

# **Social Studies**

## **Grade 7**

*Interim Edition*



GOVERNMENT OF  
NEWFOUNDLAND  
AND LABRADOR  
Department of Education  
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*A Curriculum Guide*  
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# INTRODUCTION

## Background

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

## Aims of Social Studies

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

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

In particular, the social studies curriculum

- integrates the concepts, processes and ways of thinking drawn from the diverse disciplines of history and the social sciences, including geography, economics, political science, sociology and anthropology. It also draws from the humanities, literature, and the pure sciences.
- provides the multidisciplinary lens through which students examine issues affecting their lives from personal, provincial, national, academic, pluralistic and global perspectives.

## Purpose of Curriculum Guide

This curriculum guide is intended to advance social studies education and to improve social studies teaching and learning, while recognizing and validating the effective practices that already exist in many classrooms.

The three purposes of this curriculum guide are to:

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

## Guiding Principles

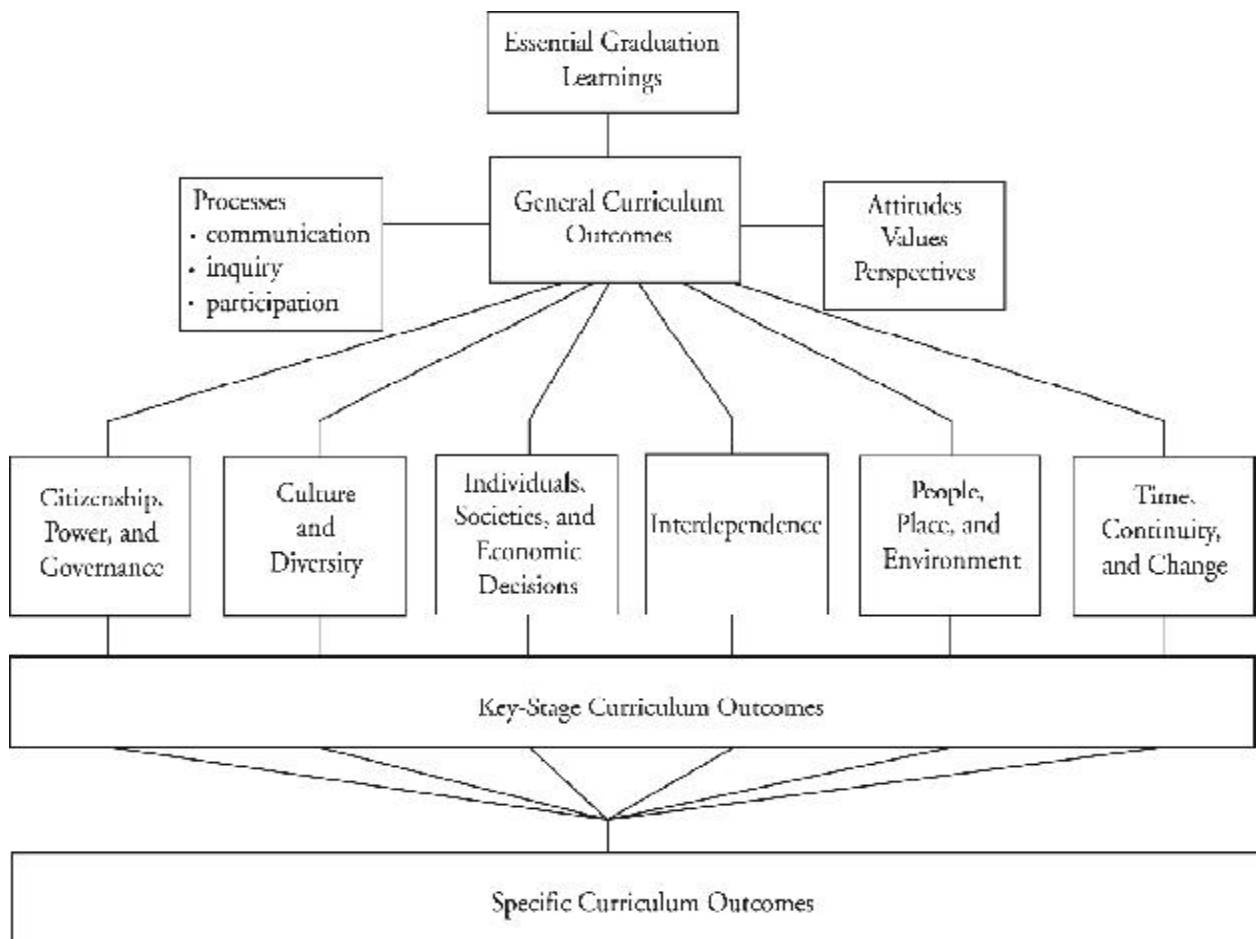
All kindergarten to grade 8/9 curriculum and resources should reflect the principles, rationale, philosophy, and content of the *Foundation for the Atlantic Canada Social Studies Curriculum* (1999) by

- being meaningful, significant, challenging, active, integrative, and issues-based
- being consistent with current research pertaining to how children learn
- incorporating multiple perspectives
- promoting the achievement of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), and Key-Stage Curriculum Outcomes (KSCO)
- reflecting a balance of local, national and global content
- promoting achievement of the processes of communication, inquiry, and participation
- promoting literacy through the social studies
- developing knowledge, skills, and attitudes for lifelong learning
- promoting the development of informed and active citizens
- contributing to the achievement of equity and supporting diversity
- supporting the realization of an effective learning environment
- promoting opportunities for cross-curricular connections
- promoting resource-based learning
- promoting the integration of technology in learning and teaching social studies
- promoting the use of diverse learning and assessment strategies

# PROGRAM DESIGN AND OUTCOMES

## Overview

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



## Essential Graduation Learnings

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

### Aesthetic Expression

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

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

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

### Citizenship

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

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

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

### Communication

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

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

- identify and use concepts associated with time, continuity, and change

### Personal Development

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

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

- explain how economic factors affect people's incomes

### Problem Solving

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

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

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



## Technological Competence

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

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

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

## Spiritual and Moral Development

Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

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

- explore the factors that influence one's perceptions, attitudes, values, and beliefs.

## General Curriculum Outcomes (Conceptual Strands)

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

### Citizenship, Power, and Governance

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

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

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

### Culture and Diversity

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

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

- compare the ways cultures meet human needs and wants
- explain how and why perspectives influence the ways in which experiences are interpreted

## Individuals, Societies, and Economic Decisions

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

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

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

## Interdependence

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

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

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

## People, Place, and Environment

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

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

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

## Time, Continuity, and Change

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

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

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

## Processes

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

## Communication

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

## Inquiry

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

## Participation

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

# Attitudes, Values, and Perspectives

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

## By Conceptual Strand

### **Citizenship, Power, and Governance**

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

### **Culture and Diversity**

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

### **Individuals, Societies and Economic Decisions**

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

### **Interdependence**

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

**People, Place, and the Environment**

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

**Time, Continuity, and Change**

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

**By Process**

**Communication**

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

**Inquiry**

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

**Participation**

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

# CONTEXTS FOR LEARNING AND TEACHING

## Adolescent Learners: Characteristics and Needs

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

The adolescent learner in the middle grades is involved in a period of rapid and significant change with respect to physical, emotional, social, intellectual, and spiritual and moral development. These changes are often intense and varied and, therefore, need to be acknowledged by those who direct and foster adolescents' development and learning.

While some general characteristics for adolescents have been identified, there is a need to recognize that there are many variations of these characteristics at each grade and age. Each adolescent is a unique individual and any attempt to classify must be regarded as extremely general. The following scheme highlights the characteristics of young adolescents and outlines educational implications for initiatives related to their learning. The subsections include: physical development, social development, emotional development, and intellectual development.

## Physical Development

Early adolescence is a period of accelerated development. This is complicated by the fact that there is enormous variability in growth rates. Strength, energy levels, stamina, and sexual maturity of boys and girls increase at different times and rates. The physical changes alter the way young adolescents perceive themselves and in differing ways for boys and girls. The acceleration of growth and related physical changes make demands on the energies of early adolescents. In learning how to adjust to their "new body," they have periods of over activity and listlessness. They tend to get more tired until they learn to moderate their activity.

Early adolescents need experiences and opportunities that help them understand their own physical development. Emphasis should be placed on providing opportunities for constructive social interaction and the establishment of a healthy, stable classroom environment. Because of their energy, young adolescents require a great deal of physical activity. An activity-oriented approach to learning is important. They need physical activities that stress skill

improvement and accommodates wide variations in size, weight, strength, and endurance. Because of the wide diversity in sexual development between boys and girls, what is taught and how it is taught should reflect the range of needs and interests of the students.

## **Social Development**

Young adolescents are searching for greater independence. They attempt to define themselves independent of the family unit. As the adolescent engages in more interactions, many involving risk-taking behaviours, family allegiance diminishes and peer relationships take on increased importance. Conformity to the peer group in terms of dress, speech, and behaviour is quite common. They appear to fluctuate between a demand for independence and a desire for guidance and direction. At this time authority still remains primarily with the family but the adolescent will reserve the right to question or reject suggestions from adults. There is a strong desire for social acceptance.

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

## **Emotional Development**

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

Adolescents need opportunities that allow them to release emotional stress and develop decision-making skills. They also need opportunities for self-assessment to identify their strengths and weaknesses. Learning activities should be designed to enhance self-esteem, to recognize student accomplishments, and to encourage the

development of positive attitudes. Young adolescents need opportunities to explore issues and learning activities that are of concern to them.

## Intellectual Development

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

Young adolescents need opportunities to develop their formal thinking skills and strategies. This will enable them to move from concrete to abstract thinking when and where appropriate. Young adolescents should be exposed to learning situations where they can apply skills to solve real-life problems. They benefit from an experiential approach to learning and need the opportunity to question and analyse situations to develop the skills of critical analysis and decision-making.

## Equity and Diversity

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

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

In a school setting characterized by mutual trust, acceptance, and respect, student diversity is both recognized and valued. All students are entitled to be respected and valued and are responsible for respecting and valuing all other people. All students are entitled to an educational system that affirms their gender, racial, ethnic, and

## Principles Underlying the Social Studies Curriculum

cultural identity. The educational system should promote the development of a positive self-image that includes pride in their identity. Educators should ensure that classroom practices and resources positively and accurately reflect diverse perspectives and reject prejudiced attitudes and discriminatory behaviours.

