Purpose and Background of this Document

Integration in Grade 5 Social Studies

Document Components and Structure
Introduction

SOCIAL STUDIES AND THE CREATION OF A DEMOCRATIC LEARNING COMMUNITY

Welcome to the world of social studies, where students have opportunities to interact with each other in democratic groups and communities, and to acquire the knowledge, values, and skills they need to become active, responsible citizens within our Canadian society. As they grow and learn the skills of citizenship, they not only contribute to their learning communities, but also contribute to the betterment of our society.

What do active, responsible citizens look like? They are aware of the world in which they live, and they care about people around them—the people with whom they share this planet, both near and far away. They know that their actions affect others. They have informed opinions, and think critically about issues that concern themselves and others. They have the confidence to make their voices heard, to take a stand on issues, and to engage in social action when necessary. They are concerned with the well-being of the environment, and live their lives in ways that reflect that concern.

Background

This document was produced originally by Manitoba Education, Citizenship and Youth, in collaboration with Manitoba educators. The document was well-suited for a base of Social Studies learning in the Northwest Territories. The document has been very substantially adapted for use in the Northwest Territories after a lengthy input, advisory and consultation process between Northern educators, administrators, and stakeholders and Early Childhood & School Services. The nature and quantity of the adaptation has been collaboratively determined by Northwest Territorial Advisory Committees and Departmental staff.

This document includes the core concept citizenship, and identifies general outcomes and established goals. It integrates four foundation skill areas of literacy and communication, problem solving, human relations, and technology, and provides ideas and strategies to support the implementation of social studies. It is mandated for use in all schools in the Northwest Territories.

A Brief History of the Social Studies Curriculum

In 1997, the NWT joined the Western and Northern Canadian Protocol (WNCP) Common Curriculum Framework for Social Studies K-9 project. This was the first multi-jurisdictional curriculum project to include Aboriginal and francophone representatives as full and equal partners in a curriculum project designed for all students.

1 In November 2003 the name was changed to the Western and Northern Canadian Protocol (WNCP) for Collaboration in Basic Education.
The NWT became the lead jurisdiction responsible for infusing Aboriginal perspectives within the Framework of learner outcomes. Consultations were undertaken in all parts of the NWT, and widely in all WNCP jurisdictions, with educators, cultural advisors, elders and curriculum writers. The final WNCP Framework was published in 2002. Several provinces began developing curriculum documents based on the WNCP Framework. Teacher advisory groups in the NWT recommended the Manitoba Foundations for Implementation documents as having the best fit for the NWT. An agreement was reached between the Department of Education, Culture and Employment and the Department of Education, Citizenship and Youth in Manitoba to adapt these documents in order to provide curriculum support resources that would be helpful to northern educators in their actual teaching of the learning outcomes that had been agreed to in the WNCP project.

Adaptation of the Grade 5 and 6 Manitoba documents began in 2008 with experienced educators from across the NWT. Also a panel of men and women made up of Euro-Canadian, Aboriginal, Francophone and a recent Asian immigrant representatives was convened to share perspectives on Canadian history. Ongoing consultation with a variety of stakeholders has been undertaken as these documents have been adapted for use in the NWT.
Introduction

Integration in NWT Grade Five Social Studies

Social Studies is the study of people in relation to each other and to their world. It is a subject that draws upon many disciplines and fields of study. It is not surprising, then, that this NWT Grade Five Social Studies course, Canada: The People and Stories of this Land, reflects a strong commitment to integrating important perspectives and learning from a variety of sources. The most important of these are the culture-based perspectives found in Dene Kede and Inuqatigiit, English Language Arts, and Literacy with Information and Communication Technology.

Culture-Based Perspectives

The integration of culture-based perspectives is accomplished in several different ways. Immediately below brief overviews of Dene and Inuvialuit perspectives are given. These can help us as educators to be aware of how people who have lived on the land where we are now teaching understand the world and learning. More explicit reflections on the themes of this grade 5 course are found in the “Grade Overview” section. Further, at the beginning of each Learning Experience (LE) in Stage 1: “Desired Results”, references to specific themes found in Dene Kede and Inuqatigiit that relate to questions explored in that LE are detailed. Lastly, this course strives to explore issues that have often been ignored or underrepresented in many previous courses on Canadian history – to allow the voices of Aboriginal people throughout many hundreds of years to be more fully heard – and for the role that Aboriginal peoples have played in the stories of this land to be recognized.

English Language Arts

The integration of Language Arts in this course occurs in two ways. Firstly, within this curriculum document, Learning Outcomes from ELA are specifically referenced in the Skills section in the front matter and Appendix A. The intent of this specific correlation is to encourage teachers to exploit the many connections between Social Studies and Language Arts, and to more easily facilitate the use of Social Studies themes in ELA class time. Three Time Allocation Models for how this integration can work out over the course of a school year are given in a table on page 6. The second way that the integration of Language Arts into this Social Studies course occurs is simply through the consistent reference to, and use of, historical fiction and other forms of literature (eg. poetry, song, short story, essay, journals) as student and teacher resources for this course. The curriculum developers, the pilot teachers and teacher advisors who have been involved in developing this grade 5 course, and the broader research community generally, all strongly support the integration of Language Arts and Social Studies as an effective teaching approach (see “Using Historical Fiction in Social Studies”, page 7).

Literacy with Information and Communication Technologies

The integration of Literacy with Information and Communication Technologies (LwICT) occurs throughout this grade 5 course as well. The emphasis is not on specific technologies, software and other technical aspects of ICTs, but rather on the use of these tools to facilitate student inquiry – which is the fundamental orientation of this course. In each Learning Experience’s Stage 2 section: the “Inquiry Ideas for Student Choice” and Stage 3 section: “The Learning Plan” with mini-lesson strategies and resources, ICTs are integrated and recommended as vehicles for this inquiry. The LwICT “outcomes” are placed beside the Social Studies and ELA skills in the front matter and Appendix A. Appendix H provides examples of ICT tools that can assist students in the research process.

Dene Perspective

Social Studies is the study of people in relation to each other and to their world. Social Studies helps students become active and responsible citizens within their communities, locally, nationally, and globally, in a complex and changing world.¹

We the Dene believe:

- that education is holistic and must be founded upon the Dene worldview;
- that children are born with integrity, holding the land, and must be valued and respected for their worth in order to become the unique people they are meant to be;
- that the drum is to be the center of Dene existence; representing the self, in unity with the people, the land and the spirit. For one to grasp the drum is to be in tune with one’s self, neighbors and the land as a means to keep the people together. The voice of the drum is used with integrity to speak the language of our Ancestors as we reinforce our way of life;
- that the drum dance is a powerful spiritual expression of self knowledge, interdependence and survival as a group;
- that the tipi is the representation of the holistic education of children on their journey to becoming capable adults. This is achieved through spiral learning where children are repeatedly exposed to the Dene teachings through the guidance of the Elders and the support of the community;
- and that in order to survive, humankind must maintain a respectful and harmonious relationship with one’s self, others, the spiritual world and the land.

_Dene Kede_ and the Social Studies curriculum focus on people in relation to each and the their world. The history of the Northwest Territories necessitates that Dene Kede is the foundation for teaching and learning Social Studies. This is best done through the guidance of elders and the support of the community.

¹ Adapted from Western and Northern Canadian Protocol, 2002.
Inuvialuit and Inuinnaqtun Perspective

Social Studies is the study of people in relation to each other and their world. Social Studies helps students become active and responsible citizens within their communities, locally, nationally, and globally, in a complex and changing world.²

Changes to the lifestyles of the Inuvialuit and Inuinnaqtun have occurred quickly since schooling began in the Northwest Territories. Since the school system has played a role in making some of these changes, Inuvialuit and Inuinnaqtun have an expectation that the school system today will provide support for their cultural and linguistic priorities. Social Studies is one of the subject areas that can.

The Inuvialuit and Inuinnaqtun’s worldview and perspectives are supported through Inuuqatigiit. The front matter and the Relationship to People sections of Inuuqatigiit provide a unique and enriching study for Inuvialuit and Inuinnaqtun students in Social Studies. It can also capitalize on the Relationship to the Environment section to enhance Social Studies topics as they relate to the environment.

Inuuqatigiit has articulated what is important to Inuvialuit and Inuinnaqtun to study, enhance, enrich and preserve. Some of the key elements from Inuuqatigiit that Social Studies can support are:

- Local histories of the Inuvialuit and Inuinnaqtun;
- Traditional knowledge;
- Inuvialuit and Inuinnaqtun values and beliefs from their worldview;
- Stories and ways of storytelling;
- Sewing and hunting techniques;
- Land activities and knowledge of the environment;
- Childrearing;
- Names and naming;
- Elders;
- Family relationships;
- Kinship;
- Leadership;
- Relationship with people and the land.

² Adapted from Western and Northern Canadian Protocol, 2002
## TIME ALLOTMENTS FOR INTEGRATION MODELS (SS/ELA)

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<th>Model #1</th>
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<td><strong>SOCIAL STUDIES ONLY</strong>&lt;br&gt;(NWT mandated SS time@5 400 minutes)</td>
<td><strong>SOCIAL STUDIES + HALF-ELA TIME</strong>&lt;br&gt;(NWT mandated ELA time@12 600 minutes)&lt;br&gt;(other half time ELA for DRA, AAT, reading level assessment, practice level reading, etc.)&lt;br&gt;_5400 + 6300 = 11 700 min</td>
<td><strong>FULL SOCIAL STUDIES/ELA INTEGRATION</strong>&lt;br&gt;_5 400 + 12 600 = 18 000 min</td>
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<td><strong>SCHOOL YEAR TIME:</strong>&lt;br&gt;(modelled on a 45 min. period)&lt;br&gt;5400 minutes approach @ 45 min.&lt;br&gt;classes = 120 classes/year&lt;br&gt;ie. 40 classes per term&lt;br&gt;(term approx. 12 weeks)</td>
<td><strong>SCHOOL YEAR TIME:</strong>&lt;br&gt;(modelled on a 45 min. period)&lt;br&gt;11 700 minutes approach @ 45 min.&lt;br&gt;classes = 260 classes/year&lt;br&gt;ie. 86 classes per term&lt;br&gt;(term approx. 12 weeks)</td>
<td><strong>SCHOOL YEAR TIME:</strong>&lt;br&gt;(modelled on a 90 min. period)&lt;br&gt;18000 minutes approach@ 90 min.&lt;br&gt;classes=200 classes /year&lt;br&gt;ie. 66 classes per term&lt;br&gt;(term approx. 12 weeks)</td>
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<td><strong>LEARNING EXPERIENCES:</strong>&lt;br&gt;(120 classes / 9 Learning Experiences = 13 classes per Learning Experience)</td>
<td><strong>LEARNING EXPERIENCES:</strong>&lt;br&gt;(260 classes / 9 Learning Experiences = 29 classes per Learning Experience)</td>
<td><strong>LEARNING EXPERIENCES:</strong>&lt;br&gt;(200 classes / 9 Learning Experience = 22 classes per Learning Experience)</td>
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<td><strong>TERMS:</strong>&lt;br&gt;9 Learning Experiences (&quot;LE&quot;) / 3 school terms = 3 LE per term</td>
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<td><strong>WEEKS:</strong>&lt;br&gt;12 week term / 3.0 LEs = 1 LE per 4 weeks</td>
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<td><strong>WEEKS:</strong>&lt;br&gt;12 week term / 3.0 LEs = 1 LE per 4 weeks</td>
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<td><strong>SUMMARY:</strong>&lt;br&gt;1 LE=&lt;br&gt;13 classes@45 min over 4 weeks</td>
<td><strong>SUMMARY:</strong>&lt;br&gt;1 LE=&lt;br&gt;29 classes@45 min over 4 weeks</td>
<td><strong>SUMMARY:</strong>&lt;br&gt;1 LE=&lt;br&gt;22.2 classes @90 min over 4 weeks</td>
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**IRREDUCIBLE MINIMUM:** 1 LE every 4 school weeks

**CLASS USE for EACH LE:**<br>1st class “Finding Your Place”<br>2nd, 3rd, 4th “Mini-Lessons”<br>4th class homework; students make inquiry choice from take home choice sheet

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<td><strong>Student-chosen Inquiries; Sharing and Celebration; Assessment</strong></td>
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<td><strong>LEVELS OF ELA INTEGRATION and INQUIRY</strong></td>
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<td>- Some use of short literature</td>
<td>- Regular use of short literature</td>
<td>- Ongoing use of short literature</td>
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<td>- Brief inquiries</td>
<td>- Occasional use of long novels</td>
<td>- Ongoing use of long novels</td>
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<td>- Extended inquiries</td>
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Research and Learning Approaches Reflected in the NWT Grade 5 Social Studies

A significant effort was made to reflect the current educational research and best practices into a course intended to balance the disciplinary requirements of history learning with the lived experience of the NWT grade 5 student. Particular focus was placed on the spaces that exist in stories of the past where students can take up the issues raised and make judgments based on criteria. Also student choice over what questions about the past they would like to study is a fundamental part of this course which intends to make history engaging and relevant to young learners. Finally, the organization of the course was designed to reflect the “backward design” approach developed by Jay McTighe and Grant Wiggins. The four areas or approaches to learning reflected in this course are the following

- Critical Thinking
- Historical Thinking
- Use of Historical Fiction
- Backward Design

Critical Thinking

Can students think critically? Are we all critical thinkers? Why should I teach critical thinking in my classroom? Embedding critical thinking in our lesson plans not only fosters an important life skill but enhances student understanding of content. Students learn by doing! Framing learning activities as critical questions or critical challenges provides students with opportunities to “problem solve”, and addresses key outcomes in the social studies program. Perhaps most importantly, putting learning in the hands of students is highly motivating not only for students but teachers as well.

So what is critical thinking? A person is thinking critically when she thoughtfully seeks to assess what would be appropriate or reasonable to believe or do in a given situation. The need to reach reasoned judgments may arise in countless kinds of situations such as trying to understand a passage in a text, trying to improve an artistic performance, making effective use of a piece of equipment, or deciding how to act in a delicate social situation. What makes these situations problematic is that there is some doubt as to the most appropriate or reasonable option to choose. So in short, a person is thinking critically only if he/she is attempting to assess or judge the merits of possible options in light of relevant factors or criteria. As teachers we need to “set the stage” for students so that they can think critically.

