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Social Studies 7

Empowerment

(Implementation Edition)

CURRICULUM

CONTENTS

ACKNOWLEDGEMENTS

INTRODUCTION

Background

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

Aims of Social Studies

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

An effective social studies curriculum prepares students to achieve all essential graduation learnings. In particular, social studies, more than any other curriculum area, is vital in developing citizenship. Social studies embodies the main principles of democracy, such as freedom, equality, human dignity, justice, rule of law, and civic rights and responsibilities. The social studies curriculum promotes students' growth as individuals and citizens of Canada and an increasingly interdependent world. It provides opportunities for students to explore multiple approaches that may be used to analyze and interpret their own world and the world of others. Social studies presents unique and particular ways for students to view the interrelationships among Earth, its people, and its systems. The knowledge, skills, and attitudes developed through the social studies curriculum empower students to be informed, responsible citizens of Canada and the world, and to participate in the democratic process to improve society.

In particular, the social studies curriculum

- integrates the concepts, processes and ways of thinking drawn from the diverse disciplines of history and the social sciences, including geography, economics, political science, sociology and anthropology. It also draws from the humanities, literature, and the pure sciences.

- provides the multidisciplinary lens through which students examine issues affecting their lives from personal, provincial, national, academic, pluralistic and global perspectives.

Purpose of Curriculum Guide

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

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

Guiding Principles

All kindergarten to grade 8/9 curriculum and resources should reflect the principles, rationale, philosophy and content of the *Foundation for the Atlantic Canada Social Studies Curriculum* (1999) by
- being meaningful, significant, challenging, active, integrative, and issues-based
- being consistent with current research pertaining to how children learn
- incorporating multiple perspectives
- promoting the achievement of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), and Key-Stage Curriculum Outcomes (KSCOs)
- reflecting a balance of local, national and global content
- promoting achievement of the processes of communication, inquiry, and participation
- promoting literacy through the social studies
- developing knowledge, skills, and attitudes for lifelong learning
- promoting the development of informed and active citizens
- contributing to the achievement of equity and supporting diversity
- supporting the realization of an effective learning environment
- promoting opportunities for cross-curricular connections
- promoting resource-based learning
- promoting the integration of technology in learning and teaching social studies
- promoting the use of diverse learning and assessment strategies

PROGRAM DESIGN AND OUTCOMES

Overview

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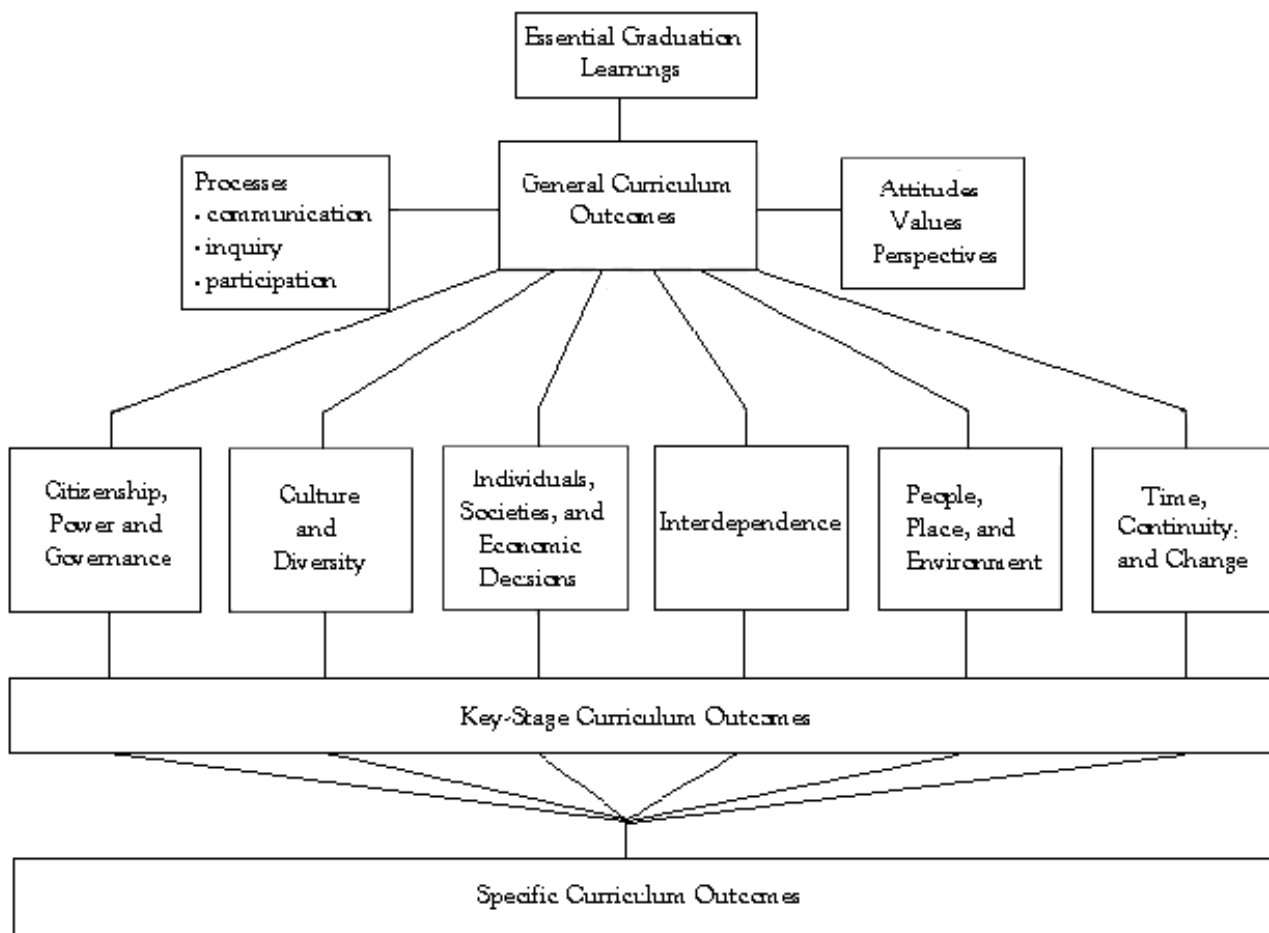
Essential Graduation Learnings

The Atlantic provinces worked together to identify abilities and areas of knowledge considered essential for students graduating from high school. These are referred to as essential graduation learnings. Some examples of learning in social studies which help students move towards attainment of the essential graduation learnings are given below.

Aesthetic Expression

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

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

- compare and analyze how culture is preserved, modified, and transmitted

Citizenship

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

By the end of grade 9, students will be expected to
- explain the origins and main features of the Canadian constitutional system

Communication

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

By the end of grade 9, students will be expected to
- identify and use concepts associated with time, continuity, and change

Personal Development

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

By the end of grade 9, students will be expected to
- explain how economic factors affect people's incomes

Problem Solving

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

By the end of grade 9, students will be expected to
- analyze how the movement of people, goods, and ideas have shaped, and continue to shape, political, cultural, and economic activity

Technological Competence

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

By the end of grade 9, students will be expected to
- explain how values and perspectives influence interactions among people, technology, and the environment

General Curriculum Outcomes (Conceptual Strands)

The general curriculum outcomes (GCOs) for the social studies curriculum are organized around six conceptual strands. These general curriculum outcomes statements identify what students are expected to know and be able to do upon completion of study in social studies. Specific social studies concepts are found within the conceptual strands (see Appendix A). Examples of key-stage curriculum outcomes, by the end of grade 9, are given for each general curriculum outcome.

Citizenship, Power, and Governance

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

By the end of grade 9, students will be expected to
- analyze the distribution of power and privilege in society and the sources of authority in the lives of citizens
- explain the origins and continuing influence of the main principles of Canadian democracy

Culture and Diversity

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

By the end of grade 9, students will be expected to
- compare the ways cultures meet human needs and wants
- explain how and why perspectives influence the ways in which experiences are interpreted

Individuals, Societies, and Economic Decisions

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

By the end of grade 9, students will be expected to
- explain how government policies, expenditures, regulations, and trade agreements influence productivity and living standards
- explain how consumer decisions affect economy

Interdependence

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

By the end of grade 9, students will be expected to
- explain the complexity that arises from the interdependent nature of relationships among individuals, nations, human organizations, and natural systems
- analyze selected issues to illustrate interdependence

People, Place, and Environment

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

By the end of grade 9, students will be expected to
- use geographic tools, technologies, representations to interpret pose and answer questions about natural and human systems
- analyze ways in which social, political, economic, and cultural systems develop in response to the physical environment

Time, Continuity, and Change

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

By the end of grade 9, students will be expected to
- identify and analyze trends that could shape the future
- demonstrate an understanding that the interpretation of history reflects perspectives, frames of reference, and biases

Processes

The social studies curriculum consists of three major processes: communication, inquiry, and participation (see Appendix B for a Process-Skills Matrix). The processes are reflected in the Suggestion for Learning and Teaching, and the suggestions for assessment found in social studies curriculum guides. These processes constitute many skills - some of these skills are responsibilities shared across curriculum areas whereas others are critical to social studies.

Communication

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

Inquiry

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

Participation

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

Attitudes, Values, and Perspectives

By Conceptual Strand

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

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

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

Individuals, Societies and Economic Decisions
- appreciate the wide range of economic decisions that they make and their effects
- recognize the varying impact of economic decisions on individuals and groups
- recognize the role that economics plays in empowerment and disempowerment

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

People, Place, and the Environment
- appreciate the varying perspectives of regions
- value maps, globes and other geographic representations as valuable sources of information and learning
- appreciate the relationship between attributes of place and cultural values

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

By Process

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

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

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

CONTEXTS FOR LEARNING AND TEACHING

Adolescent Learners: Characteristics and Needs

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

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

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

Physical Development

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

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

Social Development

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

with the family, but the adolescent will exercise the right to question or reject suggestions from adults.

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

Emotional Development

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

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

Intellectual Development

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

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

problems, and question and analyze significant issues.

Equity and Diversity

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

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

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

Principles Underlying the Social Studies Curriculum

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

- *Meaningful* social studies encourages students to learn through purposeful experiences designed around stimulating ideas, social issues and themes, and discourages the memorization of disconnected pieces of information.

- *Significant* social studies is student-centred and age-appropriate. Superficial coverage of topics is replaced by emphasis on the truly significant events, concepts, and principles that students need to know and be able to apply in their lives.

- *Challenging* social studies occurs when teachers model high expectations for their students and themselves, promote a thoughtful approach to inquiry, and demand well-reasoned arguments.

- *Active* social studies encourages students to assume increasing responsibility for managing their own learning. Exploration, investigation, critical and creative thinking, problem solving, discussion and debate, decision making, and reflection are essential elements of this principle. This active process of constructing meaning encourages lifelong learning.

- *Integrative* social studies crosses disciplinary borders to explore issues and events, while using and reinforcing informational, technological, and application skills. This approach facilitates the study of the physical and cultural environment by making appropriate, meaningful, and evident connections to the human disciplines and to the concepts of time, space, continuity, and change.

- *Issues-based* social studies considers the ethical dimensions of issues, and addresses controversial topics. It encourages consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action.

The Social Studies Learning Environment

The Effective Social Studies Classroom

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

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

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

Respectful of diversity

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

Inclusive and inviting

The social studies classroom should be a psychologically safe place in which to learn. It should be free from bias and unfair practices that may arise from perceptions related to ability, race, ethnicity, culture, gender, or socio-economic status. Students do come with different attitudes, levels of knowledge, and points of view, but these differences should be opportunities, rather than obstacles, to rise above stereotypes and to develop positive self-images. Students should be provided collaborative learning contexts where they can become aware of, and to transcend, their own stereotypical attitudes and behaviours.

Engaging and interactive

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

Relevant and significant

Since the intermediate learner is naturally critical of what the adult world represents, it is necessary for the social studies curriculum to be convincing and relevant. Consequently, it must provide learning situations that incorporate student interest, but also encourage students to question what they know, their assumption, and their attitudes. In so doing, they will come to understand and appreciate their own heritage and culture at a deeper level. Past history and

contemporary studies play a key role since they provide the building blocks of social studies, but the students' rational and critical involvement in learning about them plays an integral part in development of the person and citizen.

Resource-Based Learning

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

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

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

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

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

Literacy Through Social Studies

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

The ability to read and view is critical for success in social studies. Reading and viewing in the content area of social studies requires that attention be given to setting the stage and using various strategies to help students gather and process information. Writing and representing in the social studies may be thought of as a process by which students communicate what they know about a particular topic. Listening and speaking also are seen as integral to learning: the former is part of the information-gathering phase, and the latter is part of the communication phase.

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

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

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

Integration of Technology in Social Studies

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

ICT and related technology (digital video and digital cameras, scanners, CD-ROMs, word processing software, graphics software, video-editing software, html editors, and the Internet, including the World Wide Web, databases, electronic discussions, e-mail, audio, and video conferencing) afford numerous possibilities for enhancing learning. Computers and other technologies are intended to enhance the learning of social studies. In that context, technological resources can provide a variety of opportunities.

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

Instructional Approaches and Strategies

The grade 7 social studies program builds an active learning approach for students, supporting lifelong learning skills such as problem-solving, critical thinking, creative thinking, information analysis, and informed decision-making. This program introduces methods and skills of social studies research and provides a context in which students can analyze and evaluate historical evidence and make their own interpretations.

It is recognized that the most effective instructional approach is one that is eclectic in nature. The classroom teacher employs those instructional strategies deemed most appropriate given the needs of the learner, the learning outcomes, and the resources available. One cannot be prescriptive in favour of any single teaching method in grade 7 social studies since (1) students differ in interest, ability, and learning styles, and (2) components of the course differ in terms of intent, level of conceptual difficulty, and the relative emphases on knowledge, skills, and values. Therefore, the discerning teacher will use a variety of methods in response to a variety of instructional situations.

Social studies teaching, particularly concepts related to history and geography, has long emphasized a strong transmission approach. Content was heavily factual and descriptive, and instruction relied upon (1) direct instructional methods such as lecture, didactic questions, and drill, and (2) independent study methods such as homework and recall-level questions. Curriculum developers see the need for transactional and transformational orientations in instruction. These approaches deliberately engage the learner through use of (1) experiential methods such as historical drama, roleplay, and visits to historical sites, museums and archives; (2) indirect instructional strategies such as problem-solving, document analysis, and concept formation; and (3) interactive strategies such as debates, brainstorming, discussion, and interviewing.

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

- Knowledge deemed to be of most worth rests less on the memorization of facts and more on the process of knowing.
- The process of knowing relies largely upon accessing and organizing information, detecting patterns in it, and arriving at generalizations suggested by the patterns.
- Transformational and transactional approaches bring high motivational value to the classroom, since they give students a high degree of ownership on the learning process.

- Transformational and transactional approaches allow for the active participation of students as they evaluate the relevance of what they are learning, bring their perspectives and prior knowledge to the process, and are involved in decisions about what they are learning.

In spite of the merits of transactional and transformational orientations transmission still has a place grade 7 social studies. Direct instruction may be used to introduce a topic, break down a complex concept into simpler constructs, review a topic, or prepare for a comprehensive assessment.

A number of strategies can be used to support the program goals and active learning approaches. Fundamentally, grade 7 social studies supports a resource-based approach. The authorized text and resources for teachers and students are intended as sources of information and organizational tools to guide study, activities and exploration of topics. Teachers and students can integrate information drawn from local and regional sources, print, visual and audio texts, information technology and the Internet.

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

Assessing and Evaluating Student Learning

Introduction

Assessment may be described as the systematic process of gathering data on student learning. Following from this, evaluation would be the process of analyzing patterns in the data, forming judgements about possible responses to these patterns, and making decisions about future actions.

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

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

Assessment

To determine how well students are learning, assessment strategies are to systematically gather information on the achievement of curriculum outcomes. In planning assessments, teachers should use a broad range of data sources, appropriately balanced, to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. Many sources of assessment data can be used to gather such information. Some examples include, but are not limited to:

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

Evaluation

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

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

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

Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation takes place. Students must understand the basis on which they will be evaluated and what teachers expect of them. The evaluation of a student's progress may be classified as pre-instructional, formative, or summative, depending on the purpose.

Pre-instructional evaluation is conducted before the introduction of unfamiliar subject matter or when learners are experiencing difficulty. It gives an indication of *where students are* and is not a measure of what they are capable of doing. The purpose is to analyze the student's progress to date in order to determine the type and depth of instruction needed. This type of assessment is mostly conducted informally and continuously.

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

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

Guiding Principles

In order to provide accurate, useful information about the achievement and instructional needs of students, certain guiding principles for the development, administration, and use of assessments must be followed.

Principles for Fair Student Assessment Practices for Education in Canada (1993) articulates five basic assessment principles.

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

These principles highlight the need for assessment that ensures that

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

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

CURRICULUM OVERVIEW

Entry - 8/9 Social Studies Program

The social studies program for entry to grade 8/9 is designed around ten conceptual organizers as identified below.