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

- *Meaningful* social studies encourages students to learn through purposeful experiences designed around stimulating ideas, social issues and themes, and discourages the memorization of disconnected pieces of information.
- *Significant* social studies is student-centred and age-appropriate. Superficial coverage of topics is replaced by emphasis on the truly significant events, concepts, and principles that students need to know and be able to apply in their lives.
- *Challenging* social studies occurs when teachers model high expectations for their students and themselves, promote a thoughtful approach to inquiry, and demand well-reasoned arguments.
- *Active* social studies encourages students to assume increasing responsibility for managing their own learning. Exploration, investigation, critical and creative thinking, problem solving, discussion and debate, decision making, and reflection are essential elements of this principle. This active process of constructing meaning encourages lifelong learning.
- *Integrative* social studies crosses disciplinary borders to explore issues and events, while using and reinforcing informational, technological, and application skills. This approach facilitates the study of the physical and cultural environment by making appropriate, meaningful, and evident connections to the human disciplines and to the concepts of time, space, continuity, and change.
- *Issues-based* social studies considers the ethical dimensions of issues, and addresses controversial topics. It encourages consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action.



# The Social Studies Learning Environment

## The Effective Social Studies Classroom

With the accelerating pace and scope of change, today's students cannot expect facts learned in isolation to equip them for life.

Problem solving, critical and creative thinking, and informed decision making are essential for success in the future. The social studies learning environment must support the development of these critical attributes to prepare students as lifelong learners.

Today's students come with increasingly diverse backgrounds and experiences. An effective instructional environment must incorporate principles and strategies which support this diversity, while recognizing and accommodating the varied learning styles, multiple intelligences, and abilities of individual students.

Teaching approaches and strategies must actively engage all students in the learning process, through their involvement in a wide variety of experiences. The nature and scope of social studies provide unique opportunities to do this.

In order to contribute to the achievement of equity and the support of diversity in education, the social studies curriculum must

- reflect and affirm the racial/ethnocultural, gender, and social identities of students
- reflect students' abilities, needs, interests, and learning styles
- provide materials and strategies that reflect accurately and fully the reality of Canada's diversity, and that foster an understanding of multiple perspectives and group and individual similarities and differences
- address ability, cultural, racial, gender, lifestyle, linguistic, and socio-economic issues in an accurate, respectful, fair, and analytical and balanced manner
- reflect the variety of roles and wide range of experiences available to all members of society
- promote the concept that all people should have equal access to opportunity and outcomes

- expect that all students will be successful, regardless of gender, racial, ethnocultural or socio-economic background, lifestyle, or ability
- include assessment and evaluation
- tools and practices that take into account gender, ability, learning styles, and the diverse racial, cultural, and linguistic backgrounds of students

To establish and maintain an effective social studies environment, teachers must

- recognize students as being intelligent in a number of different ways, and encourage them to explore other ways of knowing, both inside and beyond the classroom
- value the inclusive classroom and engage all learners in meaningful activities
- acknowledge and value the ways in which gender, race, ethnicity, and culture shape particular ways of viewing and knowing the world
- incorporate new approaches, methodologies, and technologies with established effective practices
- have an extensive repertoire of strategies from which to select those most appropriate to the specific learning task
- use varied and appropriate resources to help students achieve the outcomes in a particular learning situation
- provide opportunities to integrate knowledge, skills, and attitudes
- provide repeated opportunities for reflection so that it becomes an integral part of the learning process

To create a social studies environment inviting to all participants, instructional practices must

- foster a learning environment which is free from bias and unfair practices based on ability, race, ethnicity, culture, gender, or socio-economic status
- promote opportunities to develop positive self-images that will enable students to transcend stereotypes and develop as individuals
- promote communication and understanding among those who differ in attitude, knowledge, points of view, and dialect, as well as among those who are similar
- help students explore and understand why different people have different perspectives.
- encourage and enable students to question their own assumptions, and imagine, understand, and appreciate realities other than their own

- ensure the equitable sharing of resources, including teacher attention and support
- provide opportunities for students to work co-operatively in a variety of groupings
- enable students to examine and critique age-appropriate materials, resources, and experience which exhibit bias and prejudice
- use the multidisciplinary lens of social studies to examine historical and current equity and bias issues
- promote opportunities in non-traditional careers and occupations for members of both genders
- encourage students to challenge prejudice and discrimination which result in unequal opportunities for some members of society

The Atlantic provinces, through APEF and their departments of education, are committed to using accepted equity principles and practices in approving new social studies curricula and resources.

As a result, an effective social studies learning environment ensures student achievement by

- enhancing students' understanding, knowledge, and valuing of their own heritage and cultural background
- emphasizing inquiry and discovery by students rather than teacher presentation of information, facts, and conclusions
- encouraging student responsibility for involvement and participation in the learning process
- providing students with direct and vicarious experiences and opportunities to develop and to apply social studies skills, strategies, and processes in real, purposeful situations
- teaching students how to process and act upon information about the world in a rational and critical manner
- encouraging the effective use of various technologies, and community, media, and print resources in appropriate situations

## Resource-Based Learning

Effective social studies teaching and learning are resource-based. Resource-based learning actively involves students, teachers, and learning resources teachers in the effective use of a wide range of print, non-print, and human resources.

Resource-based learning fosters the development of individual students by accommodating their diverse backgrounds, various learning styles, needs, and abilities. Students who use a wide range of resources in various media of learning have the opportunity to approach a theme, issue, or topic of study in ways that allow for differences in learning styles and abilities.

Resource-based learning supports students as they develop information literacy. Information literacy is the ability to access, interpret, evaluate, organize, select, produce, and communicate information in and through a variety of media technologies and contexts to meet diverse learning needs and purposes. When students engage in their own research with appropriate guidance, they are more likely to take responsibility for their learning and to retain the information they gather for themselves.

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

The range of possible resources include

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

Resource-based learning implies the need to provide appropriate resources and professional development for teachers. Guidelines and policies for the selection of appropriate materials should also be in place.

It is necessary that administrators, teachers, teacher librarians, other library/resource/media centre staff, parents, and community agencies collaborate to ensure students' access to available resources to support resource-based teaching and learning.

## Literacy Through Social Studies

Literacy plays a vital role in the learning experiences of social studies. It promotes the students' ability to comprehend and compose spoken, written, and visual texts which are commonly used by individuals and groups to participate fully, critically and effectively in society. The multiplicity of communication channels made possible by technology and the increasing cultural and linguistic diversity of the world calls for a broadened view of literacy. Thus, the goals of literacy learning through the social studies are to foster language development and the critical engagement necessary for students to design their own futures.

The ability to read is critical for success in school. Therefore, it is paramount that teachers are sensitive to this process in social studies instruction. Reading in the content area of social studies requires that attention be given to setting the stage and using various strategies to help students address the reading assignment itself. Writing in the social studies is also important and needs to be thought of as a process by which students discover what they know about a particular topic and as a means of communication. In social studies there is an abundance of writing activities in which to engage students. In addition to reading, writing, and speaking, other textual modes such as audio and visual media also play a part in social studies classrooms.

Strategies to promote literacy through social studies include those that help students comprehend the meaning of words, symbols, pictures, diagrams, maps and other genres. Students will investigate a range of media at different times and places and have many opportunities to comprehend and compose in unfamiliar contexts. Most will be able to debate, persuade and explain in a variety of genres, including the artistic and technological. The social studies program will help students become culturally sensitive and effective cross-cultural communicators.

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

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

## **Integration of Technology in Social Studies**

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

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

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

# Assessing and Evaluating Student Learning

## Introduction

Assessment and evaluation are essential components of teaching and learning in social studies.

*Assessment* is the systematic process of gathering information on student learning.

*Evaluation* is the process of analysing, reflecting upon, and summarizing assessment information and making judgments or decisions based upon the information gathered.

Meaningful assessment at the middle level includes students' participation in all facets of assessment and evaluation. Providing authentic assessment opportunities means that students take part in setting individual and group goals, identifying ways of measuring progress, and evaluating their own accomplishments. As stated earlier, young adolescence is a critical time for establishing a clear self-concept and positive self-esteem. Assessment and evaluation need to emphasize individual progress rather than focusing on a comparison of themselves with other students.

Without effective assessment and evaluation, it is impossible to know whether students have learned, whether teaching has been effective, or how to best address student learning needs. The quality of the assessment and evaluation in the educational process has a profound and well-established link to student performance. Research consistently shows that regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how results are communicated send clear messages to students and others about what is really valued—what is worth learning, how it should be learned, what elements of quality are considered most important, and how well students are expected to perform.

Teacher-developed assessments and evaluations have a wide variety of uses, such as

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

## Guiding Principles

In order to provide accurate, useful information about the achievement and instructional needs of students, certain guiding principles for the development, administration, and use of assessments must be followed. *Principles for Fair Student Assessment Practices for Education in Canada* (1993) articulates five basic assessment principles.

These principles highlight the need for assessment that ensures

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

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

In the social studies classroom, there should be a balanced approach to assessment in which emphasis is given to the learning process as well as the products of learning.

## Assessment

Assessment in the social studies is an integral and ongoing part of the learning process. Assessment can be used to shape instruction to better ensure student success. Assessment strategies should inform the daily instructional process. Moreover, students require frequent opportunities to assess and evaluate their own learning and performance.

To determine how well students are learning, assessment strategies have to be designed to systematically gather information on the achievement of the curriculum outcomes. In planning assessments,



teachers should use a broad range of strategies in an appropriate balance to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. Such strategies include, but are not limited to

- formal and informal observations
- work samples
- anecdotal records
- conferences
- portfolios
- learning journals
- questioning
- performance assessment
- peer- and self-assessment

## Evaluation

Evaluation in social studies emphasizes assessment activities that incorporate the skills, perspectives, and knowledge of the many fields and disciplines within the social studies.

Evaluation involves teachers and others analysing and reflecting upon information about student learning gathered in a variety of ways. This process requires

- synthesizing information from multiple sources
- weighing and balancing all available information
- using a high level of professional judgement in making decisions based upon that information

## Reporting

Reporting on student learning should focus on the extent to which students have achieved the curriculum outcomes. Reporting involves communicating the summary and interpretation of information about student learning to various audiences who require it. Teachers have the responsibility to explain accurately what progress students have made in their learning and to respond to parent and student inquiries about learning.

