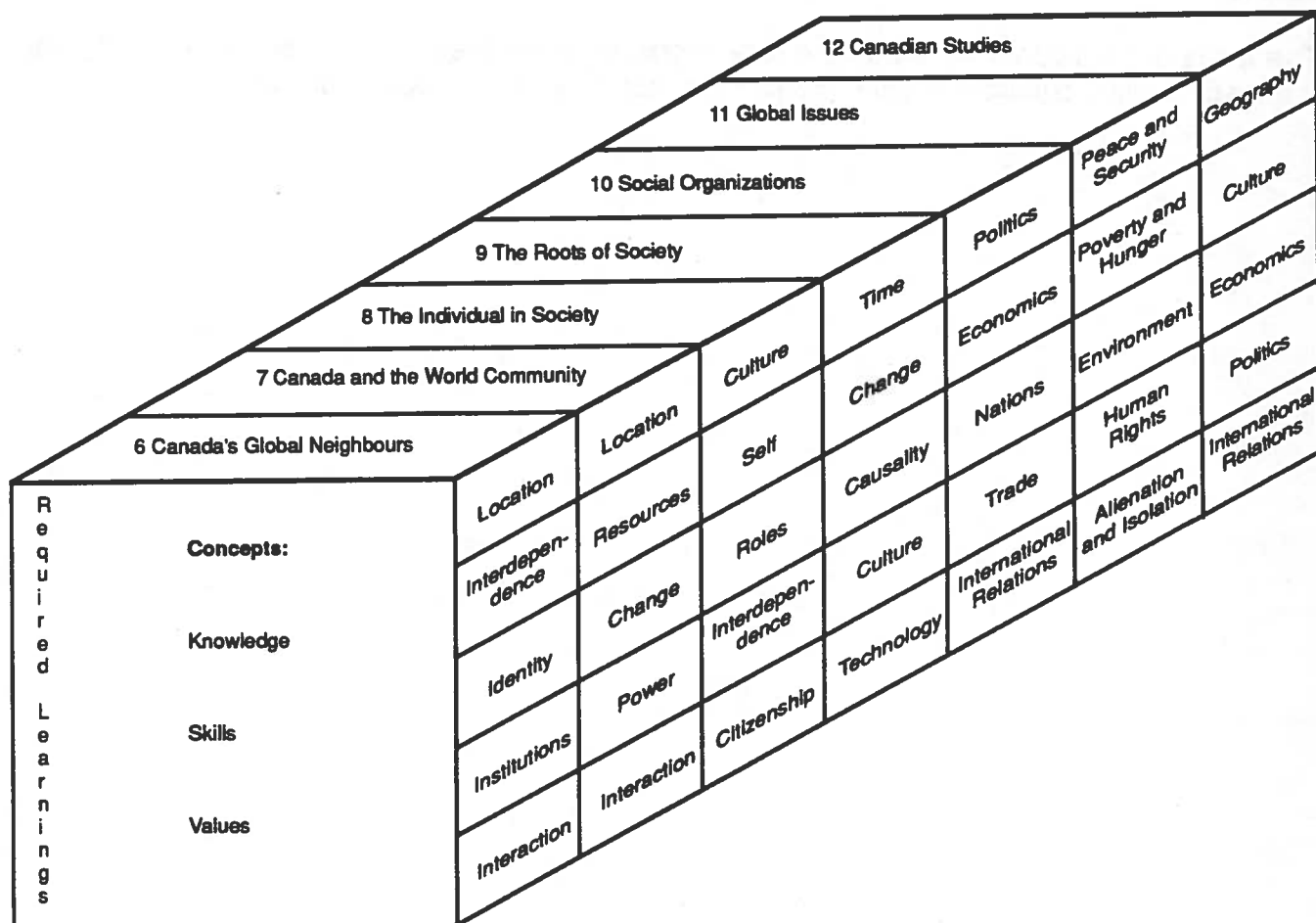


Grade Nine Social Studies

The Roots of Society

Curriculum Overview, Grades 6-12

The following model represents the curriculum structure from grades 6 to 12 showing the place of grade nine in relation to the other courses.



Goals of The Roots of Society

The goal of grade nine social studies is to help students understand "the origins of specific customs and beliefs which exist within our own society, how they have become engrained within our culture(s) and how they influence our behaviour patterns." (**Reference Committee Report, 1983**)

To achieve this, the course examines two major traditions or roots which have had an impact on the development of Canadian identity. The first of these is the tradition which developed in the Ancient Middle East and came down to us through our European roots. The second is the cultural traditions which developed over thousands of years in North America.

The focus of the course will be on the relationship between present day Canadian society and the many distinct cultural traditions which have contributed so much to our way of life.

An Overview of The Roots of Society

Unit One Time

This unit is designed to help students understand the time scale involved in the development of any tradition, and promote a feeling of continuity with some of the achievements of ancient civilizations.

Unit Two Change

Students will study examples of the changes which led from Roman civilization to medieval civilization and ultimately to the Renaissance.

Unit Three Causality

Causality is taught to students to help them understand how the Reformation, the Scientific Revolution, and the political revolutions have contributed to the Canadian way of life.

Unit Four Culture

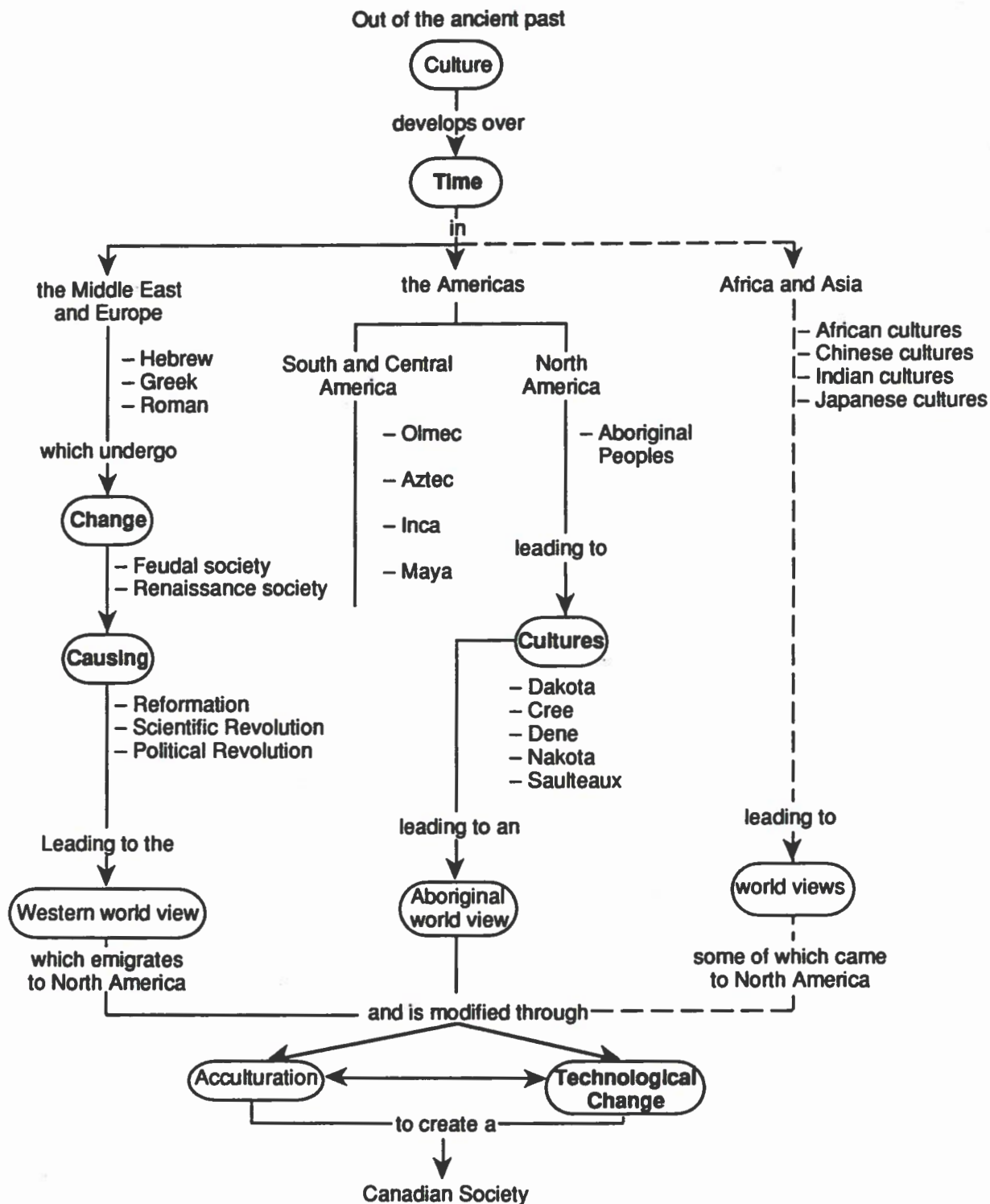
This unit is intended to help students appreciate that the Indigenous Nations of North America have a long and rich cultural tradition which has contributed to the Canadian identity.

Unit Five Technology

This unit will show students that Saskatchewan society finds its roots among the many different immigrant groups who came to Western Canada and the Indigenous Peoples who were already there. At the same time, technology was rapidly changing the social and natural environment. Everyone has had to adapt to these changes.

An Overview of The Roots of Society

Note: The broken lines show relationships which are valid but are not formally explored in this course. Teachers may explore these as an option.



Foundational Objectives for The Roots of Society

The knowledge objectives are to help students to:

- be able to understand, use, and apply the concepts of time, change, causality, culture, and technology;
- recognize and understand that the roots of Canadian society are many and varied;
- develop an awareness that people in Canada and in the world have a wide variety of beliefs and value systems;
- understand the origin and the development of customs, beliefs, and cultural systems as they exist within Canadian society; and,
- and understand that change is part of the evolution of society and that its pace is accelerated as knowledge increases.

The skills/abilities objectives are to help students to:

- learn to use content from the social sciences by
 - being able to follow and understand cause and effect relationships;
 - learning to organize information through the use of categorization and classification;
 - learning to draw legitimate generalizations and inferences from data; and,
- initiate ideas, procedures, and activities related to an inquiry or a problem-solving process.

The values objectives are to help students to:

- empathize with others who are different in gender, race, ethnicity, and religion; and,
- to learn to value the intrinsic worth of others as individuals.

The Five Basic Concepts of The Roots of Society

Time: Identifies a measurable period during which an action, process or condition exists or continues to exist. It is described in terms of periods of times: age, epoch, era, years or in precise dates.

Change: Identifies those differences or modifications which are quantitative and/or qualitative and verifiable and which take place over time. It is described in terms of adaptation, growth, progress, revolution, transition, and evolution.

Causality: Identifies the relation of cause and effect, the principle that nothing can happen or exist without cause, especially over a period of time.

Culture: Identifies the civilization of a given people at or over a given time. It is described by its customs, arts and conveniences, and by the way the people live and work.

Technology: Identifies the body of tools, machines, materials, techniques and processes which uses, adapts or manufactures products of the natural world. New technology implies change and adaptation to change.

The Three Basic Skills/Abilities of The Roots of Society

Each of the following intellectual abilities is made up of a number of key skills which the student must learn in order to be able to do the process. Below is a more detailed breakdown of the skills inherent in the abilities of classifying, generalizing, and inferring which are the abilities assigned to grade 9.

Assessment of Skills/Abilities

Teachers can use skills breakdown lists as check lists to assess student progress. Each of the abilities of classifying, generalizing, and inferring described on the following pages provide a specific listing of the key skills and suggested questions for assessing student skills. By using the listing of the key skills which are necessary for the development of a particular ability, teachers will be able to record data on student progress. Checklists and rating scales are particularly suited to recording student information in this area.

Assessment of Classifying

The student is able to create a system which organizes and sorts information into meaningful patterns.

Key Skills in Classifying

State a clear purpose for grouping items.

Identify characteristics and then the likenesses and differences among a set of items.

Identify a cluster of common likenesses that can be generalized into a category.
(Conceptualization)

State the critical attributes or criteria used for grouping the items into particular categories.
(Concept attainment)

On the basis of the criteria selected, arrange (classify) the items into groups which do not overlap.

Questions to Appraise Classifying

Is there a clear purpose for grouping?

Have likenesses and differences among items been identified?

Have characteristics for grouping been defined?

Has a name (concept) been stated for each group?

Have mutually exclusive groups been defined?

Does the classification system allow the placement of all items into one category or another?

Adapted from **A Comprehensive Framework For Instructional Objectives**, Hannah and Michaelis.

Assessment of Generalizing

The student is able to express a general statement about something based on the consideration of a number of specific instances.

Key Skills In Generalizing

Identify the evidence and the key concepts in the data.

Categorize, using concepts, the common elements in the data.

Link concepts together in a statement that fits but does not go beyond the data.

Identify and state the common or general idea.

Check to see that the generalization is in accord with all the data studied.

Attempt to check the generalization against a different set of data.

Questions to Appraise Generalizing

Have the essential facts been gathered?

Have the common or general elements been identified?

Have the concepts been used to state the general or common idea?

Have relationships been identified?

Have facts been identified that support the generalization?

Has consideration been given to checking the generalization?

Adapted from **A Comprehensive Framework For Instructional Objectives**, Hannah and Michaelis.

Assessment of Inferring

The student is able to create and use generalizations to reach and express conclusions that go beyond what the data explicitly suggests.

Key Skills in Inferring

Describe the facts and the situation.

State a pertinent generalization.

State a reasonable extension of what is given.

Base the extension on a sound generalization that fits the situation.

State how the inference is related to what is given.

Questions to Appraise Inferring

Have the facts and the situation been clarified?

Has a pertinent generalization been identified?

Is the extension of what is given reasonable?
Does it make sense?

Can the generalization or premise used to go beyond the data be stated?

Has the inference been double-checked against what is given?

Can reasons be stated in support of the inference?

Adapted from **A Comprehensive Framework For Instructional Objectives**, Hannah and Michaelis.

Organization of the Curriculum Documents

General Objectives

The general objectives for the course are outlined as knowledge, skills, or values objectives. In the skills/abilities section of the required learnings, the learnings are prefaced with either "learn" or "practise". The word "learn" indicates that this will be the first time the skill is formally presented. "Practise" indicates that the skill has been formally presented at some earlier point in the students' education.

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

Teaching Strategies

The teaching strategy column contains ideas which teachers may use at their discretion. The teaching strategies have been developed to incorporate the CELs and to develop concepts, skills, and values. The activities always attempt to achieve more than one objective at a time. The purpose of the suggested strategies is to serve as a guide to help teachers design teaching strategies that will link content with skills so that the Common Essential Learnings will be achieved.

Pagination of Curriculum Guide

Note that the pagination for Unit I begins at page 101, Unit II begins at 201, Unit III begins at 301 etc., even though the content of each unit does not consist of 100 full pages. This has been done to make it a bit easier for you to find your way through this document.

Activity Guides

Activity guides have been prepared which will provide teachers with detailed descriptions of strategies and activities which can be used to achieve the above mentioned objectives. The suggested activities tend to be student centred rather than teacher centred. This was done deliberately because it was felt that teachers might appreciate some support in this area. It is possible with some adjustment to modify many of these activities into a lecture-discussion approach which can also achieve critical and creative thinking and personal and social values and skills objectives among others.

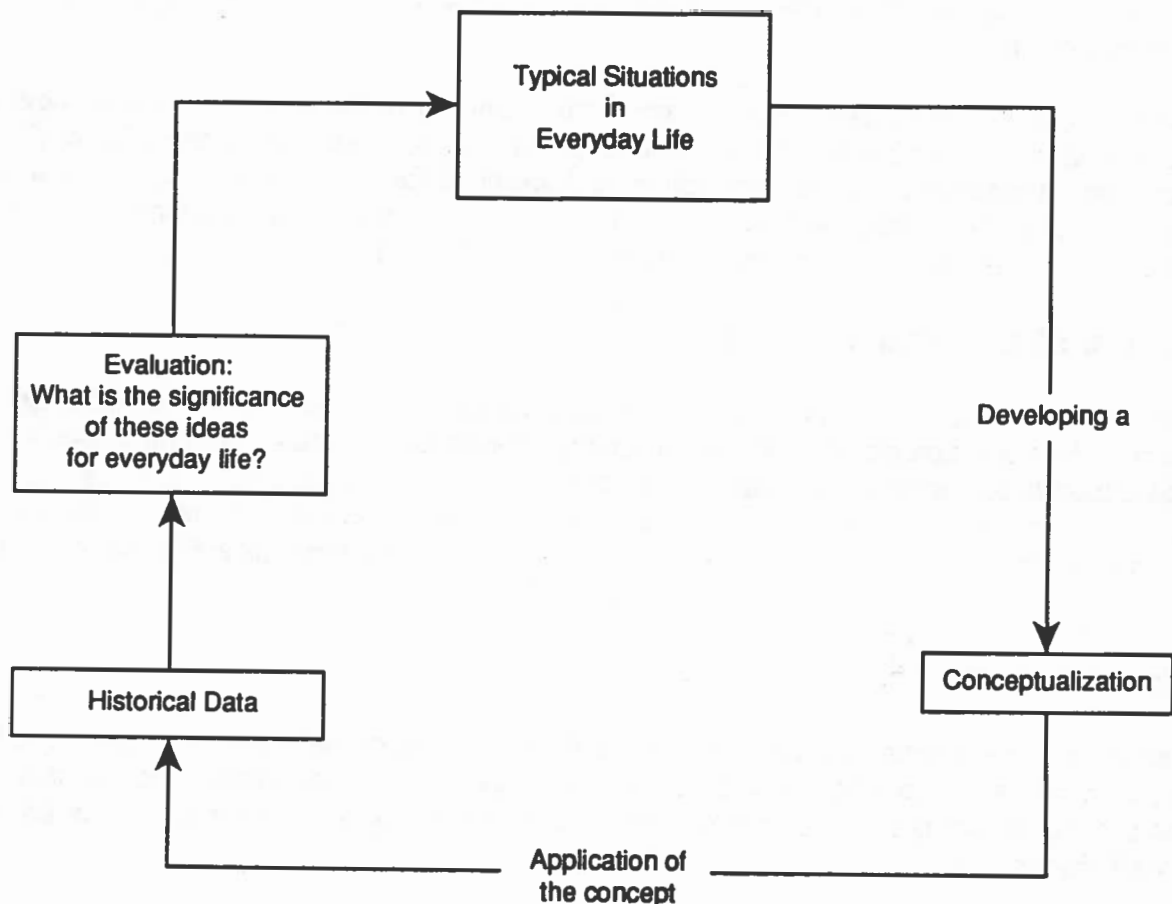
Note: the list of teaching strategies is not intended to be prescriptive. Teachers may use as many or as few of the strategies as they wish. All of the strategies can and should be modified and adapted for use in different classrooms.

Further details pertinent to teaching strategies as well as other relevant information, will be found in the Saskatchewan Education Publications which complement this guide. These are the **Student Activity Guide** and the **Annotated Bibliography**.

Learning Cycle

All of the units in The Roots of Society have been organized according to the learning cycle diagrammed below. Students are always introduced to concepts and skills/abilities using familiar material (concept development). This is done to make it easier for students to concentrate on learning either the concept or the skill. Once this is done, then students are ready to extend their concepts and skills by using them to understand and evaluate the past as a way of better understanding the present and the future (concept application).

The activities in the activity guide are also organized according to this cycle. There will be introductory activities aimed at helping students develop a concept and then there will be activities creating opportunities to apply and evaluate the concepts.



Identifying The Core Content

The content and objectives which are in **highlighted print** should be considered core material.

With the remainder of the material, teachers may choose to work through all, some or none of these items. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. They may also choose to substitute locally developed material in optional areas where appropriate. Such material should reflect community interests and must also meet the core knowledge, skills, and values objectives.

The Adaptive Dimension

The Adaptive Dimension is defined as the concept of making adjustments in educational programs to accommodate student learning needs. The Adaptive Dimension is not an add-on. Rather, it is an essential ingredient of all educational programs in Saskatchewan schools. Like the C.E.L.s, the Adaptive Dimension permeates all curricula and instruction and is a part of all Core curriculum initiatives.

The Adaptive Dimension includes those practices the teacher undertakes to make curriculum, instruction, and the learning environment meaningful and appropriate for each student. This does not mean a teacher must provide individual instruction for all students. Rather, the teacher must plan instructional practice with every student in mind (**Instructional Approaches: A Framework for Professional Practice, Saskatchewan Education, 1991, p. 30.**)

Adaptive Instructional Techniques

Teachers who are prepared to use instructional approaches and classroom organizational procedures which are flexible are already adapting for individual needs. Teachers who use a resource-based learning approach, rather than relying on single texts, and who have flexible seating plans can use techniques such as peer tutoring, volunteers, etc. to free up time which can be used to attend to individual differences while at the same time providing opportunities to other members of the class for independent learning.

Adaptive Evaluation

Carefully chosen evaluation instruments can mean the difference between having an involved, motivated learner and one who feels rejected by the system. Homogeneous, competitive grading systems can seem highly punitive to those who do not fit the system and may not be appropriate in many situations.