How do we develop the skills of students as they learn to navigate the world of the 21st century? We can provide opportunities for students to engage in critical thinking strategies and activities by

- Regularly posing questions and assignments requiring students to think through, and not merely recall, what is being learned.
- Creating ongoing opportunities to engage in critical and cooperative dialogue—confer, inquire, debate and critique—are key to creating a community of thinkers.
- Employing self- and peer-evaluation as ways of involving students in thinking critically about their own work.
- Modeling good critical thinking practices. Students are more likely to learn to act in desired ways if they see teachers making every effort to be open-minded, to seek clarification where needed, to avoid reaching conclusions based on inadequate evidence, and so on.
Introduction

How can I infuse critical challenges into the classroom

If students are to improve their ability to think critically, they must have numerous opportunities to engage and think through problematic situations that are constructed as ‘critical challenges’. To construct these challenges effectively, we need meet the criteria of an effective critical challenge, namely:

Does the question or task require judgment? A question or task is a critical challenge only if students have to make informed judgments based upon criteria to help make the judgment. In short, it must require more than retrieval of information, rote application of a strategy, uninformed guessing or mere assertion of a preference.

• Will the challenge be meaningful to students? Trivial, decontextualized mental exercises often alienate or bore students. It is important to frame challenges that are likely to engage students in tackling questions and tasks that they will find meaningful.

• Does the challenge address key aspects of the subject matter? Critical thinking should not be divorced from the rest of the curriculum. Students are more likely to learn the content of the curriculum if they are invited to think critically about issues embedded in the subject matter.

• Do students have the tools or can they reasonably acquire the tools needed to competently address the challenge? Students need support in acquiring the essential tools required to competently meet the critical challenge.

Critical Thinking in Grade 5 NWT Social Studies

Each of the 9 Learning Experiences (LE) in this course is built around 3 Essential Questions (EQ). These questions are designed to provoke critical thinking through inquiry. Throughout each LE, student research should be conducted while keeping in mind the criteria they have set as a class/group at the outset of the inquiry. The research, and developing the criteria (whether they are evaluating ‘better or best’, ‘how to judge the rightness of an action in the past’…) can be conducted with individuals or small groups studying one or more aspects of the EQ.

The key learning activity for inquiries in most LEs will actually happen at the end of the inquiry process. This is when all the historical events, issues, individual historical figures, and ‘ratings’ are shared by the student inquiry groups according to the outlined criteria. This is when opportunity needs to be given for reasoned arguments for or against various names, events, etc. and the positions others have taken. Freedom should be given for students to ask what if an overlooked criteria item had been used? Would that change how an event or person should be ‘rated’? Also significant is the freedom to make a reasoned change of mind!

Critical thinking involves thinking through problematic situations about what to believe or how to act where the thinker makes reasoned judgments that embody the qualities of a competent thinker.

References


Introduction

Historical Thinking

Teaching and learning about the Past

History is not the story of the past. It is not a purely factual record of events that happened long ago. Rather, it is best seen as a form of inquiry that helps us construct an understanding of our individual and collective lives (von Heyking, 2008).

In the context of this NWT grade 5 Social Studies course, students’ skills related to historical thinking are being developed to help them to “rethink assumptions about the past and re-imagine both the present and the future” (see Alberta Learning, 2006, p. 9). These skills are not built through the delivery of information from the teacher, but rather through open-ended inquiry driven by student choice, research and the desire to answer questions based on reasoned judgement and the collection of evidence.

Teaching about historical thinking presents challenges. Some of the more significant ones that we may want to be aware of as educators are:

• Making history problematic. We need to consistently present historical information in the context of exploring genuine inquiries where the conclusions are open for critical debate and not already prepackaged for students.

• Assembling of multiple resources. Teaching historical thinking requires that students have access to a variety of primary and secondary sources that reflect a multiplicity of perspectives on the topics they explore.

• Accepting alternative interpretations. We must be willing to put aside our preferred historical interpretations and welcome differing perspectives and understandings presented by students.

• Using history to inform the present. We should regularly help students see that history can inform their understanding of contemporary questions and issues.

• Teaching the tools. Students must understand the concepts that underpin their ability to think historically and have regular opportunities to apply these concepts as they make sense of and use the historical information they acquire.

• Shifting the focus in assessment. When evaluating student work, our expectations should focus on well-justified or well thought-out explanations rather than on provision of the right answer. (Denos M., 2006).

Benchmarks of Historical Thinking

Recently the whole area of ‘how to young people think about the past’ – and even the question of whether they are capable of doing this at all – have been deeply explored. Peter Seixas, a world leader in this field, has helped give direction to this whole field, and helped give classroom teachers some of the tools and filters they need to help make working with history in the classroom exciting- and possible. The ‘Benchmarks of Historical Thinking’ that Seixas and others have developed are embedded in this NWT grade 5 Social Studies course, through ‘Historical Thinking’ teaching strategies, which are flagged with this symbol:
Introduction

The Benchmarks are historical thinking skills that equip students to:

• establish **historical significance** (why we care, today, about certain events, trends and issues in history. “Are the Plains of Abraham significant for Canadian history?”)

• use **primary source evidence** (how to find, select, contextualize, and interpret sources for a historical argument. “What can a newspaper article from Berlin, Ontario in 1916 tell us about attitudes towards German-Canadians in wartime?”)

• identify **continuity and change** (what has changed and what has remained the same over time. “What has changed and what has remained the same about the lives of teenaged girls, between the 1950s and today?”)

• analyze **cause and consequence** (how and why certain conditions and actions led to others. “What were the causes of the Northwest Rebellion?”)

• take **historical perspectives** (understanding the “past as a foreign country,” with its different social, cultural, intellectual, and even emotional contexts that shaped people’s lives and actions. “How could John A. Macdonald compare “Chinamen” to “threshing machines” in 1886?”)

• understand the **moral dimension** of historical interpretations (this cuts across many of the others: how we, in the present, judge actors in different circumstances in the past; how different interpretations of the past reflect different moral stances today; when and how crimes of the past bear consequences today. “What is to be done today, about the legacy of aboriginal residential schools?”)


Tools for Teaching Historical Thinking

One of the most important goals of this grade 5 course is to have students develop skills that help them understand ‘when thing happened’ in relation to each other. These skills include the ability to order events chronologically, to understand ‘cause and effect’ and to be able to see patterns and themes in Canadian history. A tool we call the ‘Timeline Clothesline’ can help students with these skills.

Using the Clotheline: ‘Timeline Cards’ (from the blackline master HT-18) are hung on a string, or clothesline. The clothesline can be used for a whole term or year, of for a few weeks at a time as a summary activity near the end of a Learning Experience. It can be physically as long as practical, and can vary in length depending on how you are using it at a particular time in the school year. In the Learning Experiences, opportunities to use the Clothesline Timeline are indicated with the clotheline symbol above. With a piece of string and some paperclips or clothespins, you’re ready to go.

References

Introduction


Using Historical Fiction in Social Studies

The Grade 5 Social Studies course places a central importance connecting students with people, events and issues of importance throughout Canada’s history. Research and the experience of northern teachers has indicated very powerfully that this engagement can be encouraged when young people gain access to history through the use of literature.

Historical fiction can provide the window through which students come to see the people from Canada’s past as real, and somehow connected to them – even when their own lives and experiences may have been very different from the people they are learning about. Many of the Essential Questions that students are exploring in this grade 5 course, ask them to put themselves into the situations of, to imagine life at the time of, even to try to see the world as if they were themselves living at the time of the events and people they are learning about. These are challenging things for a grade 5 student to do – and they are the things that good historical fiction can absolutely help them to do.

When Jacques Cartier meets (and kidnaps) the teenage Mi’kmaq boys Domagaya and Taignoagny, their experiences, as described in the book Blackships, come alive, and young people today can see the world through their eyes. In Alone in and Untamed Land, the diary of Hélène St. Onge brings to life the experiences of an orphaned girl who arrives in Nouvelle France in the 1600s, with only her cat as. In Whispers of War, or The Battle of Queenston Heights, students encounter young people who are caught up in the war between the not-yet born Canada and the aggressive and expanding United States, and the historical events are brought to life through their experiences. These are only a few examples of the many opportunities and resources that can help make Canada’s history meaningful for our students in the NWT.

Research and experience suggest that this using literature to teach history pays off in many ways. A range of student reading levels can be accommodated through differentiated resources. Students actually learn more social studies concepts and have a greater understanding of those concepts when they are taught history through literature (Guzzetti, Kowalinski and McGowan, 1992). Students’ interest in history and their retention of information increases when instruction includes literature (Levstik, 1986) Students moral and social awareness grows when they consider why people acted the way they did within their context (von Heyking, 2002). These are some of the key learning objectives of Social Studies. Literature in many forms (from novels, to graphic novels, short stories, songs and poetry) can provide the connection that students need in
order to make history meaningful to themselves.

There are also some cautions and guidelines that we should also be aware of as we use literature with this course.

• Teaching this course using literature takes time. The best model for teaching this course is one that accesses Language Arts time in a fully or partially integrated timetable (see page 6).

• Literature is literature first. The language and themes of the literature resources recommended for this course need to be allowed to tell their story, and be appreciated as such. We also learn much about the people, their lives and the important events of Canadian history that they experience.

• Distinguishing fact from fiction is an important Social Studies skill. A teacher using literature to explore history needs to continually encourage students to be awake to the differences between the two – and how we can know this (Levstik and Barton, 2001).

• “The past is a foreign country: they do things differently there” (L.P. Hartley, The Go-Betweens, 1953). There are many points of connection between the lives of young people today, and what they can see in the lives of historical characters portrayed in engaging literature. And the world of those people long ago was in fact very different. How they lived, and saw their world is not the same as people see things today. In using literature, teachers and students must always be aware of not ‘making their world like ours’ – a form of ‘presentism’ which can distort history. (MacLeod in Edinger, 2000).

These are just cautions that we need to be aware of as we use literature to explore some of the stories that make up our country’s narratives. If young people in the NWT leave this course with an interest, and a curiosity, about the lives and times evoked by some of these stories, this course will have achieved its most fundamental objective.

References

For a short list of the literature recommended for this course see Appendix G


Backward Design

STAGE 1: DESIRED RESULTS (teacher preparation stage)

Established Goals

In the NWT Grade 5 Social Studies course, the curriculum developers have pursued an approach similar to that advocated by Wiggins and McTighe (2005) which is often described as ‘backwards design’. What this approach essentially promotes is that as teachers we should start with the end in mind. This is not really backwards, it simply
supports the importance of keeping front and centre the desired results for the curriculum - the student learning objectives - and then ensuring that only resources - including textbooks, teaching strategies or lessons - which support these objectives will be used to achieve those goals. All forms and tools used for assessment need to also be designed around these learning objectives. So, even if there’s a killer unit on dinosaurs that we know the kids will love, or a nicely pre-packaged test bank that could save us lots of preparation time, we only use such materials if and to the extent that that resource directly supports the student learning objectives.

The student learning objectives that give the Learning Experiences (“LEs”) of this grade 5 course their focus and structure are most fully expressed in the Established Goals. These Goals are located immediately after the ‘Background for Teachers’ section at the beginning of each Learning Experience. Everything else in the Learning Experience is intended to support these Established Goals.

The practical implications of these Established Goals are expressed in a table immediately following them, where a series of brief statements - “Students will understand that...”, “Students will know...”, and “Students will be able...” are provided to guide teachers. Brief vocabulary lists important to the Learning Experience are also included in this table.

**Essential Questions**

How students are exposed to history and historical thinking has a profound effect on their interest and ability in these areas. The fundamental orientation of the NWT Grade 5 Social Studies course is to open up Canada’s history to students using open-ended, student-driven inquiry. Students are drawn in to the stories of Canada’s history through Essential Questions (“EQs”) that engage their interest, and encourage them to pursue answers to these questions through deep and sustained research. This has several important implications to how the course has been written, and how it is intended to play out in the classroom. Each LE has 3 Essential Questions that provide points of entry into the Established Goals. These questions are designed to answer the questions – normal for any learner – ‘what will I learn here, and why does it matter?’ This course is designed to encourage students to choose the EQ they are most interested in pursuing, and then to be able to use a great range of resources that allow them to answer the question. Student and teacher resources are linked specifically to each of the Essential Questions.

**STAGE 2: INQUIRY IDEAS AND ASSESSMENT EVIDENCE (teacher preparation stage)**

**Inquiry Ideas.**

These are the suggestions for what research, learning and presentation formats a student might pursue as they delve into the Essential Question that most interests them. It is important to note that these inquiry ideas are intended to be personally relevant – to have a connection to the student- and to have significance to the history of Canada (ie: no dinosaurs...). Most Inquiry Ideas are ambitious enough in scope to take the bulk of class time available after the introduction of the Essential Questions in the first 4 classes of the Learning Experience.

Each Inquiry Idea includes a description of what skills will particularly be drawn upon and developed through the pursuit of the inquiry. There are also resources (black line masters, maps, websites, multi-media and more...) identified that support that particular inquiry.

Note: A key component of these Inquiry Ideas is the presentation and sharing of what students have learned during their inquiries. Because any given student will have pursued only one Essential Question, they will only learn more deeply about the other EQs through the presentations by other students.
Assessment Evidence. We value what we assess. We also reflect what we value in how we assess. An important part of this course is the involvement of students in the assessment process throughout the Learning Experiences. This is highlighted in the Assessment Evidence section of each LE, where an example of how assessment might be structured is given. Each of these example rubrics is intentionally left incomplete, with the expectation that students will be involved in finalizing what will be assessed in their inquiry projects. The rubrics also are intended to target the bulk of assessment at the student inquiries, with less weight given to summative assessment in forms such as quizzes and exams.