Narrative reports on progress and achievement can provide information on student learning that letter or number grades alone cannot. Such reports might, for example, suggest ways in which students can improve their learning and identify ways in which teachers and parents can best provide support.

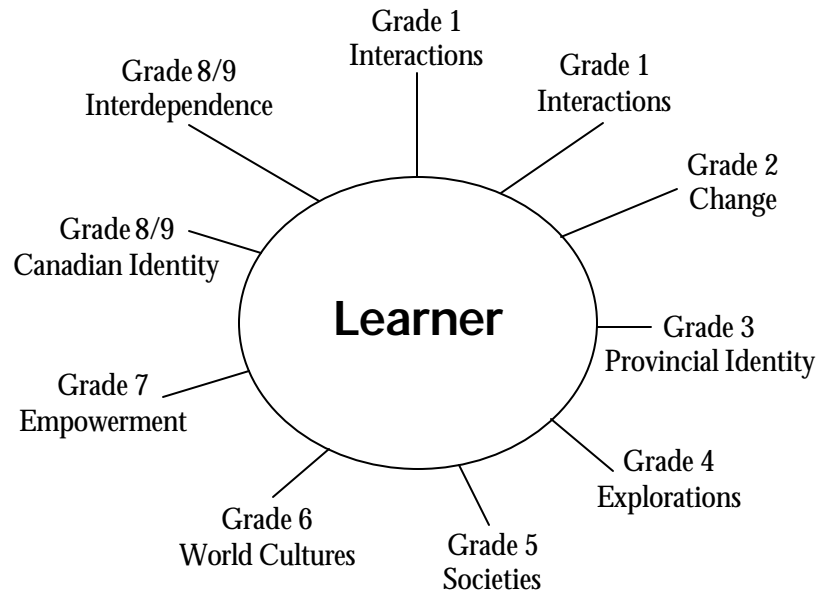
Effective communication with parents regarding their children's progress is essential in fostering successful home-school partnerships. The report card is one means of reporting individual student progress. Other means include the use of conferences, notes, and phone calls.



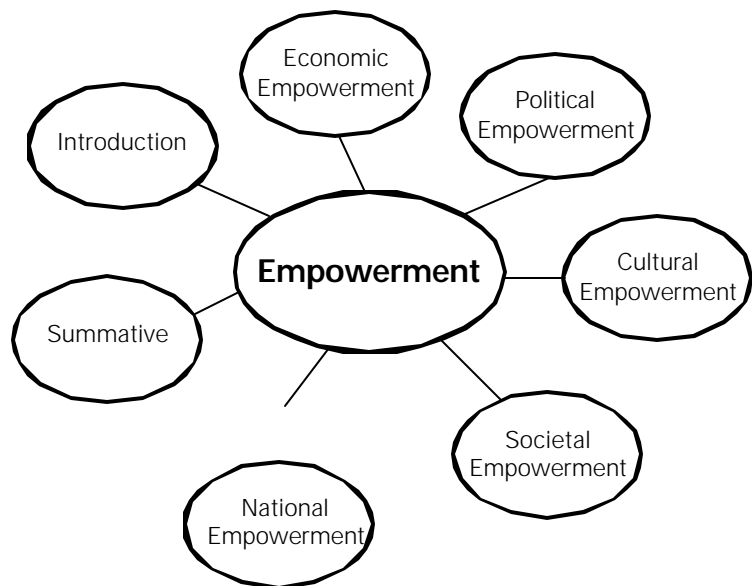
# CURRICULUM OVERVIEW

## Kindergarten– 8/9 Social Studies Program

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



## Grade 7: Empowerment



**Unit One:  
INTRODUCTION**

Students will be expected to

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

**Unit Two:  
ECONOMIC  
EMPOWERMENT**

Students will be expected to

- 7.2.1 Investigate the various ways that economics empowers or disempowers people**  
explain that people have basic needs that must be met  
analyse the role that money plays in meeting basic needs  
explain how capital is empowering  
investigate and report on the challenges of the poverty cycle

Students will be expected to

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

Students will be expected to

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

**Unit Three:  
POLITICAL  
EMPOWERMENT**

Students will be expected to

- 7.3.1 Evaluate the conditions of everyday life for diverse peoples living in British North America in the mid-1800s, including Aboriginal peoples, African-Canadians, and Acadians**  
identify, locate and map, using geographic tools, the various lands and colonies in what is now Canada circa 1850  
identify, using geographic tools, the diverse peoples that lived in these lands and colonies circa 1850  
describe employment opportunities available to various classes, diverse peoples and genders in urban and rural geographic areas  
identify and describe religious, health and educational organizations which were available to various classes, genders, and diverse peoples in urban and rural areas  
compare and contrast the importance of recreation and creative arts in urban and rural geographic areas

Students will be expected to

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

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

Students will be expected to

**7.3.3 Identify, interpret, and analyse the internal and external factors that led to Confederation**

identify the British North American colonies' perspectives on Confederation  
 identify the key individuals with power and explain their involvement in making Confederation happen  
 analyse factors affecting the Confederation debate (internal and external)  
 determine if Confederation was a democratic process by today's standards

Students will be expected to

**7.3.4 Explain the political structure of Canada as a result of Confederation**

examine the concept of Federalism  
 chart the structure of the Canadian government after Confederation  
 compare and contrast the power given to the different levels of government by the BNA Act  
 explain the democratic process in Canada (the role of the individual)

**Unit Four:  
 CULTURAL  
 EMPOWERMENT**

Students will be expected to

**7.4.1 Explain how the expansion and development of Canada during the 1870s and early 1880s affected its various people and regions**

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

Students will be expected to

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

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

Students will be expected to

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

identify the various Aboriginal groups in present day Atlantic Canada during this period

describe the way of life of Aboriginal peoples in present day Atlantic Canada during this period

explore how national policies, treaties and the Indian Act had an impact on the Aboriginal peoples of present day Atlantic Canada

Students will be expected to

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

identify the various cultural groups who came to Canada between 1870 and 1914

analyse the conditions that brought these groups to Canada (push and pull factors)

describe the conditions these groups faced in Canada

explain why it is important for ethnic groups to retain their cultural and linguistic identity, heritage, tradition and spirituality

determine whether and how they became more empowered or less empowered by moving to Canada

compare and contrast Canada's immigration policies during the 20<sup>th</sup> century to identify examples of prejudice

**Unit Five:  
SOCIETAL  
EMPOWERMENT**

Students will be expected to

**7.5.1 Evaluate the conditions of everyday life for the peoples of Canada at the turn of the 20<sup>th</sup> century**

describe the geo-political make-up of Canada in the early 1900s

research and describe Canadian society and the technological changes that were affecting it at the turn of the 20<sup>th</sup> Century

compare and contrast the conditions of everyday life for Canadians at the turn of the 20<sup>th</sup> century based on the following criteria: socio-economic status, geographic region, ethnic group, urban/rural, gender

account for the disparities that were evident in society at this time

Students will be expected to

**7.5.2 Describe the impact of the Industrial Revolution on industry and workers in the Maritimes and across Canada**

describe the typical workday, working conditions, and regulations for the following groups of workers: factory workers, resource industry workers, women and children in the work force

explain the emergence and development of the labour movement/unions in Canada

explain the impact that unions had on improving wages and working conditions

Students will be expected to

**7.5.3 Explain how women became more empowered through their role in the social reform movements of the late 19<sup>th</sup> and early 20<sup>th</sup> centuries**

describe the social reform movements that occurred including education and health reform, prison reform, living and working conditions  
identify key individuals and groups active in promoting these social changes

analyse the impact of these movements on other women's lives  
explain how women gained more rights and opportunities as a result of their work with social and political reform  
take age-appropriate action on social issues in our society today

**Unit Six:  
NATIONAL  
EMPOWERMENT**

Students will be expected to

**7.6.1 Identify and describe events in the early 20<sup>th</sup> century that led Canada toward independence**

account for varying perspectives on what the peoples of Canada at that time felt about the relationships between Canada and Britain and Canada and the United States

explain how events like the Boer War, the Alaskan Boundary Dispute and the Naval crisis affected the relationships between Canada and Britain and Canada and the United States

Students will be expected to

**7.6.2. Explain Canada's participation in WWI**

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

Students will be expected to

**7.6.3. Demonstrate an understanding of the impact of WWI on Canada and her people**

examine the human and social impact of WWI on Canadians  
examine the economic changes that resulted from Canada's participation in WWI

analyse some of the political issues resulting from Canada's participation in WWI

**Unit Seven:  
SUMMATIVE**

Students will be expected to

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

# How to Use the Four-Column Curriculum Layout

## Column 1: Outcomes

## Column 2: Suggestions for Learning and Teaching

The curriculum has been organized into four columns to illustrate how learning experiences flow from the outcomes

- illustrate a range of strategies for teaching and learning associated with a specific outcome or outcomes
- demonstrate the relationship between outcomes and assessment strategies
- suggest ways that teachers can make cross-curricular connections
- provide teachers with ideas for supplementary resources

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

This column offers a range of strategies from which teachers and students may choose. Suggested learning experiences can be used in various combinations to help students achieve an outcome or outcomes. It is not necessary to use any of these suggestions, nor is it necessary for all students to engage in the same learning experience. The heart ♥ is used as a symbol to identify topics that need to be addressed with sensitivity.

### Column 1

### Column 2

SPECIFIC CURRICULUM OUTCOMES	
<b>E.1.1 Connections: Social</b>	
<p><b>Outcomes</b></p> <p>Demonstrate an understanding of themselves as unique and special.</p> <ul style="list-style-type: none"> <li>• identify characteristics about themselves that make them unique and valued persons</li> <li>• develop an awareness that all individuals have characteristics that make them unique and special</li> </ul>	<p><b>Suggestions for Learning and Teaching</b></p> <p>This outcome is about how one comes to see themselves. The value that an individual places on their unique qualities comes from how significant people in their life reflect who they are and eventually it also relies on how they measure themselves in terms of other people.</p> <p>Teachers can</p> <ul style="list-style-type: none"> <li>• read a book such as <i>Cyranobethan</i> by Kevin Henkes to introduce these ideas. This is the story of a little mouse being born to parents who adore her and wish to give her a special name: <i>Cyranobethan</i>. She doesn't think about her name until she goes to school, the other little mice make fun of her. In the end she is rewarded to be proud of her uniqueness and the others are reminded to value differences. As well as introducing the big idea of this outcome, this is an excellent way to talk about a child's right to a name. This is one of the U.N. Conventions on the Rights of Children. It is important that all people honour the name given to a child. It is something to be respected.</li> <li>• As students engage in centre activities, take note of something that you value about the work they are doing. Draw attention to this and invite those engaged in this play or in proximity to the student you are focusing on to identify some characteristic they value in this person's work. For example recognizing that Jaina has built a beautiful block structure. Ask her to explain it, and point out things that you like and haven't noticed until she tells you about it. Or point out to Ben that he is good at clearing up after lunch; ask him how it is that he is so organized. Modeling the behaviour of drawing attention to student strengths will catch on in your class quickly and soon others will be pointing out and celebrating the characteristics that make each individual unique and special.</li> </ul>



## Column 3: Suggestions for Assessment

This column provides suggestions for ongoing assessment that is part of the learning experience. The assessment suggestions are grouped under a number of headings.