There are a number of different approaches to individualized, fair evaluations. For example:

- mastery level/criterion systems can be highly individualized so that activities and testing are individualized;
- particular students can use adjusted examination formats which are congruent with a particular need(s): i.e. oral instead of written exams, altered time requirements, level of questions, reduced written component, etc.

Unit Planning Guide

Major Concepts	Minor Concepts	Day	Objectives

Procedure/Methods/Activity	Materials	Evaluation



Lesson Planning Guide

Unit:		Date:
Topic:		Time:
Specific Issue:		
Objectives:		
Materials:		
Procedure:		
Activity and Strategy	Key Questions	



Extension (Application)

Evaluation

Assessment Strategies

The following strategies may be used at the teacher's discretion.

The strategies below will be used in Unit I as a guide to evaluating the objectives for that unit.

More information about these strategies may be found in the handbook **Student Evaluation: A Teacher Handbook** published by Saskatchewan Education.

Student Classroom Performance

- Anecdotal Records
- Observation checklists
- Rating scales
- Contracts
- Laboratory reports
- Major projects and written reports
- Portfolios
- Self-and-peer assessment
- Oral presentations

Student Test Performance

- Essay tests
- Matching item tests
- Multiple choice tests
- Oral presentations
- Performance tests
- Short answer tests
- True/false tests

A Summary of The Roots of Society

Grade nine social studies is intended to help students understand "the origins of specific customs and beliefs which exist within our own society, how they have become engrained within our culture and how they influence our behaviour patterns." (Reference Committee Report, 1983)

To achieve this, the course examines two major traditions or roots which have had an impact on the development of a Canadian identity. The first of these is the tradition which developed in the Ancient Middle East and came down to us through Europe. The second is the cultural traditions which were developed over thousands of years by the Indigenous Peoples of North America.

Unit One Time is designed to give students some sense of the time scale involved in the development of any tradition, and a feeling of continuity with some of the achievements of the ancient civilizations.

Approximate time: 20 hours

Unit Two Change Students will examine the processes of change in society as a way of understanding the difficulties all societies including their own face in accepting changes in fundamental belief systems. Students will study historical examples of the major changes which occurred in the Middle Ages.

Approximate time: 20 hours

Unit Three Causality Causality is taught to students to help them appreciate the significance to their lives of the Reformation, the Scientific Revolution, and the Political Revolutions. This unit will attempt to trace the impact of these ideas on the development of the European tradition as it evolved into a world view that is basic to twentieth century Canadian traditions.

Approximate time: 20 hours

Unit Four Culture was developed to help students appreciate that the Indigenous Nations of North America have a long and rich cultural tradition. Students will study material that helps them understand the beliefs, values, and worldview of the Indian Peoples before the coming of the European. The unit will also show that both European and Indigenous cultures had and still have much to learn from the cultural traditions of each other.

Approximate time: 20 hours

Unit Five Technology is intended to help students see that the way this society deals with these changes has a great deal to do with the values and beliefs that have come down from the past. Over the last century many different immigrant groups with different cultural traditions came to Western Canada. All of these peoples had to adapt so that they could live in a new environment and with each other. At the same time the technology of industrialization was rapidly changing the social and natural environments of Canada. This process has had a profound effect on the lifestyles of all people living in Western Canada.

Approximate time: 20 hours

Summary of Core Objectives

<i>The Roots of Society</i>	
Knowledge: Understand how to use and apply the concept of time in historical and cultural contexts. Skills: Classify information according to a self-selected logical system. Values: Appreciate that the process of cultural development is slow and results in many different approaches to basic human problems.	Time
Knowledge: Understand that cultural changes have numerous causes and effects. Skills: Make a general statement (generalization) about something based on the consideration of a number of specific instances. Values: Appreciate that cultures resist change.	Change
Knowledge: Understand that change can cause a variety of effects and consequences. Skills: Draw inferences from reliable data. Values: Appreciate that change may create complex problems.	Causality
Knowledge: Understand that cultures are organized systems of knowledge and beliefs. Skills: Use models as a basis for dealing with data. Values: Respect the differences in cultures.	Culture
Knowledge: Understand that technological change is part of the evolution of society and that its pace is accelerated as knowledge increases. Skills: Initiate ideas, procedures, and activities related to an inquiry or problem solving process. Values: Appreciate the positive and negative consequences of technology on society.	Technology

Unit I Time

Knowledge Objectives

Skills Objectives

Values Objectives

Know that all people and societies have origins.

Practise using personal experience as the basis for an initial understanding of a concept.

Appreciate the importance of roots as a means of providing a context for the reality in which people live.

Know that time identifies a measurable period during which an action, process, or condition continues to exist.

Practise applying the skills of categorizing and classifying to the concept of time.

Understand the linear and cyclical models of time.

Learn to make generalizations and draw inferences from the classified data.

Knowledge Assessment

- Major projects & written reports
- Essay tests
- Oral presentations using:
 - Observation checklists
 - Rating scales
- Peer assessment using:
 - Observation checklists
 - Rating scales
- Anecdotal records

Skills Assessment

- Observation check lists
- Rating scales
- Anecdotal records

Values Assessment

- Anecdotal records
- Essay tests
- Self assessment using:
- Observation checklists
- Rating scales

More detailed examples of these evaluation techniques are found in the activity guide.

For a more detailed explanation of the assessment strategies, see **Student Evaluation: A Teacher Handbook**, Saskatchewan Education, 1991

Content

Time and Measurement

Time as an organizer of events serves a useful social purpose.

The measurement of time may be done from a cyclical or a linear perspective. Cultures often apply a combination of both depending on the purpose.

Cyclical Time

The cyclical approach to the measurement of time indicates an attempt to live harmoniously with the environment.

Below are some examples of the way we use cyclical time.

- on the *personal level* to organize the activities of daily life
- on the *natural level* where nature is directly involved such as agriculture, hunting, etc.
 - Farming
 - Indigenous North American Indian
- on the *cultural level*
 - Chinese calendar
- on the *religious level*
 - Hindu
 - Christian (Christmas, Good Friday etc.)

Linear Time

The linear approach to the measurement of time indicates an attempt to control and use the environment for:

- historical purposes;
- geological purposes; and,
- personal purposes.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- numeracy
- independent learning
- communication

Concept Development Lesson

Have students prepare a personal time line they can use to classify the events in their lives chronologically.

Once students have experimented with time lines at this level, prepare a large historical time line (every 30 cm. = a century, for example) which could stretch around the entire room. On the timeline:

- locate events of the students' choosing;
- attempt to obtain events in the distant past as well as the near past; and
- indicate the 20th century and the students' life span.

Discuss with the students how a time line with its broad divisions, (B.C. and A.D. plus major historical periods) provides a chronological model which can be used as a basis for making generalizations and inferences about relationships between historical events.

Show the students some different examples of the way time relationships can be graphed (as a straight line, as a circle, as a pendulum etc.) to give us some meaning and direction in the course of history. Ask them to consider:

- which model makes the most sense for their lives;
- which makes the most sense to describe the historical record; and,
- the different assumptions behind each model.

Then have them examine and discuss some of the cultural/historical models used to organize time.

Knowledge Objectives

Skills Objectives

Values Objectives

Describe how methods of measuring time depend on the purposes to which it is to be used.

Identify different ways of measuring time.

Know that the use of linear and cyclical time is related to a view of reality and a view of the meaning and purpose of life.

Realize that time periods are artificial and are created for classification purposes.

Know the names for a variety of time periods and their approximate dates.

Know the conflict which exists between the mental sets lying behind the cyclical and linear time frames.

Use a time line to organize data.

Classify events in terms of both linear and cyclical time models.

Distinguish between dates A.D. and B.C.

Practice making generalizations and drawing inferences from the classified data.

Draw inferences with respect to time and humans' place in it.

Appreciate that different cultures use various starting points and terminology for their calendars.

Appreciate that cultural development is a process that has taken considerable time.

Knowledge Assessment

- Short answer tests
- Essay tests
- Matching items tests
- Multiple choice tests

Skills Assessment

- Observation checklists
- Rating scales

Values Assessment

- Anecdotal records
- Essay tests

Content

Time and Culture

Oral History

Oral history traditions provide evidence for the development of civilizations in the recent past.

Study an historical society using the oral history tradition.

Study how legends are used to explain such things as creation and the origins/roots of a people/culture.

Study time development relationships which emerge from myths.

Archaeology

Archaeology provides evidence from the distant past by providing data about the lives of people before written records were left or where the written record has been lost.

Archaeology is a way of finding out about the past by:

- locating sites;
- systematic collection of artifacts and data; and,
- through systematic dating techniques.

If the record of the past is to be preserved for the future, archaeology must be done in an environmentally and socially responsible manner.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- critical and creative thinking
- independent learning
- personal and social values and skills

Concept Application Lesson (Time, Oral History, Archaeology)

Have the students study oral histories in pairs.

- Explain how the stories passed from generation to generation portray humans in relation to the natural world, the supernatural world, society and time.
- As an example of oral history, invite Indian Elders (Tribal Historians) to the classroom to discuss ancient cultural traditions/history.
- Show how Schlieman used information from the *Iliad* and the *Odyssey* to help locate the site of ancient Troy.

As a way of helping students understand the basic processes of archaeology:

- give the students a half dozen objects from this society and suggest to them that these are the only artifacts that have survived about us several centuries in the future;
- review with the students the difference between facts and interpretations and then practise making some trial inferences from the artifacts; then,
- have the students, in groups, make a series of inferences (based strictly on the artifacts) about the society and then come up with an overall generalization which they would share with the rest of the class.

Discuss with the students the role and the limitations of archaeology in discovering information about the past.

Knowledge Objectives

Skills Objectives

Values Objectives

Describe the role and importance of religious traditions.

Know that legends are a serious attempt to understand and preserve important cultural understandings.

Understand how archaeology helps to provide knowledge about ancient civilizations.

Know the importance of dating techniques.

Understand the careful procedures used in an archaeological dig in order to protect and respect the site.

Evaluate different sources of information.

Learn to Interpret material from the past.

Practise distinguishing facts from opinions.

Identify the steps needed to make an Inference.

Learn to draw Inferences about the past through the Interpretation of artifacts and/or documents.

Learn to share and debate different Interpretations with other members of a research team.

Appreciate that religious traditions hold powerful symbolic importance for different cultures.

Value the contributions which archaeology makes to knowledge.

Appreciate the Importance of responding to the give and take of debate in an honest and respectful manner.

Appreciate the sacred significance of artifacts for some cultures.

Knowledge Assessment

- Major projects & written reports
- oral presentations using:
 - Rating scales
 - Observation checklists
 - Essay tests

Skills Assessment

- Observation check lists
- Rating scales
- Self and peer assessment using:
 - Rating scales
 - Observation checklists

Values Assessment

- Anecdotal records
- Essay tests
- Rating scales
- Observation check lists

Content

Suggested Teaching Strategies

Incorporating the C.E.L.s

- critical and creative thinking
- independent learning
- personal and social values and skills

See the activity guide for more detailed follow up activities on archaeology.

Concept Application Lesson

Divide your class into groups and have each group study one civilization.

Have each group report their findings to the rest of the class in a variety of ways such as displaying time lines showing the facts and inferences within time periods.

Study an ancient civilization (at least one, but not all) from either the Ancient Middle East, China, India, and one from Ancient North America.

Choose from Sumerian, Egyptian, Minoan, Harappan, Shang, Mayan, Inca, Aztec, etc.

Time and Roots

Study Canada's cultural ties to the Ancient World using the following examples:

- ancient Israel;
- ancient Greece;
- ancient Rome; and,
- ancient North America.

Canada's ties to pre-contact North America include:

- pre-contact trade routes which now serve as the basis for major highways routes;
- ideas and inventions that have been adopted by Canadian society;
- roots and plants used by pre-contact North Americans now commonly used in medicine; and,
- place names now incorporated into Canadian society.

Have the students consider ways that Canada has links to the Ancient World. Classify these using categories such as:

- language;
- religion;
- ideas/inventions;
- values;
- art, architecture; and,
- athletics.

Students could identify the medical, political, architectural, and agricultural links to pre-contact North America.

(For more information see Unit Four Culture of this course.)

Compare and contrast the civilizations of Israel, Greece, and Rome with the civilization of Canada.

Knowledge Objectives

Skills Objectives

Values Objectives

Understand how different cultures have passed through different historical developments at different times.

Use reading and research skills in completing this study.

Value the contributions of the past in present and possible future development.

Classify evidence into suitable categories.

Draw inferences about the future based on available evidence.

Know that the beliefs of early cultures, developed over time, have shaped Canadian society.

Classify data which may be used to compare Greek and Canadian civilizations.

Appreciate how past civilizations have contributed to Canadian civilization

Understand the links that Canada has to the Ancient World.

Begin to appreciate the contributions made to present day Canadian society by the two roots of Canadian society.

Knowledge Assessment

- Major project and written report
- Rating scales for use with oral presentations
- Observation checklists
- Essay tests
- Short answer

Skills Assessment

- Observation check lists
- Rating scales
- Self assessment (using checklists and rating scales)
- Peer assessment (using checklists and rating scales)

Values Assessment

- Anecdotal records
- Essay tests
- Oral tests

Unit II Change

Overview of Unit II Change

The unit on change begins with a study of the role of belief systems in people's lives, and a consideration of how people's beliefs resist and adapt to changes in society. The Middle Ages is studied as an example of societies that went through significant change. Initially, students study the fall of Roman civilization and the changes that many individuals brought about over the course of the next 1 200 years. Students will study how Catholic, feudal, and manorial social organizations developed into a Medieval world view. The technological, environmental and social changes which led to urbanization of Medieval society are examined.

Core Objectives for Unit II Change

Concept: Change - Identifies those differences and/or modifications which are quantitative and/or qualitative and verifiable and which take place over time. Change can be described in terms of adaptation, growth, progress, revolution, transition, and evaluation.

Sub-concepts: Belief systems, World View.

Knowledge

- Individuals accept a belief system as a basis for guiding behaviour.
- The various belief systems within society taken together define a world view for that society.
- A world view is a comprehensive conception or image of the universe and of humanity's relation to it.
- Societies find that they must change in order to adapt to new developments in the natural and social environments.
- Societies find it difficult to adapt to change because of disagreement between those who advocate the change and those who oppose it.

Skills

- Learn to use the critical attributes of concepts as the basis for categorizing and classifying data.
- Learn to state a pertinent generalization based on critical examination of relevant information.
- Learn to participate in persuading, compromising, debating and negotiating in the resolution of conflicts and differences.
- Learn to identify a situation in which a decision is required.
- Learn to develop an hypothesis on the basis of data.

Values

- Appreciate the role of beliefs and values in determining a society's social organization and its concept of justice.
- Appreciate that the belief systems of society affect the way technology is used within society and that technology in turn affects belief systems.
- Appreciate the need for reasoned discussion and debate in dealing with controversy.
- Develop a respect for evidence and a preference for more data in the problem solving process.

Core Content

The content and objectives which appear in **highlighted print** should be considered core material.

Suggested Class Time

The Concept of World View

Two hours

World view is a comprehensive conception or image of reality and of humanity's relation to it.

The Concept of Change

Two hours

The general factors which can influence individuals within a culture to accept change.

The Development of the Medieval Worldview

Four hours

- Development of the Catholic World View
- Development of the Medieval World View
- Technological Change

The Development of an Urban Society

Four hours

- The Rise of New Monarchies
- Environmental & Technological change
- The Growth of a New World View

Adaptive Dimension

Seven hours

Total Class Time

Nineteen hours

With the remainder of the material not marked core, teachers may choose to work through all, some or none of these items. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. They may also choose to substitute locally developed material in optional areas where appropriate. Such material should reflect community interests and must also meet the conceptual, skills, and values objectives.

Content

Concept of Societal Belief Systems

Beliefs play an important role in guiding human behaviour.

Individuals in societies, including Canadians, use beliefs to guide behaviour because they provide authority, stability, and predictability on issues that are important and/or controversial to society.

Concept of World View

Each society has fundamental belief systems from which people draw the core of their personal beliefs and behaviours.

These collective belief systems are the basis for the world view of a society.

Individual beliefs may vary somewhat from the world view, but if there are large differences, deviant individuals will find that sanctions will be used to force conformity.

Concept of Social Organization

A world view is necessary to the orderly functioning of a society because it is used to determine:

- which things are worth working for (purposes);
- what things are worth believing (values);
- those ideas which are acceptable (truth);
- those things which are beautiful, pleasurable, tragic, and/or comical (esthetics); and,
- those things which are worth enforcing (law).

Suggested Teaching Strategies

Incorporating the C.E.L.s

- critical and creative thinking
- independent learning
- personal and social values and skills

Concept Development Lesson (Belief Systems, World View, Social Organization)

Have students in small groups decide very specifically what would be the best way to address some of the following issues/problems in life:

- raising children;
- illness;
- crime;
- etc.

On the chalkboard, create a grid with the following categories:

Addressing the issue of:	Basic beliefs	Generalization of a world view

Have each group place under the "Addressing the issue of:" category or column how they would approach the issue.

Once this has been done in a class discussion decide what the basic beliefs behind the behaviours are and place them in the basic beliefs column.

Point out to the students that all of these beliefs point to a generalization or tendency in our behaviour. Review the idea of generalization and encourage them to make some valid generalizations about the relationship between world view and social organization on the basis of the data they have collected.

Ask the students how society would react and whether it would apply sanctions if these norms were broken. Discuss whether the society has a right to use sanctions in these cases.

Knowledge Objectives

Skills Objectives

Values Objectives

Know that individuals accept a belief system as a basis for guiding behaviour.

Know that individuals within societies accept a consensus about what is an acceptable belief system.

Know that a world view is a comprehensive conception or image of reality and of humanity's relation to it.

Know that a world view is a distinctive way of looking at reality and creates a context for living.

Practise expressing a point of view with sincerity without disregarding the feelings of others.

Learn to use a grid as a way of categorizing and classifying information.

Learn to state a pertinent generalization.

Appreciate the role beliefs play in human behaviour.

Appreciate that there is a tension between the beliefs of individuals and the collective beliefs of the majority.

Develop a respect for evidence and a preference for more data before making a generalization.

Content

The Concept of Change

Three general factors which can influence individuals within a culture to accept change:

- If the natural environment changes or the culture moves to another environment, then new cultural adaptations are required;
- any contact between two societies with different cultural patterns will result in cultural change; and,
- evolutionary change will result in adaptive changes to a whole range of cultural patterns within the culture.

Change can be either evolutionary or revolutionary.

Reaction to Change

Individuals need a period of adjustment in order to adapt to change.

The process of adjusting to change varies from individual to individual and society to society, but generally a process like the one outlined below would be followed.

- **Denial/rejection** of the change as being unthinkable. Any acceptance of change at this stage is coincidental.
- **Acknowledgment** of change occurs when the new idea is given some credence and recognition.
- **Acceptance** of change means that more of one's behaviour centers on the new approach than the old.
- **Defence** of change occurs when the old idea is - seen as wrong and the new idea is basically - common sense.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- personal and social values and skills
- independent learning
- critical and creative thinking

Concept Development Lesson (Belief Systems, World View, Change)

Ask the students how they would react to changes in the following areas.

- Raising the minimum driving age.
- Gasoline crises making cars too expensive.
- Environmental issues making your job obsolete.

Ask the students to try to make a list of areas or beliefs in which they would find it very difficult to deal with change because it would create in them strong emotions of happiness, satisfaction, pleasure, anger, disgust, fear, etc.

Then ask them how they would react to change in these areas.

Categorize the ideas on the chalkboard as follows.

Change in an area of life	Emotional reaction to change (feelings)	Behavioural reaction to change (actions)

Explain the adjustment process to change and have the students in groups take an area of change and try to decide on what basis individuals would accept a change with which they were unhappy.

Have the students draw some generalizations about:

- what will cause people to accept change; and,
- about how societies respond to change.

Knowledge Objectives

Skills Objectives

Values Objectives

Know that as individuals adapt to environmental and social pressures, the cultural patterns of society will also adapt.

Empathize with the concerns of people having to deal with environmental and social pressures.

Practise using personal experience as the basis for understanding a concept.

Practise categorizing and classifying information.

Know that the surrounding world view is so thoroughly accepted by most individuals that it seems like common sense or truth.

Practise categorizing and classifying concepts and ideas as a basis for making reasoned inferences.

Appreciate the need for reasoned discussion and debate in dealing with controversy.

Know that fundamental changes to basic beliefs underlying a world view are not readily accepted.

Appreciate the role of beliefs in providing guidance and standards for dealing with uncertainty and ambiguity.

Know that tensions can develop between the advocates of the status quo and the advocates of change.

Practise drawing generalizations about societal behaviour from factual material.

Know that individuals in every society have to reach a consensus about what is acceptable and unacceptable.

Content

The Failure of the Roman World View

Tradition and Change

In the third to the sixth centuries A.D., Roman civilization experienced great difficulties which the government did not know how to deal with.