Entry
Connections

Grade 8/9
Interdependence

Grade 1
Interactions

Grade 8/9
Canadian Identity

Learner

Grade 2
Change

Grade 7
Empowerment

Grade 3
Provincial Identity

Grade 6
World Cultures

Grade 5
Societies

Grade 4
Explorations
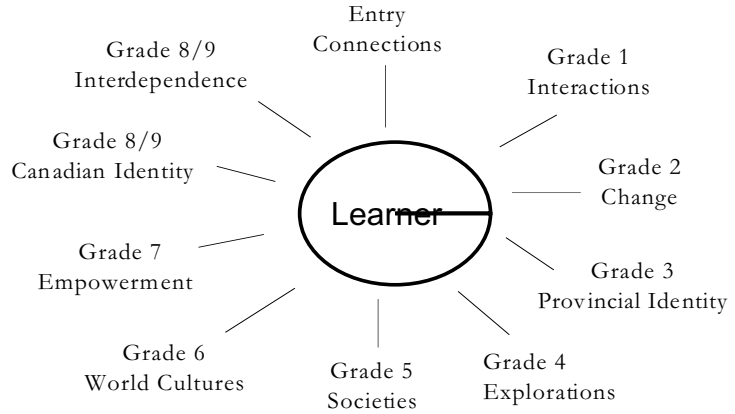
Grade 7: Empowerment

Grade 7 social studies is organized around the following units:

Economic
Empowerment

Introduction

Political
Empowerment

Empowerment

Cultural
Empowerment

Reflection

National
Empowerment

Societal
Empowerment
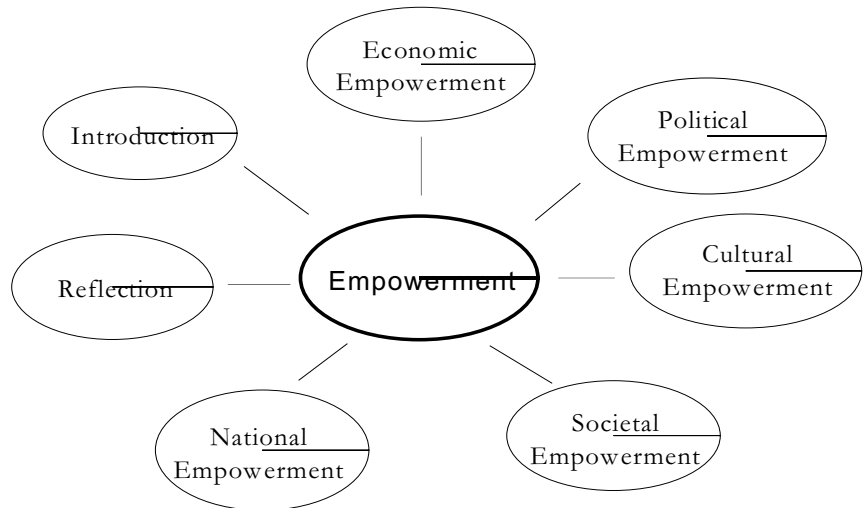
Grade 7 Specific Curriculum Outcomes (and accompanying delineations)

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

Unit One:
INTRODUCTION

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

Unit Two:
ECONOMIC
EMPOWERMENT

Students will be expected to
7.2.1 **Analyze how commodities that lead to economic empowerment have changed**
- identify major economic commodities that have been valued over time
- examine the importance of land and natural resources as economic commodities in Canada's history
- examine the various economic commodities in contemporary society

7.2.2 **Investigate the various ways economic systems empower or disempower people**
- explain that people have basic needs that must be met
- analyze the role that money plays in meeting basic needs
- explain how capital is empowering
- investigate and report on the challenges of the poverty cycle

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

Unit Three:
POLITICAL
EMPOWERMENT

Students will be expected to:
7.3.1 **Evaluate the conditions of everyday life for diverse peoples living in British North America in the mid-1800s, including Aboriginal peoples, African-Canadians and Acadians**
- identify, locate and map, using geographic tools, the various lands and colonies in what is now Canada circa 1850
- identify, using geographic tools, the diverse peoples that lived in these lands and colonies circa 1850
- describe employment opportunities available to various classes, diverse peoples and genders in urban and rural geographic areas

- identify and describe religious, health and educational organizations which were available to various classes, genders, and diverse peoples in urban and rural areas
- compare the importance of recreation and creative arts in urban and rural geographic areas

7.3.2 **Analyze how the struggle for responsible government was an issue of political empowerment and disempowerment**
- research the roles played by the churches, media, reformers, and oligarchies in the struggle for responsible government
- identify and assess the significance of reports and newspaper articles which impacted the creation of responsible government
- assess the impact of the rebellions of 1837 in the struggle for responsible government
- analyze the extent to which responsible government empowered the diverse peoples of the colonies

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

7.3.4 **Examine the political structure of Canada as a result of Confederation**
- describe the concept of Federalism
- chart the structure of the Canadian government after Confederation
- compare and contrast the power given to the different levels of government by the BNA Act
- explain the role of the individual in the democratic process in Canada

Unit Four:
CULTURAL EMPOWERMENT

Students will be expected to:

7.4.1 **Explain how the expansion and development of Canada during the 1870s and early 1880s affected its various peoples and regions**
- trace the political growth of Canada in the early 1870s
- explain the key factors of the Red River Rebellion of 1870
- identify the outcomes of the Rebellion
- investigate how the National Policy empowered and disempowered peoples and regions of Canada

7.4.2 **Analyze the events of the Northwest Rebellion to determine its impact on internal relations in Canada**
- research the key factors that led to the Northwest Rebellion of 1885
- identify the events and results of the Northwest Rebellion

- assess past and present perspectives on Louis Riel's role in Canada's history
- identify the long-term impact of the rebellions on Canadian internal relations

7.4.3 **Analyze the degree of empowerment and disempowerment for Aboriginal peoples in present day Atlantic Canada during this period**
- identify the various Aboriginal groups in present day Atlantic Canada during this period
- describe the way of life of Aboriginal peoples in present day Atlantic Canada during this period
- explore how national policies, treaties and the Indian Act impacted the Aboriginal peoples of present day Atlantic Canada

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

Unit Five:
SOCIETAL EMPOWERMENT

Students will be expected to:

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

7.5.2 **Describe the impact of the Industrial Revolution on industry and workers in Newfoundland and Labrador, the Maritimes, and across Canada**
- describe the typical workday, working conditions, and regulations for the following groups of workers: factory workers, resource industry workers, and women and children in the work force
- explain the emergence and development of the labour movement and unions in Canada
- explain the impact that unions had on improving wages and working conditions

7.5.3 **Examine how women became more empowered through their role in the social reform movements of the late 19th and early 20[th]centuries**
- describe the social reform movements that occurred including education and health reform, prison reform, and living and working conditions
- identify key individuals and groups active in promoting these social changes
- analyze the impact of these movements on other women's lives
- explain how women gained more rights and opportunities as a result of their work with social and political reform
- take age-appropriate action on social issues in our society today

Unit Six: NATIONAL EMPOWERMENT	Students will be expected to:

7.6.1 **Examine how events in the early 20th century led Canada toward independence**
- explain the different perspectives on what the peoples of Canada at that time felt about Canada, Britain and the United States
- explain how events like the Boer War, the Alaskan Boundary Dispute and the Naval crisis affected the relationships between Canada and Britain, and Canada and the United States

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

7.6.3. **Demonstrate an understanding of the impact of WWI on Canada and her people**
- examine the human and social impact of WWI on Canadians
- examine the economic changes that resulted from Canada's participation in WWI
- analyze some of the political issues resulting from Canada's participation in WWI

Unit Seven: REFLECTION	Students will be expected to:

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

How to Use the Four-Column Curriculum Layout

Column 1: Outcomes

The curriculum has been organized into four columns to relate learning experiences to the outcomes by
- providing a range of strategies for learning and teaching associated with a specific outcome or outcomes
- demonstrating the relationship between outcomes and assessment strategies
- suggesting ways that teachers can make cross-curricular connections
- providing teachers with ideas for supplementary resources

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

Column 2: Suggestions for Learning and Teaching

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

Column 1   *Column 2*

Column 3: Suggestions for Assessment

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

Column 4: Notes

This column provides links to other curriculum areas, resources, and other agencies.

Column 3   *Column 4*

Grade 7 - Year Overview

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

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

The grade 7 social studies curriculum draws largely on the discipline of history but it includes elements of other social studies disciplines including economics, geography, political science and sociology. The curriculum recognizes the need for studies to be done in context. While the historical focus for grade 7 is the growth of the Canadian nation from the early 1800s to the end of World War 1, the curriculum is built on the premise that an historical study is not limited to only one time period. Reference is made to earlier periods as well as the contemporary. This curriculum builds on the history component of the grade 4 and 5 curriculum from which students learned about early First Nation societies, the impact of exploration, and early French and British societies in Canada. In grade 8/9, students will further develop their understanding of Canada's history as they examine the significant issues and events from the 1920s to the modern day.

The chart on the following page gives the relationship to empowerment as well the historic focus for each unit.

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

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

Unit 1

An Introduction to Empowerment

Unit 1
Introduction to Empowerment

Unit Overview

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

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

Unit Outcomes

Students will be expected to:
7.1.1 explore the general concept of empowerment

Unit Process and Skills Emphases

Communication
• Read critically
• Express and support a point of view

Inquiry
• Frame questions or hypotheses that give a clear focus to an inquiry
• Gather, record, evaluate, and synthesize information
• Draw conclusions that are supported by evidence

Participation
• Engage in a variety of learning experiences that include both independent study and collaboration
• Respond to class, school, community, or national public issues

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

7.1.1 explore the general concept of empowerment

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

Tyranny
O, it is excellent
To have a giant's strength;
But it is tyrannous
To use it like a tyrant

William Shakespeare

The teacher may have students

- use the following spider definition organizer to define the term power.
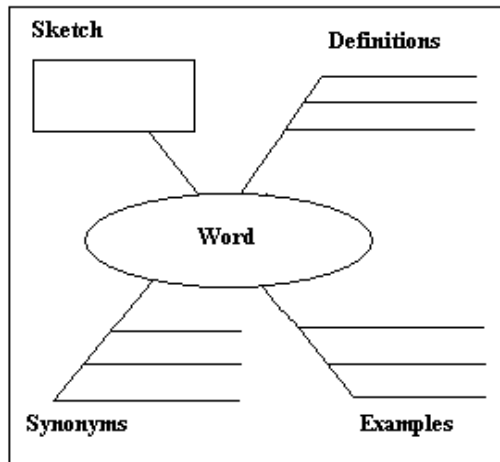
- use the following chart to relate power to authority.

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

- brainstorm types/sources of power and authority and give examples of each, according to the following categories: physical, intellectual, social/class, age, gender, ethnicity, language, religion, and person with disabilities.

- research newspapers and other media to identify persons of authority and why they have power; the findings may be recorded in the following chart:

Person of authority	She or he has power because ...

Suggestions for Assessment

Students may, for example,

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

Person/Group in my community	Example of when they used their power

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

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

- analyze a series of photos for evidence of disempowerment and speculate an underlying cause (e.g., poverty).

Notes

Prescribed Resources

Changing Your World: Investigating Empowerment, chapter 1.

Changing Your World: Investigating Empowerment, - Teacher's Resource, chapter 1.

Common CAMET

Fine Arts
Self-Portrait Lesson (See Appendix A)

Supplementary Resources

Heritage Minutes

Outcomes

In grade 7, students will be expected to:

7.1.1 explore the general concept of empowerment

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

Suggestions for Learning and Teaching

The teacher may have students

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

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

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

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

Example of jig-saw phases for a small class of 15 students

Three home groups: EPCSN   EPCSN   EPSCN
(topic assigned)

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

Back to home groups: EPCSN   EPCSN   EPSCN
(peer tutor and check)

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

Suggestions for Assessment

Students may, for example,

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

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

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

Article title	Kind of empowerment	Evidence to support my answer ...

Notes

Outcomes

In grade 7, students will be expected to:

7.1.1 explore the general concept of empowerment

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

Suggestions for Learning and Teaching

The teacher may have students

- participate in a think-pair-share cooperative learning structure to examine what disempowerment means. Each partner individually jots down what he or she thinks it means , with an example. Both partners then share each other's ideas. Both reach a consensus and share a common definition and an example with the class. *(To assess student participation in collaborative groups, refer to Appendix I).*

- create a classroom collage to represent examples of disempowerment (Alternatively, this may also be done for empowerment). The collage may be expanded during the year as students progress through the course. The collage could be displayed in the hall or any other prominent location.

- write a reflective journal entry about an incident or situation where they personally felt empowered and one where they felt disempowered. Their entry should include reflections upon how the two incidences or situations were different and their feelings towards them now. (*Refer to Appendix G for a discussion of student response journals: types of entries, cuing questions, and examples of lead-ins*)

- complete a "Self-Portrait Twenty Years from Now" by using following questions as a guide.

Twenty Years from Now ...

- How old will you be?
- What will you have done or be doing for post secondary training/education?
- What will your career be?
- What style will your hair be?
- What clothing style will you have (reflect career)?
- Where will you be living?
- What will your hobbies be?
- Will you be married or single?
- In what community and social activities will you be involved?
- Give examples of empowerment you want to have twenty years from now.

(The self-portrait task could be done as a writing assignment or as an art project. Students need to think about the types of authority and power they want to have in 20 years and the kinds of choices over which they want to have control. Perhaps one student wants to be in charge of volunteer programs in the community. How can a self-portrait reflect this? Students can look in magazines to find pictures of what they think they might look like in twenty years. If possible use software like "Paint Shop Pro" to do age-enhanced pictures of what they might look like in twenty years.)

Suggestions for Assessment

Notes

Students may, for example,

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

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

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

Unit 2

Economic Empowerment

Unit 2
Economic Empowerment

Unit Overview

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

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

Today, lack of adequate economic resources, or lack of control over economic circumstances, still has a negative effect on the lives of individuals and groups. Aboriginals in Canada continue to work to reassert economic control over their lives. Immigrants often still face great hurdles in achieving economic empowerment in their new country. Clearly, economic opportunities have not been, and are still not, the same for every individual and group in Canada.

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

Unit Outcomes

Students will be expected to:

7.2.1 analyze how commodities that lead to economic empowerment have changed
7.2.2 investigate the various ways that economic systems empower or disempower people
7.2.3 identify and analyze trends that could impact future economic empowerment

Unit Process and Skills Emphases:

Communication
• Read critically
• Express and support a point of view
• Select media and styles appropriate to a purpose
• Use a range of media and styles to present information, arguments and conclusions

Inquiry
• Recognize significant issues and perspectives in an area of inquiry
• Gather, record, evaluate, and synthesize information
• Draw conclusions that are supported by the evidence
• Make effective decisions

Participation
• Function in a variety of groupings, using collaborative and cooperative skills and strategies

Outcomes

In grade 7, students will be expected to:

7.2.1 analyze how commodities that lead to economic empowerment have changed

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

Suggestions for Learning and Teaching

The teacher may have students

- with a partner, define the terms primary, secondary, tertiary, and quaternary sector, with an example of each from the local region. Several pairs of students may report their definition for a term to the class until all terms have been presented. The following chart may be use to arrive at a classroom definition.

Defining Economic Sectors		
Sector	**Definition**	**Example**
Primary		
Secondary		
Tertiary		
Quaternary		

- use the following statistics to draw a conclusion about the change in the

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

My observations:
From 1891 to 1996, the percentage of workers in the primary sector _____.
The percentage of workers in the tertiary sector _____.

percentage of workers employed in each sector of the economy.
- consult an encyclopedia, world land use map or research the Internet to develop a list of areas that provide the following commodities:

wheat	fish	steel	computers
timber	beef	paper	
oil	coal	cars	

Suggestions for Assessment

Students may, for example,
- use a spider diagram to define the term quaternary.
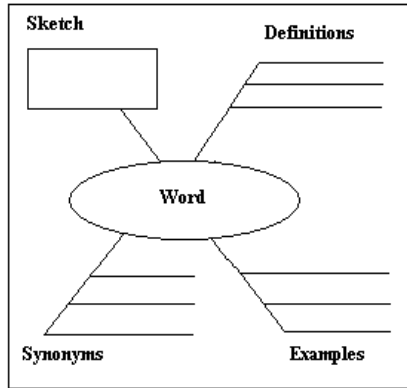
- research the Internet and/or Yellow Pages to find examples of primary, secondary, tertiary, and quaternary activities. In the following chart, identify the company and check (✔) the correct classification.

Company Name	Classification			
	Primary	**Secondary**	**Tertiary**	**Quaternary**

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

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

Notes

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

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

The teacher may have students

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

Comparison Chart: Uses of the Land		
Aboriginal Group	**Criteria**	**European Newcomers**
	Activities on the Land	
	What the Land Gave Them	

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

- complete a **K-W-L** chart about a particular sector that interests him or her.

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

Suggestions for Assessment

Notes

Students may, for example,

- individually construct a concept web to illustrate the importance of the land and natural resources to European settlers. The webs can be shared in small groups and, through consensus, one developed for each group. The small group webs then can be posted to provide key points for a whole class discussion.

- develop a photo essay of commodities of economic empowerment for the Pre-Industrial, Industrial, and Post-Industrial eras and draw conclusions about which ones are common to all eras and those which are not.