STAGE 3: THE LEARNING PLAN

There is a lot for students to learn in this grade 5 course. Through the guidance of research, the advice of teacher advisory groups and the experience of NWT pilot teachers, a Learning Plan has been developed to guide teachers as they prepare and implement each Learning Experience. A particular sequence of activities is recommended. This Plan will allow you, as the teacher, to ensure that the all components of this course are explored, and that student learning is as coherent and rich as possible. The structure of the Learning Plan rolls out in the following way:

Finding Your Place (Class 1) – This full class period activity provides a hands-on ‘orienting’ opportunity where students connect to ‘where’ some of the themes they will be exploring in the Learning Experience take place. Maps of North America and the evolving territory of Canada are used as starting points for student learning. Materials for these activities are found in a tub which has been provided by the Department of Education, Culture and Employment to each NWT school. Instructions for how to prepare and implement these activities are included in the ‘Finding Your Place’ section of each Learning Experience in this Teacher’s Guide.

Mini-lessons – (Classes 2-4). Each Essential Question is introduced through an activity which gives students a sense of what they might learn about if they choose an inquiry related to that EQ. At least one of these mini-lessons has a particular focus on Critical Thinking, and use of this CT lesson is strongly recommended as we build students’ learning of these skills over the course of the nine Learning Experiences. Other mini-lesson choices include Historical Thinking (HT) and a variety of other activities designed to interest students in the EQ itself.

Student Inquiries – (Classes 5-11). These are intended to take up the bulk of the class time allotted for each Learning Experience. Some inquiries are designed for individual work, some in small groups, and some may be whole class inquiries. The use of literature, particularly novels, may shape the choice of inquiries that students may have available to them in a particular LE.

Student Inquiries –Celebrations, Demonstrations, Presentations (Classes 12-13). These provide the opportunity for students to learn from other students, and to share their own learning with other students. Because of the deep commitment to student choice this grade 5 course embodies, students will potentially learn some themes to a greater depth than their peers. For example, one student may be pursuing an EQ that highlights the role of Louis Riel in the formation of Manitoba, while another student is learning about the impact of immigration on that part of Canada. These students’ best opportunity to learn the stories from Canada’s past that they have not chosen to pursue will be during the presentations and sharing of their classmates.

(see page. 15 for an overview of how these pieces of the learning plan fit into the timing of the learning experience)

Reference

Introduction

HOW TIME IS SPENT DURING THE LEARNING EXPERIENCE

HELPING STUDENTS “FIND THEIR PLACE” (Class 1)

This full class period activity provides a hands-on ‘orienting’ opportunity where students connect to ‘where’ some of the themes they will be exploring in the Learning Experience take place. Large floor maps of North America and the evolving territory and stories of Canada are used as starting points for student learning. Materials for these activities are found in a kit which has been provided by the Department of Education, Culture and Employment to each NWT school. Instructions for how to prepare and implement these activities are included in the ‘Finding your Place’ section of each Learning Experience.

INTRODUCING THE THREE ESSENTIAL QUESTIONS (Class 2-4)

During each of the three days, the teacher introduces a large powerful question that focuses on some enduring aspect of a historical event or person. This introduction through video, literature, or constructive engagement is meant to lead students to think critically and make reasoned judgements about the open questions and issues that can and do exist around these historical events and characters. At the end of class four, the student is ready to make a decision about which of the three essential questions he/she would like to conduct an inquiry into, potentially adding to what is known about that topic or conducting social action to further the study and awareness of the story or historical figure.

GIVING STUDENTS THEIR INQUIRY CHOICES (Class 4)

Options:

• Create a student handout of the inquiry choices teacher feels is reasonable (from #2 blue section above)
• Write inquiry options on the board for the students to choose among
• The inquiry ideas listed in the Student Inquiry Choices to the LE (below) is expanded before it is sent home
• Adapt/Modify the Essential Question Resource Lists (below) for students

STUDENT INQUIRY CHOICES: (Class 4)

Send home the Student Inquiry Choices blackline master in Appendix B which is already written in language for young people. This provides the student with a background to the essential questions, prompts to choosing and developing their own personal inquiry, and a signature line encouraging the support of parents during the inquiry.

eg. BLM: Student Inquiry Choices (2 pages)

CO-CREATING RUBRICS: (Class 5 and onward)

Students can play a significant role in the assessment process. The teacher must make clear what their expectations are at the beginning of the inquiry process (from Established Goals and Essential Questions, and Assessment Evidence). Rubrics should be started with weighted criteria; an “Electronic Rubrics” template is provided below to facilitate this. The student should complete the rubric based on their own aspirations for learning, and their own weightings. The blackline master below can be electronically modified and printed, or simply written on and photocopied.

BLM: Electronic Rubrics

STUDENT INQUIRIES: (Classes 5 -13)

As students begin their inquiry on the Essential Question they have chosen, teachers should make the Essential Question Resource Lists available. These lists can be modified by the teacher if necessary. During the period of student inquiry, teachers may occasionally want to select a resource from these lists to provide short additional background pieces or engaging stories to sharpen student interest and enhance understanding of the era, question, personalities, etc. being explored. Celebrations, Demonstrations and Presentations are important parts of the final 2 classes, where students learn from other students and share their own learning with others.

eg. BLM: Essential Question Resource List A
eg. BLM: Essential Question Resource List B
eg. BLM: Essential Question Resource List C
## A Social Studies Model for Classroom-Based Assessment

The assessment model presented in this document provides a series of processes and tools to facilitate classroom-based assessment.

In Grade 5, the knowledge, values, and skills learning outcomes are known as **Established Goals**. From these goals **Essential Questions** have been shaped. These Essential Questions (“EQs”) are organized into nine **Learning Experiences** (“LEs”) each with three EQs.

As stated early on in this front matter in the section, “How Time Is Spent During the Learning Experience”, assessment in this course is dependant on co-created rubrics at the beginning, throughout, and at the end of the LE. Assessment in this course is premised on teachers and students making more learning choices “up front.” Teachers can provide initial expectations for the LE and students add to the rubric after each has chosen his or her inquiry.

Where students have computer access, the “Electronic Rubric” can be used. This is a word processed table ready for students to enter their rubric criteria throughout the course of the LE.

As the “Assessment Evidence” figure shows, teachers may choose to have other brief assignments during the “mini-lesson” stage of the LE (see “How Time Is Spent During the Learning Experience”). Again this is the stage where teachers can engage students in critical thinking opportunities as each EQ is introduced.

During the LE, this symbol indicates a task that could result in a learning product worth keeping in a portfolio. These items would be used to make assessment decisions for students and teachers, and can be tracked in Appendix C.

Finally, all mini-lesson strategies and student inquiries are labelled with the kind of skill set that would be developed while pursuing that task. The figure here shows the coding that can be found in Appendix A where the Social Studies, English Language Arts, and Literacy with Information and Communication Technology skills are expressed. A checklist has been provided in Appendix C to facilitate the record keeping of the skills that students have been exposed to during the course, enabling teachers to make balanced strategy choices.
This diagram shows the organization of this course and the order in which the Learning Experience components would most likely be taught and experienced by students.
Core Concepts

As illustrated below, the core concepts of citizenship and identity provide a focus for social studies learning at all grades. Citizenship and identity knowledge, values, and skills learning outcomes are included in each grade.

Diverse Perspectives

The concept of diversity is integrated throughout the social studies curriculum. Knowledge and values learning outcomes are inclusive of diverse perspectives, and encourage critical consideration of differing viewpoints as students engage in purposeful dialogue with others.

General Outcomes

As stated earlier this documents has outcomes that are knowledge, value and skill based. The values and skills are coded according to general learning outcomes which are broad statements that provide a conceptual structure for social studies, and are the basis for the established goals and Essential Questions in each Learning Experience.

The six general learning outcomes, which are the basis for the specific learning outcomes in each grade, are:

- **Culture and Community**: Students will explore the influences of culture and community on individuals and societies.

- **The Land: Places and People**: Students will explore the dynamic relationships of people with the land, places, and environments.

- **Time, Continuity, and Change**: Students will explore how people, relationships, events, and ideas of the past shape the present and influence.

- **Global Interdependence**: Students will explore the global interdependence of people, communities, societies, nations, and environments.

- **Power and Authority**: Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

- **Economics and Resources**: Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.
Skills Learning Outcomes

Social studies involves the development of discipline-related skills, including inquiry and research skills and methods, historical thinking, and geographic thinking. Social studies provides students with opportunities to refine the skills and competencies developed in other subject areas, such as skills in communication and media literacy, collaboration and cooperation, critical and creative thinking, problem solving, and decision making. As students apply these skills to complex social studies problems that may or may not have solutions, they develop competencies integral to active democratic citizenship.

Skills learning outcomes are organized into four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Information and Ideas
- Critical and Creative Thinking Skills
- Communication Skills

In this document, a list of grade-specific skills appears at the beginning of the grade description. The skills are also integrated in each learning activity in every grade.

Knowledge and Values Learning Outcomes

Knowledge learning outcomes and values learning outcomes are intended to complement one another. Both are presented under each of the six general learning outcomes at the beginning of a grade, and are also grouped according to essential ideas within the learning experiences.
Introduction

Guide to Reading the Learning Experiences

The Inquiry Ideas are presented before any mini-lesson strategies to allow the teacher to prepare a list of choices for students. For ideas about how to prepare inquiry lists for students, please see page 15 in this front matter entitled, “How Time Is Spent During the Learning Experience.”

STAGE 2: IDENTIFY INQUIRY IDEAS FOR STUDENT CHOICE and ASSESSMENT EVIDENCE (teacher preparation stage)

ESSENTIAL QUESTION A
What were the reasons European nations had for crossing unmapped oceans, or paddling through unmapped lands? How are the reasons we are exploring today (deep sea, space) the same and how are they different as those of these early explorers?

□ Using a Concept Frame, students define the concept of colonization. Students share their frames and discuss the advantages and disadvantages of colonization for both the empire and the colony.

□ BLM: Concept Frame: Colonization

MINI-LESSONS (Classes 2-4) (INTRODUCING THE ESSENTIAL QUESTIONS)

ESSENTIAL QUESTION A
What were the reasons European nations had for crossing unmapped oceans, or paddling through unmapped lands? How are the reasons we are exploring today (deep sea, space) the same and how are they different as those of these early explorers?

Example of Mini-Lesson Hook
Who is a modern day explorer? What does he or she want?

□ Using a world map, students locate the major European colonizing countries (i.e., Portugal, Spain, France, England, and Netherlands). Collaborative groups of students brainstorm reasons why people in these countries would have wanted to come to North America (e.g., natural features of the land, wealth of natural resources...).

The mini-lesson phase is the time when teachers systematically introduce the three essential questions over a three day period. This is a time to provide background information while raising many powerful questions about the unknowns buried within the historical accounts and the lives of the people of that time. The mini-lesson ideas provide a number of choices for teachers to directly use or modify for their class.

This icon indicates individual or group inquiry during classes 5-13.

The world icon and its code indicates a supporting blackline master can be found in Appendix B.

“3” means number of Learning Experience “A” indicates which of the three Essential Questions “1” is simply a tally number.

The mini-lessonhook is an opportunity from the very start to connect the Essential Question to the student’s lived experience.

The skill set indicates the kind of skill that a particular strategy will develop.
## Kindergarten to Grade 5 Social Studies: Skill Categories and Organizing Units

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<th>Skill Categories</th>
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<th>Grade 4 The NWT: Our Places, Stories and Traditions</th>
<th>Grade 5 Canada: The Peoples and Stories of this Land</th>
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<td>Clusters</td>
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<td>The World Around Me</td>
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<td>Communities of the World</td>
<td>Continuity and Change in the NWT</td>
<td>Early European Exploration and Colonization</td>
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<td>Learning to Live Together</td>
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<td>Negotiating Confederation</td>
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<td>Treaties</td>
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</table>
Aboriginal Perspectives

Skills

Established Goals and Essential Questions
Grade 5 students focus on the stories of the peoples of early Canada and how they came to live in and share the land over time. They explore the origins of First Peoples and their ways of life before and after European contact. Students consider how Aboriginal cultures have influenced this country.

Students examine European exploration, and consider the experiences of French and British settlers and of diverse cultural groups as they developed roots in this country. They become aware of the development of Canada as a nation, from a vast land rich in natural resources inhabited by Aboriginal peoples, to a colony of France and then of Britain, and, finally, as a confederation of provinces and territories. They study the partnerships that evolved in the fur trade, including the role of the Métis over time, and the evolving relationships that are reflected in peace agreements, wars, rebellions, Confederation, the numbered treaties and more. Students explore how people from many places have learned to live together in the land we call Canada.

As students reflect upon the stories of significant people and events of Canada up until the 20th century, they learn how the history and geography of this land has shaped Canadians.
Dene Perspective on History

Dene history is oral history. To learn this history is to listen to stories. Western tradition tries to organize events in order, with dates and blocks of time, and to write these things down. Dene ways of knowing history places more value on the living of the events themselves, and on the role of the listener in giving that history meaning.

“Philip shared a Tlicho story about a sacred nate k’e (dreaming place) where young people can go to know their strength and learn how to be healthy. But he was concerned about the story being written down. “It’s like our stories stop living when they are put on paper. A Tlicho story has many, many parts and no one person has the full story. To really know and use the story and explore all of its meanings, you have to hear many versions and add your own part---- that’s what makes the story a living thing. We don’t want the stories to ever be finished.””

(Above & Beyond, Canada’s Arctic Journal, September/October 2008, p. 10)

It is not surprising that different cultures see things as basic as ‘history’ differently:

Each culture provides experiences specific to its way of being. The language of that culture has concepts which identify each of those experiences. Where another culture does not have a similar activity it does not have a concept of that activity...For example, both English and Dene have a concept of land. The English experience places the value of commodity on land, the Dene experience places the value of living being on land.2

(p. 5, Dene Teaching Methods, 1993)

If one is to explain how Dene oral history functions, it may help to imagine how we learn about ‘prehistory’. Our ways of knowing about events and people from before things were written down are different than those we can use for events and people after writing was used. It is more difficult to track stories where only art or artefacts give us information about them. With Dene stories, the Dene history has been passed on orally from generation to generation since time immemorial. To understand these stories we need to understand the elders’ ways of communication.