Wealth

The second century A.D. had been a period of prosperity in which agriculture and trade flourished.

Power

In the third century A.D. Rome underwent a period of misrule and civil war.

As a result, in the fourth century large movements of barbarian peoples found it much easier to invade the Empire.

The breakdown of central authority meant:

- people could not trust the government to protect them;
- the rich could cheat the poor; and,
- farmers became impoverished and left their land.

Wealth

Coinage was debased, trade routes were unprotected, and taxes were unfairly collected leading to inflation and a decline in productivity.

Social Organization

Farmers, who had been free, were so threatened by the chaos they turned to the landlords for protection and many ended up being bound to the soil as serfs.

Christianity was recognized as a legitimate religion because its spread and hold on ordinary Roman people was too strong to be ignored.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- personal and social values and skills
- communication
- independent learning
- critical and creative thinking

Concept Application Lesson (Time, Timelines, Tradition, Change)

Ask the students to do a time line covering the time span of Rome and outlining some of its major achievements.

Based on this data ask the students to think about what would cause such a successful civilization to fail in the east and collapse in the west.

As part of the discussion have the students consider the notion of progress or the lack of progress in history. Should time lines

- slope upward - showing historical progress?
- slope downward - showing continuous historical decline?
- be seen as a spiral or a wave showing a repetition of progress and decline?

After giving the students some background information on the situation Rome faced (ca. A.D. 200-500), ask the students to consider what model of timeline discussed above would best apply.

Then discuss why civilizations fail after a period of time. Give some other examples of great civilizations that have fallen.

Give the students some theories about the fall of Rome to evaluate:

- Gibbon's theory that religion was responsible;
- Lot's theory that slavery prevented Rome from industrializing;
- political theories that Rome's unstable government was the cause; and,
- environmental theories.

Knowledge Objectives

Know that throughout history individuals have had to change their beliefs in order to accommodate change.

Know that individuals within societies accept beliefs about how best to deal with basic needs and issues.

Know that people within society try to find a pattern or system from their beliefs which gives meaning and direction.

Know that when change comes to one aspect of societies' belief systems, change will occur in other aspects.

Know that individuals within societies resist changes that challenge their world view.

Skills Objectives

Learn to use the critical attributes of concepts as the basis for categorizing and classifying data.

Learn to create and use a classification system which provides a basis for gathering and grouping data in patterns for interpretation.

Learn to state a pertinent generalization based on critical examination of relevant information.

Values Objectives

Appreciate how beliefs give structure and direction to society.

Appreciate that history is a means of finding guidance for contemporary issues.

Content

Migration of Peoples

Migration of people has been a dominant feature of European history.

Cultural Change

In the fourth century A.D. the pressure of the migration of the Germanic peoples was significant in the break-up of Western Roman society.

The Germanic Worldview

The most numerous migrants were the Germanic peoples (Franks, Anglo-Saxons, Vandals, Lombards, Ostrogoths, and Visigoths) who shared the similar religious beliefs, social organizations, and dialects. These people replaced the Romans as rulers of most of Europe and their customs and traditions formed the basis of European society.

Social Organization

The basic social unit was the tribe, or folk.

- The tribes were led by kings or tribal chiefs who were elected by the men of the strongest family.
- Freeman owned their own plots of land or were sharecroppers for the nobles.
- The bottom class were bound to the land and ultimately became the serfs of feudal times.

Value System

Each tribe had its unwritten customs which served as law.

- The main source of authority was the assembly of freemen;
- war chiefs were selected for their valour and had a following of young warriors who owed them loyalty and obedience;
- social egalitarianism, loyalty, and hospitality were important in this society; and,
- women were highly regarded and were active in the tribe.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking

Concept Application Lesson (Cultural change, Social organization, Value system, Power)

Have the students imagine life as a serf some time in early Medieval times. Give them a brief description of their situation:

- the central authority that Rome represented has broken down and now no one else seems to have the power to do anything to change the situation;
- life is an unending struggle for enough to eat;
- life expectancy is very short; and,
- life is violent and uncertain.

Also give the students an outline of the major characteristics of the Germanic culture.

- the social organization
- the value system
- the level of technology
 - farming
 - military

Break the students into five groups representing the Germanic social organization:

- tribal chiefs;
- war chiefs;
- young warriors
- freemen; and,
- serfs.

Have each group consider what sources of power are available to them and the ways in which they can use them to get what they want.

Have each group meet separately to decide what kind of social organization they think is necessary in this situation.

Then have them meet as a group to decide collectively what kind of social organization they will create to meet their basic needs.

Knowledge Objectives

Skills Objectives

Values Objectives

Know that over the centuries a great many people have had to migrate and adapt to new conditions.

Know that a major cause of change is the modifications that occur when one culture comes into contact with another.

Know that a world view is a distinctive way of looking at reality and creates a context for living.

Know the role of economic and social systems within a society.

Know that the sources of power are the control of:

- numbers;
- organization;
- resources; and,
- information.

Know that power can be expressed through:

- force;
- authority/tradition; and,
- influence/charisma.

Learn to predict likely outcomes based on factual information.

Appreciate that cultural diversity often leads to enrichment and change.

Appreciate that the roots of Canadian society are many and varied.

Value the importance of consensus seeking as a way of coming to a decision within society.

Practise using personal experience as the basis for an initial understanding of a concept.

Content

Catholic World View

The Bishops of Rome, known as popes believed they ruled over the Kingdom of God on earth.

They claimed to represent St. Peter, the chief of the apostles.

Beliefs

Christianity appealed to ordinary people because:

- it gave a promise of a better life after death;
- the congregations collected money and cared for the poor; and,
- because it provided the individual with a sense of community in which everyone was acceptable despite their status.

The Church over the centuries held many different visions of what is fundamental to Christianity.

Values

In the fifth century Augustine wrote what would be for centuries the standard statement of Christian philosophy on the role of the church in history:

- humans are fallen creatures who do evil even when they know better, and who can enter Heaven only through the Intercession of the Church;
- since the state is a human organization, it is subject to corruption;
- any civil government that fails to provide justice is little better than a band of gangsters;
- and so the Church, representing the spiritual power of God, must have authority over kings to make sure government is conducted according to God's commandments.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- independent learning
- communication

Concept Application Lesson (Beliefs, Values, Social Organization World view)

Place this time and situation on the class timelines (the fifth century). Make sure that the students understand the amount of time involved in seeing any major change in this way of life.

Hold a lottery to see what station in life each student will find themselves born into.

Once each student has found out their fate, they can make a choice as to whether they wish to accept what life has offered or whether they will pay the cost of attempting a change.

Give the students brief outlines of the options that are open to them.

To help the students think about their choices realistically have them do a cost-benefit analysis of any change they are thinking of making.

Given this brutal situation, have the students evaluate the alternatives above. Is it realistic:

- to expect an increase in living standards?
- to expect that the wealthy will share their wealth?
- to have faith that the next life will be better?

Ask the students to come up with a generalization about the role of religion in this world view.

Discuss with the students the kind of world view likely to develop here.

Knowledge Objectives

Skills Objectives

Values Objectives

Know that for many people life can be a hard, unrewarding struggle.

Know that people searching for meaning and purpose in their lives turn to religion as a source of comfort and hope.

Know that the basic beliefs and values of religion play a large role in the way the fundamentals of life are viewed.

Empathize with people who in coping with difficult conditions still search for meaning in their lives.

Appreciate the role of spirituality in people's lives.

Learn to identify a situation in which a decision is required.

Know that the Church's main sources of power were:

- information; and,
- organization;

which was expressed through:

- authority/tradition; and,
- influence/charisma.

Practise identifying alternative courses of action and predicting the likely consequences of each.

Know that through these sources of power the Church was able to attract large numbers of people to Catholicism which gave it the added power of numbers and resources.

Content

Development of the Medieval Worldview

Medieval Social Organization

Feudal kings who could not afford a bureaucracy or an army granted estates in return for loyal service from the nobility.

Vassalage evolved as a feudal contract which specified mutual obligations between the Church, the king, the lord, and the common people.

In theory kings were seen as supreme but in practice they were manipulated by feudal lords who became increasingly powerful

Feudalism by the tenth century came to mean a political system in which power was treated as a private possession and divided among a large number of lords.

Catholic Social Values

The humanitarian ethic of Christianity believed that manual labour was part of spiritual life: "To work is to pray."

Christian monks combined intellect and labour, and made monasteries materially successful by turning the forest into farmland in the 9th and 10th centuries.

The Rule of Saint Benedict outlined a monastic life in which the monk swore:

- to live his life in the same monastery;
- to strive to improve himself by growing in knowledge and understanding of God; and,
- to obey completely the abbot of the monastery.

All those taken into the monastery had to accept the same rules and treatment.

Monastic rule was adapted for women and many convents were established.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- personal and social values and skills
- independent learning
- critical and creative thinking

Concept Application Lesson (Social organization, Belief Systems, Values)

Explain to the class that:

- One of the group of aristocrats (from an ancient War Chief/Noble family) has royal ancestors which entitle her/him to claim to be known as king.
- Another aristocrat has joined the Church and was selected to be Pope.
- Two students are descended from ancient Gallo-Roman families who control large fortified estates.
- A student is an abbess or abbot of a large monastery.

Explain that everyone needs resources if they are to have the power to do their jobs.

So the King can attempt to order his/her nobles to contribute warriors, horses, gold, grain, meat, wool, (plus the necessary carts to transport the goods) and educated people to run the government.

The Pope says it is the Christian duty that everyone should tithe (10%) and give it to the Church.

Give the nobles a list of the resources that they have or could get from their areas. Be sure the nobles understand that they do not have very many resources either.

Have the Church, the king, and the nobles negotiate by messenger the power relationships between them.

The students could also discuss what is realistic about the power of the serf, the freeman, women, and the merchant.

Knowledge Objectives

Skills Objectives

Values Objectives

Know that political power is based on the sources of power.

Know that power is the control of resources, numbers and organization.

Know that political power is the ability to make and carry out decisions.

Know that feudalism was a system of government in which those who possessed landed estates also possessed political power.

Know that two other major sources of power are the control of information and the control of numbers of people.

Know that the influence and charisma of religious beliefs are also important methods of channelling power.

Know that there was a tension between the power of the Church expressed through religious influence and the secular powers expressed through force.

Learn to participate in persuading, compromising, debating and negotiating in the resolution of conflicts and differences.

Practise predicting likely outcomes based on factual information.

Appreciate the role of beliefs and values in determining a society's concept of social order.

Empathize with the dilemmas of people in other societies at other times.

Content

The Medieval World View

Manorialism

Manorialism refers to the system of services and obligations owed by the peasant classes to the nobility.

The economic power of the aristocrats depended on the landed estates and the workers who worked them.

Labour and land (not money) were the key commodities in producing wealth in Medieval times.

Peasants needed protection which the lords supplied in return for the peasants' land and labour.

The peasants got their land back to farm but were tied to the land by various payments and services established by custom.

By A.D. 800 perhaps 60 percent of the population of Western Europe who had been free before were now reduced to serfdom in an attempt to find some security.

Technological Change

The frontier conditions which many new manors faced required the adoption of new technology in order to be successful.

The lord had an interest in the actual production of the manor which meant that the lord understood the need for technological innovation.

In the next centuries technology, much of which came from the Far East, began to change farming:

- the plow with iron shares;
- horse shoes, and horse collars increased productivity;
- three field crop rotation; and,
- yields grew from a yield of 3:1 seeded to 5:1.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- personal and social values and skills
- independent learning
- critical and creative thinking

Concept Application Lesson (Social organization, Belief Systems, Values, Change)

Have the students meet in groups to study a description of their day to day life as aristocrats, knights, priests, serfs, millers, and traders.

Once students have a picture of the life these people led, they should decide what changes are needed and whether they will use their resources (power) to change society or to prevent change from occurring in the following areas.

- arming more knights
- building castles
- improving farming technology
- social changes
 - rights for the serfs
 - role of women in society
- encouraging trade
 - allow serfs to leave the land to go to towns to become craftspeople and traders
- religious changes
 - building large cathedrals
 - role of women in the Church

After these decisions have been made, have the students meet as a class and decide whether their reaction to change emphasized:

- a religious world view;
- a warrior world view where men should be able to fight with each other gloriously for honour and power;
- a farming world view;
- an urban world view; or,
- some combination of the views above.

Discuss with the students where will power come to reside in this society at this point in history.

Knowledge Objectives

Skills Objectives

Values Objectives

Know that the control of resources is key to economic and political power.

Know that in the short term when the choice is between freedom and security the choice will likely be for security.

Know that people will do what seems reasonable under the circumstances in order to survive and make a living.

Know that innovation depends upon the need and the freedom to be creative.

Know that the acceptance of an innovation depends on whether the incentive for acceptance outweighs the power of tradition.

Learn to identify a situation in which a decision is required.

Practise making summaries of data which can be used for comparison purposes.

Practise stating a pertinent generalization based on a critical examination of the relevant information.

Participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences.

Learn to develop a hypothesis on the basis of data.

Appreciate the role of beliefs and values in determining a society's economic organization.

Content

The Development of an Urban Society

Between 1000 and 1300, the weather was exceptionally good with mild winters and dry summers. As a result, there was steady economic growth and the population grew by at least 200 percent.

Social Organization

The increased agricultural output made possible a surplus food supply which could support townspeople, making specialization and trade possible.

- In the eleventh century merchant trade was limited mostly to trade in luxury items.
- By the fourteenth century trade had moved from the edge of most people's lives to the centre.

First in Italy and then along trade routes and on the Baltic coast, towns grew larger, wealthier and more important politically.

- Fairs were held at strategic locations along trade routes.
- Cities which had been insignificant in earlier times were now growing and organizing into trading leagues which gave them even more wealth and power.
- It became customary if a serf escaped to a town for a year and a day, then the serf became free.

The Rise of New Monarchies

Initially, French and English kings formed informal alliances with the rising merchant class.

The burghers had the skills and resources to manage the king's bureaucracy so that the royal court was now better able to govern the country.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- personal and social values and skills
- independent learning
- critical and creative thinking

Concept Application Lesson (Change, Social Organization)

Review with the students the major historical events and choices that have been made so far and place them on their timelines.

Keeping your students in the groups they were in for the last activity, have the class consider the list of generalizations about the medieval world view that has developed.

Beliefs

- Human nature is evil and must be controlled.
- Chaos will result if it is not controlled.
- Everyone is born to a certain position and must retain it for life.
- Society must be hierarchical because some are created to lead and others to follow.
- Progress is not possible because of humanity's fall from grace.
- Change always tends to be for the worst rather than better.
- The purpose of life is to prepare for the next life.

Values

- The Church oversees the king who oversees the lords who oversee the peasants.
- Everyone must be bound by their vassalage for life.
- Obedience is the most important value of life.

Ideas

- The best ideas are those that come from the traditions of the past.
- Land is the source of all wealth.
- Wealth should be used for the glory of God.
- It is proper to set one's price according to the status of the buyer.
- It is wrong to charge interest on money loaned to someone else.

Knowledge Objectives

Skills Objectives

Values Objectives

Know that significant changes in the natural and social environment can lead to significant change within a society.

The growth in population gave an incentive to improve agriculture to feed increased numbers of people.

Know that change in one part of a society will affect other parts of society.

Know that the development of a new class within a society will result in the perception of different needs and wants.

Know that as society extends its trade it will undergo change as a result of the new ideas it encounters.

Know that social change can result in the development of new social institutions.

Practise using a timeline as a classification system to analyse data.

Practise testing generalizations on the basis of data.

Appreciate that environmental and technological change has important consequences for individuals and societies.

Content

(continued from previous page)

In return the monarchs gave the cities protection against:

- the frequent wars and arbitrary demands of the feudal lords and bishops; and,
- the many tolls and taxes on trade by the feudal lords.

The townspeople as they became more confident and prosperous were able to get a charter from the king licensing them to act as a corporation.

Reaction of the Rural Nobility

Despite the changes, Europe was still made up of many feudal lords who:

- seriously interfered with trade and chronically fought with each other;
- wished to control the wealth and power that the towns represented; and,
- who were fearful of the centralizing power of the new monarchs.

Reaction of the Catholic Church

The popes believed in a united Church whose moral duty was to guard against all the individual selfish interests of society whether it be kings, lords, or businessmen.

In 1198 a period of papal supremacy began in which the popes were involved in the affairs of virtually every European state.

This ended in 1302 when Pope Boniface VIII's doctrine of papal authority was rejected by Philip IV who had a French archbishop elected pope and headquartered in Avignon where Philip could control him.

This limited some of the pope's prestige and power.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- personal and social values and skills
- independent learning
- critical and creative thinking

Concept Application Lesson (continued from previous page)

Give the students a brief description of how trade has grown and ask them to consider how the medieval world view developed in the previous activity helps or hinders trade and commerce.

Out of the peasant group create a relatively large group of burghers (city dwellers) some of whom are craftspeople, some who are business people, and some who are rich bankers.

Have the other groups, the Church, the king, aristocrats, and serfs consider whether the new way of life is useful and what their reaction to it should be.

Hold a conference to discuss the issues raised by the urban way of life.

Once students have made some decisions about how to incorporate the growth of trade and towns into medieval society, have them consider how the world view has shifted by comparing the world view of urban society with that of rural society.

Then ask each group to decide whether they could accept the changes in the world view.

Discuss with the students what consensus (world view) is likely to come out of this debate.

Have the students consider where at this point in history the power resides. Have the students analyze why the power seems to be shifting from the aristocracy to the king.

Knowledge Objectives

Skills Objectives

Values Objectives

Know that the development of new beliefs and related institutions can conflict with established beliefs and institutions.

Know that the basic beliefs and values of religion which play a large role in determining a world view are slow to change.

Know that individuals within organizations will strenuously resist any change to the beliefs on which their organization is based.

Know that the Church's main sources of power were:

- information; and,
 - organization;
- which was expressed through:**
- authority/tradition; and,
 - influence/charisma.

Know that these sources of power no longer worked for the Church in the way they had in the past.

Appreciate the difficulties involved in reconciling traditional beliefs with change.

Appreciate that changes, if accepted over time, will result in attitude conflicts and revisions in basic beliefs.

Practise presenting information in a logical manner to show valid relationships.

Practise expressing a point of view with sincerity.

Practise listening to another point of view and respecting it as credible.

Learn to draw a consensus about a complex situation with a number of alternatives.

Learn to develop an hypothesis on the basis of data.

Content

Environmental and technological change

In the second decade of the thirteenth century an unusual number of storms brought torrential rains which ruined grain and hay crops.

Northern Europe suffered a terrible food shortage because of all the crop failures in the years 1315 to 1317.

Then the Black Death struck in 1348 carrying off between one-third and two-thirds of the population of cities.

The Hundred Years War between England and France created economic hardship and civil discord.

- The war was to be a triumph of chivalry, but ended in its defeat by the technological changes of the longbow and the cannon.
- The war was a disaster for both England and France:
 - farmland and many ports were destroyed;
 - high taxes to pay for the war caused revolts in England and France; and,
 - many of the returning soldiers turned to vagabondage and petty crime as a way of life.

Many nobles found that their incomes could not keep up with rising prices, so they turned to crime as a way of raising money.

The lower classes also found that their standard of living had declined from what it was.

The nobility attempted to reimpose the ancient duties of serfdom which after a century of change was unacceptable to the lower classes.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- personal and social values and skills
- independent learning
- critical and creative thinking

Concept Application Lesson (Belief Systems, World View, Change)

Review with the students the world view resulting from prosperity on the eve of these great calamities which are about to fall.

Develop with the students what the level of expectations would be for the various social groups below.

Give each group of students (Church hierarchy, the King, the Nobles, the rich townspeople, the craftspeople, and a large group of peasants) brief outlines of the environmental, historical, and social events that have occurred:

- climatic changes and their impact;
- the plague and its impact;
- the Hundred Years war and its impact; and,
- inflation and its impact.

Ask the students to review the situation from their perspective and decide what:

the problems are;	they want; and,	what their course of action will be

Once students have completed this exercise, discuss with them their predictions about historical behaviour. Ask them to consider whether:

- they have used the correct world view (the traditional medieval view, the evolving medieval view, or have they imposed their twentieth century view?); and,
- whether the change process will work the way they predict it will work.

Knowledge Objectives

Skills Objectives

Values Objectives

Know that as environmental conditions change individuals and societies will have to adapt to these new realities.

Know that people within society use their religious beliefs to give meaning and purpose to life.

Know the impact of technological change on the organization of society.

Know that change in one aspect of society will affect other aspects of society.

Know that the technological and economic systems of society are interrelated with the social and cultural systems of society.

Know that it is difficult to erase the expectations of people that have come from a successful change.

Learn to identify alternative courses of action and predict the likely consequences of each.

Practise using a classification system to organize data for interpretation.

Practise developing hypotheses about historical behaviour.

Learn to question the assumptions on which inferences have been based.

Appreciate that there are areas in the human condition where emotion counts for as much as reason.