## Column 4: Links

This column provides links to other curriculum areas, resources, and other agencies (local, national, international).

### Column 3

### Column 4

SPECIFIC CURRICULUM OUTCOMES	
<b>E.1.1 Connections: Social</b>	
<p><b>Suggestions for Assessment</b></p> <ul style="list-style-type: none"> <li>• Finish the day or whatever time period is allocated for free choice in centers by featuring a student to “Show and Share” what he/she was working on that day. The student can speak about, demonstrate, etc. the work they were engaged in. Focus on what has been good about the child’s day during the week; what did you like? Did you do anything special today? What are some of the problems the children may have had? Give the listeners time to comment and ask questions. Note the kinds of questions and comments. This will indicate their ability to appreciate the contributions of other members of their class.</li> </ul> <p>Look for</p> <ul style="list-style-type: none"> <li>• Body language that suggests interest in what the speaker is saying.</li> <li>• Body language that suggests the speaker feels they have something valuable to contribute.</li> <li>• A sense of pride from the speaker about what they are sharing with the others.</li> <li>• Questions and comments that suggest the listeners want to acknowledge the value of what the speaker is saying. For example, “Timmy, I think your Lego plane is really wicked. You did a good work!”</li> </ul> <p><i>One prep a teacher should have in the classroom is a hand held mirror or a mirror inside a box to teach children an understanding of themselves as unique and special.</i></p>	<p><b>Suggested Links</b></p> <p><b>Language Arts:</b> <i>All of the following books address the idea that each person has unique qualities and that we should value those things in ourselves and in others.</i></p> <ul style="list-style-type: none"> <li>• <i>The Princess Book</i> - Margaret Wise Brown</li> <li>• <i>The Inquisitor Book</i> - Margaret Wise Brown</li> <li>• <i>Charlie’s Wig</i> - Kevin Henkes</li> <li>• <i>Cymbeline</i> - Kevin Henkes</li> <li>• <i>Atch! Atch!</i> - Sherri Fish</li> <li>• <i>A Cake of 100 Oats</i> - Leo Lionni</li> <li>• <i>The Mixed Up Chameleon</i> - Eric Carle</li> <li>• <i>The Gypsy Princess</i> - Phoebe Gilman</li> <li>• <i>Eggle</i> - Beverly Allison</li> <li>• <i>If You Could Wear My Sashen</i> - Sheme Fitch</li> <li>• <i>Amir Fikre’s Hair</i> - Elizabeth F. Howard</li> </ul> <p><b>Agencies/Groups:</b></p> <ul style="list-style-type: none"> <li>• International</li> <li>• National</li> <li>• Local</li> </ul>
ATLANTIC CANADA SOCIAL STUDIES CURRICULUM GRADES ENTRY-2 23	

# Grade 7 - Year Overview

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

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

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

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

<b>Unit</b>	<b>Empowerment Focus</b>	<b>Historic Focus</b>
1. Introduction	Explores the general concept of empowerment and the effect it has on individuals and groups.	Current
2. Personal Empowerment	Examines economic commodities, the traditional role of land and natural resources in economic empowerment and trends for future economic empowerment.	Overview of Pre-Industrial, Industrial, Post-Industrial  Review of importance of land and natural resources in Canada (1600-1850)
3. Political Empowerment	Examines the political process and how political actions can lead to empowerment.	1830-1867 Includes Great Migration, Political Unrest and Rebellion, and Confederation
4. Cultural Empowerment	Examines the extent to which various cultural groups in Canada were empowered/ disempowered.	1870-914 Includes Northwest Rebellions, Settlement of West, *Aboriginal Peoples
5. Societal Empowerment	Examines various groups within our society that have struggled to gain rights.	1890-1914 Includes Inequities in Society, Industrialization, and Women's Rights
6. National Empowerment	Explores how a country can be empowered and disempowered.	1900-1914 Includes World War I
7. Summative	Provides an opportunity for students to portray their understanding of empowerment.	N/A

\* Aboriginal people is an inclusive term used in this document for First Nations Peoples, the Innu and the Inuit.



*Unit 1*  
*An Introduction to*  
*Empowerment*



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## *Unit 1*

### *Introduction to Empowerment*

Students are introduced to the concept of empowerment in this unit. They look at different types of power including physical, intellectual, economic, social/class, cultural, political, technological, gender and age, as well as the sources of power and authority. Students consider the relationship between power, authority and empowerment and how being empowered enables more individual choices.

Students are challenged to think of these concepts in their own lives and to consider the choices over which they want to have control now and in the future. This is extended to consideration of individuals and groups who are, or have been, disempowered in our society. They are asked to reflect on individuals and groups that are/were empowered or disempowered.

#### Unit Outcomes

Students will be expected to:

7.1.1 explore the general concept of empowerment

#### Process and Skills Development

##### Communication

- Read to find examples and analyze content
- Present a summary of ideas

##### Inquiry

- Develop generalizations supported by examples
- Draw conclusions that are supported

##### Participation

- Contribute to whole group discussion
- Work in small groups to develop understanding and to create products to be shared with class

## An Introduction to Empowerment

### Outcome

### Suggestions for Teaching and Learning

In grade 7, students will be expected to:

#### 7.1.1 explore the general concept of empowerment

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

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

*William Shakespeare*

*Empowerment refers to official authority and legal power.*

Teachers can:

- have a whole group discussion by surveying and discussing the following questions about power and authority in the students' lives. (Teacher records the points)
  - What is power?
  - What is authority?
  - What powers do you have? Over what do you have power?
  - What authority do you have? Over whom do you have authority?
  - Who has power over you? Why?
  - Who has authority over you? Why?
  - How is power authorized?

Students can:

- brainstorm various types/sources of power and authority and give examples of each. Discuss the students' examples around each of the following categories: physical, intellectual, economic, social/class, cultural, political, technological, gender, age, ethnicity, language, religion, and persons with disabilities. Teachers can develop each concept through class discussion.
- discuss the generalization that *power and authority lead to empowerment and that empowerment leads to choice*. Ask students to work in pairs again to develop examples of this generalization. The following organizer may be used to record their ideas.

Type/Source of Power	Empowerment	Choices/Actions that can be taken
Age	12 - Babysitting money	Babysitting and saving
Age	16 - Driver's test	Obtaining driver's license
Age	18 - Vote	Electing representatives
Intellectual	High School Diploma	Employment or post-secondary education



## An Introduction to Empowerment

### Suggestions for Assessment

### Links

#### FORMATIVE

##### **Demonstrate a Skill**

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

##### *Communication*

- Read critically.
- Present a summary of findings related to empowerment.

##### *Inquiry*

- Make generalizations supported with examples.

##### *Participation*

- Observe student's participation and responses to the group discussions and chart activities.
- Student identified a source of power. "She can babysit because she is 14 and took a babysitting course."
- Student recognizes misuse of power. "The city councillor uses government property for his/her personal use."
- Student recognizes examples of empowerment. "I'm a grade seven student and I'm empowered as a member of the student council to decide what we do during winter carnival."
- Student recognizes that there are disempowered people in society. "Some people in that country are disempowered because they don't have the right to vote."
- Student recognizes that some people disempower themselves because they choose not to vote and not to become involved.

##### **Products Created/Written Assessment/Portfolio**

- Self-portrait.
  - collage representing empowerment or disempowerment in our society
- Ask students to keep ongoing reflections in their journals about power/authority/empowerment in their own lives or their response to the topics discussed in class as the course proceeds.
- A portfolio that they will add to throughout the year. The portfolio should include assignments, products, and research that show their understanding of the concept of empowerment.

#### CURRICULUM

*Changing Your World:  
Investigating Empowerment -  
Teacher's Resource*  
Chapter 1  
Unit 1  
Lesson 1: Authority and  
Power



## An Introduction to Empowerment

### Suggestions for Assessment (continued)

### Links

Criteria	4	3	2	1
Product				
Content	Represents answers to all questions	Represents answers to most questions	Represents answers to some questions	Represents answers to a few questions
Originality	Products shows a large amount of original thought. Ideas are creative and inventive	Products shows some original thought. Work shows new ideas and insights	Uses other people's ideas (giving them credit), but there is little evidence of original thinking	Uses other people's ideas but does not give them credit

Appearance	Ready to exhibit	Almost ready, needs some touch-up	Needs more work	Needs much more work
Product				
Criteria	4	3	2	1
Content	Answers all questions	Answers most questions	Answers some questions	Answers few questions
Delivery	Engages audience all of the time	Engages audience most of the time	Engages audience some of the time	Minimal engagement of audience

*Many teachers prefer to ask students to use their own language to describe the various item in the rubric. The following illustrates this*

Product				
Criteria	4	3	2	1
Content	Everything is addressed	Most questions addressed	Oops, only some questions addressed	You left out a lot
Originality	Wow, what a fabulous idea!	Good ideas	OK	So-so
Appearance	This is ready to pass in	Good but a bit more work needed	Some more work needed	Much more work needed

### CURRICULUM

*Changing Your World:  
Investigating Empowerment -  
Teacher's Resource*  
Chapter 1  
Unit 1  
Lesson 2: Kinds of  
Empowerment

## An Introduction to Empowerment

### Outcome                      Suggestions for Teaching and Learning                      (continued)

In grade 7, students will be expected to:

#### 7.1.1 explore the general concept of empowerment

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

- Complete a “Self-Portrait Twenty Years From Now” with art work and presentation. This could be done as a writing assignment or as an art project. In either case students could present their self-portraits to their classmates. The following questions could be used to help guide students, but it is important that students go beyond physical appearance. They need to think about the types of authority and power they want to have in 20 years and the kinds of choices over which they want to have control. Perhaps one student wants to be in charge of volunteer programs in the community. How can a self-portrait reflect this? Students can look in magazines to find pictures of what they think they might look like in twenty years. If possible use software like “Paint Shop Pro” to do age-enhanced pictures of what they might look like in twenty years. (The Self-Portrait as an Art lesson is described in more detail in Appendix D).
  - How old will you be?
  - What will you have done or be doing for post secondary training/ education?
  - What will your career be?
  - What style will your hair be?
  - What clothing style will you have (reflect career)?
  - Where will you be living?
  - What will your hobbies be?
  - Will you be married or single?
  - In what community and social activities will you be involved?
  - Give examples of empowerment you want to have twenty years from now.