Elders’ approaches to telling a story are like being given pieces of a photograph that the listener needs to put together in a way that makes sense to them. It is like pieces of a puzzle that can be assembled in different ways. The role of the listener is fundamental to the message the story is telling. It is in these pieces, and through the re-arranging of these pieces, that our Dene oral history comes to us. Dene history comes in different Dene languages which are like different pathways, taking the listener and to similar- though not the same -places.

As oral history is told of the earliest time on the land, elders speak of when people and animals were equal and of the days of the big animals. Elders use of Dene words to describe that era is so old that often times,” its English meaning is no longer clearly remembered.”3 Through many such stories the epochs of Dene history are tracked. It has been said that after the early days of when people and animals were equal came stories of travel by great leaders and medicine people who came back with experience of the great unknown of the world and shared their stories of the other tribes in and around the region. They kept their stories alive in that manner until first contact with the Europeans.

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1 Sharing the stories of the Tli Cho (September/October 2008), Above & Beyond, Canada’s Arctic Journal, p. 10.
2 Dene Teaching Methods (1993), Dene Cultural Institute and The Native Women’s Association of the NWT, p. 5
3 The History and Stories of the Gwichya Gwich’in (2007), Gwichin Social and Cultural Institute, p. 6
Inuualuit and Inuinnait Perspective on History

Stories have always played an important part in the life of Inuualuit and Inuinnait. Inuuqatigiit, the Curriculum from the Inuit Perspective, relates that “all history, knowledge, values, and beliefs were passed on from generation to generation by word of mouth. Information was contained in both songs and stories, repeated to children by their parents and grandparents as they grew” (p.19).

Stories were also told to teach children to better understand their environment. In Inuuqatigiit, ‘the land’ includes all of nature: the earth itself as well as the water, the ice, the wind, the sky, the plants and animals’. The intimate relationship and understanding of their environment was enriched by many types of stories. Some of the stories told how animals, birds and insects came to be. Today, they are called Creation stories. Creation stories are deeper than just an explanation of one’s surroundings. They create a sense of wonder, of connection, of teachings, and of understanding behaviour.

Stories were powerful tools for teaching and passing on information. The more one learned of animals and birds, the more they were treated respectfully. These stories exist today. They can be told in any surroundings and in any language. It should, however, be understood that any given story isn’t more powerful than another. Each story has a purpose and meaning and children can be encouraged to connect with each story and to learn from it. It will also be interesting for students to understand that Inuualuit, Inuinnait and Inuit do not tell the same story as the Beringia theory when they explore the origins of Inuit. Inuit creation stories aren’t trying to explain the physical arrival of Inuit in their part of the world, but are dealing with other levels of existence. These stories often explore relationships between people and the land, without trying to explain how people literally came to live where they do.

This need to understand one’s surroundings and the events in each others lives have enabled Inuualuit and Inuinnait to pass down stories of first contact with a race different from their own. Contact with European and Canadian peoples had a powerful and sometimes negative impact on traditional life of Inuualuit and Inuinnait and choices of which of these stories to tell should keep in mind the age of the students. There are stories as well of how the Inuualuit and Inuinnait adapted to life after contact in their ability to recognize what was important to trade with others.

For educators who want to better understand some of these impacts, there are documentaries and films available to have a glimpse of what this could have meant. Resources such as, Tom Radford’s Worlds Collide: The Saga of Herschel Island is a heartbreaking, must-see documentary that displays the late 19th-century near-extinction of the Inuualuit people in the northwest of the Yukon through the eyes of one survivor. Arctic Book – Stories “Call me Ishmael: Memories of an Inuualuk Elder” by Ishmael Alunik, can provide a powerful perspective on these events as well.

Although Inuuqatigiit provides rich information, it is not meant to be a total summary of Inuualuit and Inuinnait knowledge. It states, “Inuuqatigiit has not documented all of Inuit knowledge, but through it and from it will come a direction for continued research on Inuit culture, program and unit development for themes or topics from the Inuit perspective, as well as other forms of publications” (p. 2). It is one avenue that educators can use to integrate and infuse Inuualuit and Inuinnait knowledge into their classrooms.
SOCIAL STUDIES SKILLS

Social studies skills are grouped into four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Ideas and Information
- Critical and Creative Thinking Skills
- Communication Skills

Skills for Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

Skills for Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.
Critical and Creative Thinking Skills

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and using a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

Communication Skills

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.
### Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

<table>
<thead>
<tr>
<th>Social Studies Skills</th>
<th>English Language Arts Specific Learning Outcome</th>
<th>Literacy with Information Communication Outcomes</th>
</tr>
</thead>
</table>
| S-100 - Collaborate with others to establish and carry out group goals and responsibilities. | 3.1.1 - Summarize personal knowledge of a topic in categories to determine information needs in own and group inquiry  
3.1.2 - Formulate general and specific questions to identify information needs in own and group inquiry  
3.1.3 - Gather and record ideas and information using a plan for own and group inquiry  
5.1.1 - Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making  
5.1.3 - Assess group process using simple pre-established criteria, and determine areas for development | P-1.1 - Recalls and/or records prior knowledge and asks topic-related questions  
P-2.2 - Adapts given electronic plans  
Co-2.1 - Collaborates with peers to accomplish self-directed learning with ICT in various settings  
Co-2.2 - Collaborates with others over distance using ICT |
| S-101 - Use a variety of strategies to resolve conflicts peacefully and fairly. *Examples: clarification, negotiation, compromise...* | 5.1.2 - Adjust listening, viewing, speaking behaviours according to the situation | * |
| S-102 - Make decisions that reflect fairness and equality in their interactions with others. | 5.1.1 - Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making  
1.1.1 - Seek others' viewpoints to reflect on personal understanding | E-1.1 - Respects ICT equipment and personal technology space of other ICT users  
E-2.1 - Applies school division’s acceptable-use policy for ICT  
E-2.3 - Explains consequences of unethical behaviour |
| S-103 - Make decisions that reflect care, concern, and responsibility for the environment. | | |
| S-104 - Negotiate constructively with others to build consensus and solve problems. | 5.1.2 - Adjust listening, viewing, speaking behaviours according to the situation | P-2.1 - Constructs “how and why” questions, predictions, hunches, educated guesses, and hypotheses and identifies information needs  
M-1.2 - Recognizes ICT problems and seeks assistance to solve them |
| S-105 - Recognize bias and discrimination and propose solutions. | 2.2.3 - Develop personal perspective of cultural representations in texts (oral, print, and other media) | |
| S-106 - Treat places and objects of historical significance with respect. *Examples: burial grounds, memorials, artifacts...* | 5.2.2 - Describe how diversity is honoured and celebrated | |
**MANAGING INFORMATION AND IDEAS**

Information-management skills enable students to access, select, organize, and record information and ideas using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

<table>
<thead>
<tr>
<th>SOCIAL STUDIES SKILLS</th>
<th>ENGLISH LANGUAGE ARTS SPECIFIC LEARNING OUTCOME</th>
<th>LITERACY WITH INFORMATION COMMUNICATION OUTCOMES</th>
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</thead>
<tbody>
<tr>
<td><strong>S-200</strong> - Select information from oral, visual, material, print, or electronic sources. <em>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</em></td>
<td>1.1.2 - Explain preferences for particular forms and genres of oral, print, and other media texts 2.2.1 - Explore a variety of oral, print, and other media texts 2.3.1 - Talk about the relationship between genre/form and audience/purpose 2.3.2 - Listen, read, and view texts to understand how the techniques and elements interact to create effects 2.3.3 - Talk about the author's use of voice, vocabulary, elements or techniques in a variety of oral, print, and other media texts</td>
<td>G-1.1 - Finds and collects information (text, images, data, audio, video) from given media</td>
</tr>
<tr>
<td><strong>S-201</strong> - Organize and record information in a variety of formats and reference sources appropriately. <em>Examples: maps, charts, outlines, concept maps...</em></td>
<td>3.1.3 - Gather and record ideas and information using a plan for own and group inquiry 3.3.1 - Organize information and ideas into categories using a variety of strategies 3.3.2 - Record information in own words; cite authors and titles alphabetically and provide publication dates of sources 3.3.3 - Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose</td>
<td>G-1.2 - Identifies sources of information and provides bibliographic/reference data E-1.3 - Recognizes the need to acknowledge authorship of intellectual property</td>
</tr>
<tr>
<td><strong>S-202</strong> - Distinguish between primary and secondary information sources for research.</td>
<td>3.2.1 - Use relevant information from a variety of sources to answer inquiry or research questions</td>
<td>G-1.4 - Collects primary data using electronic devices</td>
</tr>
<tr>
<td><strong>S-203</strong> - Select and use appropriate tools and technologies to accomplish tasks.</td>
<td>4.1.1 - Generate ideas and develop a topic using a variety of strategies (see list of graphic organizers at 3.3.1) 4.1.2 - Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information 4.2.3 - Write legibly and fluently while continuing to develop proficiency with keyboarding and word processing; uses related vocabulary</td>
<td>Pr-2.1 - Selects a suitable ICT application and/or device to create electronic work and explains the selection S-1.1 - Identifies uses of ICT at home, at school, at work, and in the community Pr-1.2 - Composes text, records sound, sketches images, graphs data, and/or creates video</td>
</tr>
<tr>
<td><strong>S-204</strong> - Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.</td>
<td>4.1.3 - Create original texts (oral, print, and other media)</td>
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### Interdisciplinary Skills Chart

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<tbody>
<tr>
<td><strong>S-205</strong> - Construct maps that include a title, legend, compass rose, grid, and scale.</td>
<td><strong>3.3.1</strong> - Organize information and ideas into categories using a variety of strategies (see list of graphic organizers)</td>
<td></td>
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<tr>
<td><strong>S-206</strong> - Interpret maps that include a title, legend, compass rose, grid, and scale.</td>
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<tr>
<td><strong>S-207</strong> - Use latitude and longitude to locate and describe places on maps and globes.</td>
<td><strong>4.4.1</strong> – Present and/or publish texts (oral, print, and media)</td>
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<tr>
<td><strong>S-207A</strong> - Use traditional knowledge to read the land.</td>
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<tr>
<td><strong>S-208</strong> - Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.</td>
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</table>

### CRITICAL AND CREATIVE THINKING

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

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<tbody>
<tr>
<td><strong>SOCIAL STUDIES SKILLS</strong></td>
<td><strong>ENGLISH LANGUAGE ARTS SPECIFIC LEARNING OUTCOME</strong></td>
<td><strong>LITERACY WITH INFORMATION COMMUNICATION OUTCOMES</strong></td>
</tr>
<tr>
<td><strong>S-300</strong> - Plan topics and goals for historical inquiry and research.</td>
<td><strong>1.1.3</strong> - Set personal goals to enhance language learning and use</td>
<td><strong>Pr-1.1</strong> - Participates in establishing criteria for student-created electronic work</td>
</tr>
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<td></td>
<td><strong>3.1.3</strong> – Gather and record ideas and information using a plan for own or group inquiry</td>
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<tr>
<td><strong>S-301</strong> - Evaluate the advantages and disadvantages of solutions to a problem.</td>
<td><strong>4.2.1</strong> - Use pre-established criteria to focus conversations about own and others' texts and representations</td>
<td><strong>R-2.1</strong> - Invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn</td>
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<td></td>
<td><strong>4.2.2</strong> - Revise ideas and organization to match intended purpose and audience</td>
<td><strong>S-1.3</strong> - Chooses appropriate times and places to use wireless games and/or communication devices</td>
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<td></td>
<td><strong>4.2.4</strong> - Experiment with language to create desired effect in oral, print, and other media text</td>
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<tr>
<td><strong>S-302</strong> - Draw conclusions based on research and evidence.</td>
<td><strong>2.1.3</strong> - Use textual cues to construct and confirm meaning</td>
<td><strong>G-2.3</strong> - Categorizes information using the ICT suitable for the purpose</td>
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<td></td>
<td><strong>2.1.4</strong> - Use vocabulary, language structure and context to construct meaning of a text</td>
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<td><strong>3.3.4</strong> - Assess information and knowledge gained through the inquiry or research process; generate new questions for further inquiry</td>
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<tr>
<td></td>
<td><strong>1.2.1</strong> - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts</td>
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</table>
## Interdisciplinary Skills Chart

<table>
<thead>
<tr>
<th>Skill Code</th>
<th>Description</th>
<th>Standard(s)</th>
<th>Interdisciplinary Skills Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-303</td>
<td>Evaluate personal assumptions based on new information and ideas.</td>
<td>1.2.1 - Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts</td>
<td>Pr-1.3 - Edits electronic work according to established criteria, conventions, and/or standards</td>
</tr>
<tr>
<td>S-304</td>
<td>Distinguish fact from opinion and interpretation.</td>
<td>1.2.2 – Explain the importance of linking personal perceptions</td>
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<tr>
<td>S-305</td>
<td>Observe and analyze material or visual evidence for research. <em>Examples:</em> artifacts, photographs, works of art...</td>
<td>2.2.1 - Explore a variety of oral, print, and other media texts</td>
<td>G-1.3 - Records data or makes notes on gathered information and ideas using given categories and given ICT</td>
</tr>
<tr>
<td>S-306</td>
<td>Assess the validity of information sources. <em>Examples:</em> purpose, context, authenticity, origin, objectivity, evidence, reliability...</td>
<td>3.2.2 - Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria</td>
<td>G-1.5 - Questions whether information from media sources is real, useful, and/or distracting</td>
</tr>
<tr>
<td>S-307</td>
<td>Compare differing accounts of historical events. <em>Examples:</em></td>
<td>3.3.1 - Organize information and ideas into categories using a variety of strategies (see list of graphic organizers)</td>
<td></td>
</tr>
<tr>
<td>S-308</td>
<td>Compare diverse perspectives in a variety of information sources.</td>
<td>2.1.1 - Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding</td>
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<td>2.2.3 - Develop personal perspective of cultural representations in texts (oral, print, and other media)</td>
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<td></td>
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<td>5.2.3 - Explore how context influences the selection of language and form</td>
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<tr>
<td>S-309</td>
<td>Interpret information and ideas in a variety of media. <em>Examples:</em> art, music, historical fiction, drama, primary sources...</td>
<td>3.2.3 - Use a variety of tools to access information and ideas; use visual and auditory cues to identify key ideas</td>
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<tr>
<td></td>
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<td>2.2.2 – Respond to texts creatively and critically</td>
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<tr>
<td></td>
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<td>3.2.4 - Recognize organizational patterns in texts to construct meaning and gather information</td>
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<tr>
<td></td>
<td></td>
<td>3.2.1 - Use relevant information from a variety of sources to answer inquiry or research questions</td>
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</tr>
<tr>
<td>S-310</td>
<td>Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.</td>
<td>2.1.1 - Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding</td>
<td></td>
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</tbody>
</table>
**COMMUNICATION**