Appreciate that people under high levels of stress may react with what seems to observers to be unreasonable behaviour.

Appreciate that technological change has important consequences for the belief systems of society.

Content

The Growth of a New World View

In the fourteenth century, people's expectations had risen to the point where they were demanding a better lifestyle economically and socially.

Peasant revolts against the nobles began to occur with increasing frequency caused by increasing taxation, increasing crime, a demand for higher wages, and fewer manorial obligations.

Rural serfdom was under serious challenge in much of Western Europe by the fourteenth and fifteenth centuries.

The kings and upper middle class could not overcome their aristocratic feudal worldview and joined with the nobles in savagely putting down the peasants.

Society underwent a period of chaos in which there were either insurrections against the feudal order, or civil wars over the succession to the throne, or there were kings who were indifferent to their administrative responsibilities.

Social Organization

Beginning in the fifteenth century a new style of monarchy in Italy, France, England, and Spain ruthlessly curbed violence, controlled warlike nobles, and created domestic order.

These kings began to assemble the power, bureaucracies, and armies which would make this possible.

Thinkers such as Machiavelli argued that a king was justified in using power to impose a central authority on those who would create disorder for their selfish purposes.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- personal and social values and skills
- independent learning
- critical and creative thinking

Concept Evaluation Lesson (Belief Systems, World View, Power, Social Organization, Change)

Give the students representing the aristocrats and the common people some background information on the problems they are facing.

Have the groups meet to put together a list of changes that they want to see instituted and address them to the king.

Give both the king and the Church some of their basic assumptions about the best way to organize society.

- Have the king and the Church review the generalizations about the Medieval world view in order to understand the basic assumptions they operate on.
- Have the king call the two groups to meet together and attempt to resolve their differences. Have the king and the Church act as mediators to find a solution.
- Have the king and the Church make a decision about how the differences between the two groups ought to be settled. Encourage them to use the Medieval generalizations as the assumptions behind their decisions.

After the meeting has been held, ask the serfs and the townspeople whether they are going to accept the decision of the king and the Church.

In a class discussion compare what was done in the classroom with what happened in history:

- how were their predictions correct and how were they wrong?
- what generalizations might be drawn about the change process?

Knowledge Objectives

Know that change will be defended when the old idea is seen as running counter to the common sense of the new idea.

Know that the sources of power are the control of:

- numbers;
- organization;
- resources; and,
- information.

Know that power can be expressed through:

- force;
- authority/tradition; and,
- influence/charisma.

Know that change to fundamental beliefs underlying a world view are not readily accepted.

Know that violence can develop between the advocates of the status quo and the advocates of change.

Know that societies must resolve the tension between the old and the new by reconciling old beliefs with new beliefs.

Know that individuals in every society have to reach a consensus about what is acceptable and unacceptable.

Know that this consensus will reflect the realities of power within society.

Skills Objectives

Practise presenting information in a logical manner to show valid relationships.

Practise expressing a point of view with sincerity.

Learn to draw a consensus about a complex situation with a number of alternatives.

Learn to identify alternative courses of action and predict the likely consequences of each.

Practise developing a hypothesis about historical behaviour.

Learn to question the assumptions on which inferences have been based.

Values Objectives

Appreciate that there are areas in the human condition where emotion counts for as much as reason.

Appreciate that people under high levels of stress may react with what seems to observers to be unreasonable behaviour.

Appreciate that technological change has important consequences for the belief systems of society.

Unit III

Causality

Overview of Unit III Causality

The concept of causality is first introduced to students through an examination of some ordinary, life situations in which cause and effect can be seen to work. In this way, students will learn that change in one area of society can cause change in other areas. Would there be drive-in restaurants without automobiles?

The concept of paradigm is introduced to show students how humans use patterns of ideas, beliefs and values to guide behaviour. A paradigm is simply a set or pattern of ideas, beliefs, and values which are used by individuals and societies as a way of making sense of reality. A widely accepted paradigm will seem to be common sense by those who hold it. The germ theory of medicine is an example of a widely held medical paradigm in our society. A paradigm that disagrees with the accepted paradigm will often seem slightly ridiculous or weird to those who agree with the accepted paradigm.

A group of paradigms can form the basis of a world view. For example in our society, paradigms in science, medicine, engineering, and technology are the basis for our technological world view. Other paradigms can be clumped together to create a different world view. An example of a world view competing with the technological world view is "small is beautiful." This world view is based on ecological and social paradigms which are different from the technological paradigms.

The important idea here is that when a small group of individuals successfully make significant changes in a society's paradigms, this will cause significant changes in the way people in that society think. In turn this will change peoples' behaviour and their social organizations.

In the Medieval era, the Ptolemaic system was used as a paradigm to help explain the organization of the universe. The work of Copernicus, Galileo, and later Newton resulted in a new pattern of ideas (paradigm) which seemed to offer a better explanation for the organization of the universe. This process is known as a paradigm shift. Paradigm shifts can cause major changes in the purpose and organization of society. It is these causal links which the students will examine.

The development of a different world view as represented by the thinkers of the Renaissance would cause fundamental changes in European society. In the sixteenth and seventeenth centuries, there were major paradigm shifts in three important areas: religion, science, and politics. Students will be given situations where they can compare examples of medieval and post-medieval paradigms to trace the effects of paradigm shifts. The historical examples used are the Reformation, the Scientific Revolution and the events surrounding the political revolutions (Charles I, the American Revolution). The impact of these new ways of thinking is examined using case studies on the establishment of new religious movements, the establishment of constitutional monarchy in Britain, and the American Revolution. All of these events and ideas are significant roots of modern Canadian society.

Core Objectives for Unit III Causality

Concept: Causality - Identifies the relationship of cause and effect, the principle that nothing can happen or exist without cause, especially over a period of time.

Sub-concepts: World view, Paradigms, Paradigm shifts.

Knowledge

- Know the principle that nothing can happen or exist without a cause.
- People choose and/or accept patterns of ideas, beliefs, and values known as paradigms which they use as the basis for defining reality.
- A set of paradigms together form the basis for a society's world view.
- Paradigms cause societies to behave in predictable ways.
- At various times throughout history, the dominant paradigm(s) of society shift. This will cause profound changes in the goals of society and the way it is organized.

Skills

- Learn to perceive cause and effect relationships.
- Learn to define the criteria for a particular paradigm.
- Learn to use criteria as a basis for classifying information.
- Learn to perceive analogous relationships.
- Learn to separate a topic into major components according to appropriate criteria.
- Learn to predict likely outcomes based on factual data.

Values

- Appreciate that an action may have a number of unforeseen consequences.
- Appreciate the usefulness of thought structures as an aid to intellectual activity.
- Appreciate the role criteria play in decision making and valuing.
- Appreciate that people organize and direct their lives according to patterns of ideas, beliefs, and values.
- Appreciate that different patterns of ideas, beliefs, and values will lead to very different societal organizations.

Core Content

The content and objectives which appear in **highlighted print** should be considered core material.

Suggested Class Time

The Concept of Causality

One hour

Causality involves the principle of cause and effect. Events often have more than one cause.

The Concept of Paradigm

Two hours

Paradigms provide a set of rules and regulations which can be used as criteria for deciding what is real, acceptable and/or significant.

Causality and Paradigms

Two hours

Paradigms have a powerful effect on how people see the world
•The Evolution of the Renaissance

The Concept of Paradigm Shift

Six hours

Study the historical examples of paradigm shifts and the changes they caused in society.
(If there is only time for one, choose the scientific revolution.)

The Development of the Enlightenment

Two hours

Canada's cultural ties to the enlightenment using the following examples:
•the American Revolution; and,
•the United Empire Loyalists.

Adaptive Dimension

Seven hours

Total Class Time

Nineteen hours

With the remainder of the material not marked core, teachers may choose to work through all, some or none of these items. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. They may also choose to substitute locally developed material in optional areas where appropriate. Such material should reflect community interests and must also meet the conceptual, skills, and values objectives.

Content

Concept of Causality

Causality Involves the principle of cause and effect.

This principle is based on the notion that nothing can happen or exist without a cause.

Events often have more than one cause.

The cause(s) of an event is (are) often difficult to determine.

Causality is not the same as coincidence.

The Concepts of Causality and Social Organizations

Societies are collections of individuals who have needs and wants which must be satisfied.

Institutions and organizations are created within society to meet the needs and wants of people.

A theory of social organization:

- material needs and wants cause the creation of economic organizations;
- social needs and wants cause the creation of a range of social institutions from the family to the state; and,
- needs and wants of the mind cause the formation of educational and religious organizations.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- critical and creative thinking

Concept Development Lesson (Causality)

Examine statements such as where there's smoke there's fire, there is no such a thing as an accident, etc.

To help students understand the concept of causality have them explore the following examples.

- What is the cause of a crime?
- What are the main causal factors of disease?

Concept Application Lesson (Causality, Needs/wants, Social organizations)

Discuss/review the idea of basic needs as developed in grades 7 and 8 as a way of developing the concept of causality between needs and wants and human behaviour.

Brainstorm a list of basic organizations the students are aware of in their society.

Using the basic categories found in Maslow's hierarchy, have the students develop a system which will classify the organizations they have brainstormed.

needs/ wants	economic organ- izations	political organ- izations	religious organ- izations
material needs etc.			

Knowledge Objectives

Skills Objectives

Values Objectives

Know the principle that nothing can happen or exist without a cause.

Know that a particular effect may have a number of causes.

Know that:

- events may have many causes;
- the causes of an event are difficult to determine; and,
- that cause and coincidence are not the same.

Know that a major cause for the development of social organizations is the satisfaction of needs and wants.

Appreciate that an action may have a number of unforeseen consequences.

Appreciate that individuals are held responsible for the consequences of actions they cause.

Practise drawing on one's personal experience as a way of learning or testing a concept.

Learn to perceive cause and effect relationships.

Practise the brainstorming process.

Practise applying previously learned concepts to new situations.

Practise creating a classification system which can be used to order ideas.

Content

Causality and Values

Acceptance of certain sets of values by individuals and societies will cause in them certain kinds of behaviour.

Concept of Paradigm

Paradigms provide a set of rules and regulations which can be used as criteria for deciding what is real, acceptable, and/or significant.

People choose and/or accept patterns of ideas, beliefs, and values known as paradigms.

Causality and Paradigms

Paradigms have a powerful effect on how people see the world.

They act as filters:

- facts fitting the paradigm are accepted;
- while those not fitting the paradigm are distorted, rejected, ignored or not even perceived.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- critical and creative thinking

Concept Development Lesson (Causality, Values)

Have the students do a cloze exercise in which the students fill in the missing words which they believe define acceptable roles and behaviours of boys and girls.

Following the activity discuss with the students why they got the "wrong" answer:

Concept Development Lesson (Paradigm, Causality)

Another example would be to have students think of games as paradigms. When we play a game we accept certain limitations on our behaviour and attempt to see how successfully we can function using those limitations.

Discuss the basic structure of a game:

- it must have a central purpose which defines acceptable behaviour in a general way;
- it must have a set of basic rules (i.e values) specifically defining behaviour; and,
- there will be a variety of beliefs about style of play, strategies etc.

Have your students in groups create a paradigm for a game and then exchange and play the games.

Use with the students an exercise showing how human perception is very fallible. Seeing is not always believing.

Another related exercise would be to prepare a series of slides showing the students how artists over the centuries have changed their perceptions of reality.

Knowledge Objectives

Know that values are those beliefs that people actually act upon.

Know that humans learn to define reality according to a set of criteria which are acceptable to society.

Know that paradigms are patterns of ideas, beliefs, and values which are used to understand reality.

Know that paradigms help humans perceive and understand certain aspects of reality more clearly and limit the perception and understanding of other aspects of reality.

Know that the way one perceives reality may be very different from the actual reality.

Know that the way reality is perceived will have a profound effect on human behaviour.

Know that cultures create and/or accept paradigms as the basis for their world view.

Skills Objectives

Practise concept development skills.

Practise compare and contrast skills.

Values Objectives

Appreciate that values serve as criteria in the process of evaluation.

Appreciate the usefulness of thought structures as an aid to intellectual activity.

Appreciate the advantages and disadvantages of using paradigms.

Content

World View

Over time the world view of a society can change a great deal.

The Evolution of the Renaissance

From roughly 1050 to 1300 there had been prosperity, large population growth, and growing political power of cities.

The development of the Renaissance (from 1300 to almost 1600) saw a great deal of development in art, music, literature, science, etc.

Renaissance thinkers believed they were living in a new age which had some basic values:

- individualism which stressed personality, genius, uniqueness, and the full development of potential;
- humanism, which emphasized the achievements, interests, and capabilities of people; and,
- secularism, which involved concentrating on the material world instead of the spiritual world.

Each major value above could be considered the core value(s) for new paradigms in:

- art (defining a new reality);
- economics (trade, banking etc.);
- religion (individual vs. collective conscience);
- politics (role of king, towns etc.);
- finding truth (growth of empirical science); and,
- others.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- communication
- critical and creative thinking

Concept Application Lesson (World view, Paradigm)

Find some examples of Medieval and Renaissance art, music, and architecture to show the students. Have them compare the Medieval and Renaissance examples.

As part of this exercise use pictures to compare Renaissance architecture with Gothic and Classical Greek and Roman architecture as well as pictures showing personality, attitudes, behaviours, technique (perspective), and so on.

Spend some time helping your students learn to look at these pictures.

Use some guiding questions such as the following to help them extract information from the pictures.

Which pictures seem to be a more accurate portrayal of reality to you:

- the Medieval?
- the Renaissance?
- What accounts for the difference between the two?

What message do you think the artist is trying to communicate in:

- the Medieval?
- the Renaissance?
- What are the underlying values of each kind of painting?

How do the personalities of the people and what they are doing compare in each kind of painting?

- What does this tell you about the change in attitudes and beliefs?

Ask the students on the basis of what they have seen and inferred from the pictures to come up with a generalization about the world views of the Medieval era and the Renaissance era.

Knowledge Objectives

Skills Objectives

Values Objectives

Know that world views can change significantly from one historical era to another.

Know that societies adopt through tradition, trial and error, need etc. a prevailing world view of how to cope with reality.

Know that a society's world view will cause people from that society to behave in predictable ways.

Know that it is the values underlying a society's world view that cause people to act in predictable ways.

Know that a world view is made up of different paradigms.

Know that when the world view changes, the underlying paradigms will also change.

Practise comparing and contrasting information.

Learn to draw inferences from sources of data by asking questions of the data.

Practise making a generalization based on the inferences drawn from the data.

Content

Concept of Paradigm Shift

Over the course of time a set of ideas, beliefs, and values (paradigms) which was seen as explaining an aspect of reality successfully will be increasingly seen as inadequate for a number of reasons.

Initially, this inadequacy will only be seen by a few people.

They will have to risk the resistance of the majority who do not yet see the problems with the old paradigm.

At some point it will become more and more obvious that the old paradigm needs to be replaced and when this occurs there are significant implications for other areas of society.

Paradigm Shifts in History

The development of the Renaissance world view led to a growing challenge to the Medieval paradigms as being inadequate to explain reality as it could be observed or understood.

The period from the sixteenth to the eighteenth centuries represents a time in history when a number of paradigm shifts occurred as people struggled to deal with a new view of reality.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- communication
- personal and social values and skills

Concept Development Lesson (Paradigm shift)

Have the students think of examples of change from the period of the 1960's to the 1990's and discuss the effect of each change.

Some things for students to think about:

- the hippy movement;
- the civil rights movement;
- the women's movement;
- computerization;
- space age;
- information explosion; and,
- environmentalism.

Then have the students brainstorm and discuss what were other significant events at other times which could be considered turning points in history.

After a class list has been created discuss/evaluate why:

- if the idea was so good it took so long to be accepted?
- people resist change?
- each event could be considered significant? (A major criterion to use would be the effects that the event has on society and on the course of history.)

Place these events on a time line.

Use these examples as a basis for developing with the students the concepts of paradigm shifts and causality.

Briefly review with the students the concepts of change developed in the last unit and ask them to make a tentative generalization about how they think new paradigms and paradigm shifts are likely to be received by society.

Knowledge Objectives

Know that the pattern of ideas, beliefs, and values underlying a paradigm are used to understand and define reality.

Know that any set of ideas, beliefs, and values will ultimately have limitations so that the view of reality provided will also have limitations.

Know that when the paradigm can no longer satisfy its users there may be a shift to a more adequate paradigm.

Know that at certain points in history paradigms change significantly.

Know that these paradigm shifts will cause great changes within society.

Skills Objectives

Practise using personal experience as a source of information.

Practise using previously developed information as the basis for brainstorming ideas for a different situation.

Practise developing and applying criteria to evaluate the usefulness of suggested ideas.

Practise developing a generalization based on the data and inferences previously developed.

Values Objectives

Appreciate that a tentative generalization needs to be approached with open-minded scepticism.

Content

The Reformation

The Reformation was a paradigm shift which significantly affected the course of European history.

The Medieval paradigm of religion was based on:

- the authority of the Bible and tradition as interpreted by the Church;
- the primacy of the Catholic Church uniting Christendom;
- an emphasis on the use of faith and reason to resolve human problems; and,
- the notion that human life has value in and of itself as well as being a preparation for life hereafter.

Luther's paradigm which led to the Reformation was based on the following beliefs:

- justification by faith alone;
- the priesthood of all believers;
- the primacy of the Bible; and,
- the visible and invisible Church.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- independent learning
- communication
- critical and creative thinking
- personal and social values and skills

Concept Application Lesson (Paradigm, Paradigm shift)

A strategy that can be used to have students compare and contrast the points of view of the paradigms involved in these historical shifts would be to have them simulate this historical event in a trial.

What this would involve is dividing your class into groups:

- one group prosecuting an historical figure (in this case Luther) who represents a paradigm that is unacceptable to the group in power; and,
- a second group would defend the historical figure by showing that the actions of the defendant were reasonable.
- At the time of the trial the rest of the class would act as a jury and decide on a verdict.

If the class is large enough, the students can be divided into three groups each of which would then be subdivided into a prosecution and a defence group:

- one group could represent the people and issues involved with the Galileo case;
- a second group could represent the Luther case; and,
- the third group could either represent the Charles I case or represent the case of the United States of America against the United Empire Loyalists.

If the class is too small for all the cases, then do Galileo and one other case.

Knowledge Objectives

Know that the Reformation was a major paradigm shift which to a large extent determined the paradigms of religion of those with European roots.

Know the fundamental criteria that Medieval society accepted as the basis for their paradigms of religion.

Know the basis on which Luther challenged the established church.

Skills Objectives

Practise summarizing information.

Practise interpreting what is read by drawing inferences.

Practise distinguishing fact from opinion.

Practise evaluating the adequacy and reliability of data.

Learn to place data in proper sequence according to order of occurrence and/or their importance.

Practise presenting information in a logical manner to show valid relationships.

Values Objectives

Appreciate the role of paradigms in helping people understand reality.

Appreciate how values serve as criteria in decision making.

Content

Theology

The Reformation began a revolution of religious thinking.

Within the framework of this revolution in religion, there developed a number of religious/social paradigms which led to different views on the way societies should be organized:

Calvinism

The development of a religious ethic which emphasized individuality, hard work, productivity, and personal responsibility.

Anabaptism

The development of a religious ethic which emphasized a communal life style, cooperative work, sharing, and group discipline.

Catholicism

The development of a religious ethic which emphasized obedience, service, charity, and confession.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- communication
- critical and creative thinking
- personal and social values and skills

Concept Application Lesson (Paradigm, Causality)

Have students apply these different religious/social paradigms to a number of possible characteristics a society might have.

Their task will be to decide what will be rejected, accepted, or emphasized by the particular paradigm.

Religious/Social Paradigms for:

Society A	Society B	Society C
individual lifestyle	communal lifestyle	obedient lifestyle
hard work	cooperative work	service
productivity	sharing	charity
personal responsibility	group discipline	confession

Possible Characteristics of a Society

- People should be free to be themselves.
- People ought to be obedient to their superiors.

In order to understand the causality of these paradigms on present day society the students might research and/or discuss the following case studies:

- Is there a relationship between a belief in Calvinism and success in commercial enterprise?
- Is the Hutterite paradigm the way of the future?

Knowledge Objectives

Skills Objectives

Values Objectives

Know how the Reformation stimulated the process of developing different theological paradigms.

Learn to perceive analogous relationships.

Know the major theological paradigms which established the major religious traditions of Canadian society.

Practise the ability to examine a problem from more than one perspective.

Know that these different paradigms were very controversial and caused a great deal of social unrest.

Learn to separate a topic into major components according to appropriate criteria.

Know that these paradigms have changed perceptions about the relationship of people to society.

Appreciate the power of values in directing human behaviour.

Appreciate that people organize and direct their lives according to patterns of beliefs and values.

Know that people are often very intolerant of the beliefs of others and that this often leads to violence and strife.

Appreciate that different sets of beliefs and values will lead to very different societal organizations.

Practise noting cause and effect relationships.