Teachers can:

- lead a discussion on examples of individuals and groups who are, or have been, disempowered in our society. Students should be asked to reflect back to their studies of different societies in grade 5 or different cultures in grade 6, to identify those that they felt were disempowered, e.g. class system in medieval England, Aboriginal peoples, Acadians, Loyalists, women.
- ask students in groups to research and report on brief case-studies of disempowerment. These could be from the examples above or could focus on children, Japanese internment, African-Canadians, Third world countries, the poor, religious groups. Possible sources could include literature, film clips, internet research, pictures, posters.

Students can:

- create a collage to represent examples of disempowerment. Alternatively, a collage could be done for empowerment. In both cases the collage could be added to during the year. It could be put up in a hall or central location where it could remain for a longer period of time.

## An Introduction to Empowerment

### Suggestions for Assessment (continued)

### Links

Presentation				
Criteria	4	3	2	1
Content	Everything is answered in your drawing	Most questions are answered	Some questions answered	Just a few questions are answered
Delivery	Engages audience all of the time	Engages audience most of the time	Engages audience some of the time	Minimal engagement of audience

### SUMMATIVE

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

A chart similar to the following could be used for this:

Heritage Minute	Type/Source of Power	How power was used	Your critique of their use of the power

### CURRICULUM

*Changing Your World:*  
*Investigating Empowerment -*  
*Teacher's Resource*  
 Unit 1  
 Chapter 1  
 Lesson 3:  
 Disempowerment

### **Common CAMET**

Language Arts  
 ∞ presentations

### **Fine Arts**

∞ Self-Portrait Lesson  
 (See Appendix A)

### RESOURCES

Heritage Minutes  
 Agencies/Groups  
 National/International  
 Local



*Unit 2*  
*Economic Empowerment*





## *Unit 2*

### *Economic Empowerment*

Economics is a major factor in determining who has power and authority in many societies. Conversely, not having adequate economic resources, or not having control over economic circumstances has a serious impact on the life of individuals and groups around the world. In this unit students are given opportunities to explore these ideas and consider who is economically empowered or disempowered in our society.

Students also explore the various commodities that have been valued throughout history. These commodities became the source of economic empowerment. During the Pre-Industrial era, agriculture was one of the main ways to make a living, so land became a valuable commodity. With the coming of the Industrial Age and its focus on manufacturing and the factory system (e.g. assembly line), natural resources became valued. In the Post-Industrial period, while land and natural resources are still valued, technology, knowledge and information have become increasingly more valued.

This unit also includes a focus on future economic trends and asks students to consider what knowledge and skills may be most valued in the future. Students are asked to think about their own future and create a personal action plan to ensure their own future empowerment.

#### Unit Outcomes

Students will be expected to:

- 7.2.1 investigate the various ways that economics empowers or disempowers people
- 7.2.2 analyze how commodities that lead to economic empowerment have changed
- 7.2.3 identify and analyze trends that could impact future economic empowerment

#### Process and Skills Development:

##### Communication

- Create charts and concept webs
- Listen for information
- Conduct interviews
- Record and report research findings orally and in writing
- Create and explain a personal empowerment profile and action plan

##### Inquiry

- Survey and analyze maps and news media for information as well as bias and point of view
- Formulate research questions
- Apply knowledge to form hypotheses
- Listen, read and research to develop conclusions and predict economic trends

##### Participation

- Contribute to individual and group learning activities
- Self-evaluate action plans

## Economic Empowerment

### Outcome

In grade 7, students will be expected to:

**7.2.1 investigate the various ways that economics empowers or disempowers people**

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

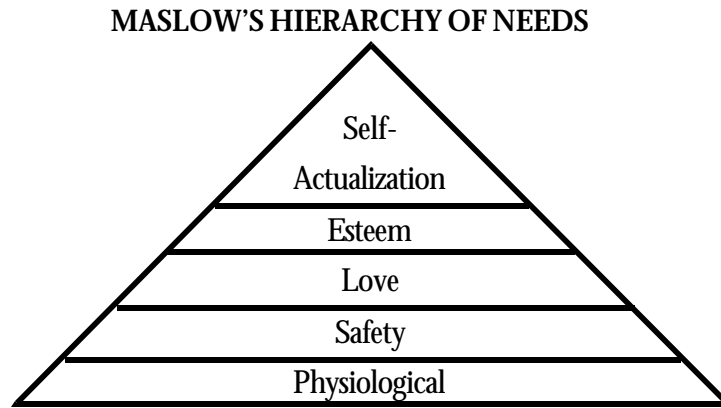
*When all the fish  
in the sea are gone  
And all the trees are cut  
down  
Only then will people realize  
That they can't eat money*

*First Nations Elder*

### Suggestions for Teaching and Learning

Teachers can:

- review the “basic needs” that all people have (hierarchy of needs).



Students will have learned about basic needs and wants in the elementary grades. Discuss the various goals that people can set for their lives. Ask students to think about what they really want in life, including the ways that they would like to become empowered. Discuss how economics helps in meeting our needs and wants, pointing out that money does not meet all our needs and wants. Discuss the role that economics plays in empowerment.

- develop a T-chart as shown below. This could be done with the class or individually, then whole group sharing and discussion.

Needs Met By Money	Needs Not Met By Money

- ask students to brainstorm who is economically empowered/ disempowered in our society. Ask students to think of examples from the discussions held previously on who is empowered in our society. ♥

Students can:

- survey and catalogue various news media (on-line newspapers, magazines, news stories, documentaries) to identify examples of economic empowerment/disempowerment. Try to obtain a range of examples of economic empowerment and disempowerment: education, capital (land, money, technology and knowledge), family support, work ethic, circumstances, political power. This is a good opportunity to discuss with students that media sources can be biased or show a particular point of view. As students are doing their research, ask them to note any biases, stereotypes or slanted points of view that they identify. When the research is shared, these biases should be discussed.

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**Economic Empowerment****Suggestions for Assessment****Links**

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**CURRICULUM**

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

Unit 2 Chapter 2

Starting Unit 2

Sharing the Wealth

Unit 2 Chapter 2

Lesson 1: Understanding  
Economics

**Economic Empowerment**

**Outcome**                      **Suggestions for Teaching and Learning**      (continued)

In grade 7, students will be expected to:

**7.2.1 investigate the various ways that economics empowers or disempowers people**

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

**Empowered**

Media Source	Individual/ Group	Reasons for Economic Empowerment (Capital)	Projections for Economic Future	Examples Bias or Sterotyping
Newspaper	Jean Smith	Capital – refurbished an old house and resold it for a profit	Continues to invest in and make profit from other similar projects	None

**Disempowered**

Media Source	Individual/ Group	Reasons for Economic Disempowerment	Projections for Economic Future	Examples of Bias or Sterotyping
On-line story	GM workers	layoffs	Does not look good unless workers can be retrained or the economy improves	Writing favours workers over employers, e.g. 5 quotes from workers, no quotes from employers

- develop conclusions about economic empowerment and disempowerment including: Who is economically empowered or disempowered and why? Point out how being able to acquire capital can create more economic power. This can lead to a discussion on privilege and poverty in society. (*This is a sensitive topic!*) Teachers can explain the poverty cycle and the control it has over some people in our society. Discuss how the poverty cycle impacts on individuals and groups, e.g., it may be more difficult to obtain post-secondary training and education, or to acquire capital. Ask students to identify ways that various groups are taking steps to break the poverty cycle. ♥

## Economic Empowerment

### Suggestions for Assessment (continued)

### Links (continued)

#### FORMATIVE

##### **Demonstrate a Skill**

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

Communication

Inquiry

- Identify bias and stereotyping.

Participation

##### **Products Created/Written Assessment/Portfolio**

- The business survey of news media that students completed to determine how well they were able to identify the factors that led to economic empowerment and disempowerment, and how well they were able to deal with the issues of bias, perspective etc.
- Updated portfolio.

#### SUMMATIVE

- Brainstorm with students to identify topics for personal response papers on an issue of economic empowerment or disempowerment. Ask students to use a software package such as Inspiration, to outline the response paper first. Ask students to write a brief personal response paper on one or more of these topics. This could be a personal reflection or a response paper on a topic chosen by the student, e.g., how education can lead to economic empowerment, losing the family farm, starting over in a new province or country, success in investing.
- Ask students to choose a play, story, movie, or TV situation comedy to examine to what extent and how well it deals with economic empowerment and disempowerment. This could be written in the form of a movie critique that applauds or criticizes the way the medium deals with economic issues and realities, e.g., wealth, materialism, quality of life, various forms of economic capital, the poverty cycle, or other realities.
- Use video/audio to produce a 15 second radio or TV review.

#### CURRICULUM

*Changing Your World:*

*Investigating Empowerment -  
Teacher's Resource*

Unit 2 Chapter 2

Lesson 2: Understanding

Poverty

Lesson 3: Getting Ahead

Lesson 4: Analyzing the News

Chapter 2: Project -

Economics in the News

#### **Common CAMET**

Language Arts

- identifying bias and stereotyping
- read selections dealing with economic empowerment and disempowerment - The Prince and the Pauper, The Little Match Girl, A Christmas Carol, The Gift

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

#### **Agencies/Groups**

#### **National/International**

#### **Local**

## Economic Empowerment

### Outcome

### Suggestions for Teaching and Learning

In grade 7, students will be expected to:

#### 7.2.2 analyze how commodities that lead to economic empowerment have changed

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

*Traditionally, three sectors of the economy are identified: Primary – farming, fishing, mining, etc., Secondary – processing of raw materials, manufacturing, etc., Tertiary (service sector) – banking, retail, tourism, crafts, transportation. In our economic era, a fourth sector called quaternary is identified. The quaternary sector is associated with information technologies, research and knowledge – computer programming, systems analysis, information technology specializations.*

Teachers can:

- review with students a time line of the three eras commonly referred to in world history: Pre-Industrial, Industrial and Post-Industrial. (*Students will have been introduced to the concept of a “big history” timeline in their Grade 5 study of Societies*). Discuss how the Pre-Industrial period was largely agrarian; the Industrial period saw a shift to the secondary sector, and the Post-Industrial era has seen a large increase in the tertiary sector and the creation of the fourth sector, the quaternary. Point out that over time the importance of each of these sectors in the economy has shifted. The evolution occurred and is still taking place in different societies at different times.