Common CAMET

Language Arts
- Written responses
- Interviewing
Mathematics
F6 Read and make inferences for grouped and ungrouped data displays

Supplementary Resources
- *National Atlas of Canada*
- *The Real Game*

Agencies/Groups
Canadian Foundation for Economic Education (CFEE) www.cfee.ca

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

7.2.2 investigate the various ways that economic systems empower or disempower people
- explain that people have basic needs that must be met
- analyze the role that money plays in meeting basic needs that must be met
- explain how capital is empowering
- investigate and report on the challenges of the poverty cycle

When all the fish
in the sea are gone
And all the trees are cut
down
Only then will people realize
That they can't eat money

First Nations Elder

The teacher may have students

- participate in a learning group to brainstorm a list of needs.

- classify the brainstormed list of needs into three categories (an adaptation of Maslow's hierarchy of needs). In the following organizer, the brainstormed list goes into the central circle, and then based on group consensus, each need is correctly distributed to the labeled section.

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

Needs met by money	Needs not met by money

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

Suggestions for Assessment

Notes

Students may, for example,

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

Classifying Needs				
Photo	Physical	Safety	Emotional	Social

- develop a list of ways in which social needs are met in the community.

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

Prescribed Resources

Changing Your World: Investigating Empowerment, chapter 3.

Changing Your World: Investigating Empowerment, - Teacher's Resource, chapter 3.

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

7.2.2 investigate the various ways that economic systems empower or disempower people
- explain that people have basic needs that must be met
- analyze the role that money plays in meeting basic needs that must be met
- explain how capital is empowering
- investigate and report on the challenges of the poverty cycle

The teacher may have students

- compare how a member of a selected Aboriginal group, at time of European contact, met a need and how the same need is met today.

Meeting physiological needs		
Then	**Need**	**Now**
	Water	
	Food	
	Clothing	
	Shelter	
These needs are met differently today because		

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

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

-
  construct a spider definition organizer to define the term capital.

- research the news media (on-line newspapers, magazines, news stories, documentaries) for examples of how an individual or group became economically empowered through use of education, capital, family support, work ethic, or political position. The following organizer may be used. ♥

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

Suggestions for Assessment

Notes

Students may, for example,

- research the news media (on-line newspapers, magazines, news stories, documentaries) for examples of how an individual or group remained in a state of economic disempowerment due to a lack of education, capital, family support, work ethic, or political position. The following organizer may be used. ♥

Becoming Economically Disempowered		
Individual/ Group	**Reasons for disempowerment**	**Likely Future Prospects**

It seems that capital is important because (*explain how the lack of capital prevented the individual or group from improving his/her/their economic situation*).

- research the media to identify how its treatment of an economically empowered or disempowered individual or group was stereotyped. ♥

Detecting Media Bias Toward the Empowered/Disempowered			
Individual/ Group	Reasons for Empowerment	Reasons for Disempowerment	Examples of Bias or Stereotyping

The media looked at the empowered and disempowered differently because (*briefly give examples of how the media looked differently at those who were well to do compared to those who were not*).

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

Common CAMET
Language Arts
- identifying bias and stereotyping
- read selections dealing with economic empowerment and disempowerment: The Prince and the Pauper, The Little Match Girl, A Christmas Carol, The Gift
Mathematics, Outcome
F1: Communicate through example the distinction between bias sampling, and first- and second-hand data.
F2: Formulate questions for investigation from relevant contexts

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

7.2.2 investigate the various ways that economic systems empower or disempower people
- explain that people have basic needs that must be met
- analyze the role that money plays in meeting basic needs that must be met
- explain how capital is empowering
- investigate and report on the challenges of the poverty cycle

The teacher may have students

- read an account of an individual trapped in a cycle of poverty and list the circumstances that prevent him or her from attaining economic security. *(To assess students' ability to comprehend a reading passage, refer to Appendix J-2)*

- read short accounts of individuals who managed to break out of a poverty cycle. Complete the following chart to identify strategies that they found. Students may select from the strategies listed at the bottom of the chart and/or identify new one.

Breaking the Cycle of Poverty	
Individual	**Strategy**

Sample Strategies:
made personal connections   found some capital
got more education   someone helped out

Suggestions for Assessment

Notes

Students may, for example,

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

Situation

| 1 | 2 | 3 | 4 | 5 |

Expenses

Income

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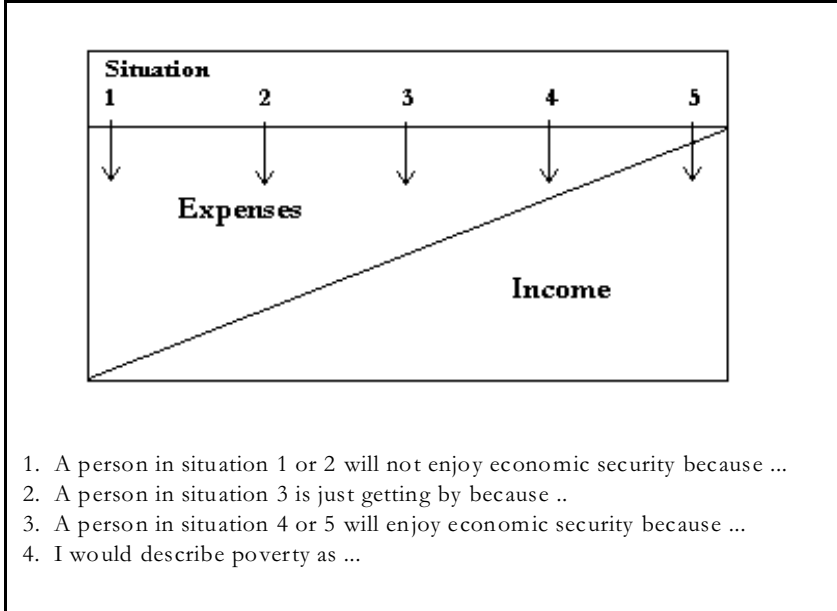
- complete the following chart to see stereotyping as another form of disempowerment.. ♥

Stereotyping and Disempowerment			
Incident	Group Stereotyped	How They Were Stereotyped	Impact on the Group
The experience with stereotyping made the group feel disempowered because (*give examples of how the group was affected*)			

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

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

Understanding develops through critical analysis of the events of the past, their effects on today, and their ties with the future.

Foundation for the Atlantic Canada Social Studies Curriculum

The teacher may have students

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

Key Issues:

- People moving to large cities from the country.
- Young people leaving the area.
- An aging of the population.
- People working from home.
- Removal of the forest

Write in key issue
1 - write in first level of effects
2 - write in effects that result from the first level
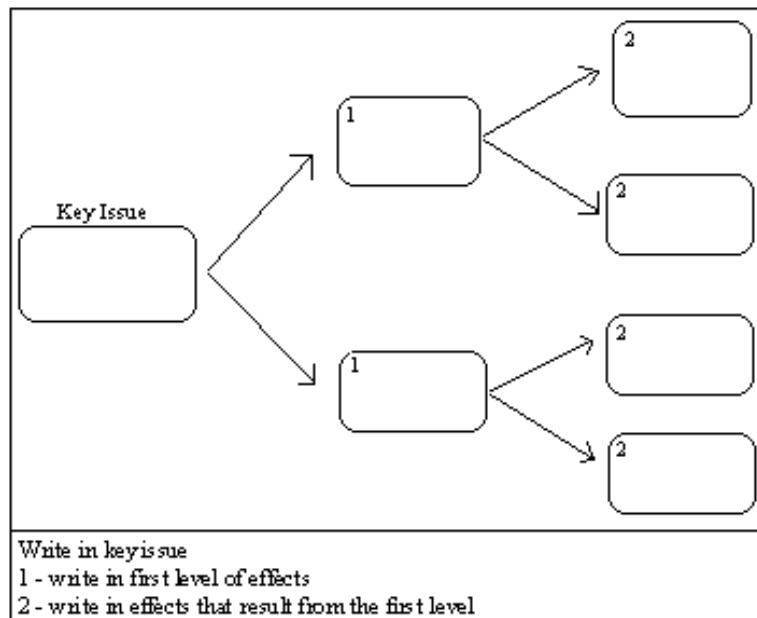
- conduct research on the Internet to determine the economic issues that are most likely to affect the kinds of jobs that will be available in the future.

Suggestions for Assessment

Students may, for example,

- use the following self-checklist as he or she engages in the discussion of possible effects of key economic issues.

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

Notes

Changing Your World: Investigating Empowerment, chapter 4.

Changing Your World: Investigating Empowerment, - Teacher's Resource, chapter 4.

Common CAMET
Language Arts
- Writing
- Communication
- Role-playing

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

Supplementary Resources
- The Conference Board of Canada Employability Skills Posters and Video
www.conferenceboard.ca/nbec
- The Economist
- McLeans
- Time
- Atlantic Monthly

Agencies/Groups
Canadian Foundation for Economic Education (CFEE) www.cfee.ca - see MY Life: Carve Your Own Path, which is designed to help students plan and organize their lives.

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

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

The teacher may have students

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

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

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

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

Suggestions for Assessment   **Notes**

Students may, for example

- participate in the simulation of a Twenty-Five Year High School Reunion in which each student will role-play where he or she plans to be at that time. During "the reunion" each student will introduce himself or herself and describe the highlights and successes in their lives, e.g., education, occupations, family, hobbies, interests, and values. As a follow up, each student will write "The Secret to My Success" for the reunion newsletter. They should think about what they had to give up to get there: Were there opportunity costs, i.e., Did they give up travel to buy a home? What quality of life have they achieved? They can describe the factors which empowered them in their lives and how they took advantage of the trends that were identified in their Grade 7 Social Studies class. The class could use desktop publishing to create and publish the reunion newsletter.

Unit 3

Political Empowerment

Unit 3
Political Empowerment

Unit Overview

The Political Empowerment unit explores the role that political structures can play in empowering or disempowering individuals, groups, regions, and even nations. In the 50 years leading to Confederation in Canada, many events, movements, and decisions marked a period of struggle for political empowerment.

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

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

Unit Outcomes

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

Unit Process and Skills Emphases:

Communication
• Read critically
• Develop mapping skills
• Express and support a point of view
• Select media and styles appropriate to a purpose
• Present a summary report or an argument
• Use various forms of group and interpersonal communications, such as debating, negotiating, establishing a consensus, classifying and mediating conflict

Inquiry
• Frame questions or hypotheses that give clear focus to an inquiry
• Apply a variety of thinking skills and strategies
• Gather, record, evaluate, and synthesize information
• Analyze and evaluate information for logic and bias
• Test Data, interpretations, conclusions, for accuracy and validity
• Draw conclusions that are supported by evidence

Participation
• Engage in a variety of learning experiences that include both independent study and collaboration
• Respond to class, school, community or nationwide public issues

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

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

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

The teacher may have students

- use maps to identify and locate the colonies that made up British North America in the mid-1800s. Identify the diverse peoples that lived in the colonies; namely, Aboriginals, Acadians, African-Canadians, Irish, Scottish, and British.

- map the location of the major Aboriginal groups in the rest of what is now Canada; Rupert's Land, the North-West Territories and what is now British Columbia.

- collect information, from Internet and textual sources, about lifestyles (i.e., employment, religion, health, education, recreation and creative arts) in rural and urban areas of British North America. Divide students into pairs; ask one to assume the role of a rural person and the other, the role of an urban dweller. Each will complete the assigned section of the chart below. to compare urban and rural lifestyles.

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

- explore the extent to which selected groups in British North America enjoyed employment opportunities. Evidence should be provided to support their observations.

Employment Opportunities for Groups in British North America			
Group	**Employment Opportunities**		**My evidence is ...**
	Strong	**Weak**	
Acadians			
Aboriginal Peoples			
Black Loyalists			

Suggestions for Assessment

Students may, for example,

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

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

- visually show comparisons in the life styles of individuals (e.g., son of a Black Loyalist, son of a British merchant; daughter of a farmer, son of a farmer; a Newfoundland fisher, a Newfoundland fish merchant; an Acadian, a British Loyalist descendant) who are representative of selected groups. A Venn diagram may be used for this task.
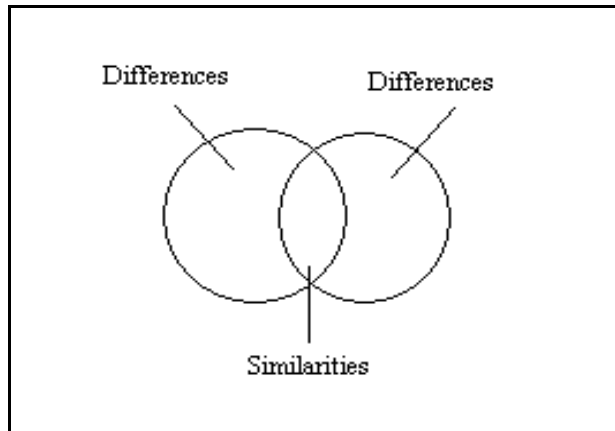
Prescribed Resources

Changing Your World: Investigating Empowerment, chapter 5.

Changing Your World: Investigating Empowerment, - Teacher's Resource, chapter 5.

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

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

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

The teacher may have students

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

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

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

Suggestions for Assessment

Students may, for example,

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

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

- develop and deliver an oral presentation about what they have learned about what life was like for certain groups in British North America. Their findings may be organized around the following themes:

  - Which groups had the worst living conditions? Which groups had the best living conditions?
  - What challenges did people have to meet and how did they deal with them?
  - What rights were limited and to whom

(To assess the student's oral presentation, refer to Appendix J-4, "Holistic Speaking Rubric").

Notes

Common CAMET
Language Arts
- Researching and gathering information

Mathematics
F6 Read and make inferences for grouped and ungrouped data displays
- Showing demographic statistics

Supplementary Resources
- *We Are Canadians*, Snapshot 5 "The Great Migration," Prentice-Hall

Local
Education programs and field trips to local historical sites and museums.

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

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

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

The teacher may have students

- create a web diagram to show the structure of representative colonial government in British North America. Write a short paragraph to explain where the base of power lay in this government structure.

- ask students to choose an individual to represent the diversity of peoples in British North America in the mid-1850s. Teachers and students can determine how the information will be communicated, e.g., roleplaying, diary, newspaper simulation, creation of art and artifacts, Power Point/ Hyperstudio presentation. The aim is to examine how empowered or disempowered these groups were (see the organizer below). Each student then may select a disempowered group and explain what its grievances were. A student may be assigned the task of developing a classroom poster of the grievances that the groups had in common.

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

- create a web diagram to show the structure of responsible colonial government in British North America. Write a short paragraph to explain where the base of power lay in this new government structure.

- read a newspaper article from a Tory newspaper and one from a Reform newspaper. Compare their views on responsible government.

Suggestions for Assessment

Students may, for example,

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

Government Comparison Chart: Representative vs. Responsible		
Representative	Roles	Responsible
	Monarch	
	Governor	
	Legislative Council	
	Executive Council	
	Legislative Assembly	

- assume the role of Louis-Joseph Papineau. Write a letter to the Governor of Lower Canada to express why your people feel disempowered.

- complete the following chart to record perspectives of what different people might have about responsible government. (*Students may wish to reconstruct the chart to consider similar female roles, where applicable at the time*)

Perspectives on Responsible Government	
I am a ...	My feelings toward responsible government ...
a Mi'kmaw logger	
a Black Loyalist farmer	
a leader of the Church of England	
a United Empire Loyalist	
a newspaper editor (Tory)	
a newspaper editor (Reform)	

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

Notes

Prescribed Resources

Changing Your World: Investigating Empowerment, chapter 6.

Changing Your World: Investigating Empowerment, - Teacher's Resource, chapter 6.

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

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

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

The teacher may have students

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

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

- construct a flow chart to illustrate the sequence of events that led to the rebellions in Lower Canada.

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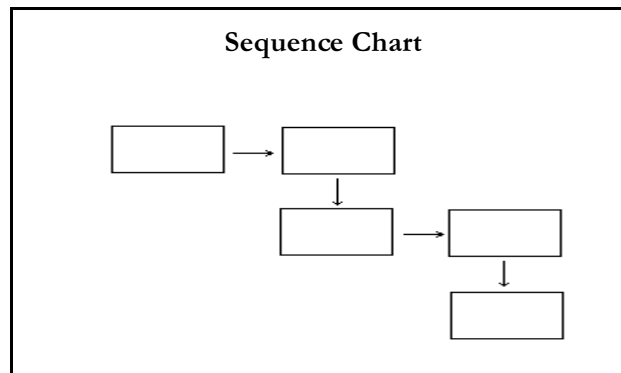
- divide into pairs to examine whether the rebellions were justified. One student may develop arguments for the rebellions; the other partner, arguments against them. The positions may be recorded in the following chart.

Were the rebellions justified?	
They were because ...	They were not because ...