Content

The Scientific Revolution

In astronomy, Copernicus, a Catholic clergyman, decided that the old Ptolemaic paradigm was inaccurate and offered an alternative heliocentric hypothesis.

The Medieval Scientific Paradigm

Aristotle's ideas about the universe had been adopted by Medieval theologians:

- a motionless earth was at the center of the universe;
- ten crystal spheres surrounded it and in the outer eight the sun, moon, planets and stars were embedded;
- the extra two were added to account for those bodies which moved;
- beyond the ten was God and heaven;
- angels kept the spheres moving in perfect circles; and,
- on earth at the centre, things were imperfect but in the spheres, things were perfect.

Early Modern Scientific Paradigm

Copernicus argued that:

- the old system had errors which detracted from the majesty of God's plan;
- an old Greek idea that the sun not the earth was at the center of the universe was correct; and,
- that the stars and the planets including the earth move around the sun in perfect circles.

Implications of these changes:

- If the stars were at rest, then the crystal spheres and the perfection of God is suspect.
- In this system, where is God and heaven?

And yet, reality seemed to support Copernicus: in 1572 a supernova exploded demonstrating change, and in 1577 a new comet flew through the crystal spheres.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- independent learning
- communication
- critical and creative thinking
- personal and social values and skills

Concept Application Lesson (Paradigm, Paradigm shift)

A strategy that can be used to have students compare and contrast the points of view of the paradigms involved in these historical shifts would be to have them simulate this historical event in a trial.

What this would involve is dividing your class into groups:

- one group prosecuting an historical figure (in this case Galileo) who represents a paradigm that is unacceptable to the group in power;
- a second group would defend the historical figure by showing that the actions of the defendant were reasonable.
- at the time of the trial the rest of the class would act as a jury and decide on a verdict.

If the class is large enough, the students can be divided into three groups each of which would then be subdivided into a prosecution and a defence group:

- one group could represent the people and issues involved with the Galileo case;
- second group could represent the Luther case;
- the third group could represent the Charles I case or the case of the United Empire Loyalists against the U.S.A.

If the class is too small for all the cases, then do Galileo and one other case.

Knowledge Objectives

Skills Objectives

Values Objectives

Know that a paradigm, if it is to be accepted, must be able to provide an acceptable explanation for the reality with which it is dealing.

Know that a paradigm is accepted by society when it fits with the predominant beliefs and values of the society.

Know that when a different set of beliefs and values is accepted, then a different perspective on reality becomes possible.

Know that the traditional sets of beliefs and values will resist the perception and conclusions of the new paradigm.

Know that there will be a struggle between the two paradigms.

Practise summarizing information.

Practise interpreting what is read by drawing inferences.

Practise distinguishing fact from opinion.

Practise evaluating the adequacy and reliability of data.

Learn to place data in proper sequence according to order of occurrence and/or their importance.

Practise presenting information in a logical manner to show valid relationships.

Appreciate how values serve as criteria in decision making.

Content

The Scientific Revolution

Galileo began to develop and apply the modern experimental method to nature in a quest for knowledge.

He believed that only through controlled experiments was it possible to find out what was actually happening.

Galileo continued this technique when he turned to astronomy using the new telescope. There he found that four moons actually circled Jupiter in the same way Copernicus predicted objects circle the sun.

When Galileo published his findings defending Copernicus, he was tried for heresy by the papal inquisition.

Thinkers in a variety of areas initiated new paradigms to use in analysing the environment. Within the framework of this paradigm a number of new disciplines resulted:

Science:

The impact of Bacon's paradigm on the process of creating knowledge.

Physics:

The impact on our view of nature of Newton's paradigm of the universe as a gigantic mechanical object operating according to certain natural laws that can be discovered by observation, experiment, and calculation.

Medical science:

The impact on medicine of the application of the scientific paradigm by such pioneers as da Vinci, Vesalius, Harvey, and later Pasteur.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- communication
- critical and creative thinking
- personal and social values and skills
- technological literacy

Concept Application Lesson (Paradigm, Causality)

Have students think of paradigms as a filter. The rules, regulations, beliefs, and values of the paradigm create a screen which filters certain information and highlights other information.

Give students problems to solve using two different paradigms as a way of looking at reality. They then should come up with what seem to them to be logical conclusions from the standpoint of each paradigm.

Consider in a class discussion what valid inferences could be drawn about the approach of each paradigm.

<i>medieval paradigm</i>	<i>enlightenment paradigm</i>
The Church was the source of all the truth that is important to humanity.	Humanity has the capacity to use logic and reason to discover the truth.
Pure reason is the route to knowledge.	Experimentation is the route to knowledge.
Ancient knowledge is more trustworthy than new knowledge.	Only knowledge which can be proved by experimentation is trustworthy.
The environment as God's creation should be accepted as it is.	The environment should be seen as a machine operating according to laws which are reasonable.

Knowledge Objectives

Skills Objectives

Values Objectives

Know the fundamental criteria that served as the basis for the scientific revolution.

Know that the Scientific Revolution represented the development of experimentation as one criteria for determining truth.

Know how paradigms cause scientists to look for information in certain areas and in certain ways.

Know how the experimental method changed the way in which the physical environment is perceived.

Know that traditional views of the truth challenged the new paradigm.

Know that the Scientific Revolution represented a new way of viewing the environment.

Know that this new view of reality has had profound consequences for our society.

Learn to perceive analogous relationships.

Practise the ability of examining a problem from more than one perspective.

Learn to separate a topic into major components according to appropriate criteria.

Appreciate that scientific thinking has strict values which determine the way in which science must be done.

Appreciate that any idea that is put forward by an individual scientist is carefully scrutinized using scientific values as criteria.

Content

Political Revolution

A third major paradigm shift has led to the kind of political values which we hold today.

Royal Absolutism Paradigm

The dominant paradigm of political organization in the Sixteenth and Seventeenth Centuries was based on the divine right of kings.

This paradigm held that:

- the king received his power from God;
- a king ruled by divine authority and acted as God's agent;
- the king not the church interpreted God's will;
- the king answered only to God;
- the king had absolute power; and
- that rebellion against the king and thereby God was the worst of political crimes.

Constitutional Political Paradigm

A new political paradigm evolving at this time was based on the belief that:

- a person's property could not be taken away or used without due process of law;
- those who are taxed have a right to have some say in how those taxes are spent;
- Parliament has the right to be consulted by the king on a regular basis;
- the king does not have the right through his bishops to impose the Catholic religion on the people;
- the House of Commons has the right to use its control over money to force a greater say in making laws; and,
- the people have the right to overthrow a ruler if he/she does not protect the rights of life, liberty or property.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- independent learning
- communication
- critical and creative thinking
- personal and social values and skills

Concept Application Lesson (Paradigm, Paradigm shift)

A strategy that can be used to have students compare and contrast the points of view of the paradigms involved in these historical shifts would be to have them simulate this historical event in a trial.

If the class is large enough, the students can be divided into three groups:

- one group could represent the people and issues involved with the Galileo case;
- a second group could represent the Luther case;
- and the third group could represent the Charles I case or the case of the United Empire Loyalists against the U.S.A.

If the class is too small for all the cases, then do Galileo and one other case.

Another approach to a conceptual understanding of these paradigms would be to discuss them in the context of administering social organizations such as:

- a family by parents.
- a business by the owner.
- a classroom by a teacher.
- a team by a coach.
- an army by a general.

Under what situations would the basic values of the authoritarian paradigm apply?

Under what situations would the basic values of the more democratic paradigm apply?

In what areas of Canadian society can there be freedom and in what areas must there be strict control?

What are the consequences of adopting either paradigm as a way of administering society?

Knowledge Objectives

Skills Objectives

Values Objectives

Know that the English revolution was a major paradigm shift which to a large extent determined our political paradigms.

Know that political organizations which are different from democracy are based on philosophies which are logical given their assumptions.

Know the basis on which the divine authority of the king was challenged.

Learn to perceive analogous relationships.

Practise the ability to examine a problem from more than one perspective.

Learn to separate a topic into major components according to appropriate criteria.

Practise noting cause and effect relationships.

Appreciate that points of view based on different assumptions may be different but valid.

Appreciate that the assumptions used to deal with people will have important consequences.

Content

Suggested Teaching Strategies

Incorporating the C.E.L.s

- communication
- critical and creative thinking
- personal and social values and skills

Concept Application Lesson (Paradigm, Causality)

Have students apply the different paradigms below on the basic nature of humans to a number of possible social controls a society might need.

Their task will be to decide what will be rejected, accepted, or emphasized by the particular paradigm.

Paradigms on the Nature of Human Beings

Hobbes - Humans are:	Locke - Humans are:
fearful	reasonable
competitive	cooperative
aggressive	peaceful

Possible Control Systems for the Guidance of Society

- Capital punishment is necessary as a deterrent to crime.
- People should be free to learn what they want to learn.
- A nation is justified in using whatever force is necessary to protect itself.

The Development of the Enlightenment

In the Seventeenth and Eighteenth centuries, philosophers attempted to apply the scientific paradigm to human behaviour and society. These people based their thinking on three beliefs/values about human beings:

- individualism - the importance of individuals and their rights as members of society;
- relativism - the idea that different ideas, cultures, religions, values and behaviour have as much value as one's own; and,
- rationalism - the belief that humans have the ability to arrive at truth through the power of reason.

Authority

Societies have to have a source of legitimate authority they can turn to when there is serious disagreement about what decisions ought to be made.

As a result, various paradigms were developed which attempted to define the relationship between the individual and the state:

Two early paradigms about the relationship of individuals and government within a society were developed by Locke and Hobbes.

- **Hobbes** - Humans need authority for their own protection because they are selfish and egotistical.
- **Locke** - Humans can live a reasonable life and need government only to protect the rights of life, liberty and property.

Knowledge Objectives

Skills Objectives

Values Objectives

Know how the scientific paradigm was used as the basis for a reexamination of society.

Know that new assumptions about the nature of humans, their abilities, and their values lead to the question of whether society ought to be organized in different ways.

Know that societies need to have a source of authority which can be used to justify a particular course of action.

Know some of the social paradigms which led to the major social movements in history.

Know how these paradigms have changed perceptions about the relationship of people to society.

Know the impact of these new viewpoints on the ways in which society is organized to meet its needs.

Practise perceiving analogous relationships.

Practise the ability to examine a problem from more than one perspective.

Practise the perception of cause and effect relationships.

Appreciate the consequences of one's personal view of human nature on the approach taken to administer social organizations.

Content

The American Revolution

The last years of the eighteenth century were a time of great change.

A series of revolutions challenged the old paradigms of aristocrats and kings.

A great revolution began in America in 1775 which established the United States of America as a new social experiment.

This revolution has had profound effects on the world and Canada.

The United Empire Loyalists

Canada finds some of its direct roots in this revolution.

The United Empire Loyalists disagreed with the political paradigms of the American revolution and migrated to what would become Canada to establish a society so they could pursue a way of life based on more traditional paradigms.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- independent learning
- communication
- critical and creative thinking
- personal and social values and skills

Concept Application Lesson (Causality, Paradigm)

The activity in the activity guide can be done either as a case study, as a trial, or as a simulation.

As a trial

A trial could be held in which a victorious U.S.A. is prosecuting the "disloyal" United Empire Loyalists for treason. This trial could be an alternative to the Charles I trial. The trial could be done at the same time and in the same way as the Galileo trial.

As a simulation

The material in the activity guide is set up as a simulation where the students could role play the situation faced by Britain and the Thirteen Colonies to gain an understanding of the issues which the people of these societies were faced with.

As a case study

The case study could be an evaluative/research assignment which would give students an opportunity to apply their understanding of the concepts of change, causality, world view, and paradigms.

The case study could examine:

- the basic premises of the new society;
- the conflicts involved in achieving change;
- the successes and failures of the society; and,
- the future directions the society may take.

Knowledge Objectives

Skills Objectives

Values Objectives

Know that societies accept sets or patterns of ideas, beliefs, and values (paradigms) as the basis for developing a way of life.

Know that the United States of America is an example of a government which was based on the paradigms which had been developed to this point in history.

Know that these paradigms over time led to the development of a unique approach to social organization.

Practise perceiving cause and effect relationships.

Practise drawing inferences from reliable data.

Practise presenting information in a logical manner to show valid relationships.

Appreciate the risk and challenge involved in adopting untried paradigms to use as the basis for a social experiment.

Content

Human Nature and Society

Is there a causal relationship between the kind of society individuals live in and the kind of people they become?

Or, is human nature flawed in some fundamental way so that no matter how society changes, humans will continue to lead immoral, unethical lives?

The Concept of Utopia

Thomas More was an example of a thinker who tried to come up with answers to these problems.

In 1516, he wrote *Utopia* which literally means "nowhere." This book describes an ideal society on an island off the coast of North America.

The society is organized so that:

- everyone receives an education aimed at developing reason;
- education is life long, not just for children;
- adults split their days between work and learning;
- all wealth is held in common to make sure everyone is treated equally;
- gold and silver is used to make chamber pots and to buy off enemies to prevent war; and,
- Utopian law is more concerned with mercy than with justice.

More disagreed with the idea that humans are basically corrupt.

He argued that it is the greed and private property of society that teaches people vice and leads them to crime.

So he concluded that it is necessary to change society to change people.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- independent learning
- communication
- critical and creative thinking
- personal and social values and skills

Concept Evaluation Lesson (Paradigm, Causality)

This activity could be used either as an introductory activity or as an evaluative activity.

Have the students pretend that they are part of a small group of young people who have been marooned on a small island off the coast of a continent because of a shipwreck.

Ask the students to plan how they are going to organize their society so that it offers a decent way of life.

Some areas they might consider:

- Decision making: how are they going to organize their political system so that it is productive?
- Making a living: how are they going to divide up the work and the rewards so that everyone feels satisfied?
- Living together: what kinds of rules and regulations are they going to have so that everyone feels secure and wanted?

After the students have come up with a social system ask them to draw inferences about the effects it will have on human behaviour.

After they have finished this assignment give them a summary of More's *Utopia* to examine.

Have them compare and contrast their inferences with those of More.

Knowledge Objectives

Skills Objectives

Values Objectives

Know that there is an ongoing debate about the causes of wrong doing in society.

Know that some believe that human nature is flawed and that others believe that human nature is caused by societal conditions.

Know that every paradigm is incomplete.

Know that any vision of the future based on one paradigm will seem incomplete to those basing their assumptions on another paradigm.

Know that there is a relationship between the values individuals and societies accept and their behaviour.

Learn to predict likely outcomes based on a reasonable extension of what is given.

Practise perceiving cause and effect relationships.

State how the inference(s) is (are) related to what is given.

Practise presenting information in a logical manner to show valid relationships.

Appreciate that there are consequences one must be responsible for whenever decisions are made about how to organize a society.

Content

Causality and Paradigms

What paradigms do twentieth century societies need to develop in order to live a better life?

Like all societies, Canadian society faces an ongoing set of problems.

Canadians have relied on a number of paradigms to provide them with an approach to solving these problems.

Two major paradigms in Canada are the technological paradigm and the ecological paradigm. Most Canadians accept one of these paradigms.

Fundamental values of the technological paradigm.

- Science and technology should be used to control the environment.
- Economic productivity is the key to a high standard of living.
- Peace and security are made possible through military power.
- Individual effort is the key to progress.

Fundamental values of the ecological paradigm.

- People ought to live in harmony with the environment.
- Our standard of living in the long term can only be maintained by conservation.
- Peace and security can best be maintained through international cooperation.
- Humane values are the basis of progress in society.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- communication
- critical and creative thinking
- personal and social values and skills
- technological literacy
- independent learning

Concept Evaluation Lesson (Paradigm, Causality)

Suggest to students that paradigms in our society also determine the way we as a society approach our problems. Some examples to support this view follow:

- Problems of disease and suffering.
 - Solution A: Medicine and surgery is the best approach.
 - Solution B: Living a healthy life style based upon harmony with the environment is the best approach.
- Problem of creating a good living standard for people.
 - Solution A: Making more jobs through creating more industries.
 - Solution B: Giving people more leisure and a cleaner environment to live in.

Students could examine and/or discuss these problems that Canadian society faces in order to appreciate the typical ways Canadians tend to handle them.

Each general problem is followed by two paradigms: Solution A represents the technological paradigm and Solution B represents the ecological paradigm. Have students discuss and select what they believe would be the best paradigm to accept.

After students have completed this, have them discuss whether there is any pattern to their selections and what inferences they might draw from the pattern.

Knowledge Objectives

Know that the processes of change and causality also apply to all societies.

Know that paradigms cause individuals to behave in predictable ways.

Know that mainstream Canadian society has accepted a number of paradigms, some of which are contradictory.

Know that a society over a period of time will modify its approach to reality.

Know that society will depend upon an acceptable paradigm to serve as the basis for making decisions in times of uncertainty or crisis.

Know that often there is strong debate between the proponents of individual paradigms.

Skills Objectives

Learn to use the criteria of a paradigm to discipline and direct thinking.

Learn to use the criteria of a paradigm as a classification system.

Practise using classification skills as the basis for making inferences.

State a reasonable extension of what is given.

State how the inference is related to what is given.

Practise exchanging and giving credibility to viewpoints based on different paradigms.

Values Objectives

Appreciate the advantages and disadvantages of using paradigms.

Appreciate that different points of view start from accepting different values as the best approach to dealing with reality.

Appreciate that there are consequences which will result from the limitations of any paradigm that may be adopted by a society.

Unit IV

Culture

Overview of Unit IV Culture

Unit IV is an examination of the Indian peoples and cultures of Saskatchewan from approximately A.D. 1300 to 1800. The objective of the unit is to help students understand the culture that Indian people had developed and to help students appreciate that Indian people have cultural roots and traditions that extend back through the centuries.

The unit begins by sensitizing students to fundamental similarities existing within all cultures. In that context the concept of culture is examined, setting the stage for an indepth study of the basic values, beliefs, and practices which shaped the pre-contact cultures of Saskatchewan. The unit examines the physical environment and geography of Saskatchewan and various theories about Indian origins.

The core of the unit comprises a study of the spiritual, social, political, economic, scientific, and technological systems developed by the Indian peoples of Saskatchewan over thousands of years.

The unit ends with a summary of the concept of world view and a brief examination of the traditional world view within Saskatchewan from 1300 to 1800.

Core Objectives for Unit IV Culture

Concept: Culture - Identifies the ways people interact with the social and physical environments that have been learned.

Sub-concepts: Self, Beliefs, Values, Paradigms.

Knowledge

- Culture may be identified as the ideas, values, beliefs, and behaviour patterns transmitted from generation to generation within a society.
- All peoples possess unique beliefs which serve their needs.
- Cultures develop in complex ways over the course of time.
- Cultures change over time in response to forces from within and from outside of the culture.
- Every person develops a personal identity shaped to a certain extent by his/her culture.

Skills

- Practise using a model that shows economic, social, political, and expressive patterns of behaviour.
- Practise categorizing and classifying economic, social, political, and expressive patterns of behaviour.
- Practise the skills of comparing and contrasting to draw inferences about cultural relationships.
- Practise gathering, interpreting, and summarizing data.
- Learn to use a model as the basis for generating research questions.

Values

- Appreciate the social origins of culture.
- Appreciate that all peoples choose beliefs and values which give meaning and direction to life.
- Appreciate that all cultures are complex.
- Appreciate that belief systems vary from culture to culture.
- Appreciate the long standing and unique cultural heritage of the Aboriginal peoples.
- Appreciate the importance and significance placed upon cultural heritage by most people.

Core Content

The content and objectives which appear in **highlighted print** should be considered core material.

Suggested Class Time

Exploring Culture

Three hours

The pre-contact Indian peoples of Saskatchewan learned to adapt to their environments over the course of thousands of years to effectively meet their needs.

Spirituality

Two hours

Spiritual systems developed from the need to find ways to achieve personal and group actualization and fulfilment.

Science and Technology

Three hours

Cultures within pre-contact Saskatchewan were continually challenged by ever-changing environmental conditions.

Social and Economic Life

Three hours

Survival in pre-contact Saskatchewan was based upon group efforts in hunting and gathering.

Government and World View

Two hours

The world view of the nations within pre-contact Saskatchewan was suited to that time and place.

Adaptive Dimension

Six hours

Total Class Time

Nineteen hours

With the remainder of the material not marked core, teachers may choose to work through all, some or none of these items. This material should be seen as an opportunity to individualize instruction for students with different levels of intellectual ability and motivation. They may also choose to substitute locally developed material in optional areas where appropriate. Such material should reflect community interests and must also meet the conceptual, skills, and values objectives.

Content

Exploring Culture: Fundamental Understandings

Cultures develop from the shared way of life of a group of people. To understand culture, we must begin to understand what it means to be "human".

Humanity

As part of the order of Primates, all humans share the following characteristics:

- warm-bloodedness;
- body hair;
- enlarged braincases and elaborated brains;
- dexterity and intelligence greater than animals;
- some degree of social organization; and,
- tool use and tool making ability.

Because of these attributes and characteristics, human beings have the following capacities.