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

<table>
<thead>
<tr>
<th>SOCIAL STUDIES SKILLS</th>
<th>ENGLISH LANGUAGE ARTS SPECIFIC LEARNING OUTCOME</th>
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</tr>
</thead>
</table>
| S-400 - Listen to others to understand their perspectives. | **1.1.1** - Seek others' viewpoints to reflect on personal understanding  
**5.2.1** - Acknowledge differing responses to common experiences | **Pr-2.2** - Revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences |
| S-401 - Use language that is respectful of human diversity. | **5.2.2** - Describe how diversity is honoured and celebrated  
**5.1.2** - Adjust listening, viewing, speaking behaviours according to the situation | **E-2.2** - Applies safety guidelines when communicating electronically |
| S-402 - Support their ideas and opinions with information or observations. | **1.2.2** - Explain the importance of linking personal perceptions | **M-1.1** - Demonstrates confidence and self-motivation while doing ICT tasks alone and with others  
**M-1.3** - Recalls prior knowledge of procedures for troubleshooting and attempts to solve ICT problems |
| S-403 - Present information and ideas orally, visually, concretely, or electronically. | **2.2.2** - Respond to texts creatively and critically  
**4.4.1** - Present and/or publish texts (oral, print, and media) | **C-1.1** - Displays and/or discusses electronic work |
| S-404 - Elicit and clarify questions and ideas in discussions. | **5.1.3** - Assess group process using simple pre-established criteria, and determine areas for development  
**4.2.2** - Revise ideas and organization to match intended purpose and audience  
**4.3.1** - Use an editing process to enhance communication  
**4.3.2** - Apply spelling conventions to texts using a variety of strategies and resources  
**4.3.3** - Use an editing process to check for punctuation and capitalization | **C-2.1** - Discusses information, ideas, and/or electronic work using tools for electronic communication |
| S-405 - Articulate their beliefs and perspectives on issues. | **5.2.1** - Acknowledge differing responses to common experiences | **R-1.1** - Participates in guided conferences to think about using ICT to learn |
Established Goals and Essential Questions

**ORIGINS and CONNECTIONS to the LAND**

**LE#1 Established Goals**

KI-004 - Describe First Peoples’ stories of their origins, as well as current theories of migration to the North American continent
KI-015 - Locate on a map of Canada the major physical regions, climates, vegetation zones, bodies of water and the traditional territories of First Peoples
KI-017 - Describe practices and beliefs that reflected First People's connections with the land and the natural environment
VCC-008 - Value oral tradition as an important source of knowledge about First Peoples

**Essential Questions**

A. Which Aboriginal origin story best shows how important the land is in peoples’ lives? Which criteria did you use in order to make your choice?
B. How did people get here? Which scientific migration theory or Aboriginal origin story helps you best answer this question? Which criteria did you use to arrive at your answer?
C. The land now called Canada has a great variety of climates, landforms, vegetation and bodies of water. How did they (and do they) effect how people lived and their beliefs about the world?

**PRE-CONTACT CULTURES**

**LE#2 Established Goals**

KI-006 - Compare daily life in diverse First Peoples communities before contact with Europeans
*Example: food, clothing, shelter, decision-making and types of leadership (consensus, democracy, hereditary right, matriarchy) roles of men, women, children, Elders
VP-014 - Value diverse approaches to leadership
KE-050 - Describe various ways in which First Peoples groups interacted with each other
*Examples: trade, cooperation, conflicts...
KCC-024 - Relate stories of early contact between Aboriginal groups and Europeans

**Essential Questions**

A. Aboriginal people lived all over the land we call Canada today. Which group seems to you to have had the best way of life? Which criteria did you use to arrive at your answer?
B. Among the pre-contact Aboriginal groups, what is the best way of makings decisions and choosing leaders that you’ve discovered? Which criteria did you use to arrive at your answer?
C. Should Aboriginal people have helped, ignored, or attacked the first Europeans they met? Explain why with example from stories.

**EARLY EUROPEAN EXPLORATION AND COLONIZATION**

**LE#3 Established Goals**

KG-043 - Identify European countries that established colonial empires and locate on a world map their areas of colonization
*Include: Portugal, Spain, France, England, Holland
KP-047 - Identify reasons why the Europeans wanted to expand their territories to include North America
*Examples: international competition, resources, religion, trade...
KCC-025 - Relate stories of European explorers and traders in their search for new lands in North America or the Northwest Passage.
*Examples: Giovanni Caboto, Cartier, Frobisher, Champlain, Hudson, Hearne, Rae, Franklin, Kelsey, Mackenzie, Thompson, Stefansson

**Essential Questions**

A. What were the reasons European nations had for crossing unmapped oceans, or paddling through unmapped lands? How are the reasons we are exploring today (deep sea, space) the same and how are they different as those of these early explorers?
B. Which European nation was the most successful in achieving its goals? Which criteria did you use to arrive at you answer?
C. Who was the best explorer to come from Europe to Canada? Which criteria did you use to arrive at your answer?
*Examples: Caboto, Cartier, Frobisher, Champlain, Hudson, Hearne, Rae, Franklin, Kelsey, Mackenzie, Thompson, Stefansson...
### NOUVELLE-FRANCE and CULTURAL INTERACTIONS

**Established Goals**

| LE#4 | KCC-033 | Describe contributions of individuals in the settlement of Nouvelle-France  
Include: Samuel de Champlain, Chief Membertou, Marquerite Bourgeoys  
KI-008 | Describe daily life in Nouvelle-France.  
KCC-026 | Give examples of the impact of interactions between First peoples and European explorers,  
colonists, and missionaries.  
Examples: place names, shared technologies, trade, spread of disease, religious traditions, landholding and ownership...  
VCC-009 | Appreciate the contributions of First Peoples to the development of Canada  
YE-015 | Be willing to consider diverse approaches to resource and land use |

**Essential Questions**

A. Describe a typical day in Nouvelle France and explain what part of daily life was the most similar or different from today? Which criteria did you use to arrive at your answer?
B. Who was the most important leader in the early development of Nouvelle France: Samuel de Champlain, Chief Membertou, or Marquerite Bourgeoys? What evidence did you use to defend your choice?
C. Through their various kinds of interactions with each other, how did the way of life of both the Aboriginal peoples and the European colonists of Nouvelle France change? Which criteria did you use to arrive at your answer?

### FRENCH-ENGLISH RIVALRY

**Established Goals**

| LE#5 | KCC-027 | Describe the impact of European wars on First peoples and the French and British colonies in early Canada  
Include: First Peoples Alliances  
KCC-028 | Describe the reasons for and the impact of the Acadian deportation  
KCC-029 | Describe the major events and impacts of the British conquest of Nouvelle-France  
Include: Great Peace (1701), Battle of the Plains of Abraham (1759); Treaty of Paris and Royal Proclamation (1763); Quebec Act (1774)  
VCC-011 | Appreciate the Aboriginal, French, and British heritage of Canada  
VCC-012 | Demonstrate empathy for the struggles of the peoples of early Canada |

**Essential Questions**

A. Can forcing people off their land ever be the right thing to do?
B. Who would you name your school after: General Edward Cornwallis, James Murray, General Charles Lawrence, Chief Pontiac, Joseph Broussard (‘Beausoleil’) or Guy Carleton? Which criteria did you use to arrive at your answer?
C. Which of these events had the most impact on the development of Canada – The Great Peace (1701), Battle of the Plains of Abraham (1759), The Treaty of Paris (1763), The Royal Proclamation (1763), The Quebec Act (1774) |

### REFUGEES, WARRIORS and REFORMERS

**Established Goals**

| LE#6 | KCC-037 | Give reasons for the migration of the United Empire Loyalists and describe their impact on Canada  
Include: American Revolution, hardships, settlement areas, cultural diversity of the Loyalists (include: African Americans, Aboriginals)  
KI-013 | Compare daily life in Upper Canada and Lower Canada  
KCC-038 | Identify the causes, major events, and results of the War of 1812  
KCC-040 | Identify people, events, results of the 1837 to 1838 Rebellions and explain their impact on the development of Canada  
Include: Establishment of responsible government, French-English relations  
VI-004 | Appreciate Canadian history as a way of understanding contemporary Canada |

**Essential Questions**

A. Which Loyalist group or individual should all Canadians know about? Which criteria did you use to arrive at your answer?
B. Which is the most important person, event, or consequence of the War of 1812?
C. As Canada gradually became a democratic country, where people vote for their leaders, (not like a king or queen), who was the best fighter in making this happen: William Lyon Mackenzie, Louis-Joseph Papineau, Robert Baldwin, or Louis LaFontaine?
## NEGOTIATING CONFEDERATION

<table>
<thead>
<tr>
<th>LE#7</th>
<th>Established Goals</th>
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<tbody>
<tr>
<td><strong>KL-022</strong> Locate on a map of Canada the four provinces of Confederation in 1867</td>
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<tr>
<td><strong>KCC-041</strong> Describe the origins of Confederation and give arguments for /against Canadian Confederation. &lt;br&gt;&lt;br&gt;Include: significance of the British North America Act; resistance of Prince Edward Island, Newfoundland, and Nova Scotia to Confederation</td>
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<tr>
<td><strong>KCC-042</strong> Describe the roles of individuals in building Canadian Confederation &lt;br&gt;&lt;br&gt;Include: John A. Macdonald, Georges Etienne Cartier, Charles Tupper, Thomas D'Arcy McGee, George Brown, Samuel Tilley, John H. Gray</td>
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<tr>
<td><strong>VCC-010</strong> Value history as a way of understanding contemporary Canada</td>
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<tr>
<td><strong>VCC-012</strong> Value the diverse stories and perspectives that comprise the history of Canada</td>
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### Essential Questions

A. What stories would explain the different parts of the Imagine If... map of Canada?  
B. What was the best argument for or against Confederation?  
C. From the perspective of (pick a person from the list) what were the advantages or disadvantages of Confederation (Macdonald, Cartier, Brown, Dorion, McGee, Tilley, Gray, Howe, Tupper)?

## FUR, FARMS, AND THE METIS

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<tr>
<th>LE#8</th>
<th>Established Goals</th>
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<tbody>
<tr>
<td><strong>KL-023</strong> - Locate on a map of Canada the major settlements of Rupert’s Land in 1867 &lt;br&gt;&lt;br&gt;Include: Canadian rivers and towns/cities with “Fort” in their names; present highways and railways)</td>
<td></td>
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<tr>
<td><strong>KCC-027</strong> - Identify individuals and events connected with Manitoba’s entry into Confederation &lt;br&gt;&lt;br&gt;Include: Louis Riel, John A Macdonald, Red River Resistance, Métis Bill of Rights, negotiation of the entry of Manitoba into Confederation</td>
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<tr>
<td><strong>KCC-030</strong> - Identify causes, events, individuals, and consequences of the 1885 Resistance</td>
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<tr>
<td><strong>KCC-032</strong> - Identify contributions of Aboriginal leaders from 1867 to 1914 &lt;br&gt;&lt;br&gt;Examples: Gabriel Dumont, Mistahimaskwa (Big Bear), Pitikwahanapiwiyin (Poundmaker), Isapomuxika (Crowfoot)</td>
<td></td>
</tr>
<tr>
<td><strong>KCC-031</strong> - Identify rationale, events, issues related to the construction of the Canadian Pacific Railway &lt;br&gt;&lt;br&gt;Egs. immigration to the West, expanding Confederation, causes a change in traditional Aboriginal land use/lifestyle, workers/working conditions, Chinese labourers, construction difficulties, mapping Canada...</td>
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<tr>
<td><strong>VCC-012</strong> - Value the diverse stories and perspectives that comprise the history of Canada</td>
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### Essential Questions

A. How did the major ‘highways’ (rivers) of the fur trade shape the way Canada developed?  
B. What could farmers or fur traders in the 1800’s have done differently to solve their differences in the Red River region?  
C. Louis Riel is described as a hero for the Métis and a traitor by others in 1870? How would you describe him?

## TREATIES, WAR, and the CHANGING WEST

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<th>LE#9</th>
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<tr>
<td><strong>KL-007</strong> - Give reasons for the establishment of the numbered treaties and reserves, and describe their impact on individuals, families, and communities &lt;br&gt;&lt;br&gt;Examples: federal government motivations (increasing numbers of people coming; need to survey the land for the railway; fear of an Aboriginal armed conflict; ground rules for settlement needed), Aboriginal peoples’ motivations (disappearance of buffalo, desire to learn farming, protection of rights)</td>
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<tr>
<td><strong>KCC-028</strong> - Identify causes, events, individuals, and consequences of the 1885 Resistance</td>
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</tr>
<tr>
<td><strong>KCC-032</strong> - Identify contributions of Aboriginal leaders from 1867 to 1914 &lt;br&gt;&lt;br&gt;Examples: Gabriel Dumont, Mistahimaskwa (Big Bear), Pitikwahanapiwiyin (Poundmaker), Isapomuxika (Crowfoot)</td>
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<td></td>
</tr>
<tr>
<td><strong>VCC-012</strong> - Value the diverse stories and perspectives that comprise the history of Canada</td>
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### Essential Questions

A. Who got more of what they hoped from signing the treaties; The Government of Canada or the Aboriginal peoples? OR A. Why do you we have land claims today?  
B. What could the Métis, Aboriginal groups or the government of Canada have done differently to avoid the armed conflicts that broke out in 1885?  
C. Was immigration to the west a good idea? Respond from the perspective of an Aboriginal person who lived in the Prairies, a new immigrant to the Prairies, a Chinese railroad worker, a John A MacDonald and a resident of the Prairies today.
Mission of Social Studies
Core Concepts
General Learning Outcomes
Learning, Teaching, and Assessment
Social Studies in the NWT

Mission of Social Studies

Definition

Social studies is the study of people in relation to each other and their world. It is an interdisciplinary subject that draws upon history, geography, economics, law, political science and other disciplines. Social studies focuses on peoples’ relationships with their social, physical, spiritual, cultural, economic, political, and technological environments. Social studies helps students become active and responsible citizens within their communities locally, nationally, and globally, in a complex and changing world. Social studies in the NWT is particularly informed by the foundational documents *Dene Kede* and *Inuuqatigiit.*

Vision

Social studies in the NWT is part of an overall educational program intended to meet the needs and reflect the nature of 21st century learners and has at its heart the concepts of citizenship and identity in the Canadian and global contexts. It is reflective of the diverse cultural perspectives, including Aboriginal and francophone, that contribute to the evolving realities in Canada. Social studies will ultimately contribute to a Canadian spirit—a spirit that will be fundamental in creating a sense of belonging for each one of our students as she or he engages in active and responsible citizenship locally, nationally, and globally, and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic country.