Suggestions for Assessment

Students may, for example,

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

<table>
<tr><td colspan="6" align="center">Debate Evaluation Form</td></tr>
<tr><td colspan="3"><i>Topic:</i> _____</td><td colspan="3"><i>Date:</i> _____</td></tr>
<tr><td colspan="6"><i>Observer:</i> _____</td></tr>
<tr><td>Comments</td><td>Team 1 (Affirm.)</td><td>Points</td><td>Team 2 (Neg.)</td><td>Points</td><td>Comments</td></tr>
<tr><td></td><td>Speaker 1 (Name)</td><td></td><td>Speaker 1 (Name)</td><td></td><td></td></tr>
<tr><td></td><td>Speaker 2 (Name)</td><td></td><td>Speaker 2 (Name)</td><td></td><td></td></tr>
<tr><td></td><td>Speaker 3 (Name)</td><td></td><td>Speaker 3 (Name)</td><td></td><td></td></tr>
<tr><td></td><td>Speaker 4 (Name)</td><td></td><td>Speaker 4 (Name)</td><td></td><td></td></tr>
<tr><td colspan="6">Procedures</td></tr>
<tr><td colspan="3"><i>Affirmative</i></td><td colspan="3"><i>Negative</i></td></tr>
<tr><td colspan="3">Speaker 1 speaks first: introduces topic, and makes arguments.</td><td colspan="3">Speaker 1 speaks second: introduces topic, attacks affirmative arguments and gives negative arguments.</td></tr>
<tr><td colspan="3">Speaker 2 speaks third: attacks negative arguments and strengthens affirmative arguments.</td><td colspan="3">Speaker 2 speaks fourth: further attacks affirmative arguments and strengthens negative arguments</td></tr>
<tr><td colspan="3">Speaker 3 speaks last: summarizes affirmative strengths and negative weaknesses.</td><td colspan="3">Speaker 3 speaks fifth: summarizes negative strengths and affirmative weaknesses.</td></tr>
<tr><td colspan="6">Scoring:

Outstanding: 5 points   Fair: 2 points
Strong: 4 points   Poor: 1 point
Good: 3 points</td></tr>
</table>

Notes

Common CAMET
Language Arts
- Writing
Recognizing and expressing point of view
Reading
Debating
Newspaper research

Supplementary Resources
- *Discovering Canada "The Rebels"*, Livesey, Robert and Smith, G., Stoddard Kids, 2000, 0-7737-6170-5
- *History of the Vote in Canada*, Elections Canada
- Internet search "voting in Canada"
- *National Atlas of Canada*

Agencies/Groups

National Library of Canada www.nlc-bnc.ca
Elections Canada www.elections.ca

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

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

The teacher may have students

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

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

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

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

Suggestions for Assessment

Students may, for example,

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

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

- classify key conditions/events as either economic, political, or security reasons for Confederation. Some may fit more than one category.
- write a brief paragraph to explain why Newfoundland rejected the confederation idea. *(For an organizer, refer to suggestions for assessment, outcome 7.1.1)*

Classifying Key Conditions /Events			
Condition/ Event	**Economic (✔)**	**Political (✔)**	**Security (✔)**
British adoption of free trade			
English-French problems in the colony of Canada			
Fenian raids			

- break into groups to take an Aboriginal perspective on the confederation idea. Each group is to determine if they would support the idea or not, and explain their position in a Talking Circle. *(To prepare for this approach, ask students to research the internet for information on the Aboriginal concept of Talking Circle).*

Notes

Prescribed Resources

Changing Your World: Investigating Empowerment, chapter 7.

Changing Your World: Investigating Empowerment, - Teacher's Resource, chapter 7.

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

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

The teacher may have students

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

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

- identify statements as either fact or opinion.

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

Suggestions for Assessment

Notes

Students may, for example,

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

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

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

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

Common CAMET

Provincial

Art
- analysis of the portrait of the Fathers of Confederation

Supplementary Resources
- National Atlas of Canada
- *Discovering Canada "The Rebels"*, Livesey, Robert and Smith, G., Stoddard Kids, 2000, 0-7737-6170-5
- John A. Macdonald (The Canadians) Teacher Resource, Waite, P.B., Fitzhenry & Whiteside, 1999, 1-55041-479-8

Videos
Empty Harbour, Empty Dreams (The first section deals with confederation)

Outcomes

In grade 7, students will be expected to:

7.3.4 examine the political structure of Canada as a result of Confederation
- examine the concept of Federalism
- chart the structure of the Canadian Government after Confederation
- compare the power given to the different levels of Government by the BNA Act
- explain the role of the individual in the democratic process in Canada

Suggestions for Learning and Teaching

The teacher may have students

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

Levels of Government					
Country	**Unitary or Federal**	**Date of Federation**	**Name of Units**	**Area**	**Population**
Canada	Federal	1867	provinces/ territories	9.9 million sq. km.	34 million
Iroquois Nation					
India					
Switzer-land					
France					
Great Britain					
Brazil					
Other					

Conclusions:
Countries with large land size tend to have a (*choose either federal or unitary*) systems of government.
Countries with populations who speak different languages and practices different cultures tend to have a (*choose either federal or unitary*) systems of government.

- Have students debate which level of government (or both levels) should be assigned the following powers:

- education	- social welfare
- defense	- currency
- health	- language
- fishery	- transportation

Suggestions for Assessment

Students may, for example,

- develop a timeline to illustrate how our political system has given more political empowerment to Canadians by opening up the voter eligibility.

- set up a formal debate to address the following topic: "Be it resolved that the voting age should be lowered from 18 to 16."

- give evidence to support key statements.

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

- write a short paragraph to explain why the Fathers of Confederation established a federal system of government rather than a unitary one. *(For an organizer, refer to suggestions for assessment, outcome 7.1.1)*

- write a dialectical journal entry about the establishment of a federal system of government. *(Refer to Appendix G for a discussion of response journals: types of entries, cuing questions, and examples of lead-ins).*

Notes

Prescribed Resources

Changing Your World: Investigating Empowerment, chapter 7.

Changing Your World: Investigating Empowerment, - Teacher's Resource, chapter 7.

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

7.3.4 examine the political structure of Canada as a result of Confederation
- examine the concept of Federalism
- chart the structure of the Canadian Government after Confederation
- compare the power given to the different levels of Government by the BNA Act
- explain the role of the individual in the democratic process in Canada

The teacher may have students

- make a class display, collage or a hall wall mural which shows the various responsibilities and powers of each level of government, e.g. the federal government – a symbol of the nation and symbols representing the powers of the federal government, e.g. defense, revenue. Students should be encouraged to design their own symbols but can use clip art and links to WWW for examples from which they can design their own.

- determine the individuals or groups who would not have had the right to vote in the first federal election in 1867 and reasons why. The results may be organized as follows:

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

- write "want ads" (job descriptions) for various positions/roles of government leaders, e.g., Prime Minister, Premier, MP, MLA, Senator, Mayor, Councillor. Describe their responsibilities and the qualities wanted in that role. Teachers can invite representatives of various levels of government to the classroom to respond to the students' ads.

- research statistics on voter turnout for several recent elections. Report the findings as a series of bar graphs and brainstorm reasons for a low turnout. Compare voter turnout in Canada with that in other countries.

Suggestions for Assessment

Students may, for example,

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

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

- design a presentation format, e.g., a poster, TV ad, or newspaper ad, to convince someone to vote who does not intend to.

Notes

Common CAMET

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

Provincial
Art
- Creating symbol icons and wall mural

Agencies/Groups
Elections Canada
www.electionscanada.ca

Unit 4

Cultural Empowerment

Unit 4
Cultural Empowerment

Unit Overview

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

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

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

Unit Outcomes

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

Unit Processes and Skills Emphases

Communication
• Read critically
• Communicate ideas and information to a specific audience
• Develop mapping skills
• Present a summary report or argument
• Use various forms of group and interpersonal communications such as debating, negotiating, establishing a consensus, classifying and mediating conflict

Inquiry
• Frame questions or hypotheses that give clear focus to an inquiry
• Recognize significant issues and perspectives in an area of inquiry
• Identify sources of information relevant to the inquiry
• Gather, record, evaluate, and synthesize information
• Test data, interpretations, conclusions and arguments for accuracy and validity
• Draw conclusions that are supported by evidence

Participation
• Engage in a variety of learning experiences that include both independent study and collaboration
• Function in a variety of groupings, using collaborative and cooperative skills and strategies

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

7.4.1 explain how the expansion and development of Canada during the 1870s and early 1880s affected its various peoples and regions.
- trace the political growth of Canada in the early 1870s
- explain the key factors of the Red River Rebellion of 1870
- identify the outcomes of the Rebellion
- investigate how the National Policy empowered and disempowered the regions of Canada

The teacher may have students

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

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

- develop a web diagram to illustrate the impact that the grid survey system would have had on the Métis way of life.

- select a key event from those leading up to the Red River Rebellion of 1870 and develop a visual representation of it (e.g., a cartoon, protest poster, a T-shirt inscription). The following events may be considered.

  - The withdrawal of the Hudson Bay Company
  - arrival of the land surveyorsRiel is chosen as leader
  - Riel and Me′tis take over Fort Gary
  - Thomas Scott affair
  - Canadian government paased Manitoba Act
  - Riel flees to the United States

- analyze the dynamics behind the Red River Rebellion of 1870. The following organizer may be used.

Suggestions for Assessment

Notes
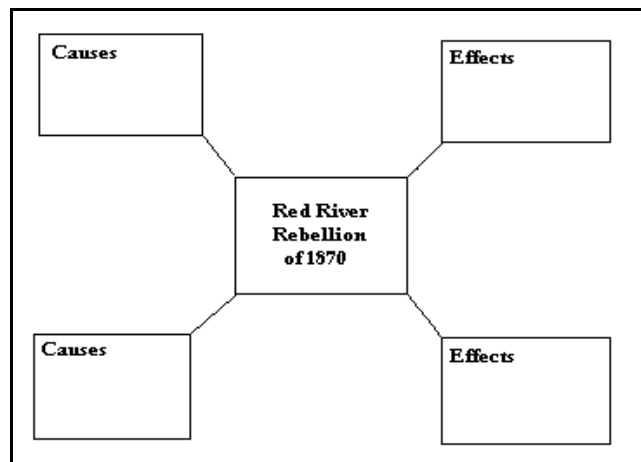
Students may, for example,

- draw a map showing Canada in 1867 and one for Canada in 1873. Students may complete the following chart to address the question, "How did Canada's confederation change between 1867 and 1873?"

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

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

Prince Edward Island Joins Canada	
	Detail
Key Question	**Detail**
	Detail

- write a letter to Prime Minister MacDonald to express your views on the arrival of the land surveyors at the Red River settlement.

- construct a timeline of the events leading up to the Red River Rebellion of 1870.

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

7.4.1 explain how the expansion and development of Canada during the 1870s and early 1880s affected its various peoples and regions.
- trace the political growth of Canada in the early 1870s
- explain the key factors of the Red River Rebellion of 1870
- identify the outcomes of the Rebellion
- investigate how the National Policy empowered and disempowered the regions of Canada

The teacher may have students

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

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

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

A Close Look at Macdonald's National Policy			
Poilcy Ideas	Natioal Benefits	Regional Advantages	Regional Disadvantages
Encouraging immigration			
Building of the railway			
Protection of Canadian industries			

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

> **Building the Canadian Railway: Expert Groups**
>
> - The state of the railways at the time that the CPR was created (1880)
> - The economics and politics behind the building of the railway (i.e., contracts, disputes, Pacific Scandal)
> - Geographical obstacles and how they were overcome (e.g., physical features, climate)
> - Use of new innovations (e.g., track, trestles, tunnels, trains)

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

Suggestions for Assessment

Notes

Students may, for example,

- list the reasons why Macdonald considered the building of the railway to be important.

- prepare an oral report to address the focus question, "Did Macdonald's National Policy benefit all of Canada equally?" *(To assess the student's oral presentation, refer to Appendix J-4, "Holistic Speaking Rubric").*

- use the following chart to examine key elements in the building of the railway.

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

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

Common CAMET
Language Arts
- Reading
- Writing
- Representing

Supplementary Resources
- *Discovering Canada "The Railway"* Livesey, Robert and Smith, A.G., Stoddard Kids, 1997, 0-7737-6170-5
- *The Canadians "Crowfoot" Hacker*, Carlotta, Fitzhenry & Whiteside, 1999, 1-55041-467-4 Teacher's Resource
- *National Atlas of Canada*

Videos
Empty Harbours, Empty Dreams

Agencies/Groups
Canadian Railroad Historical Association
www.exporail.org
Canadian Science and Technology Museum
www.science-tech.nmstc.ca/

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

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

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

The teacher may have students

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

Manitoba (1870)	Lake Winnipeg
Red River	Assiniboine River
North and South Saskatchewan River	Peace River
The railway across the Prairies	Mackenzie River
Winnipeg	Regina
Calgary	Saskatoon
United States Border	Montana

Battle and Skirmish Sites – Duck Lake, Fish Creek, Batoche, Cut Knife Hill, Frenchman's Butte, Frog Lake

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

- construct a flow chart showing the key events leading up to the decision to try Lois Real.

- to examine the perspectives of two key players in the Red River Rebellion.

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

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

Suggestions for Assessment

Students may, for example,

- classify the positions of different stakeholders whether they supported the government approach in the situation leading up to the Red River Rebellion.

Key Individuals	
A Me'tis fighter	A French-speaking Me'tis
Gabriel Dumont	Maj.-Gen. Middleton
Member of the militia/troops	Crowfoot
Big Bear	A settler from Ontario
Northwest Mounted policeman	Poundmaker
A settler from Quebec	

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

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

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

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

Notes

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

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

The teacher may have students

- examine a map of the traditional lands of Aboriginal peoples and a map showing where they live today. Brainstorm with students to identify the factors that would have resulted in the changes.

- use the following organizer to examine the concept of assimilation in terms of its meaning, purpose, application to Aboriginal peoples and its effects on them.
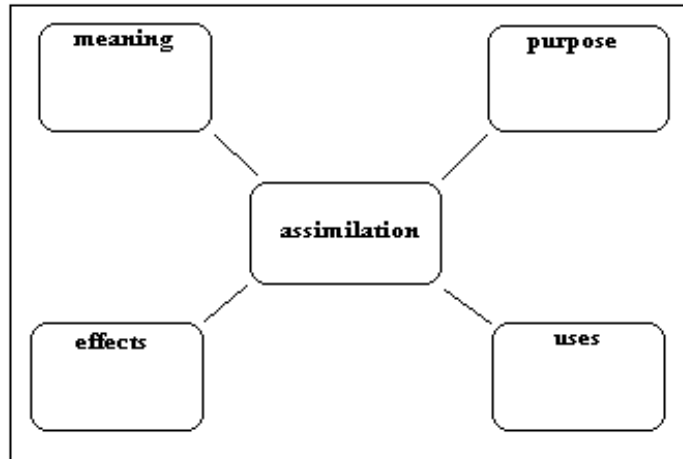
- compare challenges faced by Aboriginal peoples in the Maritimes with those faced by aboriginal peoples in Newfoundland and Labrador.

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

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

Suggestions for Assessment

Notes

Students may, for example,

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

(*Identify the Aboriginal Group*): Changes in Lifestyles		
Then	**Lifestyle Elements**	**Now**
	Clothing	
	Shelter	
	Using the Land	
	Food Ways	
	Transportation	
	Technology	
	Education	
	Arts/ Entertainment	

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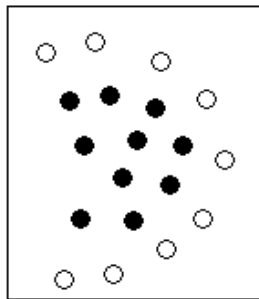
Key Question: How did government policies affect Aboriginal peoples of Atlantic Canada?

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

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

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

The teacher may have students

- participate in a "placemat" cooperative learning activity to apply the concept of push factor in a contemporary and local and contemporary context. Ask them to individually identify reasons (i.e., push factors) why people may leave the local area to live elsewhere. A placemat organizer is given to a team of three or four members; each student places his or her reasons in the assigned section of the organizer. Through consensus, each reason that is considered important is moved to the circle. All placemats may be posted on the wall and distilled to a classroom list.
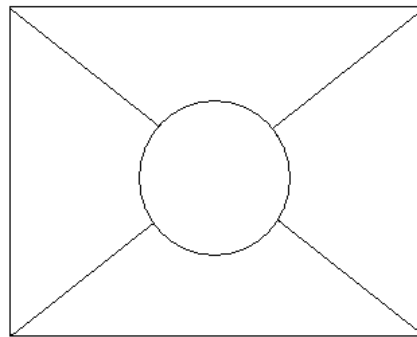
- interview a local person who is considering, or is in the process of, a move to another part of Canada and identify the aspects (i.e., the pull factors) of the destination area that are attracting them there.

- research one group that arrived in Canada during the period 1870-1914 (individually or in small groups). The choices could include the various ethnic, cultural and religious groups, e.g., Ukrainians, Poles, Italians, Jews, Chinese, Mennonites, Icelanders, Americans, Scottish, and so on. Identify the group, their homeland, and list the push factors in the following organizer.

Suggestions for Assessment

Notes
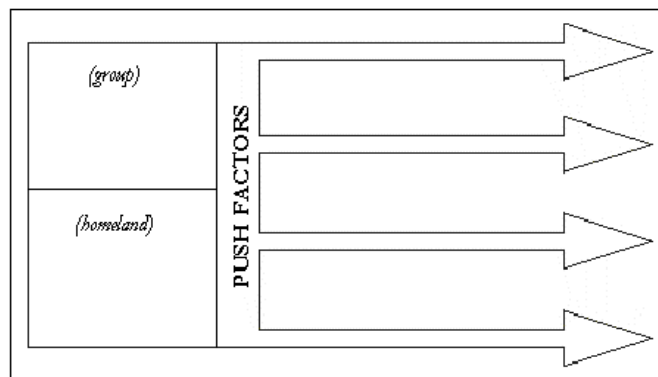
Students may, for example,

- develop a list of groups that came to Canada from 1870 to 1914 in terms of source areas, time of arrival, and destination areas.