Physiological components:

- bipedalism;
- hand flexibility and utility;
- brain complexity and development; and,
- speech and language.

Intellectual and emotional components:

- needs (physical, social, spiritual, psychological);
- traits, abilities and habits; and,
- socialization and sociability: individual-group interactions; group-group interactions

Race

Because all humans belong to the same species and have the same characteristics, there are no significant genetic differences between groups/races of people.

Culture

All humans are capable of developing culture. While the capacity to learn and use culture is inborn, humans must learn culture from those around them. A person of one genetic background is not more disposed to a particular culture than a person of another genetic background. On the contrary, all people have the ability to adapt to their surroundings.

Characteristics of human adaptive patterns

- deliberate and regular food sharing;
- diet flexibility (dependence on plants and animals);
- cooperative hunting, gathering and fishing;
- division of labour; and,
- emotional bonding to specific group members.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- critical and creative thinking
- independent learning
- personal and social values and skills
- communication

(The section **exploring culture: fundamental understandings**, is intended to serve only as an introduction to the core of this unit. No more than two class periods should be spent on this introductory/grade 8 review section.)

Concept Development Lesson (Needs, Attributes, 'Being Human')

Ask the students to list what they believe are the critical attributes which define the concept of humanness. Hold a class discussion in which the class creates what they believe is a complete list of critical attributes. Use this to create a grid to classify some of the examples from the following case studies.

- a case study of animal behaviour patterns (ie. wolves);
- case studies of feral children;
- excerpts from Farley Mowat's book, "Never Cry Wolf";
- excerpts from Jean Craighead George's book "Julie of the Wolves"; and/or
- have them listen to excerpts from audio-tapes such as "Reflections: Indian Stories by Tsonakwa", or "Keepers of the Earth" (audio-tape of stories and myths).

What inferences can be drawn about what determines humanity?

Once they have defined humanity, have the students identify the various ways in which people treat other people, historically as well as today. Below are some examples of *unhuman* or inhumane treatment for the students to think about.

- slavery
- warfare

Ask the students whether inhumane treatment can be justified given that all people are equally human.

Knowledge Objectives

Know that cultures develop from the shared way of life of a group of people.

Know that before cultures can be studied and understood, the nature of 'being human' must be studied and understood.

Know that all human beings are classified as belonging to the order of Primates and therefore the concept of race is not significant.

Know that all people in the world are united by sharing basic human characteristics and attributes.

Know that there are different cultures in the world because specific human characteristics are various and diverse.

Know that all human beings possess physiological and psychological components.

Know that all humans have an equal capacity to develop and learn culture.

Know that survival requires individuals to understand their physical capacities, limits of endurance, and how to work within their abilities.

Skills Objectives

Practice applying a social scientific theory to examples drawn from daily life.

Practice making generalizations based upon collected evidence and information.

Practice assessing the validity of generalizations made by testing them against examples drawn from daily life.

Practice using reading, observing and listening skills to obtain information and evidence.

Practice testing the validity of social scientific theories by applying them to examples drawn from daily life.

Practice creating classifications for information gathered, and practice categorizing information according to classifications.

Practice developing generalizations based upon cases of information which have been compared and contrasted.

Practice making inferences based upon generalizations which have been created and tested.

Values Objectives

Appreciate the usefulness of social scientific theories in attempting to explain aspects of the human condition.

Appreciate the need to critically examine, test, and validate for one's self social scientific theories.

Appreciate the usefulness of examining that which is usually taken for granted.

Develop intellectual curiosity and openness by examining perspectives which are different from one's own.

Content

Self and Self-Concept

Foremost of the traits separating humans from animals is the development of a sense of self.

Self: the way you see yourself and others see you. (grade 8 definition)

Attributes of the Self

- knowledge - intellectual
- skills - physical
- values - emotional
- beliefs - spiritual

Self-Concept: the person's ideas, beliefs, and images concerning his or her attributes. A self-concept results from an inner process by which an individual comes to balance personal needs and the expectations of others.

Identity: who a person is; the self as expressed by an individual and as acknowledged by others. (grade 8 definition)

For each individual there exists:

- a unique personal identity;
- a shared cultural identity.

Values

Values determine the choices people make regarding their behaviour patterns and are based on personal beliefs.

Personal beliefs are strongly influenced by the moral, ethical, and religious belief systems within society.

Belief systems may be classified as:

- secular
- sacred
- integrated secular and sacred.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- critical and creative thinking
- independent learning
- personal and social values and skills
- communication

Concept Review (Self, Self-concept, Identity, Values)

Review with the students the concepts outlined on the opposite side of this page (self, self-concept, identity, values) originally presented in the Saskatchewan social studies grade 8 course, "The Individual in Society".

Concept Development Lesson (Self)

In the previous lesson students made some generalizations and stated implications about the general nature of what it means to be human. The students should now focus upon specific characteristics and attributes of being human.

Have the students, in groups of four, structure and enact dramas centred upon the theme, "My Self."

Each group of four will portray a hypothetical character of their own creation. Each member of the group will represent one self-aspect of that character (intellectual, physical, emotional, spiritual).

Each group will act out for the class an 'auto-biography' of their character. Each member of the group presenting will act out the self-aspect they have chosen to represent.

ie. Student A: "I am Mary's emotions..."; Student B: "I am Mary's physical traits..." etc.

A debriefing following the presentations by all groups should centre upon a discussion of the importance (or not) of maintaining a personal balance amongst the attributes of self.

Knowledge Objectives

Know that foremost of the traits separating human beings from animals is the development of a human sense of self.

Know that one definition of self is "the way you see yourself and others see you."

Know that the self-concept is the person's ideas, beliefs, and images concerning his or her attributes.

Know that one definition of identity is "the self as expressed by an individual and as acknowledged by others."

Know that for each person there exists:
a unique personal identity; a shared cultural identity.

Know that values are 'estimates of worth and importance' which people make regarding other people, places and things.

Know that values determine the choices people make regarding their behaviour patterns.

Know that personal values are shaped by cultural belief systems.

Skills Objectives

Practice remembering and reviewing information obtained previously.

Practice role-playing characters created based upon given criteria.

Develop cooperation and collaboration skills through role-playing a shared character.

Practice debriefing from a given task.

Values Objectives

Appreciate the subjective nature of defining what 'being human' means.

Appreciate the ways in which personal learnings and understandings may develop from shared activities and tasks.

Appreciate the need for trust and cooperation in successfully completing group-centred tasks.

Appreciate the usefulness of other forms of learning apart from reading and observing.

Content

Culture

Culture is a learned series of human adaptations to the environment, to effectively meet physical and psychological needs. This knowledge is transmitted to succeeding generations. It gives people a predictable and ordered structure to follow when they interact with others.

Attributes of Culture

- acquired knowledge
- behaviour patterns
- belief and values systems
- reward and sanction systems
- primary language spoken
- symbols and symbolism used in communication

Patterns of Culture

- economic
- kinship
- religious
- political
- educational
- artistic
- recreational

Cultural Development

Many cultures have developed over the course of thousands of years. Cultures which stop developing eventually die.

Through intensive study of the environment and dynamic experimentation the Indian peoples developed holistic cultures which were well balanced to suit their needs.

Fundamental principles of cultural development

- The greater the environmental challenges to survival, the more ingenuity and creativity required to adapt and survive.
- The less time and energy required to ensure survival, the more time available for enhancing cultural development.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- critical and creative thinking
- independent learning
- personal and social values and skills
- communication

Concept Development Lesson (Culture)

Have the students try to create and experience a world without culture. To do this they could make a list of basic cultural attributes which they use on a daily basis.

Have them eliminate cultural attributes one at a time and then predict what the consequences of this would be on their lifestyle.

Do this cumulatively until students can understand that life without culture is virtually impossible.

Concept Development Lesson (Behaviour, Classification systems)

Have the students spend some time categorizing and classifying their own personal behaviour patterns to establish a basis for examining other behaviour patterns.

Have students classify their behaviours under the following:

- What behaviours do I typically use in dealing with problems?
- What attitudes do I draw upon in approaching a problem?
- Am I willing to change the approaches and attitudes I use in dealing with problems?
- What do I believe are the sources for the attitudes and behaviours I use in dealing with my problems?

For discussion: Based on the answers you gave, what inferences can you draw about your behaviour, your beliefs, and your ability to change your behaviour?

Are the inferences based on your behaviour similar to or different from those of your classmates?

Knowledge Objectives

Know that culture is a learned series of human adaptations to the environment, to effectively meet physical and psychological needs.

Know that cultural knowledge must be transmitted to succeeding generations for a culture to survive.

Know that cultural knowledge gives members of that culture a predictable and ordered structure to follow when interacting with others.

Know what the attributes and patterns of culture are.

Know that many cultures have developed over the course of thousands of years, while many others are in the process of being created.

Know that cultures are continually developing and changing.

Know that cultures which stop developing and adapting to changing environmental conditions eventually die.

Know that all groups of people have developed cultures which they believe are well suited to their needs.

Skills Objectives

Practice categorizing and classifying personal behaviour patterns, and using the critical examination of these behaviour patterns as a means of examining other behaviour patterns.

Practice drawing inferences from personal self-examination.

Practice a simple analysis of a case based upon inductive reasoning.

Values Objectives

Appreciate the extent to which cultural patterns and attributes affect every person's life.

Appreciate the usefulness of critically examining one's own behaviours and beliefs.

Begin to appreciate the differences involved in examining other behaviour patterns and making valuative judgements about those behaviour patterns.

Appreciate the subjective nature of devising a basis for examining behaviour patterns in others.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- critical and creative thinking
- independent learning
- personal and social values and skills
- communication

(To facilitate empathy and avoid ethnocentrism and racism, an atmosphere of trust and sharing must be developed within the classroom.)

Concept Development Lesson (Trust and Communication)

Participate with the students in a "Talking-Stick Circle".

Discuss with students the many different conventions which people use to communicate with each other in this society.

- Focus upon the purposes of communication.
- Discuss examples of missed communication and the effects this can have on peoples' lives.
- Point out that communication has to deal with different emotional levels (joking around, serious discussion, anger, fear, disgust etc).
- Make a grid on the blackboard for each of the emotional levels and challenge the students in groups to figure out what conventions we use to make sure that communication is possible.
- Have each group either explain or put on a skit to show the things we do in our culture to make sure that communication has a chance of happening.

The Relationship Between Values, Beliefs, and Behaviour Within Cultures

People develop cultures:

- to help them survive and meet basic needs;
- to create a predictable and orderly structure in which to function socially; and,
- as a means of expressing personal values and beliefs and values and beliefs shared with the group.

The people of a culture develop systems which enable them to deal with basic situations in life.

Cultural systems

- Making a living (economic organization).
- Living together (social organization).
- Finding meaning and purpose in life (intellectual and religious organization).
- Attempting to understand and adapt to the environment (scientific and technological organization).
- Regulating and attempting to achieve group objectives (political and legal organization).

Each of these systems is comprised of specific values and beliefs which are learned, shared, and transmitted within the culture. These systems guide the behaviour of the people of the culture, making their daily actions in ordinary social situations regular, ordered and predictable.

Knowledge Objectives

Know some of the reasons why people develop cultures.

Know that the people of a culture develop systems which enable them to deal with basic problems in life.

Know what the systems in a culture are:

- making a living;
- living together;
- finding meaning and purpose in life;
- attempting to understand and adapt to the environment; and,
- regulating and attempting to achieve group objectives.

Know that each cultural system is comprised of specific values and beliefs.

Know that cultural systems guide the behaviour of people in a culture.

Skills Objectives

Practice using a diverse range of communication skills.

Practice using role-play as an alternative learning form.

Values Objectives

Appreciate the roles that trust and sharing play in avoiding ethnocentrism and racism.

Appreciate the fundamental importance of communication in self-expression and identity development.

Content

Culture as a Source of Belief Systems and Behaviours

There are many kinds and sources of beliefs that people learn from their culture:

- many beliefs are shared with others in the culture;
- many of these shared beliefs are necessary to the smooth functioning of society;
- people have absorbed from friends, family and institutions those belief systems which seem to be necessary to serve their needs;
- people will in turn pass on the belief systems which to them seem critical to their well being; and,
- many of these beliefs will not easily be given up since they are so fundamental to the person accepting them.

Cultures can be studied on the basis of:

- material culture (all the objects and products manufactured by a people);
- non-material culture (all the knowledge, values, beliefs, skills, norms, customs, traditions, and perspectives developed by a people).

Any attempt to know about and understand the people of a culture requires the investigation of both aspects of culture: material and non-material.

How a people adapts to the environment, what a people creates to assist them in adapting to the environment, and why a people attempts to adapt to the environment the way they do are essential aspects to consider before cultural understanding can be obtained.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- personal and social values and skills
- communication

Concept Development Lesson continued (Trust, Communication)

Discuss with students the role of trust in communication and in human relationships in general.

Explore the role of trust by:

- doing some trust exercises; (taking turns leading someone who has been blind folded etc.)
- discussing what needs to happen before trust is possible; (acceptance, respect, caring, responsibility etc.)
- asking how trust is developed in communication;
- accepting that other ideas have validity;
- respecting that everyone has a valid contribution;
- caring enough to really try to listen and understand the other perspective; and,
- taking responsibility for making sure that communication actually happens.

Get the students to think about the ways that can be created to make all of this happen.

Indicate to the students that the talking-stick circle is one example of how this might work. It is derived from traditional practices within various Indian cultures to deal with helping people communicate effectively.

Have yourself and the students sit in a circle. Make it clear, however, that one is allowed to speak on the topic only when one is in possession of the talking-stick which is passed around the circle.

After all have voiced opinions on the issue, debrief the students by discussing with them the strengths and weaknesses of this communication style.

Knowledge Objectives

Know that cultures serve as sources of belief systems and behaviours.

Know what some of the many cultural sources of beliefs are.

Know the basis upon which cultures can be studied.

Know that any attempt to know about and understand the people of a culture requires the investigation of both material and non-material aspects of culture.

Know that understanding the how, what and why of the ways in which a people attempts to adapt to the environment is a key aspect of attempting to understand the culture of that people.

Skills Objectives

Practice developing personal communication skills.

Practice using an alternative communication style.

Develop inferring skills by discussing case studies drawn from daily life.

Values Objectives

Appreciate the roles of communication and trust in developing inter-cultural understanding.

Appreciate the cooperation skills necessary in achieving a group task successfully.

Appreciate the form and purpose of a cultural communication style.

Appreciate a personally-experienced aspect of traditional Indian culture.

Content

Exploring Culture: Culture In Time and Place

Multiculturalism in Saskatchewan

Saskatchewan is comprised of different ethnic, "racial", linguistic and religious groups.

Some Ethnic Groups in Saskatchewan

- British
- Eastern European
- Asian
- Latin American
- Indian
- Métis
- French
- African

Saskatchewan has always had a multicultural population, beginning with various Indian cultural groups, the original human inhabitants.

Indian Cultures of Saskatchewan

- Saulteaux (Anishabeg)
- Dene
- Dakota
- Métis (non-Indian, Aboriginal culture)
- Cree
- Nakota

Sources of Knowledge About Indian Origins: Sources of Pre-Historical and Historical Knowledge

- oral history;
- sacred myths and stories;
- artistic traditions including pictographs (rock paintings), petroglyphs (rock carvings) and hide paintings;
- documents and written records;
- archaeology;
- geology; and,
- anthropology.

No single source of information can give a complete picture.

Nor can everything be ever known about Indian history because of its prehistorical dimensions.

Facts and information gained from each source must be combined with that derived from the other sources for a well-rounded perspective.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- communication
- critical and creative thinking

Concept Development Lesson (Culture, Multiculturalism)

As a follow-up to the earlier activity in which the students tried to create a world without culture, now have them discuss how their lives would be if people and things, by cultural origin, were removed from their lives.

For example:

Food - Have the students brainstorm a class list of favourite foods and food dishes. They should identify the cultural source of origin for each item (if possible). Then, have them discover what would happen to their diets if items were removed from it culture by culture.

People - Have the students brainstorm a list of their favourite actors, athletes, musical performers, etc. Again, have them discover what would happen to their usual sources of entertainment if people disappeared culture by culture.

Following the above activity, have the students make generalizations about the extent to which multiculturalism affects their lives.

Have them make inferences about the social, economic, and political importance of multiculturalism to Saskatchewan, to Canada, i.e., present them with information sheets listing the various imports/exports involving Saskatchewan and other countries. Have them see what would happen to these lists if:

- we decided only to do business with countries in which English is the 'official' language spoken;
- we decided to do business only with countries in which French is the official language and catholicism is the dominant religion; etc.

Knowledge Objectives

Know that Saskatchewan is comprised of many different ethnic, "racial", linguistic and religious groups.

Know from which cultures some of the various ethnic groups in Saskatchewan originated.

Know that Saskatchewan has always had a multicultural population, beginning with various Indian cultural groups, the original human inhabitants.

Know which Indian cultural groups traditionally reside in Saskatchewan.

Know what some of the sources of knowledge about Indian origins are.

Know that no single source of information about Indian origins or culture can ever give a completely accurate picture.

Skills Objectives

Practice a simple level of analysis by examining a case study drawn from daily life.

Practice making generalizations based upon deductive reasoning.

Practice making inferences based upon accumulated data and considered generalizations.

Values Objectives

Appreciate the extent to which culture influences the daily lives of all people.

Appreciate the need for sometimes critically examining that which is usually taken for granted.

Appreciate that multiculturalism consists of more than promoting the customs and traditions of cultural groups.

Appreciate the extent to which multiculturalism is an essential aspect of the political, social and economic fabric of Saskatchewan and Canada.

Content

Oral Traditions

Oral history within Indian cultures preserves information memorized exactly by people given the responsibility to retain and pass on specific material:

- such as myths and sacred stories about events, individuals, customs, traditions;
- on Indian origins which has been handed down from generation to generation;

These myths and sacred stories give insight into values and beliefs and demonstrate ideal skills and abilities.

Origin Theories

According to traditional oral histories, sacred stories and myths, the Indian peoples were placed in the Americas by the Creator to serve as guardians of the land.

This perspective suggests that the Indian peoples have been in the Americas since time began.

According to the Bering Strait explanation, the Indian peoples migrated to the Americas from Asia over a land bridge, called Beringia, which once existed between Siberia and Alaska.

According to this theory Indian peoples have inhabited the Americas for at least 12 000 years.

The Indian Ancestors

The oral traditions of the Indian peoples indicate that the Indian ancestors were created by the Creator as fully developed and functioning humans.

Archaeological evidence indicates that the original inhabitants of Saskatchewan were Homo sapiens. In other parts of the world Australopithecus africanus, Homo erectus, Neanderthals and other supposed ancestors of modern humans once lived.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- communication
- critical and creative thinking
- personal and social values and skills

Concept Development Lesson (Oral history, Communication)

"For a culture to survive, cultural knowledge must be passed on from group member to member and from one generation of the group to the next."

Have the students think about this statement and then identify and categorize the various sources of cultural knowledge which influence their daily lives, as to:

- means of transmission (oral/verbal);
- transmitting oral history.

For example:

Source of Knowledge	Verbal transmission	Written transmission	Oral history Info.
Family	yes	sometimes	yes
Friends	yes	sometimes	yes
School	yes	yes	yes
Radio	yes	no	sometimes
T.V.	yes	yes	sometimes
newspaper	no	yes	sometimes
Church	yes	yes	yes
Club, Drop-In Centre etc.	yes	sometimes	sometimes

Have them identify the sources most important to them based upon oral tradition only (verbal transmission with no reliance upon written communication).

Then, have them identify the sources based strictly upon written tradition.

Finally, discuss with the students the ways in which they have found cultural knowledge has been passed on to them. Have them make generalizations about the relationship between culture and transmission of knowledge. Have them make inferences about oral history and its role in cultural development.

Knowledge Objectives

Know that oral history within Indian cultures preserves information memorized exactly by people given the responsibility to retain and pass on specific material.

Know the various types of content which generally comprise the stuff of oral history.

Know that one Indian origin theory suggests that the Indian peoples have inhabited the Americas since the beginning of time.

Know that one Indian origin theory suggests that the Indian peoples have inhabited the Americas for at least 12 000 years, after arriving here from their original home land, Asia.

Know that traditional cultural and contemporary scientific sources of knowledge mutually support the perspective that only Homo sapiens, as compared to other supposed ancestors of modern humans, have ever inhabited the Americas.

Skills Objectives

Practice using categories to classify information.

Practice identifying selected aspects of cultural knowledge according to given criterion.

Practice making generalizations based upon accumulated data.

Practice making inferences based upon accumulated and critically examined data.

Values Objectives

Appreciate the role which oral history plays as a form of the transmission of knowledge.

Appreciate the usefulness of critically examining that which is usually taken for granted.

Appreciate the diversity of sources from which cultural knowledge is drawn.

Appreciate the extent to which other people influence one's personal development, intellectually, emotionally, spiritually, and physically.

Appreciate and respect the right of a culture of people to develop myths which they use to explain their perspectives on the meaning and purpose of life:

- for themselves; and,
- for humanity in general.