Goals of Social Studies

Social studies enables students to acquire the skills, knowledge, and values necessary to understand the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society.

The goals of social studies learning span Kindergarten to Grade 5, and are divided into five categories:

- Canada
- The World
- The Environment
- Democracy
- General Skills and Competencies
With respect to Canada, social studies enables students to

- acquire knowledge and understanding of Canadian history and geography
- appreciate the achievements of previous generations whose efforts contributed to the building of Canada
- critically understand Canadian political structures and processes and the institutions of Canadian society
- fulfill their responsibilities and understand their rights as Canadian citizens
- understand and respect the principles of Canadian democracy, including social justice, federalism, bilingualism, and pluralism
- analyze Canadian public issues and take rationally and morally defensible positions
- develop a sense of belonging to their communities and to Canadian society
- respect Aboriginal perspectives, francophone perspectives, and the perspectives of the many cultural groups that have shaped Canada, past and present

With respect to the world, social studies enables students to

- acquire knowledge and understanding of world history and geography
- respect the world’s peoples and cultures through a commitment to human rights, equity, and the dignity of all persons
- develop global awareness and a sense of global citizenship
- understand and appreciate the role of international organizations
- analyze global issues and take rationally and morally defensible positions
- develop a commitment to social justice and quality of life for all the world’s peoples
- assess questions of national self-interest and the interests of other countries and the world as whole

With respect to the environment, social studies enables students to

- acquire and apply geographic skills, knowledge, and understanding
- recognize that a sustainable natural environment is essential to human life
- assess the impact of human interaction with the environment
- propose possible solutions to environmental problems
- live in ways that respect principles of environmental stewardship and sustainability
With respect to democracy, social studies enables students to

- critically understand the history, nature, and implications of democracy
- assess alternatives to democracy, past and present
- understand the history and foundations of parliamentary democracy in Canada
- demonstrate a commitment to democratic ideals and principles, including respect for human rights, principles of social justice, equity, freedom, dissent and differences, and willingness to take action for the public good
- participate in public affairs in accordance with democratic principles
- critically understand the role of various institutions in civil society

- recognize that democracy involves negotiation and that political and social problems do not always have simple solutions
- identify ways in which Canadian democracy could be improved, and work to improve it
- participate as informed citizens in the ongoing debates that characterize democracy in Canada and the world
- take a stand on matters of fundamental principle or individual conscience

With respect to general skills and competencies, social studies enables students to

- engage in disciplined inquiry, applying research skills, critical thinking, and decision making
- think historically and geographically
- critically analyze and research social issues, including controversial issues
- work collaboratively and effectively with others
- solve problems and address conflicts in creative, ethical, and non-violent ways
- develop openness to new ideas and think beyond the limits of conventional wisdom

- apply effective communication skills and enhance media literacy
- use and manage information and communication technologies
Core Concepts

Citizenship is the core concept that provides the learning focus for social studies at all grades. To identify the knowledge, values, and skills that students will need as active democratic citizens, social studies must take into account the society in which students live and anticipate the challenges they will face in the future. Citizenship is a fluid concept that changes over time: its meaning is often contested, and it is subject to interpretation and continuing debate. Achievement of learning outcomes related to citizenship will prepare students to participate in the public dialogue that characterizes any democracy and that plays an important role in Canadian society. As students engage in this dialogue, they will enhance their understanding of citizenship in Canada and the world, and will be better prepared to become active participants in their communities, locally, nationally, and globally.

Rationale for Citizenship Education

Citizenship education is fundamental to living in a democratic society. The concept of citizenship takes on meaning in specific contexts and is determined by time and place. Diverse notions of citizenship have been used in the past and are being used in the present, for both good and ill. Throughout much of history, citizenship has been exclusionary, class-based, racist, and sexist. In Canada, for instance, First Nations parents were forced to send their children to residential schools in the interests of citizenship.

The concept of citizenship must be considered within the context of democracy, human rights, and public debate. Social studies provides opportunities for students to explore the complexities of citizenship in four areas:

- Active Democratic Citizenship in Canada
- Canadian Citizenship for the Future
- Citizenship in the Global Context
- Environmental Citizenship

Active Democratic Citizenship in Canada

Since citizenship issues are rooted in the past, Canadian history occupies an important place in the social studies curriculum. Canada is regionally diverse and geographically expansive. It is organized as a federal parliamentary monarchy, with a mixed, albeit largely capitalist, economy. It is a bilingual and multicultural country committed to pluralism, human rights, and democracy. Globally, Canada is regarded as a prosperous, peaceful, and democratic country, although it still has its share of economic and social injustices and inequities.

Canada is a complex country that requires special qualities in its citizens. These citizenship qualities include:

- knowledge of Canadian history and geography
- understanding of the distinctive nature of Canadian society, the Canadian state, and its institutions
- the ability to approach public issues critically, rationally, and democratically
- informed involvement in public affairs
Canadian Citizenship for the Future

For the foreseeable future, Canadian citizens will likely continue to face issues such as

- balancing the jurisdictional claims of the provinces, territories, and the federal government
- redressing past and present injustices inflicted on Aboriginal peoples and other groups in Canada
- coming to terms with the complexities of Quebec’s place in Canada
- balancing regional and cultural diversity with national unity
- protecting Canadian identity and sovereignty
- assuring access to social services and quality of life for all
- eliminating inequalities related to race, gender, sexual orientation, age, class, and ethnicity
- protecting the environment
- ensuring the successful functioning of the economy

Citizenship in the Global Context

Canada is part of a global community that is becoming increasingly interconnected and interdependent. Many of the most serious problems facing our world must be dealt with on a global basis. The nation-state—including Canada—is under increasing challenge, externally from the forces of globalization, and internally from demands for more local or regional autonomy.

The world also continues to be characterized by severe disparities between rich and poor countries. This disparity violates the basic principles of social justice and human dignity, and, at the same time, gives rise to dangerous tensions and rivalries. War, terrorism, and violence continue to be a means of addressing internal and international disputes, and, because of developments in weapons technology, are becoming ever more destructive. In these circumstances, Canadian citizens need to think and act globally as well as nationally.
Environmental Citizenship

Underlying both national and global realities, and the responsibilities they impose on citizens, is the increasing fragility of our natural environment. Quality of life depends upon the sustainability of our environment. This places a particularly important responsibility on citizens, who must ultimately balance the demands of economic growth and high living standards against respect for the environment and the needs of future generations.

Identity as a Core Concept in Social Studies

A strong sense of identity is a necessary foundation for interpersonal relationships, and contributes to students’ abilities to participate in their communities as active and responsible citizens. Identities are shaped by many factors, including culture, language, spirituality, beliefs, socio-economic situation, gender, personal characteristics, and time and place. Identity formation is an ongoing process that involves observation, reflection, and interaction with others. Individuals affirm who they are by becoming aware of what distinguishes themselves from others as well as what connects them to others.

Social studies learning provides opportunities for students to develop self-awareness, and to enrich their personal identities and self-esteem. The core concept of identity provides a foundation for students to understand who they are as individuals and as social beings. As they reflect on and express who they are, they build upon their identities as contributing members of groups and communities.

(see culture-based perspectives on pages 3-5 in the Introduction)

Diverse Perspectives as a Core Concept in Social Studies

Diversity is a fundamental aspect of human interaction. Living together as members of society requires understanding and appreciation of human diversity and diverse perspectives. Diverse perspectives are reflected throughout the social studies curriculum and enable students to develop an awareness of differing interpretations and worldviews. As they critically consider contemporary and historical ideas, events, and issues from diverse perspectives, students will gain a richer understanding of the complexity of cultures, communities, and societies. This understanding will allow them to interact with others with sensitivity and open-mindedness, and to respect their own and others’ ways of seeing the world. As students consider diverse perspectives in their choices, decisions, and actions, they will be better able to live with others in a pluralistic society.
General Learning Outcomes

The following six general learning outcomes provide the conceptual structure for social studies from Kindergarten through Grade 6. They are the basis for the specific learning outcomes for each grade.

Culture and Community

Students will explore the influences of culture and community on individuals and societies.

Culture and community play an important role in the development of citizenship and identity. Many factors contribute to a sense of belonging to a culture or community, including shared values, beliefs, traditions, and language. Students will explore the concepts, symbols, and expressions of their own and others’ cultural, linguistic, and social communities. They will enhance their understanding of diverse perspectives through an exploration of the ways in which people live together in cultures, groups, communities, and societies. They will explore the connections between culture, community, citizenship, and identity, and will reflect upon their roles as members of groups and communities. Learning outcomes will include concepts such as human interaction, interdependence, and cultural diversity.

The Land: Places and People

Students will explore the dynamic relationships of people with the land, places, and environments.

People exist in dynamic relationships with the land. An exploration of people’s relationships with places and environments enables students to understand human dependence and human impact upon the natural environment. Students will explore diverse ways in which spatial and physical characteristics of the environment affect human life, cultures, and societies. They will consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally. Learning outcomes will focus on geographic understanding and skills, and will include concepts such as the relationship between people and the land, sustainability, and stewardship.
Time, Continuity, and Change

Students will explore how people, relationships, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of history enables students to appreciate the past, to understand the present, and to live with regard for the future. An important aspect of this process is the investigation and interpretation of Canadian and world history. Students will develop historical consciousness through a consideration of people, relationships, events, ideas, stories, and historical interpretations. They will reflect upon diverse perspective, parallel accounts, oral and social histories and personal narratives through historical inquiry. Through this inquiry students will develop historical understanding, which provides a foundation for citizenship and identity. Learning outcomes will focus on historical thinking and will include concepts such as progress, decline, continuity, causality and change.

Global Interdependence

Students will explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence will enhance students’ global consciousness and encourage them to develop empathy with respect to the human condition. Students will critically consider diverse perspectives and the connections that link local, national, and global issues. This exploration of global connections will enable students to enrich their identities and to engage in active and responsible citizenship. Learning outcomes will focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.
Power and Authority

Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens. The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

Economics and Resources

Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.
Learning, Teaching, and Assessment

Social Studies and the Learning Process

Learning in social studies is an active process. Active learning involves the construction of meaning through the interaction of prior knowledge, motivation and purpose, and new experiences. The process of learning varies from one individual to another, and is shaped by a multitude of factors, including personal, social, and cultural influences. Social studies learning is more meaningful when students are

- encouraged to broaden their perspectives through informed and focused interaction with others
- provided with opportunities to reflect critically on their own ideas and attitudes
- valued, respected, and acknowledged as individuals, whatever their situation or background

Social studies knowledge, values, and skills are interdependent aspects of learning, and need to be integrated in the learning process. Meaningful learning in social studies requires both depth and breadth of understanding. This includes the incorporation of basic general knowledge, as well as opportunities for more intensive study of selected topics.

**Strategies to support student inquiry and interaction:**

- student choice of inquiries
- cooperative and peer learning
- interviews
- project-based learning
- structured controversy or debate
- teacher- and student-initiated inquiry and research
- role-play
- sharing circles and celebration

**Instructional Strategies for Active Learning**

Social studies learning can be enhanced by using a variety of settings both in and outside of school, flexible student groupings, and numerous other strategies. A well-balanced social studies program includes individual, collaborative, and teacher-directed learning experiences, and provides students with a variety of conceptual tools and advance organizers.

Effective social studies instruction includes the use of strategies that promote student inquiry and interaction. These strategies include cooperative and peer learning, interviews, project-based learning, structured controversy or debate, teacher- and student-initiated inquiry and research, role-play, and sharing circles.

These types of strategies make learning meaningful by encouraging critical reflection, questioning, and the consideration of diverse points of view.

It is through guided inquiry and interaction—within the school and in the community—that students construct meaning from their individual experiences. Students require opportunities to engage in authentic and relevant community issues and events. It is important that these experiences be integral to social studies learning, and not be contrived.

Active learning is encouraged through resource-based and experiential learning. These include on-the-land experiences, field studies, guided tours, and participation in diverse cultural activities. Social studies teaching offers the ideal opportunity to integrate literature and the arts, and to use information and communication technologies.

Effective practices in social studies actively engage students in democratic processes such as consensus building, collective decision making, student government, class meetings, student-generated topics of study, and school event planning. As well, social studies provides authentic opportunities for home and community involvement.
Active learning includes
• resource-based and experiential learning
• on-the-land experiences
• field studies
• guided tours
• participation in diverse cultural activities
• integrating literature and the arts
• using information and communication technologies

Activities that engage students in democratic processes:
• consensus building
• collective decision making
• student government
• class meetings
• student-generated topics of study
• classroom/school event planning

Resource-based learning
• primary sources
• magazines and journals
• books
• television, radio
• DVDs and CDs
• audio/video tapes
• the Internet
• computer software and databases
• art and artifacts
• simulations and games
• maps
• neighbourhood walks
• museums
• art galleries
• cultural centres
• community sites
• guest speakers
• Elders
• live performances

Resource-Based Learning
Social studies addresses a wide range of issues and topics at every grade. It is a subject that is particularly well-suited to resource-based learning, which moves beyond the single textbook approach and provides students with a variety of information sources. (See Appendix F for a list of recommended learning resources.)