Students can:

- working in pairs, choose a society from a time period and research its economic basis. The following questions could serve as a guide: How did people make their living? What was economically valuable in the society? What made people and groups economically powerful? What was the major economic commodity? How was wealth distributed in the society? Ask students to record and share their conclusions with the class.

*From this broad world perspective, teachers can move to a focus on the importance of land and natural resources as economic commodities in Canada's early history. This should begin by considering Aboriginal perspectives.*

Teachers can:

- discuss early Aboriginal peoples' perspectives on land ownership and natural resources. (*Students will have studied about early Aboriginal nations in Grade 5.*) Point out that Maliseet and M'kmaq nations, for example, recognized and respected each other's territorial integrity by establishing boundary lines and ensuring strict adherence to the agreed-upon territorial divisions. Review, using an historical atlas or map, the original lands of the various nations of Aboriginal peoples in what is present day Canada. Divide the class into small groups of students and assign one of the nations of Aboriginal peoples to each group. Ask the students to read and do research to identify examples of the role and importance of the land and natural resources for each nation and the negative impact that European settlement had on these traditional roles. Ask students to share their results.

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**Economic Empowerment****Suggestions for Assessment****Links**

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**CURRICULUM**

*Changing Your World:  
Investigating Empowerment -  
Teacher's Resource*  
Unit 2 Chapter 3  
Lesson 1: Analyzing  
Economies

## Economic Empowerment

### Outcome

### Suggestions for Teaching and Learning

(continued)

In grade 7, students will be expected to:

#### 7.2.2 analyze how commodities that lead to economic empowerment have changed

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

- complete Snapshot 9, Part 5 of the *We Are Canadians* kit which focuses on the impact of settlement on early Aboriginal peoples in the Mississauga region of Ontario.
- invite an Aboriginal elder or historian to discuss the changing role and importance of the land and natural resources to Aboriginal peoples. Ask the elder to share oral traditions, legends, stories, and ceremonies that exemplify the significance of the land and natural resources to Aboriginal peoples. Ask students to record and illustrate examples.

*The promise of land and the value of the natural resources (fur, fish, lumber, and gold) was the pull for many settlers who came to present-day Canada including the French and Acadians, Loyalists, African-Canadians, Irish, Scottish, German, and later immigrant groups that settled Western Canada. Students will have studied about many of the earlier groups in grade 5 and will study about the others this year.*

Students can:

- work in small groups and create concept webs to show the economic importance of land and natural resources to the settlers. Students can present and discuss their webs. Ask individual students to write statements that show the economic importance of these commodities to the settlers.

Teachers can:

- present the following table to show the economic situation in Canada over the past 100 years. The source is Statistics Canada. Each percentage represents that sector's share of the total workforce. Ask students to make observations about shifts in Canada's economy that they can read from the table. Discuss these shifts and their implications. Explain to students that during the year they will have the opportunity to study events in our history during the 19<sup>th</sup> and early 20<sup>th</sup> centuries. Point out that during this period many new Canadians came to Canada in the hopes of acquiring their own land. Land was considered a valuable commodity. Many people thought land and its resources would guarantee economic security and a prosperous future. Students could use spreadsheets such as Excel to graph their findings.

1891	1956	1996
Primary - 50%	Primary - 18.5%	Primary - 5.2%
Secondary - 25.3%	Secondary - 32.6%	Secondary - 21.0%
Tertiary - 24.7%	Tertiary - 48.8%	Tertiary (including quaternary) - 73.8%



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**Economic Empowerment****Suggestions for Assessment****Links**

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**CURRICULUM**

*Changing Your World:  
Investigating Empowerment -  
Teacher's Resource*  
Unit 2 Chapter 3  
Lesson 3: Newcomers

## Economic Empowerment

### Outcome                      Suggestions for Teaching and Learning                      (continued)

In grade 7, students will be expected to:

#### 7.2.2 analyze how commodities that lead to economic empowerment have changed

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

Students can:

- examine contemporary global maps or geographic tools that illustrate economic development to identify examples of the following:
  - regions still dependent on agriculture and land
  - regions that are no longer strongly dependent on land
  - major sectors of economy for different countries- e.g., largely primary, secondary, tertiary or quaternary

Teachers can:

- lead a discussion on the nature of primary, secondary, tertiary and quaternary sectors and their relative importance in different regions and countries of the world. The following questions could be used to develop the discussion:
  - How do people make their living differently around the world?
  - What commodity is economically valued in each country or region?
  - What are the various economic commodities in different countries today?
  - How is wealth distributed around the globe?
  - How is wealth distributed in our own country and region?
  - What makes people and groups economically powerful?

Students can:

- write responses on the topic of the value of land ownership today. Consider questions such as :
  - What role does ownership of land play in today's economy?
  - Is land ownership as important today as in the past?
  - Does its importance and value vary in different regions within Canada and in different countries around the world?" (*Teachers may connect this topic to the history of land ownership in their own province.*)

Teachers can:

- Invite a real estate agent as a guest speaker to respond to questions that the students formulate in preparation for the visit and ultimately for their written paper. Alternatively, students or small groups of students could interview real estate agents and share their findings.

## Economic Empowerment

### Suggestions for Assessment

### Links

#### FORMATIVE

##### **Demonstrate a Skill**

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

Communication

Inquiry

- Interpret information from a chart.
- Research on Aboriginal nation.

Participation

- Contribute to discussions.
- Contribute to small group assignments.

##### **Products Created/Written Assessment/Portfolio**

- Illustrated examples of the significance of the land and natural resources to Aboriginal peoples.
- Concept webs to show the economic importance of land and natural resources to the settlers.
- Written statements about the economic importance of land and natural resources to the settlers.
- Written responses on land ownership
- Add to portfolio

#### SUMMATIVE

- Ask students to do representations (drawings, collages, dioramas) to show the commodities of economic empowerment for the three eras.
- Ask students to write a short fictional account of life during one of the historic eras, or in contemporary society, to show how economic commodities have influenced or influence living styles. Example – Modern Canadian society: the impact that a mill closure would have on a family.

#### CURRICULUM

*Changing Your World:  
Investigating Empowerment -  
Teacher's Resource*  
Unit 2 Chapter 3  
Lesson 2: Our Land  
Chapter 3: Project - The  
Impact of Contact

##### **Common CAMET**

Language Arts

- Written responses

Mathematics

F4 Construct a histogram,  
F6 Read and make  
inferences for grouped and  
ungrouped data displays

##### **Provincial**

Personal Development and  
Career Planning

Outcomes 3.1 Career  
Planning, 3.2 Career  
Opportunities

- *The Real Game*

#### RESOURCES

- National Atlas of  
Canada

##### **Agencies/Groups**

**National/International**  
Canadian Foundation for  
Economic Education  
(CFEE) [www.cfee.ca](http://www.cfee.ca)

##### **Local**

## Economic Empowerment

### Outcome

In grade 7, students will be expected to:

#### 7.2.3 identify and analyze trends that could impact future economic empowerment

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

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

*Foundation for the Atlantic  
Canada Social Studies  
Curriculum*

### Suggestions for Teaching and Learning

*A focus in Social Studies education is to think about the future as well as the past and present. This is an opportunity to have students make projections about future economic empowerment (personal, national, global).*

Teachers can:

- introduce and discuss how societal trends and changes have an impact on the economy. Explain that just as daily needs and wants influence the day-to-day spending of consumers, long-term needs and wants will influence future economic trends. Explain how demographics can influence the economy. Discuss, for example, how the aging baby boomers, rural/urban distribution of population and migration will have an impact on future economic trends. Teachers may get ideas from magazines such as: *The Economist*, *Maclean's*, *Time*, *The Atlantic Monthly*. Doing an Internet search of “future economic trends” will also provide many ideas and further sources of information.

Students can:

- conduct research on current and future economic trends and theories. Student research can be done in person, by telephone or e-mail interviews, web and traditional research or by inviting guest speakers to class. For example, ask an investor or broker to come in to talk about stock market trends at an age-appropriate level. Ask students to share their findings in small group discussion and report to class on common observations, trends and projections. Possible trends that they may note might include:
  - use of alternative energy
  - increase in businesses and professions dealing with health and wellness
  - the loss of skilled personnel through emigration
  - changes in technology and biotechnology
  - decline in the middle class and a widening gap between those who are and who are not economically deprived
  - changes in traditional industries
  - increase in people working at home and starting their own businesses
  - increase in urbanization
  - land claim settlements
  - impact of global events, e.g., terrorism, war, health issues

Discuss the implications these findings may have. The following questions could serve as a guide for this discussion:

- What economic commodities will empower individuals and groups?
- What knowledge and skills will be most valued?
- What values may influence personal economic views and beliefs?
- What individuals and groups may be empowered and disempowered?
- What are the personal and social implications of these trends?
- How might traditional industries have to change, for example, in moving from fishing to aquaculture?