Content

Geography and Culture

The ways in which Indian peoples have structured their cultures to effectively interact with the environment may be studied from a geographical perspective.

Geographical components of cultural development

- concept of geographic area
- location
- soil/land forms
- weather and climate
- vegetation
- animal life

This study can include an examination of:

- the geographical area inhabited by an Indian culture;
- the history and demographic profile of that group;
- the impact the environment has had and continues to have upon the origins and subsequent development of their culture;
- the impact these people have had and continue to have upon the landscape;
- the ways in which the various facets of their culture are intertwined within a specific area; and,
- the ways and the areas in which the elements within their culture originated and spread within an area.

Geographical Zones in Saskatchewan

The development of values and beliefs within Indian cultures of pre-contact Saskatchewan was influenced by environmental pressures.

Saskatchewan experiences a mid-continental climate with cold winters and warm, dry summers.

Geographical zones in Saskatchewan

- plains
- parkland
- boreal (coniferous) forest

Suggested Teaching Strategies

Incorporating the C.E.L.s

- communication
- critical and creative thinking
- personal and social values and skills
- independent learning

Concept Development Lesson (Culture, Geography)

"The Indian peoples of pre-contact Saskatchewan had to remember exact details about the geographical components within their territories:

- to be able to return seasonally to the areas abundant in resources;
- to be able to transmit precise information to succeeding generations."

Have the students attempt to describe exactly where they live and how to get there on foot. As each student describes where he/she lives, the other students should draw maps leading to that location from the school based upon the descriptions.

The descriptions should include references to landmarks, changes in landscape encountered between their home and the school, areas of high and low population density along the route, etc.

They should also attempt to cite information about each geographical component listed (soil/land forms, vegetation, animal life, etc.).

Following each student presentation, completed maps should be compared and the descriptions given by the presenting students discussed as to accuracy.

A debriefing should centre upon a discussion of:

- the extent to which we take for granted geographical components affecting our lives;
- the ease/difficulty involved in identifying, remembering, and passing on geographical information without reliance upon written sources.

Knowledge Objectives

Know what some of the geographical components of cultural development are.

Know some of the ways in which cultures may be studied from a geographical perspective.

Know that the development of values and beliefs within Indian cultures of pre-contact Saskatchewan was influenced by environmental pressures.

Know what the basic geographical zones within Saskatchewan are.

Skills Objectives

Practice remembering, reviewing, and communicating information in a precise manner.

Practice creating materials based upon information acquired through listening skills.

Practice applying a theoretical framework (geographical components of cultural development) to a case study drawn from daily life.

Practice providing others with objective criticism of their tasks.

Practice debriefing skills.

Values Objectives

Appreciate that cultural development occurs within limits established by geographical factors.

Appreciate the extent to which we take for granted geographical factors affecting our lives.

Appreciate the complex nature of identifying, remembering, and passing on geographical information via oral traditions only.

Appreciate the difficulty often encountered when attempting to describe something normally taken for granted and undescribed.

Content

Plains

On the southern plains flat and rolling grasslands (prairies) predominate.

- Grazing animals such as buffalo, deer and antelope, and burrowing animals such as ground squirrels and fox make their homes on the plains.
- Hawks and eagles are present, as are various types of waterfowl drawn by the many sloughs throughout the region.

No predictable patterns can be said to exist for climate on the plains. Periods of 'wet' years are often followed by extended periods of dry, drought years. Areas receiving sufficient amounts of precipitation are marked by thick and fertile topsoil.

Parklands

In the central parklands groves of aspen trees and shrubs are interspersed among open areas of grassland.

- Buffalo, deer and elk are the most common animals.

Boreal (Coniferous) Forest

In the boreal forest stands of aspen, spruce, pine, and poplar trees are found, with heavy concentrations in the southern third of the forest belt and much thinner and scattered concentrations in the northern third.

- Moose, caribou, bear and wolves live within the forest, along with beaver and marten.
- Wild rice grows in certain areas. Cranberries, Saskatoon berries and choke cherries, and other 'wild' fruits, berries and vegetables are found throughout.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- technological literacy
- independent learning
- critical and creative thinking
- communication

Concept Application Lesson (Culture, Technology, Co-operation)

Divide your class into groups: one group will live on the plains, another group in the parklands, and the third in the boreal forest.

Explain to them that they are at an early level of technological development (in a student information sheet give the students a list of what they have) and that they must rely upon this technology to work out how they are going to survive in their environments.

They will have to invent various technologies (tools) needed for survival.

For each innovation the students must show:

- where they got the idea;
- how they developed it;
- that it has a reasonable chance of working; and,
- why the culture would accept the innovation.

They must organize their society so that the various jobs necessary for survival will be accomplished.

They should show how they would go about:

- making a living;
- finding meaning and purpose in life; (see earlier section, Cultural Systems)
- etc.

They should come up with an explanation of some of the great mysteries of life around them, by examining natural phenomena such as tornado, volcanos, snow storms, etc..

- Why nature works as it does (the seasons, the sun and the stars, etc.)?
- Life and death (what happens after death, why accidents happen etc?)

Knowledge Objectives

Know some of the environmental characteristics of the plains, parklands, and boreal forest ecosystems.

Skills Objectives

Practice using role-plays and simulations to develop learnings.

Practice developing role-plays and simulations based upon given data and instructions.

Develop simple level deductive and inductive reasoning skills.

Practice using collaborative and cooperative skills in accomplishing group tasks.

Values Objectives

Appreciate the extent to which a given set of environmental conditions will affect the lifestyle of any group of people within that environment.

Appreciate the extent to which cooperation is necessary to accomplish group-assigned tasks.

Appreciate how the people of a culture develop perspectives on the meaning and purpose of life partially based upon environmental factors.

Content

Challenges to Survival

People living in pre-contact Saskatchewan needed to possess a psychological tolerance of harsh environmental conditions.

- While hunger and starvation played a role in life, these problems occurred only irregularly although the threats were nearly constant.
- Other problems much more persistent were: drowning, medical problems caused by cold weather (frostbite, eye and lung injuries from ice fog, arthritis and tendonitis), burns, predatory or rabid animals.
- The most serious threats to human survival came from conflicts with others arising over territorial and inter-cultural disputes.

Adaptation through Mobility and Flexibility

Indian and Métis cultures have developed due to the inventiveness and creativity of their members in reacting to environmental pressures.

Making a Living Within Pre-Contact Saskatchewan involved:

- Hunting;
- Fishing;
- Artisanry;
- Trapping; and,
- Gathering.

Environmental fluctuations influencing the resources within an area meant the creation of social groups which were relatively small (populations of 15 to 20 in the winter, 20 to 50 in the summer) and able to relocate at any time as new resource areas were discovered or environmental conditions (fire, snow, rain, etc.) became life threatening.

Diet changed with need. For example, big game animals were favoured for food over small game animals, which in turn were favoured over fish. In times of hunger fish often became a staple.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- technological literacy
- independent learning
- critical and creative thinking
- communication

Concept Application Lesson (Cultural development, Survival, Challenge)

As a result of the last activity discuss with the students what would be reasonable generalizations to make about cultural development, based upon the levels of technology and environmental conditions they were given.

For example, which would be more likely to develop and why:

- an individualistic-centred, 'profit'-motivated economic system, or a group-centred, 'share-the-wealth' system, or something completely different?
- a group-centred, highly organized religious system, or an individual-centred, loosely organized system, or something in-between?
- etc.

Concept Development Lesson (Culture, Change, Adaptation)

Discuss with the students the various changes (personal adaptations) in attitudes and behaviours they have had to make during various phases of their lives.

For example:

- upon entering Grade 1 what changes did they have to make within themselves as a means of adapting to formal schooling?
- upon entering junior high school what changes did they make within themselves?
- for those who have part-time jobs, what changes did they have to make to adapt to "the world of work"?
- what changes do they foresee making when they graduate from grade 12?
- etc.

Knowledge Objectives

Know how Indian cultures developed due to the inventiveness and creativity of their members in reacting to environmental pressures.

Know how through intensive study of the environment and dynamic experimentation the Indian peoples developed cultures which were well balanced to suit their needs.

Know why people needed to possess a psychological tolerance of environmental conditions within pre-contact Saskatchewan.

Know how hunger and starvation threatened the survival of pre-contact peoples.

Know how hunger and survival occurred irregularly compared to other problems affecting the lifestyle within pre-contact Saskatchewan.

Skills Objectives

Draw generalizations about the cultural adaptations made by cultures of given technological levels when faced by various environmental situations.

Predict the cultural forms which would most likely develop within given environmental situations and locations.

Establish useful categories for cross-cultural studies.

Practice critically examining, drawing generalizations, and inferences from aspects of daily life experiences.

Values Objectives

Appreciate how human ingenuity and creativity is used to overcome challenges to survival arising from the environment.

Appreciate how human beings, despite various technological adaptations, are unable to completely ensure their survival.

Content

Spirituality

Spiritual Systems and the Self

Spiritual systems developed from the need to find ways to achieve personal and group actualization and fulfillment.

Identity and Spirituality

What we believe and how we feel about ourselves combine to form our identity which is:

- shaped by the time and place within which we live;
- linked to the past (continuity with our parents, grandparents, etc.); and,
- geared to the future (our continued survival).

Spiritual systems developed from human needs to find an identifiable role and place for humanity within the universe, and to find meaning and purpose in life and death.

Each culture has its own spiritual systems, rituals, and ceremonies. The importance attached to these systems by members is so personal that information about the systems is not often revealed to outsiders. When knowledge is gained, it should be treated with respect.

Rituals and Ceremonies

All cultures develop sets of beliefs, behaviours and institutions which their members will attempt to preserve.

Components of spiritual systems within pre-contact Saskatchewan

- naming ceremonies
- prayer and fasting
- vision quests
- sweat lodges
- Indian doctors (medicines, treatments for physical and psychological illness)
- pipes and pipe ceremonies
- symbols and symbolism
- Rain Dance and Sun Dance
- death and the spirit world

Suggested Teaching Strategies

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- communication
- personal and social values and skills

Concept Development Lesson (Spirituality, Identity, Rituals and ceremonies)

Have the students examine practices within pre-contact Indian spirituality.

Isolate the basic beliefs and assumptions and have them discuss how these would affect the day to day life of people within a society.

The students may create a chart with the following headings to assist in their classification:

Traditional Practise	Basic Belief	Alternate Forms Today
Fasting	Personal Sacrifice	Lent, United Way
Sweat Lodge	Purification	Steam bath
Give-away ceremony	Sharing	Food banks
Naming ceremony	self-concept; identity	Catholic confirmation, Jewish Bar Mitzvah,
etc.		

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- personal and social values and skills

Concept Development Lesson (Meaning and Purpose In Life, Sacred/Secular)

Discuss with the students their perceptions regarding the human search for meaning in life as expressed in excerpts taken from various fictional/non-fictional literary works.

Knowledge Objectives

Know how spiritual systems developed from the human need to find ways to achieve personal and group actualization and fulfillment.

Know how religiosity is comprised of the rituals, ceremonies and belief systems of formal institutions.

Know how spirituality is comprised of the beliefs and values expressed by individuals about a perceived Creator.

Know how spiritual systems developed from human needs to find an identifiable role and place for humanity within the universe.

Know why human beings have a basic need to find meaning and purpose in life and death.

Know how and why all cultures develop sets of beliefs, behaviours and institutions which their members will attempt to preserve.

Know what some components of spiritual systems within pre-contact Saskatchewan were.

Know how knowledge gained about the spiritual systems in place within any culture must be treated with respect.

Skills Objectives

Practice identifying fundamental characteristics of selected institutions within a society.

Practice classifying the basic values and beliefs within a specified institution of a society.

Values Objectives

Appreciate the importance placed upon the form of spirituality within a culture, by the culture's members.

Appreciate how rituals and ceremonies are expressions of spirituality.

Appreciate some of the fundamental similarities within all cultures.

Appreciate the complexity of attributes of the human self.

Appreciate how the identity of a person is based upon belief and feeling.

Appreciate how and why spiritual systems originated within cultures.

Appreciate the importance placed upon spiritual knowledge by members of cultures.

Appreciate the need to maintain respect for knowledge about spiritual systems.

Appreciate how cultural ideals do not always match cultural practices.

Content

Traditional Spiritual Paradigm

Some important beliefs underlying this paradigm:

- The existence of a Creator.
- Life is a sacred gift bestowed by the Creator.
- All people, places and things possess a physical nature and a spiritual nature.
- Spirituality is fundamental to all aspects of life. It is a force which binds all things together in spiritual kinship and so everything is inter-related.
- The spiritual system developed by the Ancestors of the people must be followed exactly according to the traditions and customs the Creator revealed to them.
- The existence of a spirit world entered into by those who pass out of this life.
- The spirit world and those who live in it (the Ancestors and other beings) are spiritual forces which exist as ongoing realities.
- The human world is influenced by the spiritual world but people retain the freedom of will and choice to determine their own life ways.
- The Creator has given humanity the ability to know right behaviour from wrong through the gift of wisdom obtained by prayer, fasting, consultation with the Elders, and the careful observation and contemplation of everything that happens in life around, as well as involving, the individual.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- communication
- personal and social values and skills

Concept Development Lesson continued (Meaning and Purpose in Life, Sacred/Secular)

For example:

- "The Diary of Anne Frank";
- "The Pearl" by John Steinbeck;
- "Half-breed" by Maria Campbell;
- "The Gospel according to Matthew" in The Bible;
- teachings and sayings of Confucius;
- etc.

Have them identify the basic orientation of each belief system represented in the excerpts (sacred, secular, integrated sacred/secular).

Also have them identify the generalizations made in the excerpts about the nature of the 'typical' human being (basically good? bad? neutral?), society (other human beings), 'the world' (the physical environment), the purpose and meaning in life, etc.

Discuss with the students the extent to which the way a person acts on a daily basis is a reflection of what that person believes regarding the meaning and purpose of life.

Have them jot down 'Attributes of the Self' descriptions of at least three people they know fairly well. Then have them write one sentence which they feel best describes each person's view of the meaning and purpose in life. Have them then do the same task but centred upon themselves. Finally, get them to compare and contrast the descriptions, and write down inferences about:

- the ways in which they have a 'good' relationship with each person;
- the ways in which it is 'not so good';
- ways to improve their relationships.

Have students share the results of these tasks only if they so wish.

Knowledge Objectives

Know what some beliefs are within the traditional spiritual paradigm of pre-contact Indian cultures of Saskatchewan.

Skills Objectives

Practice critically examining literary works for stated information and inferred ideas.

Practice classifying information according to various categories.

Practice distinguishing generalizations from specific data.

Practice critically examining aspects of daily life usually taken for granted.

Practice voluntarily sharing personal information when appropriate.

Values Objectives

Appreciate the varying perspectives held within cultures regarding the meaning and purpose of life.

Appreciate that self-disclosure can only happen within an atmosphere of respect, trust, sharing, and emotional support.

Appreciate the subjectiveness involved in describing personal or others' attributes.

Content

Suggested Teaching Strategies

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- communication
- personal and social values and skills
- numeracy

Concept Development Lesson (Resources, Resource Management)

"Mother Earth takes care of human beings so human beings must also take care of Mother Earth. . ."

Discuss this statement with the students and have them identify the implications of it for present and future resource development within Saskatchewan. Resource development can be defined in a very general sense as the human utilization of natural resources.

For example:

- (Teachers are encouraged to review and incorporate materials and teaching strategies taken from the Saskatchewan Resource Series: "Energy Options and the Environment"; "Potash"; "Petroleum"; "Uranium"; etc., presently used as a resource within Saskatchewan Education science curricula. Also, "Keepers of the Earth" text, especially Chapter 5.)
- present them with background information sheets and case study readings on:
 - the various forms of resource development which occurred in pre-contact Saskatchewan and the technologies used in such development (ie. utilization of the buffalo, the moose; wild rice harvesting; stone axes to chop down only those trees necessary to build shelter; etc.);
 - the various forms of resource development presently occurring within the province (ie. strip-mining: what? where? how? why? when? who?).

Science and Technology

Cultures within pre-contact Saskatchewan were continually challenged by ever-changing environmental conditions.

- Some environmental components (the seasons; species of plants and animals) were predictable and patterned
- Others (amount of snowfall in a given year; animals killed by disease) were unpredictable and irregular
- Resources available varied considerably from year to year and from location to location.

Survival depended upon developing systems to aid in the understanding and efficient use of resources, and in finding their locations.

- food storage methods, ie. pemmican; smoked fish
- food sharing methods, ie. 'the give-away'
- role specialization, ie. the hunter, the tool manufacturer, the tracker

Scientific and technological components of cultures

- shelter
- tools
- crafts
- transportation
- clothing
- weapons
- medicines

Success in hunting and gathering required that areas containing resources had to be located, be continually assessed for their current and future usefulness, and appropriate skills and tools be used in harvesting the resources found.

- atlatl, bow/arrow, spears, deadfall traps, the pound, the jump, fish weir, snares

The people perceived a duty from the Creator to ensure that they took from 'Mother Earth' only what was needed for survival. This was to ensure the preservation of the earth for future generations.

Knowledge Objectives

Know how scientific and technological systems are based upon assumptions regarding the relationship of humans to the environment.

Know how pre-contact peoples had to deal with ever present threats of starvation and hunger.

Know how and why scientific and technological adaptations required for survival were varied and complex.

Know why that to locate and collect resources efficiently within any area required extensive environmental information and skills.

Know how irregular environmental fluctuations based upon drought, heavy snowfall, flooding, pest infestation and other causes led to serious depletions in plant and animal populations.

Know why the pre-contact Indian peoples considered it necessary to preserve and conserve resources.

Know what some of the scientific and technological components of cultural development are.

Skills Objectives

Practice utilizing various sources of information to accumulate data on one aspect of cultural development.

Practice critically examining sources of information about aspects of cultural development.

Values Objectives

Appreciate the fundamental nature of human-environment relations to pre-contact Indian lifestyles within Saskatchewan.

Appreciate the extent to which all human beings are dependent upon the physical environment.

Appreciate the benefits and drawbacks attached to individual and group-centred approaches to making a living.

Appreciate the timelessness of resource conservation and management.

Appreciate the complexity and web of relationships amongst components of the environment.

Content

Scientific/Technological Paradigm

Some important beliefs underlying this paradigm:

- The physical environment is a sacred creation by the Creator.
- The physical environment is alive, powerful, and personally significant.
- The physical environment is perceived of as "The Natural World", a term used to indicate its essential purity and perfection as a sacred creation.
- People have been given by the Creator the ability to utilize the resources within the natural world for survival purposes. Exploiting the environment carelessly will lead to negative consequences for all people.
- The resources within the natural world are perceived of as precious and limited in quantity. People have an obligation, for the survival and well-being of future generations, to conserve and use wisely the natural world's resources.
- Technological knowledge and hardware are only valuable to the extent that every person benefits from such knowledge and hardware. The worth of technology is viewed in relation to its projected contribution to the well-being of the group's future generations.
- The careful study of the physical environment is a valuable daily task as the survival of the group requires a knowledge of the forces, pressures, and laws which exist within the natural world.
- Mother Earth takes care of human beings so human beings must also take care of Mother Earth, as it is our source of life and continued existence.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- independent learning
- critical and creative thinking
- communication
- personal and social values and skills
- numeracy

Concept Development Lesson continued (Resources, Resource Management)

Have the students compare and contrast pre-contact and contemporary resource development based upon:

- ecological impact;
- economic cost-efficiency;
- resource management planning and practices;
- preservation of the environment for future generations;
- etc.

Have the students make generalizations about the perspectives on nature and the physical environment reflected in the pre-contact and contemporary scientific and technological systems they have examined.

Then, have them make inferences about the relationship between resource development and resource management (or the lack thereof) in light of the concept of non-renewable resources.

Have the students compare and contrast the consequences of technological "overkill" as it occurred in pre-contact times as well as it does today (ie. using a million dollars worth of equipment to extract a few thousand dollars worth of minerals from the earth; a small group of hunters running a huge herd of buffalo over a buffalo jump to feed and clothe a handful of people, etc.).

Have the students contact various agencies, organizations, and corporations involved in or concerned with resource development taking place in the province. These groups should be asked to provide information to the class regarding the groups' perspectives on and practices of resource management ("taking care of Mother Earth"). See the Saskatchewan Resource Series kits for specific listings of groups to contact.

Knowledge Objectives

Know what some of the important beliefs within the traditional scientific and technological paradigms of the pre-contact Indian cultures of Saskatchewan were.

Skills Objectives

Practice comparing and contrasting case studies drawn from contemporary and historical sources, dealing with contemporary and historical subject matter.

Practice making generalizations based upon critically examined information and data.

Practice making inferences using a given theoretical framework.

Practice formally communicating with agencies and organizations not associated with the school.

Values Objectives

Appreciate the timelessness and cross-cultural nature of the theme, "Respect Mother Earth".

Appreciate the necessity of preserving the environment to ensure the continued survival of cultures.