Groups Who Came to Canada: 1870-1914			
Group	Area(s) They Left	Where They Settled	When They Arrived

- write a definition of push factor with an example.

- write a definition of pull factor with an example.

- identify, on an historical wall map of the world, the country of origin of an immigrant group. They can also indicate the route they took to come to Canada and where they settled in this country. On individual outline maps, students can record the information presented.

- select an immigrant group and classify conditions in their homeland that acted as push factors. Students may brainstorm what the classifications may be (e.g., economic, religious, geographical conditions, and so on). Ask them to record their work in the form of a chart.

- list, in order of importance, three factors that might cause them to leave Canada and share them within a group to see similarities and differences.

Prescribed Resources

Changing Your World: Investigating Empowerment, chapter 10.

Changing Your World: Investigating Empowerment, - Teacher's Resource, chapter 10.

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

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

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

The teacher may have students

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

PULL FACTORS

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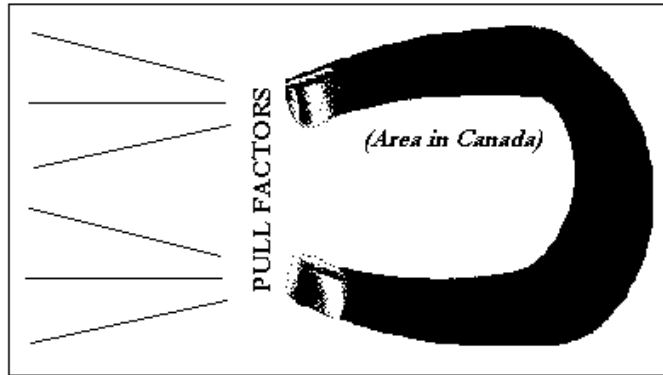
- ask students to describe the conditions that immigrants encountered when they came to Canada and to classify them according to the headings in the chart below.

Newcomers: Difficulties in Canada				
Group	Physical Environment	Cultural	Economic	Social

- in small groups, plan, design and produce the advertising campaigns they would have used to attract immigrants at that time. A few groups could be asked to do a similar activity for attracting immigrants today. As students compare the campaigns, ask them to note differences, not only in the technology used, but also in who is and is not being invited to immigrate in each case.

- write a letter to a friend back home and describe your experiences with adjusting to a new life in Canada.

Suggestions for Assessment

Students may, for example,

- write a diary entry for an immigrant who is travelling to Canada. They may reflect upon the decision to leave their homeland and what they think it will be like to live in Canada.

- examine an account of an immigrant group who settled in Canada. Identify major challenges the group had to face and how they worked through it.

Immigrants: Facing Challenges and Finding Solutios	
Challenge	**How They Met the Challenge**

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

Notes

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

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

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

The teacher may have students

- select an immigrant group who settled in Canada during this period and describe how they have been able to maintain aspects of their culture. *(To assess this writing piece, refer to Appendix J-1 for a holistic writing rubric).*

- discuss how Canada's culture has been enhanced, with specific examples, by the arrival of immigrants from many different countries.

Suggestions for Assessment

Students may, for example,

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

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

Notes

Supplementary Resources
• *Amish Adventure,* Barbara Smucker
• A Prairie Boy's Summer, Kurelek, William' Tundra Books, 1975 0-88776-116-X
• We Are Canadians, Snapshot 10. "Changing Patterns," Prentice-Hall. (Examines immigration policies at a number of different times during the 20th century).

Agencies/Groups
• Pier 21
• Grosse Île and the Irish Memorial National Historic Site

Unit 5

Societal Empowerment

Unit 5
Societal Empowerment

Unit Overview

The Societal Empowerment unit explores how societal roles confer varying degrees of empowerment, or disempowerment, on individuals and groups. The years 1890-1918 in Canada were a time of upheaval as many established societal roles were challenged and, ultimately, changed. The diverse peoples across Canada at this time lived lives largely defined by the societal roles ascribed to them.

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

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

Unit Outcomes

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

Unit Process and Skills Emphases

Communication
• Create visual representations including political cartoons, maps, charts and graphs
• Create written representations including poems, musical lyrics and summaries
• Make persuasive arguments
Inquiry
• Develop definitions of terms
• Analyze visual sources
• Compare and contrast to draw conclusions from a variety of sources

Participation
• Engage in a variety of learning experiences that include both independent study and collaboration
• Function in a variety of groupings using collaborative and cooperative skills and strategies
• Respond to class, school, community or national public issues

Outcomes

In grade 7, students will be expected to:

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

The new organizations, such as the companies, banks, and government departments, did not satisfy everyone's needs. They did not help the farmer who felt cheated or the employee who felt overworked and underpaid. They had no place for women, who could not vote or run for office. They did not help the poor, the sick, or the unemployed.

New Beginnings: A Social History of Canada, Toronto, McCleland and Stewart, p. 213

Suggestions for Learning and Teaching

The teacher may have students

- draw a map showing Canada's political boundaries in 1905 (include the territories).

- on an outline map of Canada, plot the location of the twelve largest cities in Canada in 1911; draw a conclusion about where these cities are located. *(The twelve largest cities in 1911 included Montreal, Toronto, Winnipeg, Vancouver, Ottawa, Hamilton, Quebec City, Halifax, Calgary, Saint John, Edmonton, and Saskatoon.)*

- complete the following chart to detect changes in rural and urban population distribution.

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

- compile a table showing the population of each province and the territories for 1901 and identify where most of Canada's population was concentrated.

- on an outline map of Canada on which the major cities are sited, sketch Canada's railway system. Write a statement about the relationship between the location of cities and the pattern in the railway system.

- conduct research on the Internet to identify Canadians well known for helping to advance transportation and communication technology during the early 1900s.. A wall in the classroom may be designated as a "Hall of Fame". Include photos and what they did of importance in their field. *(The "Wall of Fame" could include such individuals as Guglielmo Marconi (wireless), Sam McLaughlin (cars), Douglas McCurdy (aviation).*

Suggestions for Assessment

Notes

Students may, for example,
- consult an atlas and briefly describe how Canada's political boundaries today compare with those in 1905.

- give evidence to support key statements about the distribution and makeup of Canada's population in 1911.

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

- have students complete a concept web on the impact of the railway on Canadian life. (Alternately, concept webs also may be developed for the automobile, communications, sports, entertainment, and primary industries).
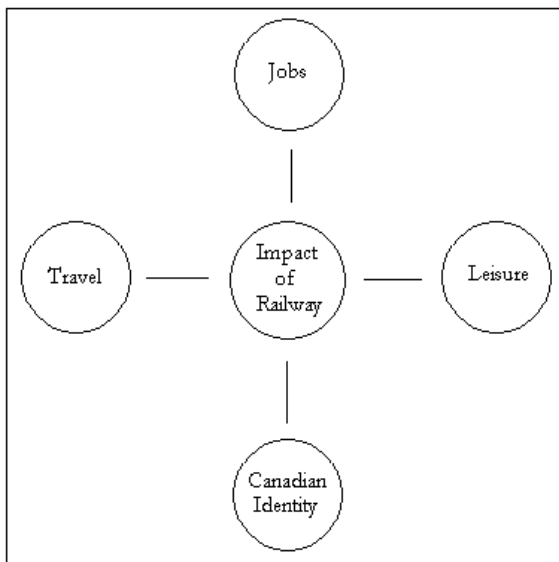
Prescribed Resources

Changing Your World: Investigating Empowerment, chapter 11.

Changing Your World: Investigating Empowerment, - Teacher's Resource, chapter 11.

Common CAMET

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

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

Outcomes

In grade 7, students will be expected to:

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

Suggestions for Learning and Teaching

The teacher may have students

*   engage in a "4-Corners" cooperative learning strategy. Each student may select a literary figure from the early 1900s that interest them (other possibilities may include performers, artists, sports figures). Students then go to a corner or wall section labelled with the name of the literary figure. Students form pairs and discuss something interesting about the person that led them to make the selection they did. They may also visit another area to find out why their peers made the choices they did. Randomly select students to report to the class.

*   develop a collection of pictures and/or sketches to illustrate the material culture of the period. The items may be scanned, or pictures taken of objects, and stored in a digital file to show the display on the school website; or a classroom wall display may be set up. Ask students to write one idea or conclusion about clothing, house styles, technology, and so on.

*   conduct research on common attitudes toward certain groups (e.g., ethnic, visible, physically challenged, poor, and so on) during the early 1900s. The following chart may be used to record the findings.♥

Group	Type of Discrimination	Examples of Mistreatment

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

Lifestyle: Then and Now		
Then	**Criteria**	**Now**
	Food	
	Clothing	
	Shelter	
	Transportation	
	Entertainment	

Suggestions for Assessment

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

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

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

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

Supplementary Resources
E-Stat www.statcan.ca

Agencies/Groups

- Heritage Canada www.hwritagecanada.org
- National Aviation Museum www.aviation.technomuses.ca
- National Library of Canada www.nlc-bnc.ca
- National Archives of Canada www.archives.ca

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

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

The teacher may have students

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

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

- conduct a local study of a significant aspect of local history. For example, it could be a building (e.g., a school, place of worship), farmstead, old fortification, a restored logging camp. *(Refer to Appendix D for a framework for studying local history).*

Suggestions for Assessment

Notes

Students may, for example,

- work in teams of two or three and create a vignette to depict a day in the life of a Canadian living at the turn of the 20th century. These could include, for example, a cod fisherman in Newfoundland, a Ukrainian immigrant farmer in Saskatchewan, a Chinese railway worker, a widowed factory worker in a city, a wife of a provincial premier, a child working in the coal mines, an Inuit from Canada's North, a British immigrant farmer living in rural Maritimes, a young single female teacher in rural Ontario, and a priest in Quebec. Through the dialogue, costume and props students portray what it was like for this individual and family to live at this time. Alternately, this could be an opportunity to use multi-media to create "heritage minutes".

- listen to an oral account of life in the past. Use a Venn diagram to compare aspects of life then and now, such as dress, food ways, earning a living, daily routines. *(To assess the student's ability to comprehend an oral account, refer to Appendix J-3).*

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

7.5.2 describe the impact of the Industrial Revolution on industry and workers in the Maritimes and across Canada.

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

The teacher may have students

- in a group, develop a list of jobs (e.g., trapper, cobber, cutter, skidder, teamster) for the resource industries during the early 1900s. Categorize the list by such headings as the fishery, logging, mining, or farming. *(A similar task may be developed for manufacturing industries).*
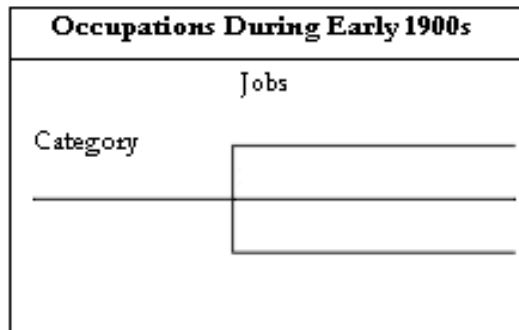
- complete a "fish-bone" organizer to outline their knowledge of working conditions in one of the primary industries. They may begin with developing a title (e.g., Working as a Miner), develop main ideas (e.g., risks, wages levels...) and then provide details about the main idea.

Suggestions for Assessment

Notes
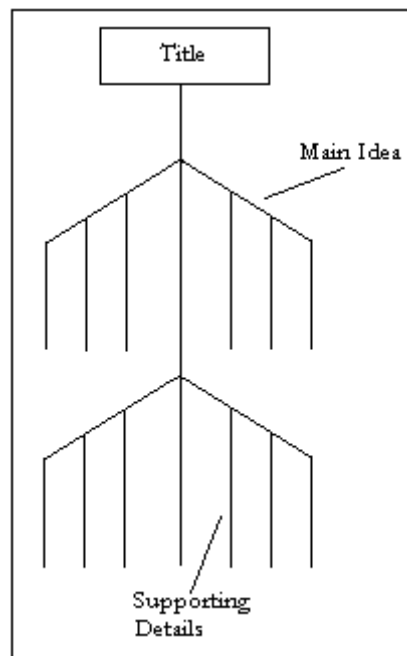
Students may, for example,
• complete the following chart to demonstrate the impact of technology on the logging industry. *(A similar task may be developed for the mining industry).*

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

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

Decision: Should I become a fisher?	
Pros	Cons
I will *(give your decision)* because *(give reasons for your decision)*	

• role play a reporter who is interviewing a boy who works in an underground mine, or in the fishery?

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

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

Prescribed Resources

Changing Your World: Investigating Empowerment, chapter 12.

Changing Your World: Investigating Empowerment, - Teacher's Resource, chapter 12.

Common CAMET

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

Mathematics
F6 Read and make inferences for grouped and ungrouped data displays
B7 Multiply mentally a fraction by a whole number and vice versa.
B8 Estimate and determine percent when given part of the whole.
B11 Add and subtract integers concretely, pictorally, and symbolically to solve problems
B12 Multiply integers concretely, pictorally, and symbolically to solve problems
• create word problems using wages and price comparisons and hours of work
• statistical analysis

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

7.5.2 describe the impact of the Industrial Revolution on industry and workers in the Maritimes and across Canada.

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

The teacher may have students

- develop a class activity to help students understand the term "Industrial Revolution". Ask students to suggest words that they associate with each term and write them inside the appropriate circle, for example, industrial (products, factories, assembly line), and revolution (change, fast, new, technology). Then transfer all the words into a larger circle labeled "industrial revolution". Ask students to work in pairs or triads to develop a definition of "industrial revolution" using the words in the larger circle.
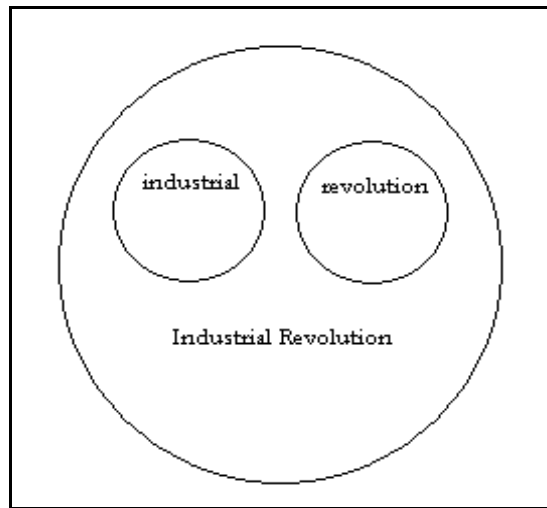
- assume the role of a worker and collect information about a typical day in the workplace. Students may choose one of the following mediums to share their work day experiences. Students should be encouraged to use a variety of techniques to give a realistic portrayal.

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

Suggestions for Assessment

Students may, for example,

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

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

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

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

Notes

Supplementary Resources
Shantymen of Cache Lake; Freeman, Bill; Mass Market Paperbound, 1975, 0-888-62090-X
Pit Pony; Barkhouse, Joyce; MacMillan Canada, 1990; 0-771-57023-6

Agencies/Groups
- Canadian Museum of Civilization
  www.civilization.ca
  Search for "Canadian Labour History
- International Institute of Social History
  www.iisg.nl

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

7.5.2 describe the impact of the Industrial Revolution on industry and workers in the Maritimes and across Canada.

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

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

Looking into the (*identify the strike*) Strike	
Question	Response
Who were the two sides?	
What did the workers want?	
What did the employer want?	
What actions did the workers take during the strike?	
How did the employer react?	
What role did the government play?	
How was the strike settled?	
I think that the workers were (Did they do the right thing by striking?) because (give reasons) ...	

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

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

Suggestions for Assessment

Students may, for example,

• work in groups to identify and collect poems or songs from the period or from today that deal with workplace conditions, or union activity (e.g., Song of Joe Hill, the Internationale, Woody Guthrie songs). The following checklist may be used to analyze the messages and draw a conclusion from the poem or lyric to a song.

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

• from actual accounts, identify factors that usually lead to a strike.
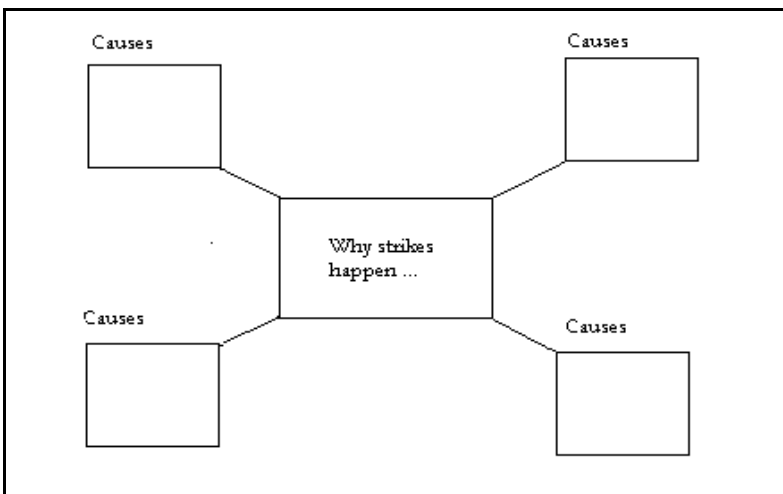
Outcomes

In grade 7, students will be expected to:

7.5.2 describe the impact of the Industrial Revolution on industry and workers in the Maritimes and across Canada.