There is a plethora of social studies resources available to teachers and students. These include primary information sources, print media, electronic media, art and artifacts, simulations and games, maps, field trips, as well as knowledgeable individuals from the local community.

Resource-based learning is a student-centred approach that adapts to student needs, interests, abilities, learning styles, and prior knowledge. An environment that is rich in resources allows students to explore and discover as they learn, and to make personal learning choices that are relevant and meaningful.

As our society continues to evolve, so do the roles of teachers and learners. The “sage on the stage” model is giving way to a more flexible model—one in which teachers facilitate the learning process, and students make decisions and assume responsibility for their learning. A resource-based learning approach ultimately helps students manage the information overload that typifies today’s society, and teaches them how to continue their learning outside of the school setting. While the development of fundamental knowledge is still essential in social studies, the student of the 21st century needs the skills to locate, access, and evaluate pertinent information.
Role of the Social Studies Teacher

Social studies accommodates a variety of teaching styles. Given the political nature of social studies issues and topics, a teacher’s personal beliefs and convictions may influence the presentation of content, as well as the selection of teaching strategies and learning resources. Complete neutrality is not always possible, nor necessarily desirable; however, teachers need to be aware of the implications of presenting their own beliefs and perspectives as fact rather than opinion.

Social studies is rich in opportunities to detect and analyze bias through the critical exploration of diverse points of view. When a classroom climate is open and fair, teachers and students together will establish a learning culture that integrates democratic principles and encourages active citizenship. It is important to note that student-centred classrooms are not necessarily democratic classrooms. Even activities that are democratic in nature, such as cooperative learning, can be undemocratic in practice, depending upon how they are used.

Finally, it is essential that teachers be well informed about social studies content and issues, and that they be prepared to provide students with guidance in selecting reliable information sources.

Dealing with Controversial Issues

A fundamental aspect of social studies learning and teaching—at all grade levels—is the consideration of controversial issues—issues that involve ethics, principles, beliefs, and values. Teachers should not avoid controversial issues. Diversity of perspectives, beliefs and values, disagreement, and dissension are all part of living in a democratic society. Furthermore, discussion and debate concerning ethical or existential questions serve to motivate students and make learning more personally meaningful.

The following guidelines will assist teachers in dealing with controversial issues in the classroom:

- approach all issues with sensitivity
- clearly define the issues
- establish a clear purpose for discussions
- establish parameters for discussions
- ensure that the issues do not become personalized or directed at individual students
- protect the interests of individual students by finding out in advance whether any student would be personally affected by the discussion
- exercise flexibility by permitting students to choose alternative assignments
- accept that there may not be a single “right answer” to a question or issue
- respect everyone’s right to voice opinions or perspectives
- help students clarify the distinction between informed opinion and bias
- help students seek sufficient and reliable information to support the various perspectives
- allow time to present all relevant perspectives fairly and to reflect upon their validity
Diversity and Equity

Inclusive Social Studies Classrooms

The NWT social studies classroom plays an important role in helping students become engaged and caring citizens, locally, nationally, and globally. To do so requires teachers to use social studies classrooms as living laboratories for a more equal and just society than the one in which we now live. Schools in general, and the social studies classroom specifically, support the continued development of the multicultural, multiracial, and pluralist democracy that is Canada—a democracy that is capable of addressing the serious social and ecological challenges that face us now, and which threaten our collective future.

The events that take place in our classrooms both shape, and are shaped by larger social currents that define who we are and where we are headed as a society. To be successful, schools, and social studies classrooms in particular, must be guided by democratic social goals and values that celebrate our human diversity and demonstrate a quest for greater equity in our institutions and in society as a whole.

Social studies curriculum and instruction must be both **visionary** and **practical**: **visionary** because we need to go beyond narrow educational goals and look toward our collective future with hope; **practical** because the work of reshaping educational practice and countering negative social forces and conditions requires daily effort.

Teaching practices, educational activism, and dedication and creativity on the part of teachers and other educational partners are all part of this process. Efforts to transform the social studies classroom need to grow from a common social and pedagogical vision that strives for an inclusive classroom focused on social justice. Curriculum and practice must reflect certain essential characteristics, which are described below.

### Inclusive classrooms that are focused on social justice are

- multicultural, equity-focused, anti-biased in nature
- grounded in the lives of students
- culturally sensitive
- critical
- participatory and experimental
- hopeful, joyful, caring, visionary
- academically rigorous
- supportive of students as social activists and engaged citizens

### 1. Multicultural, equity-focused, and anti-bias in nature

A curriculum grounded in social justice and awareness of social diversity must be inclusive of every student in every classroom. With the increasingly diverse population in our territory and nation, the social studies classroom needs to directly address issues related to race, class, gender, and other aspects of educational equity. We need to do more than simply celebrate diversity. We need to take on the “hard stuff” of exploring why some differences translate into wealth and power, while others become the basis for discrimination and injustice. Social studies classrooms exist in a multicultural and multiracial society, and need to honestly face the truth about our past and present. The often exclusionary, traditional stories
of history need to be revised to include the experiences and voices of Aboriginal peoples and people of colour, women, working peoples, and other diverse groups in our society.

2. **Grounded in the lives of students**

Good teaching begins with respect and concern for children, their innate curiosity, and their capacity to learn. Curriculum needs to be rooted in the real lives and contexts of the students in the classroom. Creating effective learning environments requires that the lives of the students, as well as the topics they are exploring, provide the content of the classroom experience. Students in the NWT also need opportunities to consider and inquire how their lives connect to people, places and events beyond their community.

3. **Culturally sensitive**

Classrooms that are places for critical teaching and learning are built on the premise that teachers “don’t know it all.” In the NWT many classroom teachers have come to this territory from another part of Canada or the world. Life in the classroom and the community they are now part of presents opportunities for teachers to learn from students and community members, and requires teachers to be good researchers and listeners. Teachers may need to call upon their colleagues, parents and others, including Elders, in order to understand the needs of their students and the communities they seek to serve.

4. **Critical**

The social studies curriculum should help equip students to engage in dialogue and to challenge the world. From their early years onwards, students need to develop skills and insights that allow them to pose essential questions. Who makes decisions in society? Who is left out? Who benefits and who suffers? What is fair practice? What is discriminatory or unfair practice? How is change created? Students should have opportunities to examine and question social reality through critiques of media, public policy decisions, foreign policy choices, newspapers, historical accounts, and school life itself. Wherever possible, student learning should encompass issues and problems in the world outside the classroom walls.

5. **Participatory and experiential**

Student involvement and initiative need to be emphasized; students should not be passive learners. Exploratory and experiential learning approaches, in which students are involved in planning and decision making, allow students to take responsibility for, and to manage, their own learning. Projects, role-plays, mock trials, and other learning activities involve students physically and cognitively. These are all essential to provoke students to develop democratic capacities: to question, to challenge, to make real decisions, and to solve problems collectively.

6. **Hopeful, joyful, caring, and visionary**

Classrooms in which children feel significant and cared for are at the heart of an inclusive school. Unless students feel safe—emotionally and physically—they will not reveal their true selves or their real thoughts and feelings, and discussions will be artificial and dishonest. Teachers need to design learning experiences that help students learn to trust and care for each other.
7. Academically rigorous

An inclusive classroom focused on social justice equips students with the skills they need to navigate in the world, and to take action to change the world. When students create products for real audiences about significant issues, and discuss big ideas with compassion and intensity, academics come to life.

8. Supportive of students as social activists and engaged citizens

If we want students to see themselves as voices for justice and agents of change, it is important to encourage them to critique the world, and to be willing to act in ways that are meaningful. Part of the role of the social studies teacher is to reinforce the fact that ideas have real consequences and need to be acted upon. Students can draw inspiration from historical and contemporary individuals who struggled for social justice, peace, and human rights. A critical curriculum and classroom should reflect the diversity of people from all cultures and both genders who acted to make a difference, many of whom did so at great sacrifice. Students should feel connected to this legacy of resistance and social justice.

Creating inclusive and critical classrooms is not easy. It is complex and demanding work that requires vision, support, and resources. Sharing experiences with other educators, establishing support networks, and amassing diverse resources are critical components of inclusive classrooms.  

Towards a Pedagogy for Social Justice

A social studies curriculum that advocates social justice is built upon the integration and exploration of issues related to inclusion, diversity, and racism. This approach requires a clear and well-developed understanding of multicultural/anti-racist teaching approaches. It should not be assumed that simply providing students with learning resources that are “multicultural” or that deal with issues of inequality or diversity is sufficient to create an inclusive social studies classroom. To have a positive effect, as well as an anti-racist/anti-bias impact on the classroom, multicultural materials need to be part of meaningful learning experiences that encourage students to critically explore and analyze the significance of the issues discussed or information presented, personally and collectively.

The quotation that follows illustrates the importance of anti-racism pedagogy in the use of multicultural resources in the classroom, and in the planning and implementation of learning activities. It is critical that educators be clear how a specific learning resource and related activities fit into their plan for the year and the anti-racism objectives that have been established.

“\textit{It should be remembered that multicultural curriculum can be taught in a traditional and racist way. The way out of this dilemma is through the intervention of anti-racist teaching. Anti-racist teaching would incorporate ‘education’ which is multicultural while the ‘teaching’ would be anti-racist. In this context, anti-racist teaching is seen as coming about through a teacher with the ‘right’ attitude, the appropriate knowledge, and the necessary skills to bring about learning that will challenge racism and change the bias of the traditional ethnocentric and biased education to which we are accustomed in Canada.”} (Black Learners Advisory Committee [BLAC] Report on Education, December 1994, Nova Scotia)

3Adapted from “Rethinking Our Classrooms: Teaching for Equity and Justice” from Rethinking Schools magazine (Fall 2003) by permission of Rethinking Schools Ltd. <www.rethinkingschools.org>. All rights reserved.
The Transformative Curriculum: Education for Social Justice

An anti-racist pedagogy may be conceptualized as being education for change, social justice, or action. James Banks provides a conceptual model for analyzing the level of integration of multicultural content into the curriculum, which highlights the importance of a social action approach. In his perspective, a Transformation or Social Action Approach is essential if we wish to meaningfully address issues of diversity and inequality in the social studies classroom and in our schools.

Levels of Integration of Multicultural Content

<table>
<thead>
<tr>
<th>Level 1: The Contributions Approach</th>
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<tbody>
<tr>
<td>Focuses on the heroes, holidays, and discrete cultural elements.</td>
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<tr>
<th>Level 2: Additive Approach</th>
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<tbody>
<tr>
<td>Content, concepts, themes, and perspectives are added to the curriculum without changing its structure.</td>
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<tr>
<th>Level 3: The Transformation Approach</th>
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<tbody>
<tr>
<td>The structure of the curriculum is changed to enable students to view concepts, issues, events, and themes from the perspectives of diverse and cultural groups.</td>
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<tr>
<th>Level 4: The Social Action Approach</th>
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<tbody>
<tr>
<td>Students make decisions on important social issues and take actions to help solve them.</td>
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</table>

Diversity and Inequity: The Historical Context

It is important that educators develop an informed understanding of the historical development of Canadian society and the history of diversity and inequality. Traditional approaches to Canadian history have often excluded or marginalized the experiences and perspectives of many diverse groups. Therefore, it is critical that educators broaden their understanding of history in a Canadian and international context.
The experiences of marginalized groups in Canada share many similarities with marginalized groups in other places. It is important to explore and critically consider these parallels. Furthermore, it is important to connect historical experiences to contemporary social conditions, such as continued inequities in employment, evidence of bias in medical research, attitudes towards interracial or same-sex marriages, the prevalence of negative stereotypes in media, and so on.

Identity, Culture, and Race

Educators also need to consider the social dynamics and patterns of intercultural interaction in the classroom in developing inclusive, multicultural, and pro-social justice learning experiences. The ethnocultural identity and self-concept of students play an important role in determining their response and willingness to engage in meaningful learning experiences related to diversity. Social and ethnocultural identity is characterized by a number of factors, including the following:

- An individual’s identity is complex and composed of various dimensions.
- Every individual has multiple identities, with ethnicity, class, gender, language, religion, racial origins, political beliefs, and other factors defining who we are.
- Not all factors have the same impact on our identity, and their relevance may change according to personal and social conditions and social context.
- Race, while it is a socially constructed concept, forms part of our sense of identity.
- Racial identity development is the result of the racialization of society, and is a complex and dynamic phenomenon.

Theories regarding the process of achieving an anti-racist group identity are useful tools to guide exploration of the impact of race and racism in our classrooms. These theories also serve to guide educators in defining the objectives of anti-racism education. Ideally, schools should facilitate the movement of students to the highest level of anti-racist group identity (see below).
Towards an Inclusive and Anti-Bias Identity

The process of undoing the profound impact of racism and other forms of discrimination and marginalization is a complex journey—a journey towards an inclusive and anti-bias identity. Psychologists researching race and identity issues have theorized that this journey may take different paths or stages of development for different groups, as members of these groups have been affected in differing ways by racism and discrimination.

Research suggests that people undergo a series of life transformations or stages of identity formation in terms of their self-concept and group identity. These stages of social identity formation are not inevitable, static, nor are they achieved for life. Life circumstances and experiences precipitate and support change either towards or away from anti-racism consciousness and behaviour. Alternatively, individuals may remain fixated at a particular stage of ethnic and group consciousness. (Derman-Sparks et al., 1997)

Towards an Anti-Bias/Anti-Racist Identity

William Cross’s (1991) model for the stages of Black identity development reflects the African American experience, but is relevant in a Canadian and NWT context. His model of the resocialization experience has five distinct stages of identity development: Pre-encounter, Encounter, Immersion/Emersion, Internalization, and Internalization-Commitment.

In Cross’s conceptual framework, individuals move from a state of unawareness of racism and discrimination to one of total awareness and social activism, known as the Internalization-Commitment stage. This final stage parallels Banks’ idea of the global ethnic identity, and is a fully developed anti-racist group identity. An individual at this stage is a social activist who recognizes the need for continuous efforts to challenge inequality in society on several fronts, and seeks to collaborate with others in meaningful social action.