## Economic Empowerment

### Suggestions for Assessment

### Links

#### **CURRICULUM**

*Changing Your World:  
Investigating Empowerment -  
Teacher's Resource*  
Unit 2 Chapter 4  
Lesson 1: Kinds of Jobs  
Lesson 2: The Global View  
Lesson 3: Forecasting the  
Future

*Changing Your World:  
Investigating Empowerment  
- Teacher's Resource*  
Unit 2 Chapter 4  
Chapter 4: Project -  
Labour-Market Trends  
Completing Unit 2: Taking  
it Further

#### **Common CAMET**

Language Arts

- Writing
- Communication
- Role-playing
- Desktop publishing of  
the newsletter

Mathematics

F6 Read and make  
inferences for grouped and  
ungrouped data displays,  
F7 Formulate statistics  
projects to explore current  
issues from within

Mathematics, other subject  
areas, or the world of  
students

**Economic Empowerment**

**Outcome**                      **Suggestions for Teaching and Learning**                      (continued)

In grade 7, students will be expected to:

**7.2.3 identify and analyze trends that could impact future economic empowerment**

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

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

**Personal Action Plan**

<b>Goal Actions</b>	<b>Short-Term</b>	<b>Benchmark Actions</b>	<b>Long-Term</b>	<b>Benchmark</b>
Graduate from high school.	Develop positive homework skills.	Complete all required homework this term.	Improve achievement in all subjects Increase overall marks	Increase overall achievement by 10 % this term.
Learn more about savings and investments.	Read material on savings and investments	Read two articles or books on savings or investments	Earn money in a savings account or on investments this month.	Invest \$20 in savings by the New Year

## Economic Empowerment

### Suggestions for Assessment

### Links (continued)

#### FORMATIVE

##### Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

Communication

Inquiry

Participation

- Do ongoing assessment of the implementation of each student's empowerment action plan. Students should note the benchmarks and milestones they will use to self-evaluate how well they are implementing their plans.

##### Products Created/Written Assessment/Portfolio

- The personal action plan
- Additions to portfolio

#### SUMMATIVE

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

#### RESOURCES

- The Conference Board of Canada Employability Skills Posters and Video  
[www.conferenceboard.ca/nbec](http://www.conferenceboard.ca/nbec)
- *The Economist*
- *McLeans*
- *Time*
- *Atlantic Monthly*

#### Agencies/Groups

##### National/International

Canadian Foundation for Economic Education (CFEE)  
[www.cfee.ca](http://www.cfee.ca) - see My Life: Carve your Own Path, which is designed to help students plan and organize their lives.

##### Local

- Links to the community – Contact people in the community related to the projections the students made. e.g. lawyer, artist. Interview or invite guest speakers. Possible interview questions might include:
  - How did you get where you are?
  - What plans did you make that helped you succeed?
  - What advice would you give?
- Set up a day where these people would come to the school and talk to the students about their successes or their courses of action.





*Unit 3*  
*Political Empowerment*

## *Unit 3*

### *Political Empowerment*

During the period 1815 to 1850, large numbers of immigrants moved to British North America in what is commonly called “The Great Migration.” These settlers added to the population of Aboriginal people, French, British, Loyalists, African-Canadians and others in British North America, or what is now Atlantic Canada, Quebec and Ontario. There were great variations in the way of life, standards of living and individual rights for the peoples of British North America. These differences included varying employment opportunities; availability of health, education and religious services; the availability of recreation and the arts; and the right to own land or vote. These differences were evident between the genders, various social classes, and ethnic groups, and between urban and rural areas.

These inequities caused people to demand change. Some colonists realized that in order to bring about the changes they wanted, they needed to have more political power and influence. Many of those with the power were not eager to share it with the rest of the people. A period of political struggle resulted during the 1830s and 1840s. It was marked by unrest and protest that led to rebellion in two of the colonies. In the end, political change did occur with the introduction of responsible government and representation by population. While this gave a political voice to more colonists, there were many people in the colonies who were still excluded from the political process. The right to vote was limited to males who owned property or had certain assets. Many people, including Aboriginal peoples, other ethnic and religious groups and women did not have the franchise. The right to vote is an important aspect of the concept of empowerment that students can apply to modern day circumstances within our own country and around the world. Students will also learn more about the political process in “Atlantic Canada in the Global Community”.

During the 1850s and 1860s the idea of political union dominated political discussion. In this unit students investigate various perspectives on Confederation and identify key players that influenced the events that led to Confederation. In studying about Confederation, students are asked to consider to what extent all colonists were aware of, or involved in, the decision. Again this will help students develop an awareness and understanding of the importance of political empowerment.

In 1867 four of the colonies united to form the new Dominion of Canada. (*Teachers should point out to students that the other provinces and territories were formed or joined later, including Newfoundland in 1949 and Nunavut in 1999.*) While the original four colonies believed they needed to unite, each of the colonies wanted to retain its own identity. The decision was made that the new united country would have a federal system of government. This system would accommodate both national strength and individual autonomy for each colony. In this unit, students will examine the structure of the federal government and study how powers were divided between the federal and provincial levels. They are also asked to think about the extent to which individuals are empowered by having the right to vote, and to consider how much this right is valued in today’s society.

#### Unit Outcomes

Students will be expected to:

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

Process and Skills Development:

Communication

- Map a variety of locational information
- Create graphs and charts
- Interviews
- Express various points of view

Inquiry

- Research using primary and secondary documents
- Compare and contrast
- Analyze visual and statistical sources
- Draw conclusions based on research and analysis
- Recognize and express various points of view

Participation

- Contribute to discussions and simulations
- Present, share and discuss research
- Participation and understanding of events in the interview

## Political Empowerment

### Outcome

### Suggestions for Teaching and Learning

In grade 7, students will be expected to:

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

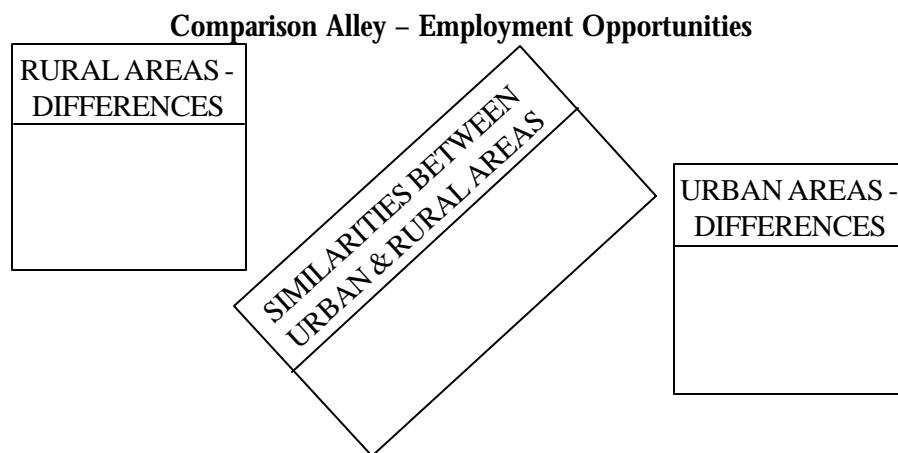
- identify, locate and map, using geographic tools, the various lands and colonies in what is now Canada, circa 1850
- identify, using geographic tools, the diverse peoples that lived in these lands and colonies, circa 1850
- describe employment opportunities available to various classes, diverse peoples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

Students can:

- use maps to identify and locate the colonies that made up British North America at this time and show the demographics of the colonies. Identify the diverse peoples that lived in the colonies (Aboriginals, Acadians, African-Canadians, Irish, Scottish)
- identify and map the location of the major Aboriginal groups in the rest of what is now Canada; Rupert’s Land, the North-West Territories and what is now British Columbia.
- research and collect information about the lifestyle of the peoples of British North America. This could include on-line and textual research, literature and videos. The research should be directed to having students gather information about employment, religion, health, education, recreation and creative arts and it should include a broad representative spectrum of the people. Ask students or groups of students to choose or be assigned either topics to research (work, health, education) or specific groups of people to research (Aboriginals, Irish, African-Canadians, merchants, farmers, miners). In each case, students should include information about women and children in their research. Various charts can be developed with the students to help them organize their research. An example follows:

Topic	Rural	Urban
Recreation		
Creative Arts		
Education		
Health Care		

Alternatively, a chart called “Comparison Alley” could be used:



## Political Empowerment

### Suggestions for Assessment

### Links

#### FORMATIVE

##### Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

##### Communication

- Identify, locate and map the colonies that made up British North America.
- Show the demographics of the colonies.
- Identify and map the location of the major Aboriginal groups.
- Research and collect information about the lifestyles of the British North American citizens.

##### Inquiry

- Draw conclusions about various issues around the inequities in society at this time.

##### Participation

- Share and represent student research on the lifestyles of people during this period.

##### Products Created/Written Assessment/Portfolio

- The charts created to organize research
- Additions to portfolio

#### SUMMATIVE

- Ask students to choose an individual from British North America in 1850. Teachers should make sure that the choices represent the diversity of peoples at that time. Ask each student to assume the role of an individual and describe a day in the person's life. Teachers and students can determine the parameters for this activity as well as how it will be presented, e.g., role- playing, diary, newspaper simulation, creation of art and artifacts, Power Point/Hyperstudio presentation.

#### CURRICULUM

*Changing Your World:  
Investigating Empowerment -  
Teacher's Resource*  
Unit 3 Chapter 5  
Lesson 1: British North  
America  
Lesson 2: Working and  
Living in British North  
America  
Lesson 3: The Peoples of  
British North America  
Chapter 5: Project -  
Historical Fiction

## Political Empowerment

### Outcome                      Suggestions for Teaching and Learning                      (continued)

In grade 7, students will be expected to:

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

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

- share and represent the results of their research. This could include presentations, creation of memory boxes, learning centers, video, electronic presentations, e.g., Power Point or Hyperstudio. For example, a student might do a memory box for a woman living on a farm in 1850. This would include replicas of recipes, letters to relatives, a diary excerpt, household receipts. These should reflect the way of life at the time. They should also be able to explain why some items would not be found in this person's memory box, e.g., opera glasses, doctor's receipts.

As different groups share their findings, students should draw conclusions around the following issues:

- Which groups had the best or the worst living conditions?
- Which groups had the most advantages and opportunities?
- Who had limited opportunities? Which groups had the least and why?
- How did people meet the challenges in their lives?
- What rights were limited and to whom?

## Political Empowerment

### Suggestions for Assessment (continued)

### Links

The following organizer could be given to students to direct their research:

“Day in the Life” Organizer  
Role of the citizen in British North America

Description of Individual	
Employment Opportunities	
Religious Affiliation	
Access to Health Care	
Educational Opportunities	
Recreation and Creative Arts	

Rubric for assessment of the content of this activity:

“Day in the Life” Sample Holistic Scoring Tool  
Role of the Citizen in B.N. America

Criteria	4	3	2	1	0
Description of Individual	Very well-developed	Well-developed	Somewhat developed	Unclear/minimally developed	Missing
Employment Opportunities	Very well-developed	Well-developed	Somewhat developed	Unclear/minimally developed	Missing
Religious Affiliation	Very well-developed	Well-developed	Somewhat developed	Unclear/minimally developed	Missing
Access to Health Care	Very well-developed	Well-developed	Somewhat developed	Unclear/minimally developed	Missing
Educational Opportunities	Very well-developed	Well-developed	Somewhat developed	Unclear/minimally developed	Missing
Recreation and Creative Arts	Very well-developed	Well-developed	Somewhat developed	Unclear/minimally developed	Missing

- To determine how well students understand the diversity of living conditions, have students do a Venn Diagram or visual to show what people had in common and how they were different.