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

Suggestions for Learning and Teaching

The teacher may have students

- invite a labour union representative to the class to discus how the representative's union got started, how it grew, its key leaders, how they try to benefit workers.

- research labour leaders who were prominent during the early 1920s and create a profile for a bulletin board display. Include such information as what motivated the leader, changes that the individual brought about, and how she or he had an impact on the labour movement.

Suggestions for Assessment

Notes

Students may, for example,

• complete a comparison chart to compare rights of Canadian workers today with those of workers during the early twentieth century.

Worker Rights: Then and Now		
Then	Criteria	Now
	Working hours	
	Working conditions	
	Rate of pay	
	Benefits	
	Safety regulations	

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

7.5.3 explain how women became more empowered through their role in the social reform movements of the late 19th and early 20th centuries.
- describe the social reform movements that occurred, including education and health reform, prison reform, living and working conditions, and other social reforms
- identify key individuals and groups active in promoting these social changes
- analyze the impact of these movements on other women's lives
- explain how women gained more rights and opportunities as a result of their work with social and political reform
- take age-appropriate action on social issues in our society today

The women who have achieved success in the various fields of labour have won the victory for us, but unless we all follow up and press onward the advantage will be lost. Yesterday's successes will not do for today!
Nellie McClung (1919)

The teacher may have students

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

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

- conduct research about working conditions of women in factories and record it in the following chart.

Working Conditions for Women in Factories	
Condition	Details
Length of workday	
Rate of pay	
Safety risks	
Health risks	
Compensation for injury	

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

7.5.3 explain how women became more empowered through their role in the social reform movements of the late 19th and early 20th centuries.
- describe the social reform movements that occurred, including education and health reform, prison reform, living and working conditions, and other social reforms
- identify key individuals and groups active in promoting these social changes
- analyze the impact of these movements on other women's lives
- explain how women gained more rights and opportunities as a result of their work with social and political reform
- take age-appropriate action on social issues in our society today

The teacher may have students

- use a "placemat" cooperative learning strategy to identify reasons why women formed or became involved in reform movements during the late 1800s and early 1900s. A placemat organizer is given to a team of three or four students forming a team; each student places his or her reasons in the assigned section of the organizer. Through consensus, each reason that is considered important is moved to the circle. All placemats may be posted on the wall and distilled to a classroom list.
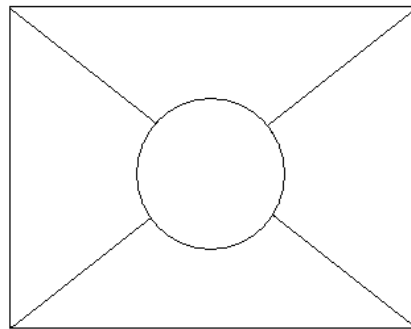
- create a "Wall of Fame" of key individuals who were successful in bringing about social reform. A shot description of the role they played in the particular group should be included.

- view "Heritage Minutes" for examples of women who were activists in gaining more rights and opportunities for women during the first quarter of the 20th century. Students should define what the suffrage movement was, strategies used, its accomplishments, and key activists. The following organizer may be used
.

Suggestions for Assessment

Notes
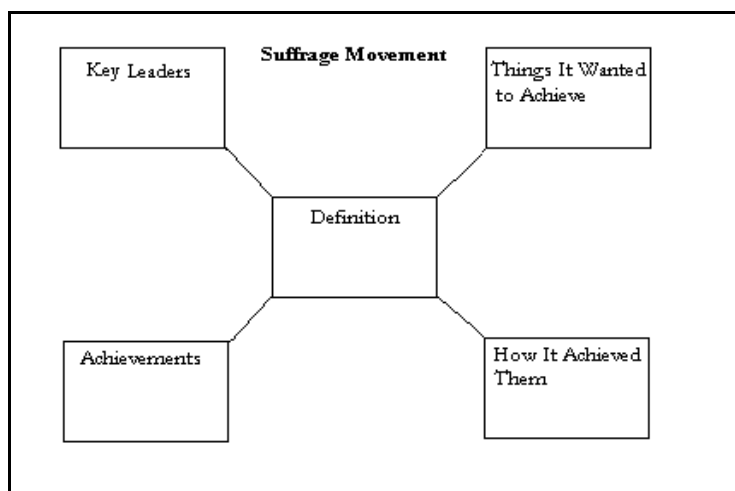
Students may, for example,

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

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

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

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

• create a photo montage of how life for women changed over time. Display the information as a screen saver or print as a placemat.

• read accounts of life in Canada during this period and identify examples of women who were not impacted by the social reform movement. In each case, describe the problems they still faced.

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

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

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

The teacher may have students

- assume the role of a participant who is engaging in a suffragist protest march. Construct a placard with a key message you would want to communicate.

- analyze cartoons about key players or issues related to social reform movements during the early 1900s. The following organizer may be used. *(For a discussion of the use of other primary documents in the classroom, refer to Appendix E).*

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

- create a timeline of "firsts". Conduct research to find information on accomplishments of women who were first in their particular area of social reform. Students may visit the Famous Five Foundation Website; the information gathered may be used to create silhouettes to be posted on a timeline.

- identify a local, provincial, national, or global issue that they think should be resolved. Ask then to identify individuals who hold power on this issue and then develop some strategies that they think could be pursued to influence these people.

Suggestions for Assessment

Notes

Students may, for example,

• analyze an issue (e.g., the right of women to vote, the right of women to practice some occupations such as medicine, on which a social reform movement was focussed.

Examining an Issue in History: (*Identify the issue you are examining*)
What is the main issue?
What positions did the key player(s) take at the time?
What arguments were used by one side to support their stand?
What arguments were used by the opposing side to support their stand?
What beliefs or values were at odds in this issue?
What was the final outcome on the issue?
Looking back, explain whether you think the outcome was a good one.

Unit 6

National Empowerment

Unit 6
National Empowerment

Unit Overview

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

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

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

Unit Outcomes

Students will be expected to:
7.6.1 identify and describe events in the early 20th century that led Canada towards independence
7.6.2 examine Canada's participation in World War 1
7.6.3 demonstrate an understanding of the impact of World War 1 on Canada and her people

Unit Process and Skills Emphases

Communication
• Read critically
• Employ active listening techniques
• Develop mapping skills
• Select media and styles appropriate to a purpose
• Present a summary, report, or argument
• Use various forms of group and interpersonal communications such as debating, negotiating, establishing a consensus, classifying and mediating conflict

Inquiry
• Solve problems creatively and critically
• Apply a variety of thinking skills and strategies
• Recognize significant issues and perspectives in an area of inquiry
• Gather, record, evaluate, and synthesize information

• Interpret meaning and the significance of information and arguments
• Test data, interpretations, conclusions and arguments, for validity

Participation
• Function in a variety of groupings, using collaborative and cooperative skills and strategies

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

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

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

The teacher may have students

- participate in pairs and use the following organizer to define the term imperialism. *(The same exercise may be completed for the term empire).*
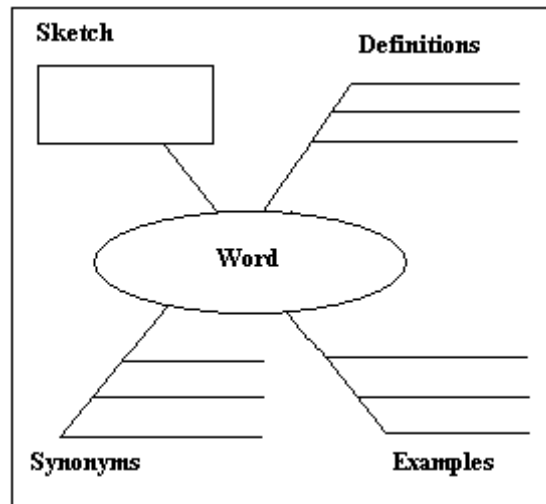
- examine a world map showing the extent of the British Empire at the turn of the 20th century. In the following chart, identify the colonies/countries under direct British influence and conduct research to find out why Britain wanted control over them.

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

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

Suggestions for Assessment

Students may, for example,

• write a brief paragraph to assess the accuracy of the following statement that was commonly used during at the turn of the 20th century.

"The sun never sets on the British Empire."

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

• analyze a poem or song that reflects Canada's ties to Great Britain.

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

Notes

Prescribed Resources

Changing Your World: Investigating Empowerment, chapter 14

Changing Your World: Investigating Empowerment Teacher's Resource, chapter 14

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

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

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

The teacher may have students

- engage in a Think-Pair-Share cooperative learning structure to explore the issue of Canada's involvement in the Boer War. Pose the question, "Should Canada have been involved in the Boer War?" Each student individual thinks of a possible response to the question. Students then form pairs and each team member share their answer and evidence or support for their answer. The teacher selects pairs to share their answer with the class. (*To assess student participation in collaborative groups, refer to Appendix I).*

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

- use the following organizer to analyze a cartoon depicting the Alaska Boundary Dispute.

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

The Alaska Boundary Dispute			
Key Issue:			
Canadian Position	American Position	Resolution	Canadian Feelings to the Resolution

Suggestions for Assessment

Students may, for example,

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

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

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

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

Notes

Supplementary Resources

Bain, Des Revieres, Flaherty, Goodman, Schemenauer, Scully, *Making History: The Story of Canada in the Twentieth Century*, Pearson, 2000, pp. 42-57.
ISBN 0-13-083287-10
Teacher's Resource

Bolotta, Hawkes, Jarman, Keirstead, Watt, Canada: Face of a Nation, Gage, 2000, pp. 21-31.
ISBN 0-7715-8152-1
Teacher's Resource

Outcomes

## Suggestions for Learning and Teaching

In grade 7, students will be expected to:

7.6.1 explain how events in the early 20ᵗʰ century led Canada towards independence
- explain the different perspectives on what the peoples of Canada at that time felt about the relationship between Canada and Britain, and between Canada and the United States
- explain how events like the Boer War, the Alaskan Boundary Dispute and the Naval Crisis affected the relationships between Canada, and Britain and between Canada and the United States

The teacher may have students

- conduct research to find out how Canadians felt about the Alaska Boundary dispute. Prepare an oral presentation for "broadcast" on local radio. *(To assess the student's oral presentation, refer to Appendix J-4 for a holistic speaking rubric).*

- create a cartoon depicting a perspective on relations with Great Britain.

Suggestions for Assessment

Notes

Students may, for example,

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

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

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

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

7.6.2 explain Canada's participation in World War
- explain what caused World War 1 and why Canada became involved
- explain how advances in technology changed how the war was fought
- demonstrate an understanding of Canada's role in WWI

The teacher may have students

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

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

- construct a flow chart to illustrate the chain of events that led to the First World War.

Sequence Chart
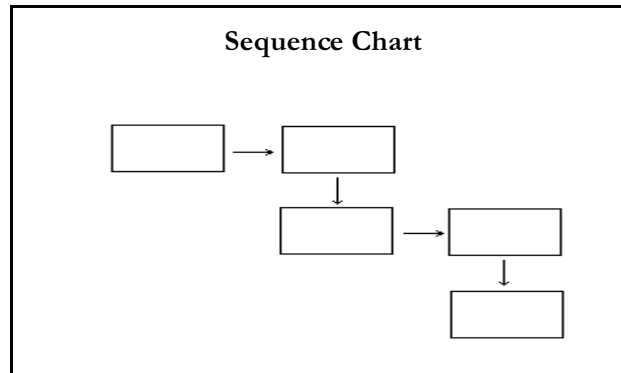
- listen to several military marches used during World War I and describe their purpose and intended effect on the listener. Make a journal entry to record feelings evoked by the music.

- visit a local war memorial and note the names of local people who served in World War I. Follow up the information with a search of family history and interviews of descendants. Write a short biographical account of one of these people.

- collect pictures, letters, and artifacts related to fighting conditions experienced by and actions engaged in by Canadians and Newfoundlanders and Labradorians in World War I. These items may be scanned/digitally photographed and assembled into a school web-based war museum.♥

Suggestions for Assessment

Students may, for example,

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

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

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

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

Notes

Prescribed Resources

Changing Your World: Investigating Empowerment, chapter 15

Changing Your World: Investigating Empowerment Teacher's Resource, chapter 15

Common CAMET

Language Arts
- appropriate to a purpose

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

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

7.6.2 explain Canada's participation in World War
- explain what caused World War 1 and why Canada became involved
- explain how advances in technology changed how the war was fought
- demonstrate an understanding of Canada's role in WWI

The teacher may have students

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

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

- complete the following chart to describe the impact of military technology in World War I.

Military Technology in World War I	
Technology	Impact
Submarines	
Tanks	
Poison gas	
Heavy artillery	
Airplanes	

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

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

Suggestions for Assessment

Students may, for example,

• assume the role of a combatant and write a letter to a "relative" back home about your experiences.

• assume the role of a war correspondent and use the following checklist to write a news article about a selected battle, such as the Second Battle of Ypres, Passchendaele, Beaumont Hamel, or Battle of Vimy Ridge.

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

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

World War I: Trench Warfare	
Criteria	Notes
How the trenches were constructed	
Conditions in the trenches	
Impact on the war	

Notes

Supplementary Resources

• Bain, Des Revieres, Flaherty, Goodman, Schemenauer, Scully, *Making History: The Story of Canada in the Twentieth Century*, Pearson, 2000, pp. 58-104.
ISBN 0-13-083287-10
Teacher's Resource

• Bolotta, Hawkes, Jarman, Keirstead, Watt, Canada: Face of a Nation, Gage, 2000, pp. 32-65.
ISBN 0-7715-8152-1
Teacher's Resource

• Deir, Fielding, *Canada: The Story of a Developing Nation*, McGraw-Hill Ryerson, 2000, pp. 316-343.
ISBN 0-07-560738-7
Teacher's Resource

• Remarque, Eric Maria*, All Quiet on the Western Front* (teacher reference)

• Canada at War NFB

• Videos from War Amps Canada

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

7.6.2 explain Canada's participation in World War
• explain what caused World War 1 and why Canada became involved
• explain how advances in technology changed how the war was fought
• demonstrate an understanding of Canada's role in WWI

The teacher may have students

• use the following chart to examine key battles and analyze the extent of Canadian involvement.

World War I: Canadian Involvement in Key Battles			
Battle	Significant Events	Canadian Involvement	Results
Second Ypres Battle			
Passchendale			
Somme and Beaumont Hamel			

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

Suggestions for Assessment

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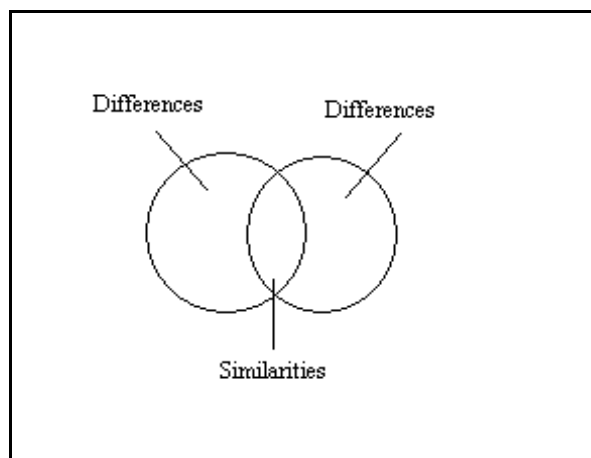
Students may, for example,
- write a paragraph to explain why a selected battle was an important battle for Canada as a nation.
- create a thematic poster, cartoon, painting, or mural to depict some aspect of warfare studied in this unit.
- conduct a debate on the statement below.
  "War is a crime committed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

<table>
<tr><td colspan="6" align="center">Debate Evaluation Form</td></tr>
<tr><td colspan="3"><i>Topic:</i> _____</td><td colspan="3"><i>Date:</i> _____
<i>Observer:</i> _____</td></tr>
<tr><td>Comments</td><td>Team 1 (Affirm.)</td><td>Points</td><td>Team 2 (Neg.)</td><td>Points</td><td>Comments</td></tr>
<tr><td></td><td>Speaker 1 (Name)</td><td></td><td>Speaker 1 (Name)</td><td></td><td></td></tr>
<tr><td></td><td>Speaker 2 (Name)</td><td></td><td>Speaker 2 (Name)</td><td></td><td></td></tr>
<tr><td></td><td>Speaker 3 (Name)</td><td></td><td>Speaker 3 (Name)</td><td></td><td></td></tr>
<tr><td></td><td>Speaker 4 (Name)</td><td></td><td>Speaker 4 (Name)</td><td></td><td></td></tr>
<tr><td colspan="6">Procedures</td></tr>
<tr><td colspan="3"><i>Affirmative</i></td><td colspan="3"><i>Negative</i></td></tr>
<tr><td colspan="3">Speaker 1 speaks first: introduces topic, and makes arguments.</td><td colspan="3">Speaker 1 speaks second: introduces topic, attacks affirmative arguments and gives negative arguments.</td></tr>
<tr><td colspan="3">Speaker 2 speaks third: attacks negative arguments and strengthens affirmative arguments.</td><td colspan="3">Speaker 2 speaks fourth: further attacks affirmative arguments and strengthens negative arguments</td></tr>
<tr><td colspan="3">Speaker 3 speaks last: summarizes affirmative strengths and negative weaknesses.</td><td colspan="3">Speaker 3 speaks fifth: summarizes negative strengths and affirmative weaknesses.</td></tr>
<tr><td colspan="6"><i>Scoring:</i>
Outstanding: 5 points   Fair: 2 points
Strong: 4 points   Poor: 1 point
Good: 3 points</td></tr>
</table>

Agencies/Groups

Veterans Affairs Canada
www.vac-acc.gc.ca - look for Janice Summerby *Native Soldiers, Foreign Battlefields*

The Memory Project
www.thememoryproject.com - online searchable database of veterans' remembrances of Canada's wars.