Helms (1990) has taken a similar and comprehensive examination of the stages of white/dominant group identity development. Helms identifies the tendency of dominant group members in society to deny that their racial identity has any significance, preferring to view themselves as individuals and, consequently, not responsible for the perpetuation of a racist system.

Helms’ model of identity development is based on six distinct stages: Contact, Disintegration, Immersion/Emersion, Reintegration, Pseudo-Independent, Immersion/Emersion, and Autonomy. Individuals in this framework, like Cross’s, move from a stage of total ignorance to one of total awareness and engagement in social activism. In the final stage of identity, Autonomy, individuals are self-directed and self-actualized activists who join with exploited groups to change the racist system.

Both researchers see the highest form of identity formation to be one where individuals are aware of the realities of inequities in society and the reality of racism, coupled with the desire to work with others for change and meaningful social action.
Applying Racial Identity Development Concepts in the Classroom

There is a great deal of significance to identity formation for educators involved in anti-bias/anti-racism education within the social studies classroom. First, the two models detailed above present a framework for conceptualizing learning outcomes or objectives for anti-bias/anti-racist education in a school setting. Ideally, school experiences and learning activities will stimulate sustained exploration and development of students’ sense of identity, and encourage movement towards an anti-racist racial identity for all students. To achieve this, there needs to be a good understanding of both racism and of anti-racist educational practices.

Secondly, the two models provide tools to assist teachers in planning educational experiences for students. The stages students are at in their racial identity development affect how they interact with other students, and how they respond to learning experiences dealing with diversity or racism. Teachers may wish to reflect on the cultural composition of their classrooms and individual student sense of identity when planning learning activities. This reflection will provide insight as to how students may respond to multicultural learning resources, or educational activities related to diversity issues. It may also identify potential problems that may arise as a result of students being at different stages of identity development.

Finally, the models provide a tool for self-reflection and analysis, encouraging teachers to reflect on issues of race and power. For example, teachers may ask themselves:

- What stage am I at in my personal identity formation?
- How will my stage of identity formation affect my teaching of anti-bias/anti-racist content and issues?
- What is my pattern of interaction and relationships with people of diverse origins and disadvantaged groups, and how does this relate to my current stage of identity development?

Isolation and Identity

The exploration of Canadian and world history, and issues related to discrimination may be particularly challenging for students of marginalized or minority groups. A student may find herself or himself as the only one, or one of a small group, in an otherwise relatively homogeneous classroom setting. Such students may be at different stages of social or ethnic identity, and the overall classroom attitude and awareness of racism will greatly affect the dynamics in the classroom. It is important for teachers to recognize that

- racism and other forms of discrimination adversely affect student involvement in the classroom.
- experiences with racism and other forms of discrimination affect students’ lives and the lives of their family members.
• dealing with issues of race and racism and other issues of bias and discrimination is a deeply personal and emotional experience that may stimulate recall of repressed memories or emotions.

• for many students of visible minority origins, and other students of diverse origins, a sense of isolation or alienation is not uncommon.

• in such situations, even if the intent is anti-bias in nature, raising issues of racism and inequality in a classroom presents a challenge for most students. Very often students will feel as if “all eyes” are on them when racial incidents occur, racist language is expressed, or other issues related to prejudice and discrimination are discussed.

• being of visible minority origins may be an experience in diversity itself. Students are often of interracial and intercultural backgrounds. Teachers need to be sensitive to students’ personal definitions of their “identity” and group membership.

• students may not be comfortable with the role of representing or “speaking for” their particular cultural group. Depending on personal circumstances and social conditions, students may just be beginning, or have yet to begin, to explore their cultural origins.

This discussion of issues related to identity illustrates the complexity of intercultural and interracial dynamics in the classroom and society. It points to the need to carefully consider these dynamics when introducing challenging learning experiences. Most importantly, it highlights the need to have a clear and well-defined anti-bias/anti-racist teaching approach. It is about education for empowerment; it is about turning dreams into reality.

**Strategies to Develop Positive Attitudes towards Diversity**

• Initiate educational activities and discussions to build a positive racial and/or cultural self-identity.

• Initiate activities and discussions to develop positive attitudes toward diverse racial/cultural groups—encourage the exploration of groups different from students’ own reference groups.

• Always answer student questions about race, ethnicity, and cultures when questions are asked.

• Listen carefully and in a relaxed manner to student questions and comments. Be sure to understand what a student means and wants to know.

• Pay attention to feelings.

• Provide truthful information appropriate to students’ level of understanding.

• Help students recognize racial, cultural, social, and other stereotypes.

• Encourage students to challenge racism and other forms of discrimination by being a positive role model and displaying inclusive attitudes and behaviours.

• Cultivate understanding that racism and other forms of discrimination do not have to be a permanent condition—that people are working together for positive change.

• Remember that learning about racial and cultural identities is a lifelong process.

(Council for Interracial Books for Children, 1980)
Points to Consider When Using Multicultural Resources in the Classroom

1. Remember that context is important when using literature or media that deal with issues of diversity and of inequality.

   • How does the resource fit into the yearly plan or the curriculum?
   • Is the school environment positive and open to diversity?
   • What is the classroom composition in terms of diversity? How may this affect classroom dynamics?
   • Are students from the cultural backgrounds that are featured in the resource represented in the classroom? Is there a history of positive interaction between students of diverse cultural and racial origins?
   • What is the relationship and pattern of interaction between the teacher and minority students in the classroom? How may this affect the use of the resource in a classroom setting?
   • Is multicultural literature frequently used in the school and throughout various subject areas?

2. What was the rationale for choosing the resources to be used?

   • Were parents or community group members involved in the selection of the resources?
   • Has the impact of the resource on readers of different experiences and perspectives been considered?
   • Have questions of voice and authenticity been considered?
   • Have supplementary or complementary materials been considered?

3. Has the stage been set for the introduction of the resource, including its content and major themes?

   • Is the teacher sufficiently knowledgeable about the content and the historical context of the resource?
   • Are students sufficiently knowledgeable of the historical and social context addressed in the resource?
   • Have students explored issues related to the use of problematic terms and references made in the resource?
   • Have minority students and parents been consulted with respect to planned learning activities? Have they been given an opportunity to participate or to suggest strategies for the effective use of the resource?

4. Does the classroom experience lend itself to anti-bias/anti-racist learning?

   • Are students encouraged to critically analyze the resource and its significance in a contemporary setting?
   • Have arrangements been made to monitor the impact of the resource on students in the classroom, and to deal with issues as they arise?
   • Do the classroom activities allow students to voice their experiences, feelings, and ideas? Are minority students’ experiences, feelings, and ideas validated, or are they ignored and silenced?
   • Are students encouraged to explore the significance of the resource in terms of their own lives and social action?
   • Do classroom experiences provide an opportunity for students to interact and connect with the people or groups featured in the resource?
• Do students have a voice in the classroom? Are connections made to other groups and their experiences in a way that encourages students to understand similarities and differences?
• Has the use of additional resources that give a more complete picture been considered?

1. How does the resource or issue studied relate to other aspects of the curriculum and school experience?

• Have provisions been made to connect the issues and experiences explored to curricular learning outcomes?
• Is the impact of the resource on students, and on their interactions in the classroom, being monitored?
• Have students been given opportunities to reflect on learning experiences, and to share their thoughts and feelings?
• Have plans been made to provide students with opportunities to celebrate their diversity and unity with each other, their parents, and their community?

Classroom-Based Assessment

Purpose of Assessment

The purpose of classroom-based assessment is to enhance student learning. Research continues to demonstrate that ongoing formative assessment contributes more significantly to learning than the more traditional focus on summative assessment, which is often referred to as assessment of learning. Formative assessment, also described as assessment for learning and/or assessment as learning, is most effective when it involves both the student and the teacher, and takes place throughout the learning process.

Each type of assessment serves its own purpose and contributes to student success in social studies. Classroom-based assessment for learning allows students and teachers to determine what students have learned, and what they need to learn next. Students need frequent opportunities for meaningful and relevant feedback. Descriptive or narrative feedback—that which includes analytical questions and constructive comments—provides information to students that they may use to adjust their learning processes, and is more helpful to them than a numerical or alphabetical grade. Assessment that is ongoing and meaningful provides opportunities for students to become reflective learners—to synthesize their learning, to solve problems, to apply their learning in authentic situations, and to better understand their learning processes—as well as opportunities for teachers to become reflective practitioners. Assessment of learning that takes place at the end of a cluster, or at the end of a year, provides important information about student progress and achievement, as well as instructional effectiveness. This information is usually shared with parents via report cards.
It is important that the purpose of assessment (for or of), as well as how assessment information will be used, is clear to both teachers and students. With a clearly understood purpose, students are encouraged to take more responsibility for their learning, and are better able to focus their efforts, while teachers can better select the instruction and assessment strategies and student learning resources that will improve student achievement.

### Collecting Assessment Information

Assessment of student learning is a complex and interactive process. At various times it involves teacher and/or student decision making, student self- and peer assessment, teacher observation of students, student-teacher dialogue, student reflection, and teacher reflection. Each stage of learning and assessment generates information about student needs, growth, and achievement, as well as information related to teaching and learning strategies and the appropriateness of student learning resources.

Collecting information about student learning helps build a positive learning environment and contributes to positive classroom relationships. Teachers use information they gather about their students to scaffold instruction, and to make decisions about the strategies and learning resources that will contribute to successful student learning. When assessment information is shared with students, they are better able to manage and take responsibility for their own learning—setting goals and identifying how they will achieve those goals.

Hers learn about student progress through moment-by-moment observation of students in action, as well as through more formal activities, including projects, performances, tests, and examinations. Teachers cannot possibly assess all students, all of the time, and should consider a number of factors when determining how to focus their assessment observations. These factors include, among others, the nature of the learning outcomes, the structure of the learning activity (e.g., individual, small group, whole class), the time of year, and the stage of student development. Teachers may choose to focus assessment observation on one or two students or a small group at any one time to monitor their growth and progress at different stages of their learning.

No matter what the type, an assessment activity should be based on criteria that are shared with students before they engage in learning. As well, having students participate in constructing assessment criteria further contributes to their success. When students know in advance what is to be assessed, and when their performances are compared to pre-determined criteria (and to their prior performances), students are better able to concentrate
their efforts and focus their learning.

Additionally, students need to be aware of what success looks like. Providing students with exemplars from previous years provides them with a model to strive toward, and assists them in reaching their learning goals.

**Assessment Tools and Strategies**

Just as diverse instructional strategies are important, so too are a variety of assessment tools and strategies. There are three types of learning outcomes in social studies—knowledge, values, and skills—and assessment needs to be congruent with each type of learning.

- **Assessing Knowledge:** Social studies places significant emphasis on the acquisition of knowledge. True understanding and appreciation of social studies issues does not occur if students simply memorize and recall information. Rather, students are encouraged to use the knowledge they acquire to synthesize and apply new understandings, and to demonstrate evidence of their learning.

- **Assessing Skills:** The assessment of social studies skills and processes requires different strategies than the assessment of knowledge. Since skill development is ongoing, students continue to practise skills from cluster to cluster and throughout the year. Skills are best assessed by observing students in action, by discussing their learning strategies during conferences and interviews, and by gathering data from student reflections and self-assessments.

- **Assessing Values:** Values are implicit in what students say and do, and are not always measurable in the same way that knowledge outcomes are measurable. Similar to skills, values are best assessed by observing students in action, looking for behavioural indicators as expressions of student values, and engaging students in critical dialogue.

A significant aspect of social studies is the development of values related to active democratic citizenship. The values related to citizenship do not apply solely within the confines of the classroom; a number of social studies learning outcomes refer to student attitudes and behaviours in groups and communities beyond the school. In those cases, assessment will include not only student self-assessment, but self-reporting.

In general, there are three main sources for teachers to gather student assessment evidence:

- observations of student learning (including student’s interactions with peers)
- observation and evaluation of student products and performances

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**Assessment tools and strategies:**

- student portfolios
- interviews
- individual and group inquiry and research
- journals
- role-play
- oral presentations
- tests
- hands-on projects
- teacher observation checklists
- peer assessment
- self-assessment
Social Studies in the NWT

• one-to-one conversations with students about their learning, including information gathered from self-and peer assessment

A broad range of tools and strategies are available to teachers to assess social studies learning. These include student portfolios, interviews, individual and group inquiry and research, journals, role-play and oral presentations, tests, hands-on projects, teacher observation checklists, peer assessment, and self-assessment.

The most important aspect of each of these strategies is regular dialogue with students about their learning: asking them questions about their observations and conclusions as they learn, and stimulating and prompting them to higher levels of thinking and learning.

When teachers use a variety of assessment tools and strategies over a period of time, student learning patterns begin to emerge. Observation and knowledge of these patterns is necessary for planning effective instruction and for successful learning.

Student portfolios are a particularly useful approach in the assessment of social studies learning. Portfolios help teachers determine the degree to which students have mastered learning. The contents of student portfolios represent student growth and progress, and, when they are accompanied by interviews with students about their learning, provide valuable assessment information for communication to students, parents, and administrators.

Assessment of learning is also important. However, it must be noted that assessment information that is gathered at the end of a cluster will not always be completely summative in nature. Social studies learning outcomes—particularly skills outcomes that continue to develop through the year—are often interconnected, practised, and reinforced throughout every cluster. Therefore, the level of growth that students demonstrate at various times during the year may not adequately reflect their progress at the end of the year. Student achievement may need to be reviewed at year’s end, and “summative” assessments that were made earlier may need to be revised.

Teachers may wish to consider end-of-cluster assessments as progress reports rather than final assessments, and decide to provide students with additional opportunities to demonstrate their learning. End-of-year assessment, similar to assessment that takes place at the end of every cluster, should allow students to make connections in their learnings and to reflect on the applications of this new knowledge and understanding in their lives.

Language to encourage self-assessment

Students
• I think I need to…
• I also want to…
• I was thinking that…
• I wonder…
• Next time I would…

Teachers
• Why did you choose to…?
• What options did you consider…?
• What changed in your thinking?