Appreciate the different nature of technological adaptations and problems which developed in pre-contact Saskatchewan compared to contemporary Saskatchewan.

Content

Suggested Teaching Strategies

Incorporating the C.E.L.s

- critical and creative thinking
- communication
- personal and social values and skills
- independent learning

(In the previous section students focused upon the theme, "Preserving Mother Earth for Future Generations", by examining the pre-contact scientific and technological systems which were developed to utilize resources and initiate resource management.

In this section the previous learnings can be continued and enhanced via the themes (whichever one makes the most sense to students):

- "What's the use of trying to preserve Mother Earth if people destroy each other because they cannot get along?", or,
- "Preserving Mother Earth can only happen if all the peoples of the earth co-operate and focus on the same objectives.")

Concept Development Lesson (Racism, Prejudice, Bias, Segregation, Inequality)

"A traditional belief within the pre-contact cultures of Saskatchewan was that all group members were equal in importance and worth."

Have the students think about this statement and examine its validity by presenting them with background information sheets and case study readings on the various organizational components within the pre-contact cultures.

Following the readings discuss with them the statement and have them decide if it is valid. Have them suggest what a more accurate statement might be.

Social and Economic Life

Social Structure

Survival in pre-contact Saskatchewan was based upon group efforts in hunting and gathering. Social units were developed, such as the band, which were both flexible and stable. Kinship aided in achieving co-operation, necessary for obtaining objectives.

Organizational components of societies

- The Family
- The Extended Family
- The Village/Community
- The Clan system (not in pre-contact Saskatchewan)
- The Nation
- Roles: adults, children, elders, men, women, etc.
- Societies (as institutions)
- Socialization practices
- Customs, traditions,
- The Arts

Indian bands

- traditionally composed of 3 to 6 extended families, 30 to 250 people
- areas where resources were predictably and evenly located = bands were small and evenly dispersed
- areas in which resources were unpredictable as to quantity, quality and location = bands were large and centralized (located in one area)

Societal Equity

Men and women played complementary roles. In hunting, men obtained the game resources while women processed it. In gathering, women obtained the plants and fruits while men were responsible for trade involving the processed and excess goods. Flexibility of roles based upon individual strengths, weaknesses and interests was common.

Knowledge Objectives

Know why in all pre-contact areas in Saskatchewan, a marginal accumulation of resources meant that some form of population control was practiced.

Know how kinship is a feeling of being related to others, either through shared ancestry or through common purpose.

Know how mobility and flexibility were required in pursuing game and locating territories abundant in edible plants, fruits, etc.

Know how stability arises from groups always being comprised of a sufficient number to ensure survival, without hampering travel.

Know how in areas where resources were scarce, Indian groups developed stronger senses of maintaining territorial boundaries than bands located in areas where resources were more plentiful.

Know how counsel obtained from the women of the group was considered necessary before decisions could be enacted.

Skills Objectives

Practice identifying the various factors which constitute a social setting.

Practice categorizing factors observed within a social setting.

Practice a simple analysis of the importance of factors observed within a social setting.

Practice generalizing about the various roles of factors within social settings.

Practice comparing and contrasting the usefulness of a given concept within various social situations.

Practice testing given generalizations for validity.

Values Objectives

Appreciate that attempting to understand one cultural system (i.e. science and technology) requires a holistic approach (i.e. using information and understandings gained from other cultural systems).

Appreciate that the utilization of natural resources by people may occur guided/not guided by resource management, and that there are consequences all people will experience because of the approach taken.

Content

Social Paradigm

Some important beliefs underlying this paradigm:

- The needs, safety and well-being of the group is of primary importance.
- The fundamental equality in importance and worth of all group members.
- People have an obligation to respect each other, and to share with one another in everything that they do.
- Daily life should be based upon the values of the group, which have been passed on from the Ancestors through the Elders to the present generation.
- The fundamental importance of keeping the memory of the past generations of the group alive while also planning for the survival and well-being of the 7th generation into the future.
- The extended family unit as basic and primary.
- The importance of kinship.
- Every person is capable of learning. Every person is capable of teaching everyone else moral lessons about life directly or indirectly.
- Children, since they represent the future generations of the group, are precious. They should be taught the customs, traditions, values, beliefs and language of the group, but should also be allowed to develop 'naturally' and freely.
- The group was created by the Creator as the "real people" of a particular place. In that specific place the group knows best the laws of the Creator. It is the duty of the group to teach these laws to others, and to lead by example.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- critical and creative thinking
- communication
- personal and social values and skills
- independent learning

Concept Development Lesson continued (Racism, Prejudice, Bias, Segregation, Inequality)

Next, discuss with them aspects of the social, political, and economic organizational framework within contemporary South Africa. Have them examine the consequences this framework has for "white" and "black" South Africans.

Especially, focus upon:

- the legal and political enforcement of apartheid
- social implications
- educational implications
- economic implications, etc.
- the "Pass Laws"
- the concepts of "homeland" and "township"

(Teachers: This is not a unit on South Africa! The material should be used only to facilitate a point to be made about the students' own tendencies toward racism, prejudice, bias, and intolerance.)

Once the students have gained knowledge about the South African situation, have them make inferences about:

- how the supporters of apartheid would react to the statement, "All people within South African society are equal in importance and worth.";
- how the opponents of apartheid would react to the same statement; and,
- a statement which would summarize their perceptions regarding the predominant social belief within the society.

Further to this, have them complete value sheets on the issues of Justice in Society and Equality in Society, forcing them to state definitively their positions on the issues.

Knowledge Objectives

Know what some of the important beliefs underlying the traditional social paradigm of the Indian cultures of pre-contact Saskatchewan were.

Skills Objectives

Practice applying a theoretical framework to the examination of a social case study drawn from daily life.

Practice making inferences based upon data drawn from a critically examined case study.

Practice taking and stating positions on various social issues.

Values Objectives

Appreciate that racism, prejudice, and segregation dehumanize the perpetrators and the victims.

Appreciate how culture is the shared way of life of a group of people, cultural development arises from sharing, and that segregation denies sharing and development.

Appreciate that all cultures operate upon the basis of social paradigms developed in response to the human need to live together.

Content

Economic Organization

The environment is comprised of ever-changing interactions among landforms, vegetation, animals, and climatic factors, creating natural resources available for human utilization.

The ways that people in pre-contact Saskatchewan distributed and used resources reflected adaptations to change which evolved over the course of centuries. The quantity and quality of resources available determined the systems set in place for distribution.

In all areas, a marginal accumulation of resources meant that some form of population control was practiced.

Economic components affecting cultural development

- Resources
- Land use
- Division of labour
- Allocating resources
- Systems of economic exchange
- Trade networks
- Sources of wealth
- Planning economic growth

Pre-contact peoples developed values, beliefs, skills, and acquired necessary knowledge, which allowed them to achieve the best possible ratio of resources obtained to time and energy expended.

Pre-fur trade cultures were economically stable, never falling too far below or rising too far above subsistence.

The principle animal resources, buffalo in the south and moose in the north, were known to vary greatly in population. Both were constantly expanding or contracting in response to environmental factors.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- critical and creative thinking
- communication
- personal and social values and skills
- independent learning

Concept Development Lesson continued (Racism, Prejudice, Bias, Segregation, Equality)

Then, suggest to the students that you are now presenting them with information sheets which numerically detail effects of societal apartheid and segregation.

The information sheets will outline how one group of people (un-named) within a society (un-named) have, compared to the rest of the people in that society:

- the shortest lifespan;
- the highest rate of violent death;
- the highest infant mortality rate;
- the highest suicide rates;
- the highest alcoholism rates;
- the highest rates of involvement in violent crimes; etc.

Most students will be led to assume that the information sheets further outline the situation for "blacks" within South Africa.

Once they have gone through the information sheets and made generalizations about the social, political, and economic status of the un-named group of people within the un-named society, present them with a second copy of the information sheets which now name the group (Aboriginal peoples) and the society (contemporary Canada).

Discuss with them:

- generalizations which can be made regarding the social, economic, and political situations affecting both "blacks" in South Africa and Indian peoples of Canada;
- inferences which can be made regarding the possibilities of violent/peaceful societal changes occurring in both countries, initiated by "blacks" and Indian peoples;
- the extent to which their personal positions regarding justice and equality within South African society hold true for Canadian society.

Knowledge Objectives

Know how the environment is comprised of a complexity of interactions among landforms, vegetation, animals, and climatic factors.

Know how the ways that people in pre-contact Saskatchewan managed, distributed and used resources reflected adaptations to change which evolved over the course of centuries.

Know how the quantity and quality of resources available to a people determine the systems that those people set in place for the distribution of those resources.

Know what some of the economic components affecting cultural development are.

Know how over the course of centuries pre-contact hunters-gatherers developed certain values, beliefs and skills, and acquired the knowledge necessary, to achieve the highest possible ratio of resources obtained to time and energy expended.

Know how and why pre-fur trade cultures were economically stable.

Skills Objectives

Practice a simple level of critical analysis by examining a social case study drawn from a contemporary culture.

Practice attempting to interpret data from unidentified sources.

Practice making generalizations based upon the comparing and contrasting of data drawn from contemporary social case studies.

Practice making inferences based upon the critical examination of data drawn from contemporary case studies.

Practice identifying and stating personal positions on contemporary social issues.

Values Objectives

Appreciate the complexity and web of relationships amongst components of the environment.

Appreciate that cultural institutions within pre-contact Indian societies developed over a long period of time.

Appreciate how the efficient use and conservation of resources occurred within prehistoric and historic societies.

Appreciate how the concept of wealth is culturally relevant.

Appreciate how the study of economics is more than the examination of financial systems.

Content

Economic Paradigm

Some important beliefs underlying this paradigm:

- The cornerstone of the group's economic system is the extended family unit (the extended family safeguards that the basic needs of the individual are met; the survival of the extended family means the survival of the group; the survival of the group means the survival of the future generations of the group).
- Respect for the land and the environment upon which the group's economy is based.
- Economic abundance (wealth) of the individual has meaning only when the whole group shares in that abundance.
- The overall quantity of economic goods should be evenly distributed within the group; the quality of goods distributed are done so based upon the ideals of the group (choice items are distributed by the hunter to gain friends, make alliances, increase prestige, gain political support; also, to honour and show respect to those one gives to.).
- The trading of goods between persons, or groups of people, should be done fairly and with mutual benefit as an aim.
- Everyone who is able-bodied is expected to contribute whatever they can in the quest to ensure the group's survival.
- Group members who violate the traditional laws of the group may stand to forfeit all their economic goods.
- The ability to provide for one's own economic needs without assistance (self-sufficiency) is highly admired.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- critical and creative thinking
- communication
- personal and social values and skills
- independent learning

Concept Development Lesson (Wealth, Sharing, Categorizing)

"A traditional belief within the pre-contact cultures of Saskatchewan was that economic abundance (wealth) of the individual had meaning only when the whole group shared in that abundance."

Have the students think about this statement and examine its validity by presenting them with background information sheets and case study readings on the various economic components within the cultures.

Following the readings discuss the statement with them and have them decide if it is valid. Have them suggest what a more accurate statement might be.

Next, have the students identify 10 things each that they would do if they were given an unlimited amount of money to spend.

After they have done this have them classify each item on their lists according to:

- "only for myself";
- "for myself and others".
- "only for others".

For example:

- Buying myself a new wardrobe = only for myself;
- Buying a car = for myself and my friends;
- Building a community animal shelter = for myself and others; etc.

Once they have done this have them indicate how many of their activities fall under each of the categories.

*

Knowledge Objectives

Know what some of the important beliefs underlying the economic paradigm of Indian cultures in pre-contact Saskatchewan were.

Skills Objectives

Practice gathering data from given and researched sources.

Practice formally sorting into categories aspects of daily life experiences.

Values Objectives

Appreciate that the concepts of 'wealth' and 'sharing' are highly culturally-relevant.

Appreciate the usefulness of sorting into categories aspects of daily living normally taken for granted.

Content

Governmental Organization

Traditional governmental organization

Leaders and advisors

- political
- religious/spiritual
- economic
- military/policing

Social

- Societies
- Elders
- Women
- Oral historians
- Domestic politics
- Inter-nation politics
- Warfare

Decision Making

- based upon societal needs
- protected individual rights
- promoted the ultimate importance of group rights
- development of governmental processes based on collaboration and unanimity

Decision making included input from all group members. Leaders acted as facilitators and sought consensus, although in some cases leaders were unilateral in their decision making.

Councils were responsible for conducting diplomatic activities. Formal treaties and alliances were established, sometimes involving two, three, or four different nations. In all cases nations retained their autonomy. Diplomatic practices included Elders arranging inter-nation marriages and child placements and adoptions. Trade often took place on a band to band level. Alliances were based upon political, economic and social components.

Systems of Law

Oral historians had to remember exactly the traditional laws of their groups, including the circumstances in which the laws had been applied previously. Law breakers were dealt with by the council and sanctions enforced by the policing society.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- critical and creative thinking
- communication
- personal and social values and skills
- independent learning

Concept Development Lesson continued (Wealth, Sharing, Categorizing)

Get a class total for each of the categories and then discuss the results. Have the class make a generalization about its approach to wealth (self-centred or self- and other-centred or other-centred).

Have the class make inferences about the reasonableness of applying the principle within the original belief statement regarding pre-contact cultures to contemporary society. Ask them:

- how "the poor" of our society would feel about everyone sharing their individual wealth;
- how "the rich" would feel;
- how other nations throughout the world would perceive such a society; etc.

Incorporating the C.E.L.s

- critical and creative thinking
- communication
- personal and social values and skills

Concept Development Lesson (Self-determination)

Review for the students (as necessary) the types and purposes of cultural systems common to all societies. i.e.:

- economic organization = making a living;
- finding meaning and purpose in life = religion and spirituality; etc.

Get them to identify (ie. point form in notebook) the personal ways in which they go about fulfilling their needs within each system category. i.e.:

- making a living = getting an education to prepare for a future career; working part-time after school;
- finding meaning and purpose in life = attending church, prayer services, traditional spiritual gatherings; doing volunteer work as a candy-striper; Girl Guides/Boy Scouts; etc.

Knowledge Objectives

Know how societal needs for balance between freedom and order, equality and hierarchy, and group and individual rights, led to the establishment of formal organizations and processes for decision making.

Know what some of the components of the traditional governmental framework within pre-contact Saskatchewan cultures were.

Know how and why individual rights were protected but considered secondary to group rights.

Know how and why authoritarian leadership and unilateral decision making was rejected within pre-contact societies.

Know how and why pre-contact societies were holistic, as opposed to hierarchical.

Know how governmental institutions and decision making within societies are ultimately based upon cultural assumptions regarding the nature of human beings, their abilities and values.

Know how decision making included input from all group members.

Skills Objectives

Practice making generalizations based upon the lower-level analysis of accumulated data.

Practice making inferences based upon lower-level deductive reasoning.

Practice remembering and reviewing previously acquired information and ideas.

Practice identifying, categorizing and drawing inferences from daily life experiences usually taken for granted.

Values Objectives

Appreciate the need for cooperation and collaboration in achieving group tasks.

Appreciate the usefulness in enhancing learning of the sharing personal insights and experiences with others.

Appreciate that self-determination occurs for individuals as well as groups.

Content

Traditional Governmental Paradigm

Some important beliefs underlying this paradigm:

- The governmental framework of the group is based upon the "Natural Law", systems of cause and effect, change and continuity, established by the Creator at the time of creation.
- Every person and group of people possesses the right and power of self-determination (total freedom to act upon one's values and beliefs).
- The right of self-determination can never be given or taken away as it is a gift from the Creator.
- Every person possesses the right to obey or disregard decisions taken by the group as a whole. The individual's right to disregard group-centred decisions is lost if the safety and well-being of the group is put into danger.
- Every act of political leadership must reflect a concern for the well-being of the group and the future generations of the group. Leaders who put the safety and survival of the group in danger can be removed from their positions immediately.
- The power to lead the group always remains with the group. The right to use this power may be given to an individual or a body of individuals so chosen by the group. This right can be taken back by the group at any time, or it can be transferred by the group to others at any time.
- Protection of the land controlled by the group is the basis upon which all decision-making involving other groups is made.

Suggested Teaching Strategies

Incorporating the C.E.L.s

- critical and creative thinking
- communication
- personal and social values and skills

Concept Development Lesson continued (Self-determination)

They should also indicate for each activity the things they are expected to do and not do while involved in it.

Discuss with them the ultimate purpose of each of their listed activities (expressing their identities, fulfilling their needs, determining for themselves what they want to do with their lives now and in the future).

Next, have them re-examine each activity in their lists and then identify:

- which of the activities directly involve other people;
- which of the activities are governed by rules, regulations, and laws established by others;
- which of the activities they are able to do without having to consider rules, regulations, laws, or the expectations of others.

Discuss with them, following the above tasks, their interpretations of what the concept of self-determination is:

- as an idea in principle (what they think self-determination should be);
- as they have experienced it on a daily and practical level.

Have them make generalizations about:

- how individual needs for self-determination and societal needs for order and control are balanced (or not) within our society;
- how cultural systems facilitate individual self-determination.

Then, get them to make inferences about the reasonableness of the traditional Indian governmental paradigm as a means of balancing individual self-determination and societal control within contemporary society.

Knowledge Objectives

Know what some of the important beliefs underlying the traditional governmental paradigm of the Indian cultures of pre-contact Saskatchewan were.

Skills Objectives

Practice making generalizations based upon the lower-level analysis of accumulated data.

Practice making inferences based upon lower-level deductive reasoning.

Practice identifying, categorizing and drawing inferences from daily life experiences usually taken for granted.

Values Objectives

Appreciate the subjective nature and cultural relevance of a definition of self-determination.

Appreciate the extent to which our lives are directly or indirectly shaped by the needs of others.

Appreciate the need to respect cultural beliefs different from our own.

Content

Suggested Teaching Strategies

Incorporating the C.E.L.s

- critical and creative thinking
- communication
- personal and social values and skills

Concept Application Lesson (Self-determination, Anti-racism, Resource Management)

Write the following statements on the blackboard:

- I have a right, like every person, to be self-determined.
- If we want to live together peacefully then what I do to be self-determined should never interfere with what you do and vice versa.
- I can never take away your right of self-determination and you can never take away mine. We can only help or hinder each other in becoming self-determined.
- Racism blocks the right of self-determination through my rejection of your help in my becoming self-determined and my deliberate hinderance of your attempt to be self-determined, or vice versa.
- Self-determination doesn't matter if Mother Earth can no longer ensure my survival because of the way I treat her.

Discuss each of the statements, getting the students to provide reasonable points in support of or against each proposition.

Next, have them review their knowledge of pre-contact lifestyles, testing the validity of the statement, "The traditional world view was characterized by the beliefs that the land was the source of all life and the source of meaning and identity for the group." Have them suggest what a more accurate statement might be.

Finally, have them make inferences about the reasonableness of applying the principles within the traditional beliefs above to their attempts to be self-determined.

World view

World views change and evolve. How the members of a culture perceive the importance placed upon their culture by the rest of society will influence the degree to which they will accept/reject that society's values and beliefs.

World view

- Traditional (in which the greatest emphasis in decision making is placed upon values and beliefs originating in the past from the founders of the culture)
- Contemporary (in which the emphasis is upon values and beliefs originating from the current time period, and from any culture)
- Transitional (in which the greatest emphasis may be placed upon traditional or contemporary sources for values and beliefs, in or out of the host culture, depending upon the situation and the results desired from the decisions to be made)

Traditional Indian World view Characterized by ideas of:

- The need for a balance of the various attributes of the self within the individual.
- The need for harmony between humans and Mother Earth.
- The land as the source of life and the source of meaning and identity for the group.
- The inter-relatedness of all things.
- The cyclical and sacred nature of life.
- The fundamental importance of the group and the future.

The world view of the nations within pre-contact Saskatchewan was suited to that time and place. Some aspects of the traditional world view remain, adapted to contemporary life.

Knowledge Objectives

Know how and why world views change and evolve.

Know how the members of a culture perceive the importance placed upon their culture by the rest of society will influence the degree to which they will accept/reject that society's values and beliefs.

Know what traditional, contemporary and transitional world views are.

Know what some components of the traditional world view within pre-contact Saskatchewan were.

Know how the world views of the nations within pre-contact Saskatchewan were suited to that time and place.

Know why some aspects of the traditional world view remain within contemporary life.

Skills Objectives

Practice critically examining the assumptions upon which points of view are based.

Practice developing logical and reasoned arguments in support of or against given propositions.

Practice testing the validity of generalizations against accumulated data.

Practice making contemporary inferences based upon historical case studies and information.

Values Objectives

Appreciate that world views do not define a people, only indicate their values and beliefs within certain life areas.

Appreciate the human need to feel genuinely important.

Appreciate the variability of a world view.

Appreciate how selected aspects of a traditional world view may assist people within a culture to deal with contemporary problems.

Appreciate how the ways in which a people are referred to determines how they are perceived by others.

Appreciate that self-determination is an inherent right of all peoples.