World War I Trenches on the Web,
www.worldwar1.com

The Royal Canadian Legion local branches often have displays of collections from World War I.

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

7.6.3 analyze the impact of WWI on Canada and her people
- examine the human and social impact of WWI on Canadians
- examine the economic changes that resulted from Canada's participation in WWI
- analyze some of the political issues resulting from Canada's participation in WWI

The teacher may have students

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

```
┌─────────────────────────────────────┐
│   Women Support the War Effort       │
│                                      │
│                        Roles         │
│     Key Question                     │
│                      ┌───────────    │
│                   ───┤               │
│                      └───────────    │
│                                      │
└─────────────────────────────────────┘
```

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

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

- list the actions that were carried out as a part of the War Measures Act of 1914.

- develop a concept web to illustrate conditions around the introduction of conscription in 1917; namely, the military need for it, the Military Service Act, reaction in English Canada, reaction in French Canada, and impact on relations between English Canadians and French Canadians.

Suggestions for Assessment

Notes

Students may, for example,

- reflect upon the causes of World War I and the conditions experienced by combatants. Complete the following chart to decide whether or not they would have volunteered to fight.

Decision: Would I have volunteered to fight in World War I?	
Pros	Cons
I would have *(give your decision)* because *(give reasons for your decision)*	

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

Examining an Issue in History: (*Identify the issue you are examining*)
What is the main issue?
What positions did the key player(s) take at the time?
What arguments were used by one side to support their stand?
What arguments were used by the opposing side to support their stand?
What beliefs or values were at odds in this issue?
What was the final decision on the issue?
Looking back, explain whether you think the decision was a wise one.

Prescribed Resources

Changing Your World: Investigating Empowerment, chapter 16

Changing Your World: Investigating Empowerment Teacher's Resource, chapter 16

Common CAMET

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

Supplementary Resources

- Bolotta, Hawkes, Jarman, Keirstead, Watt, Canada: Face of a Nation, Gage, 2000, pp. 32-65.
  ISBN 0-7715-8152-1
  Teacher's Resource
- Deir, Fielding, *Canada: The Story of a Developing Nation*, McGraw-Hill Ryerson, 2000, pp. 316-343.
  ISBN 0-07-560738-7
  Teacher's Resource
- Frink, Tim, New Brunswick: A Short History, Stonington Books, 1999.
  ISBN 0-9682500-1-7

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

7.6.3 analyze the impact of WWI on Canada and her people
- examine the human and social impact of WWI on Canadians
- examine the economic changes that resulted from Canada's participation in WWI
- analyze some of the political issues resulting from Canada's participation in WWI

The teacher may have students

- from the perspective of a person involved in the Halifax explosion during the three day period from December 5th to 7th, 1917, explore events and conditions related to this disaster. The following activities may be completed:
  - Using a 1917 street map of Halifax and surrounding area, mark the location of the person's home.
  - Create a fictional character sketch of the person.
  - Through research, storyboarding, and writing, make a pictorial storybook that depicts the events and conditions that the person would have experienced.
  (Refer to Appendix D for a framework for studying local history).

- examine how the Canadian government treated those Canadian citizens who were regarded as "enemy aliens" during World War I. Complete the following organizer.

Enemy Aliens			
Who Were They?	Why Were They Put in Camps?	What Kind of Work Did They Do?	What Were Camp Conditions Like?

- explore why an income tax was introduced during World War I. Invite a guest speaker to class to discuss issues around income tax today.

- write a brief essay on one of the following questions:

  Should individuals or companies be allowed to make profits from war?
  Does war help the economy?
  How did the war further divide Canada?
  How did World War I help women to gain the right to vote?

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

Suggestions for Assessment

Notes

Students may, for example,

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

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

- complete a "fish-bone" organizer to outline their understanding of the impact of World War I on Canada. They main begin by developing a title (e.g., World War I Permanently Affects Canada), develop main ideas (e.g., economic, political ...) and then provide details to support each main idea.
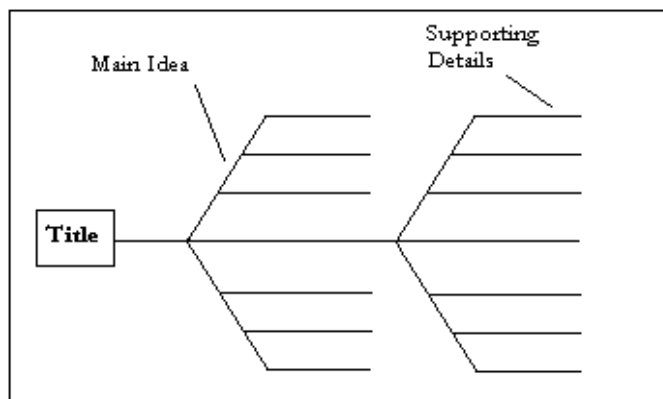
Supplementary Resources (continued)

- Gray, John and Eric Peterson, *Billy Bishop Goes to War* (play)
- Henderson, Lawly and Pobert Quinlan, *World Affairs: Defining Canada's Role*, Oxford, 1998. ISBN 0-19-541278-8
- Quinlan, Don, World Affairs: Defining Canada's Role, Oxford, 1998. Teacher's Resource ISBN 0-19-541278-8
- Remarque, Eric Maria*, All Quiet on the Western Front* (teacher reference)
- Wrenn, Andrew, *The First World War*, Cambridge Press, 1997 ISBN 0-521-57775-6
- Veteran's Affairs Canada, *Canada and the Great War 1914-1918* (resource kits) http://198.103.134.2/youth/

Agencies/Groups
- For a list of Halifax explosion victims, see Nova Scotia Genealogical Society www.chebucto.ns.ca/Recreation/GANS/hfxexp.pdf
- For a 1917 street map of Halifax, see national Archives www.archives.ca/05/0518/05180202/0518020203/e.html

Unit 7

Reflection

Unit 7
Reflection

Unit Overview

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

Unit Outcome
Students will be expected to:
7.7.1 portray an understanding of the extent of empowerment of individuals, groups, and the nation up to 1920.

Unit Process and Skills Emphases:

Communication

- Communicate ideas and information to a specific audience
- Express and support a point of view
- Select media and styles appropriate to a purpose
- Present a summary report or argument

Inquiry

- Frame questions or hypotheses that give clear focus to an inquiry
- Apply a variety of thinking skills and strategies
- Recognize significant issues and perspectives in an area of inquiry
- Interpret meaning and the significance of information and arguments

Participation

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

Outcomes

Suggestions for Learning and Teaching

In grade 7, students will be expected to:

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

The teacher may have students

• select a topic that will be a major focus during the year to illustrate the process of empowerment of an individual, group, or the nation. Examples include but are not limited to:

➢ Aboriginal peoples: A struggle for empowerment
➢ New settlers: Challenges of cultural empowerment
➢ Women : Their journey to empowerment
➢ Canada: Cutting the apron strings
➢ Visible minorities: Seen and now heard
➢ On the job: Changing conditions and attitudes in the workplace

• choose a format for presentation. Examples include but are not limited to:

➢ A vignette that includes three to four events that show an evolution in the empowerment of an individual, group, or the nation. The vignette should be supported by a storyboard.
➢ A portfolio that contains carefully selected artifacts (e.g., newspaper articles, poems, songs, diary entries, photos, maps, statistics, and advertisements) that show how the individual, group or the nation became empowered.
➢ A CD containing a collection of artifacts to include those that would normally form part of a portfolio. The advantage of a digital collection is that it provides a greater opportunity for audio and video clips with student narration. Again, the emphasis is one the "journey" toward empowerment.

• reflect upon what they have learned and the learning process during this culminating exercise. Examples include but are not limited to:

➢ After the vignette: The student may address the audience about the significance of what happened (similar to a dialectical journey entry), express thoughts about how the vignette was developed and how they learned from it (a metacognitive tone), and look back at the personal experiences involved (a reflective tone).
➢ For the portfolio: The student may include journal pages completed during the year for the topic developed; the pages should be selected to show speculative, dialectical, metacognitive entries. A final reflection should summarize these entries. Refer to Appendix G for a discussion of students response journals: types of entries; cuing questions, and examples of lead-ins.
➢ For the CD format: The student should address the "audience" about the same aspects that apply to the vignette.

Suggestions for Assessment

Notes

Students may, for example,

• identify the goals (i.e., outcomes and delineations) that support the topic.

• develop, and validate with peers in a cooperative structure, a plan that shows

➢ the title
➢ the beginning of a concept web that will be developed as the theme is completed
➢ a checklist to guide the work.

➢ conference with the teacher during the development of the topic.

➢ use a writing and/or speaking rubric (as appropriate) as a self-assessment. Refer to Appendices J-1 and J-4 respectively.

Prescribed Resources

Changing Your World:
Investigating Empowerment

Changing Your World:
Investigating Empowerment -
Teacher's Resource

Appendices

Appendix A: Concepts in Entry - 8/9 Social Studies

Citizenship, Power, and Governance

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

Individuals, Societies, and Economic Decisions

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

Interdependence

connections	peace
conservation	relationship
co-operation	society
human rights	stewardship
interactions	sustainability
interdependence	technology
natural system	

Social Studies Concepts

People, Place, and Environment

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

Culture and Diversity

beliefs	identity
conformity	institution
culture	media
customs/traditions	multiculturalism
diversity	prejudice
ethnicity	race
group	stereotypes
heritage	world view

Time, Continuity, and Change

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

Appendix B: Process-Skills Matrix

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

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

Process: Communication

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Read critically	• detect bias in historical accounts • distinguish fact from fiction • detect cause and effect relationships • detect bias in visual material	• use picture clues and picture captions to aid comprehension • differentiate main and subordinate ideas • use literature to enrich meaning
Communicate ideas and information to a specific audience	• argue a case clearly, logically and convincingly	• write reports and research papers
Employ active listening techniques	(see shared responsibilities)	• listen critically to others' ideas or opinions and points of view • participation in conversation, small groups, and whole group discussion

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Develop map skills	• use a variety of maps for a variety of purposes • use cardinal and intermediate directions to locate and describe places on maps and globes • construct and interpret maps that include a title, a legend, a compass rose, scale • express relative and absolute location • use a variety of information sources and technologies in the preparation of maps • express orientation by observing the landscape, by using traditional knowledge or by using a compass or other technology	
Express and support a point of view	• form opinion based on critical examination of relevant material • restate major ideas of a complex topic in concise form	• differentiate main and subordinate ideas • respond critically to texts
Select media and styles appropriate to a purpose	(see shared responsibilities)	• demonstrate an awareness of purpose and audience
Use a range of media and styles to present information, arguments and conclusions	• use maps, globes and geo-technologies • produce and display models, murals, collages, dioramas, art work, cartoons, multi-media to present • interpret/use graphs and other visuals	• present information and ideas using oral, visual, material, print or electronic media
Present a summary report or argument	• use appropriate maps, globes and graphics	• create outline of topic • prepare summaries • take notes • prepare a bibliography
Use various forms of group and inter-personal communications such as debating, negotiating, establishing a consensus, classifying and mediating conflict	• participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences.	• participate in delegating duties, organizing, planning, making decisions, and taking action in group settings • contribute to the development of a supportive climate in groups

Process: Inquiry

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Frame questions or hypothesis that give clear focus to an inquiry	• identify relevant primary and secondary sources • identify relationships between items of historical, geographic and economic information • combine critical social studies concepts into statement of conclusions based on information	• identify relevant factual material • identify relationship between items of factual information • group data in categories according to appropriate criteria • combine critical concepts into statement of conclusions based on information • restate major ideas in concise form • form opinion based on critical examination of relevant information • state hypothesis for further study
Solve problems creatively and critically	(see shared)	• identify a situation in which a decision is required • secure needed factual information relevant to making the decision • recognize the values implicit in the situation and the issues that flow from them • identify alternative courses of action and predict likely consequences of each • make decision based on data obtained select an appropriate strategy to solve a problem • self-monitor one's decision-making process
Apply a variety of thinking skills and strategies	• determine the accuracy and reliability of primary and secondary sources and geographic data • make inferences from primary and secondary materials • arrange related events and ideas in chronological order	• determine the accuracy and reliability of data • make inferences from factual material • recognize inconsistencies in a line of argument • determine whether or not the information is pertinent to the subject
Recognize significant issues and perspectives in a area of inquiry	• research to determine the multiple perspectives on an issue	• review an interpretation from various perspectives • examine critically relationships between and among elements of an issue/topic • examine and assess a variety of viewpoints on issues before forming an opinion
Identify sources of information relevant to the inquiry	• identify an inclusive range of sources	• identify and evaluate sources of print • use card catalogue to locate sources • use search engine to locate sources on www • use periodical index

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

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Make effective decisions as consumers, producers, savers, investors, and citizens	• access, gather, synthesize, and provide relevant information and ideas about economic issues • general new ideas, approaches and possibilities in making economic decisions • identify what they gain and what they give up when then make economic choices • use economic data to make predictions about the future	

Process: Participation

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Engage in a variety of learning experiences that include both independent study and collaboration	(see shared responsibilities)	• express personal convictions • communicate own beliefs, feelings, and convictions • adjust own behaviour to fit the dynamics of various groups and situations • recognize the mutual relationship between human beings in satisfying one another's needs • reflect upon, assess and enrich their learning process

Skills	Critical Responsibilities for Social Studies	Shared Responsibilities
Function in a variety of groupings, using collaborative and cooperative skills and strategies	(see shared responsibilities)	• contribute to the development of a supportive climate in groups • serve as a leader or follower • assist in setting goals for the group • participate in making rules and guidelines for group life • participate in delegating duties, organizing, planning, making decisions, and taking actions in group settings • participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences • use appropriate conflict resolution and mediation skills • relate to others in peaceful, respectful and non-discriminating ways
Respond to class, school, community or national public issues	• keep informed on issues that affect society • identify situations in which social action is required • work individually or with others to decide on an appropriate course of action • accept and fulfill responsibilities associated with citizenship • articulate their personal beliefs, values and world views with respect to given issues • debate differing points of view regarding an issue • clarify preferred futures as a guide to present actions	
Relate to the environment in sustainable ways and promote sustainable practices on a local, regional, national and global level	• recognize the economic factors associated with sustainability (see shared responsibilities) • identify ways in which governments can affect sustainability practices	• develop the personal commitment necessary for responsible community involvement • employ decision-making skills • contribute to community service and/or environmental projects in schools and communities • promote sustainable practice in families, schools and communities • monitor their own contributions

Appendix C: Graphic Organizers

Uses of Skill-Oriented Graphic Organizers		
Type	*Outcomes*	*Page Reference*
cartoon analysis	7.5.3, 7.6.1 7.6.3	118, 128
cause-and effect	7.2.3, 7.3.3, 7.4.1, 7.5.2	54, 71, 82, 111
clarifying fact and opinion	7.3.3	72
comparison	7.2.1, 7.2.2, 7.3.1, 7.3.2, 7.4.1, 7.4.2, 7.4.3, 7.5.1, 7.5.2, 7.5.3	46, 50, 62, 63, 83, 87, 88, 102, 107' 115
concept webbing	7.3.2, 7.4.1, 7.5.1, 7.6.3	66, 101, 136
debate evaluation form	7.3.2, 7.6.2	69, 135
decision-making	7.5.2, 7.6.3	103, 137
E-diagram	7.4.1, 7.5.2, 7.6.3	83, 106, 136
fishbone organizer	7.5.2, 7.6.3	106, 139
fish-bowl cooperative learning structure	7.4.3,	89
four-corners cooperative learning structure	7.5.1	103
group discussion self-assessment	7.2.3	55
historical issue analysis	7.5.3, 7.6.3	119, 137
historical letter analysis	7.3.1	65
interview jot-noting	7.2.3	56
interview preparation	7.3.3, 7.5.2	73, 107
jigsaw cooperative learning structure	7.1.1, 7.4.1	36, 84
K-W-L	7.2.1, 7.5.2	46, 109
organizing a paragraph	7.1.1	39

Uses of Skill-Oriented Graphic Organizers (cont'd)		
Type	*Outcomes*	*Page References*
perspective taking	7.3.2, 7.3.3, 7.4.2, 7.6.1	67, 70, 86, 127
photo analysis	7.5.1	103
placemat cooperative learning structure	7.4.4, 7.5.3	90, 116
poem (song) analysis	7.5.2, 7.6.1	111, 125
poster analysis	7.6.2, 7.6.3	131, 136
sequencing/flow-charting	7.3.2, 7.6.2	68, 130
spider definition	7.1.1, 7.2.1, 7.2.2, 7.6.1	34, 45, 50, 124
supporting statements with evidence	7.3.4, 7.5.1	75, 101
think-pair-share cooperative learning structure	7.1.1	38
validating statements	7.3.3	73
Venn diagram	7.3.1, 7.5.1, 7.6.2	63, 105, 134
writing a biography	7.5.1, 7.6.2	103, 131
writing a letter to the editor	7.1.1, 7.5.2, 7.6.1, 7.6.3	37, 109, 127
writing a news article	7.6.2	133

Appendix D: Studying Local History

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

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

1.   Preparation for conducting a study of local history

1.1   Choose your area of study

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

Research themes for local history

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

It

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

1.2   Tie the area of research or theme to the historical mode of inquiry and to the curriculum

Select the outcome and delineations which legitimize and give direction to the area of study that the student selects.

Historical inquiry

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

- Identify an initial source(s) of information
- Formulate a key question
- Identify other sources to ensure reliability of information
- Gather information
- Find patterns in the information gathered
- Draw generalization from the patterns

1.3   Become familiar with the sources of information

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

Familiarization with the sources of information

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

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2. *Introduce the study of local history*

2.1   Fully brief students of the purpose of a study of local history

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Purpose (example)

To find out how the fish plant got started and became important in our community.
Or
To find out how people in traditional times prepared food.

2.2   Assign tasks to the student

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

2.3   Assign out-of-class activities to the student

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

3. *Out-of-Class Tasks*

3.1   Engage students in the assigned tasks

Field tasks

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

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

3.2   Monitor student activities

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

4.   *In-class Synthesis*

4.1   Student prepare and present field data

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

Presentation formats

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

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4.2   Use of methodologies most suited to the task

- Independent work as students organize the information and/or materials collected during the field research.

- Teacher questioning to (1) help students review what happened during the research phase, and (2) guide them through the process of historical inquiry in item 1.2.

- Cooperative learning as students in a group compare their findings and prepare reports, displays, or articles.

4.3   Attributing significance to the project

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

Appendix E: Using Primary Sources in the Classroom

Suggested Uses

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

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

Analyzing Primary Sources

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

Analyzing a Family Heirloom *(Refer to suggestions for learning and teaching for Outcome 7.2.1, page 46)*

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

Analyzing a Tool/Implement *(Refer to suggestions for learning and teaching for Outcome 7.2.1, page 46)*

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

Analyzing a Photo *(Refer to suggestions for assessment for Outcome 7.5.1, page 47)*

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

Analyzing a Propaganda Poster *(Refer to suggestions for learning and teaching for Outcome 7.6.3, page 136)*

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

Analyzing a Sound Recording *(Refer to suggestions for learning and teaching for Outcome 7.6.2, page 134)*

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

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

Analyzing a Cartoon *(Refer to suggestions for learning and teaching for Outcome 7.5.3, page 118)*

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

Appendix F: Examining Issues in History

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

The following framework provides a template for examining issues in grade 7 social studies. Like the documents-based question, the examination of an issue may also require students to examine primary and secondary sources.

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

Appendix G: Student Response Journals

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

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

Student Response Journals		
Possible Type of Entry	**Cuing Question for the Journal Response**	**Sample Key Lead-ins**
Speculative *Examples:* *Suggestions for learning and teaching, Outcome 7.5.2, page 110)*	What might happen because of this?	I predict that ... It is likely that ... As a result, ...
Dialectical *Example:* *Suggestions for assessment, Outcome 7.3.4, page 75)*	Why is this quotation (event, action) important or interesting? What is significant about what happened here?	This is similar to ... This event is important because it ... Without this individual, the ... This was a turning point because it ... When I read this (heard this), I was reminded when ... This helps me to understand why ...

| Metacognitive

Example:
Suggestions for learning and teaching, Outcome 7.2.1, page 46) | How did you learn this?
What did you experience as you were learning this? | I was surprised ...
I don't understand ...
I wonder why ...
I found it funny that ...
I think I got a handle on this because ...
This helps me to understand why ... |
|---|---|---|
| Reflective

Examples:
Suggestions for learning and teaching, Outcome 7.1.1, page 38)
Suggestions for assessment, Outcome 7.1.1, page 39) | What do you think of this?
What were your feelings when you read (heard, experienced) that ...? | I find that ...
I think that ...
I like (don't) like ...
The most confusing part is when ...
My favourite part is when ...
I would change ...
I agree that ... because ... |

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

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

Appendix H: Portfolio Assessment

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

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

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

A portfolio should contain a wide range of learning artifacts. They may include, but not be restricted to:

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

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

Guidelines for the Student	Commentary for the Teacher
Task One of the purposes of grade 7 social studies is to help you see how something changed over time. You are require to retain samples of your work that relates to a theme you have chosen and arrange them into a portfolio to show your progress toward the goals set.	Explain to the student that the portfolio can have a range of artifacts in it, they have to be carefully selected according to the purpose set. Help each student to select a particular theme as suggested by selecting a set of related outcomes. For example: • The Struggle of Aboriginal Peoples for Empowerment (Outcomes 7.1.1, 7.2.1, 7.2.2, 7.4.1, 7.4.2, 7.4.3, 7.5.1)
Learning Goals After you have selected a theme for your portfolio, we will meet to write down the goals that are worth achieving. For example, what knowledge about your theme should you learn? What skills will you need to use along the way? What will be your reflections on what you are learning and how you are learning?	In your conference with the student, you should try to balance student interest with what you deem to be essential outcomes in the course. To help the student focus on the knowledge to be learned, write the outcomes in student language. Then, identify the skills that you consider essential in the acquisition of the knowledge. For example, if "Identify the various Aboriginal Groups in present day Atlantic Canada during this period (for Outcome 7.4.3) is part of the Aboriginal theme, then "Developing mapping skills" will be a useful skill area as the student shades in and labels the areas, on a sketch map, where Aboriginal peoples in Atlantic Canada live. Tell the student that he or she will be required to write about the process of learning - reflections about what is learned and how it is learned. Develop a checklist of the knowledge, skills, and attitudinal related outcomes as a student guide.

Contents Cover page (with your name and note to the viewer) Table of contents An explanation of why you chose this theme A completed checklist you used to guide your work Work products Graphics with audio (can be in CD format) Reflections journal Self-assessment of your work An assessment by a peer A rubric used in the assessment	Explain that the portfolio is not a place to hold all of his or her work. In consultation with you, he or she will select the kinds of work to be included - work samples and other artifacts that reflect his or her best effort and are tied to the course outcomes.
Conferences You and I will meet at least twice each semester to review your progress and to solve problems you may have. If you should be faced with an unexpected problem that is blocking your work, you will be responsible for bringing it to my attention so that we can find a solution that will get you going again.	Provide the student with a conferencing schedule.
Evaluation In June, you are required to hand in your portfolio for final evaluation.	It will be useful to give the student the weighting or share of the percentage assigned to the unit(s) of which the portfolio forms a part. Provide the criteria for how the portfolio will be assessed. If a rubric is going to be used, it should also be provided for the student to use in his or her self-assessment.
Communication Who will be your audience and how will they get to know about your portfolio? In our first conference we will have an opportunity to discuss this question.	The skills list for grade 7 social studies includes express and support a point of view; select media and styles appropriate to a purpose; use a range of media and styles to present information, arguments and conclusions; and present a summary report or argument (page 152 of the guide). To make these outcomes more specific, conference with the student about how he or she would like to 'publicize' the portfolio. Some students can make the portfolio completely an electronic one. In such an instance, the portfolio can be posted on the school web site.

There is now a move toward the development of electronic portfolios; the time of writing, an excellent set of guidelines for building an electronic version can be found at the following web site:

http://www.essdack.org/port/index.html

Appendix I: Rubrics in Assessment

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

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

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

The five-trait rubric on the following page is provided to illustrate the structure described above. In this example, five levels are used, with quality as the criteria. The rubric, as written, is an instrument the teacher may use to assess a student's participation in a cooperative learning group, but it may be re-written in student language for use as a self-assessment tool. Where appropriate, selected "Suggestions for Learning and Teaching" and "Suggestions for Assessment" indicate that the following rubric may be used; for example:

Outcome 7.1.1 Suggestions for Learning and Teaching, page 36.
Outcome 7.1.1 Suggestions for Learning and Teaching, page 38.

Assessing Collaborative Group Participation	
Proficiency Level	Traits
5 Outstanding	• Outstanding ability to contribute toward achievement of the group task • Outstanding appreciation for the feelings and learning needs of group members. • Very eager to carry out his/her assigned task(s) in the group. • Brings outstanding knowledge and skills about the (*identify the topic*). • Very eager to encourage others to contribute to the group tasks.
4 Strong	• Strong ability to contribute toward achievement of the group task • Strong appreciation for the feelings and learning needs of group members. • Eager to carry out his/her assigned task(s) in the group. • Brings strong knowledge and skills about the (*identify the topic*). • Eager to encourage others to contribute to the group tasks.
3 Adequate	• Adequate ability to contribute toward achievement of the group task • Adequate appreciation for the feelings and learning needs of group members. • Inclined to carry out his/her assigned task(s) in the group. • Brings adequate knowledge and skills about the (*identify the topic*). • Inclined to encourage others to contribute to the group tasks.
2 Limited	• Limited ability to contribute toward achievement of the group task • Limited appreciation for the feelings and learning needs of group members. • Inclined, when prompted, to carry out his/her assigned task(s) in the group. • Brings limited knowledge and skills about the (*identify the topic*). • Inclined, when prompted, to encourage others to contribute to the group tasks
1 Very Limited	• Very limited ability to contribute toward achievement of the group task • Very limited appreciation for the feelings and learning needs of group members. • Reluctant to carry out his/her assigned task(s) in the group. • Brings very limited knowledge and skills about the (*identify the topic*). • Reluctant to encourage others to contribute to the group tasks.

Appendix J: Rubrics

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

1.

Holistic Writing Rubric	
Proficiency Level	Traits
5 Outstanding	• Outstanding content which is clear and strongly focused • Compelling and seamless organization • Easy flow and rhythm with complex and varied sentence construction • Expressive, sincere, engaging voice which always brings the subject to life • Consistent use of words and expressions that are powerful, vivid, and precise • Outstanding grasp of standard writing conventions
4 Strong	• Strong content which is clear and focused • Purposeful and coherent organization • Consistent flow and rhythm with varied sentence construction • Expressive, sincere, engaging voice which often brings the subject to life • Frequent use of words and expressions that are often vivid and precise • Strong grasp of standard writing conventions
3 Adequate	• Adequate content which is generally clear and focused • Predictable organization which is generally coherent and purposeful • Some flow, rhythm, and variation in sentence construction which tends to be mechanical • A sincere voice which occasionally brings the subject to life • Predominant use of words and expressions that are general and functional • Good grasp of standard writing conventions, with few errors that do not affect readability
2 Limited	• Limited content which is somewhat unclear, but does have a discernible focus • Weak and inconsistent organization • Little flow, rhythm, and variation in sentence construction • Limited ability to use an expressive voice that brings the subject to life • Use of words that are rarely clear and precise • Frequent errors in standard writing conventions which are beginning to affect readability
1 Very Limited	• Very limited content which lacks clarity and focus • Awkward and disjointed organization • Lack of flow and rhythm with awkward, incomplete sentences which makes the writing difficult to follow • Lack of an apparent voice to bring the subject to life • Words and expressions that lack clarity and are ineffective • Frequent errors in standard writing that seriously affect readability

2.

Holistic Reading/Viewing Rubric	
Proficiency Level	Traits
5 Outstanding	• Outstanding ability to understand text critically, comments insightful and always supported from the text • Outstanding ability to analyze and evaluate text • Outstanding ability to connect personally with and among texts, with responses that extend on text • Outstanding ability to detect purpose and point of view (i.e., bias, stereotyping, prejudice, propaganda) • Outstanding ability to interpret figurative language (e.g., similes, metaphors, personification) • Outstanding ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literature genres) • Outstanding ability to read orally (i.e., with phrasing, fluency, and expression)
4 Strong	• Strong ability to understand text critically, comments often insightful and usually supported from the text • Strong ability to analyze and evaluate text • Strong ability to connect personally with and among texts, with responses that extend on text • Strong ability to detect purpose and point of view (i.e., bias, stereotyping, prejudice, propaganda) • Strong ability to interpret figurative language (e.g., similes, metaphors, personification) • Strong ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literature genres) • Strong ability to read orally (i.e., with phrasing, fluency and expression). Miscues do not affect meaning.
3 Adequate	• Good ability to understand text critically, comments predictable and sometimes supported from the text • Good ability to analyze and evaluate text • Adequate ability to connect personally with and among texts, with responses that extend on text • Fair ability to detect purpose and point of view (i.e., bias, stereotyping, prejudice, propaganda) • Adequate ability to interpret figurative language (e.g., similes, metaphors, personification) • Good ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literature genres) • Good ability to read orally (i.e., with phrasing, fluency, and expression). Miscues occasionally affect meaning.

2 Limited	• Insufficient ability to understand text critically, comments rarely supported from the text • Limited ability to analyze and evaluate text • Insufficient ability to connect personally with and among texts, with responses that rarely extend on text • Limited ability to detect purpose and point of view (i.e., bias, stereotyping, prejudice, propaganda) • Limited ability to interpret figurative language (e.g., similes, metaphors, personification) • Limited ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literature genres) • Limited ability to read orally (with minimal phrasing, fluency, and expression). Miscues frequently affect meaning.
1 Very Limited	• No demonstrated ability to understand text critically, comments not supported from text • Very limited ability to analyze and evaluate text • No demonstrated ability to connect personally with and among texts, with responses that do not extend on text • Very limited ability to detect purpose and point of view (i.e., bias, prejudice, stereotyping, propaganda) • Very limited ability to interpret figurative language (e.g., similes, metaphors, personification) • Very limited ability to identify features of text(e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literature genres) • Very limited ability to read orally (i.e., phrasing, fluency and expression not evident). Miscues significantly affect meaning.

3.

Holistic Listening Rubric	
Proficiency Level	Traits
5 Outstanding	• Complex understanding of orally presented text, comments and other representations insightful and always supported from the text • Outstanding ability to connect personally with and extend on orally presented text, with responses that consistently extend beyond the literal • Outstanding ability to detect point of view (i.e., bias, stereotyping, prejudice, propaganda). • Outstanding ability to listen attentively and courteously
4 Strong	• Strong understanding of orally presented text, comments and other representations often insightful and usually supported from the text • Strong ability to connect personally with and extend on orally presented text, with responses that often extend beyond the literal • Strong ability to detect point of view (i.e., bias, stereotyping, prejudice, propaganda) • Strong ability to listen attentively and courteously
3 Adequate	• Good understanding of orally presented text, comments and other representations predictable and sometimes supported from the text • Adequate ability to connect personally with and extend on orally presented text, with responses that sometimes extend beyond the literal • Fair ability to detect point of view (i.e., bias, stereotyping, prejudice, propaganda) • Fair ability to listen attentively and courteously
2 Limited	• Insufficient understanding of orally presented text, comments and other representations rarely supported from the text • Insufficient ability to connect personally with and extend on orally presented text, with responses that are always literal • Limited ability to detect point of view (i.e., bias, stereotyping, prejudice, propaganda) • Limited ability to listen attentively and courteously
1 Very Limited	• No demonstrated understanding of orally presented text, comments and other representations not supported from text • No demonstrated ability to connect personally with and extend on orally presented text, with responses that are disjointed or irrelevant • Very limited ability to detect point of view (i.e., bias, prejudice, stereotyping, propaganda) • Very limited ability to listen attentively and courteously

4.

Holistic Speaking Rubric	
Proficiency Level	**Traits**
5 Outstanding	• Outstanding ability to listen, reflect, and respond critically to clarify information and explore solutions (i.e., communicating information) • Outstanding ability to connect ideas (i.e., with clarity and supporting details) • Consistent use of language appropriate to the task (i.e., word choice) • Consistent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
4 Strong	• Outstanding ability to listen, reflect, and respond critically to clarify information and explore solutions (i.e., communicating information) • Outstanding ability to connect ideas (i.e., with clarity and supporting details) • Consistent use of language appropriate to the task (i.e., word choice) • Consistent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
3 Adequate	• Sufficient ability to listen, reflect, and respond critically to clarify information and explore solutions (i.e., communicating information) • Sufficient ability to connect ideas (i.e., with clarity and supporting details) • Frequent use of language appropriate to the task (i.e., word choice) • Frequent use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
2 Limited	• Insufficient ability to listen, reflect, and respond to clarify information and explore solutions (i.e., communicating information) • Limited ability to connect ideas (i.e., with clarity and supporting details) • Limited use of language appropriate to the task (i.e., word choice) • Limited use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)
1 Very Limited	• No demonstrated ability to listen, reflect, or respond to clarify information and explore solutions (i.e., communicating information) • Very limited ability to connect ideas (i.e., with clarity and supporting details) • Language not appropriate to the task (i.e., word choice) • Very limited use of basic courtesies and conventions of conversation (e.g., tone, intonation, expression, voice)

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