### CURRICULUM

#### Common CAMET

Language Arts

- Researching and gathering information

Mathematics

F6 Read and make inferences for grouped and ungrouped data displays

- Showing demographic statistics

#### Provincial

### RESOURCES

- *We Are Canadians*, Snapshot 5 “The Great Migration”, Prentice Hall.

#### Agencies/Groups

#### National/International

#### Local

Education programs and field trips to King’s Landing, Birchtown, Ross Farm, Sherbrooke Village, Orwell Village, Acadian Museum, Acadian Village, N.B. Museum in Saint John

## Political Empowerment

### Outcome

### Suggestions for Teaching and Learning

In grade 7, students will be expected to:

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

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

*Drawing from the students' understanding of the diverse ways of life for people at this time, discuss who had power and why some people were disempowered. This can introduce the idea that in such instances people may realize the need for political empowerment in order to influence and change their conditions.*

Students can:

- reassume the identity of their individual from “The Day in The Life of...” in the previous section. For this activity their research will focus on how empowered or disempowered they were. If they are disempowered they will develop a list of grievances; if they are empowered develop a list of advantages/privileges that come from their empowerment. Discuss how these differences might lead to political unrest.
- develop an understanding of the political structure of British North America and the power base within it by, individually or collectively, creating a visual of the political structure, e.g., chart, web, or diagram.

*The extent of the disempowerment led to discontent in all the colonies, rebellion in two of them in the 1830s and the demand for responsible government. Without chronicling every event, it is important for students to develop an overall understanding of these events (The Big Picture), the different points of view on the events, and the impact of these events on our political system.*

Students can:

- read various primary and secondary accounts of struggles that occurred during this period. From these various accounts students can create time lines of the events in the various colonies and share accounts of the unrest from different points of view. Individually they can reflect and explain what they consider to be some of the major events, the leaders (key individuals), and the major outcomes.
- create newspapers that are representative of a Tory or a 19<sup>th</sup> century Reform point of view. (*Teachers should point out to students that the Reformers of this period are not the same group as the Reform party today.*) Different groups could do their paper for different locations throughout the colonies, for example, a Tory newspaper in Upper Canada or a Reform paper from Nova Scotia.
- create a class chart showing the new structure for responsible government in British North America
- compare and contrast this chart to the one done previously that showed the political structure before the rebellions. Teachers will need to discuss with students the extent to which responsible government truly empowered the diverse peoples of the colonies. It should be noted that not everyone was empowered – To what extent did it empower First Nations peoples, African Canadians, women, children? Who still did not have the right to vote? Teachers can, however, reinforce the significance of responsible government by having students consider modern day examples to determine to what extent individuals are empowered by their voice (representation) in government, e.g., student councils, municipal government, provincial and federal government.



## Political Empowerment

### Suggestions for Assessment

### Links

#### FORMATIVE

##### Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

##### Communication

- Read primary and secondary accounts of the struggles during this period to identify and express various points of view.

##### Inquiry

- Develop the ability to recognize and express various points of view on an issue or event.

##### Participation

- Contribute to group discussions

##### Products Created/Written Assessment/Portfolio

- List of grievances or privileges
- Visuals of the political structure before and after the rebellions
- Newspapers on the rebellions
- Additions to portfolio

#### SUMMATIVE

- Ask students to identify various issues associated with this outcome, do further research and hold debates on topics like: Were the rebellions justified? Should the other colonies have rebelled? What punishment was merited for those rebelling? Did the rebellions accomplish what they set out to do?

##### Pencil and Paper Items

- Ask students to determine whose point of view is being expressed in the following statements, for example:
  - I have no interest in the poor and uneducated having a voice in our government. – a member of the Family Compact or rich upper class
  - They can attack my newspaper but they will not silence me. – William Lyon MacKenzie
  - We need to stand together and take action against those who will not listen to us. – a member of the Reform Party or Clear Grits (1841)

Alternatively, have students create a statement that an individual or representative of a group might have made that expresses that person's point of view on the political struggles.

#### CURRICULUM

*Changing Your World:*

*Investigating Empowerment - Teacher's Resource*

Unit 3 Chapter 6

Lesson 1: Government in the Colonies

Lesson 2: The Push for Change

Lesson 3: Rebellion

Lesson 4: Achieving Responsible Government

#### **Common CAMET**

Language Arts

- Writing
- Recognizing and expressing point of view
- Reading
- Debating
- Newspapers

#### **Provincial**

#### RESOURCES

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

#### **Agencies/Groups**

#### **National/International**

National Library of Canada [www.nlc-bnc.ca](http://www.nlc-bnc.ca)  
Elections Canada [www.elections.ca](http://www.elections.ca)

## Political Empowerment

### Outcome

In grade 7, students will be expected to:

#### 7.3.3 identify, interpret and analyze the internal and external factors that led to Confederation

- identify the British North American colonies' perspectives on Confederation
- identify the key individuals with power and explain their involvement in making Confederation happen
- analyze factors affecting the Confederation debate (internal and external)
- determine if Confederation was a democratic process by today's standards

### Suggestions for Teaching and Learning

*By the 1860s, many leaders within the colonies were beginning to discuss uniting the colonies into one nation. It is important for students to realize that opinions about joining Confederation differed from colony to colony (internal factors). At the same time there were factors from outside the colonies that were influencing the debate as well – opinions and positions being taken by Great Britain and the United States. (external factors)*

Students can:

- examine various primary and secondary accounts of the debates over Confederation and reflect their understanding of the different colonial perspectives by creating one of the following: newspaper headlines, songs, T-shirt slogans, political cartoons, campaign slogans, political party platforms, or billboards. Their product should reflect the internal and/or external factors for or against that colony joining Confederation.

In sharing and discussing these products ask students to draw conclusions about the various factors that influenced the Confederation debate. The following chart could be used to synthesize their findings:

Colony	Reasons for Confederation - Economic, Political and External	Reasons against Confederation - Economic, Political and External	Date Colony Joined Confederation
Newfoundland			
Nova Scotia			
PEI			
New Brunswick			
Canada East (Que)			
Canada West (ON)			

Teachers can:

- ask students to explore the extent to which the Aboriginal peoples of Canada had a voice in decisions about Confederation. Have students explore whether or not the views of the Aboriginal peoples were considered.

*As in any major movement, key leaders emerged during the Confederation debate that influenced the direction and results. In examining the events of the 1860s, students will identify these leaders and recognize their role in the debate.*

## Political Empowerment

### Suggestions for Assessment

### Links

#### FORMATIVE

##### **Demonstrate a Skill**

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

##### Communication

- Conduct an interview.

##### Inquiry

- Recognize a specific point of view or perspective on an issue.
- Analyze an historical painting.
- Compare and contrast.

##### Participation

- Share and discuss products showing factors for or against Confederation.
- Assess each student's level of participation and understanding of events in the interview.

##### **Products Created/Written Assessment/Portfolio**

- Newspaper headlines, songs, T-shirt slogans, political cartoons, campaign slogans, or political party platforms, billboards that reflect factors for or against Confederation.
- Completion of chart on factors for or against Confederation
- Additions to portfolio

#### SUMMATIVE

- Ask each student to write an editorial or draw a political cartoon pro or con Confederation. Not all students should represent the same point of view; use diverse perspectives to determine the student's level of understanding of the different views about Confederation.

#### CURRICULUM

*Changing Your World:  
Investigating Empowerment -  
Teacher's Resource*  
Unit 3 Chapter 7  
Lesson 1: Planning for  
Confederation

## Political Empowerment

### Outcome

### Suggestions for Teaching and Learning

In grade 7, students will be expected to:

#### 7.3.3 identify, interpret and analyze the internal and external factors that led to Confederation

- identify the British North American colonies' perspectives on Confederation
- identify the key individuals with power and explain their involvement in making Confederation happen
- analyze factors affecting the Confederation debate (internal and external)
- determine if Confederation was a democratic process by today's standards

Students can:

- demonstrate their understanding of the leaders through an interview activity. Ask students to brainstorm who the key leaders were ( e.g., John A. Macdonald, George Brown, Georges-Étienne Cartier, Samuel Leonard Tilley, Thomas D'Arcy McGee, Charles Tupper, Joseph Howe, Joseph C. Pope). In groups of 3 to 5, ask students to research one of these leaders. As a whole class activity, identify key questions they will include in this research, for example,
  - What part of Canada do you represent?
  - Are you for or against Confederation? Explain your reasons.
  - How do you feel your area or group will benefit from Confederation?
  - What obstacles do you see to Confederation?
  - What actions will you take to support your opinions?
- develop a strategy for sharing the research, e.g., news anchor-style interview with a Father of Confederation or leader of the day or a video of the leader making a speech that supports his point of view.

*One of the challenges of doing historical studies with adolescents is for them to understand the differences between now and then. Students need to think about the differences in society today and in the 1860s as they examine the issues around Confederation, e.g., the role of media, the speed of communication and transportation, the place of women, who was eligible to vote. To determine if Confederation was a democratic process by today's standards, students need to consider these differences.*

Students can:

- complete one or more of the following activities:
  - Do a picture study of the painting of the "Fathers of Confederation"
    - Whom do these people represent? Class, gender, age, economic status, ethnicity?
    - How can you tell this by looking at this picture?
    - Whom we not see represented here?
    - Who had voting power?
  - Compare the media coverage of the Confederation debates and conferences with that of today. One way to illustrate this would be to ask students to show examples of how it would be covered today.

Teachers can:

- ask students to do now and then comparison studies on transportation and communication. Possible questions are suggested below:
  - How long did it take someone to get from Toronto to the Charlottetown Conference in 1864 as compared to today? Compare means and costs of travel.
  - How long would it take to communicate the news?
  - Who could read? Would ordinary citizens have been aware of the discussions? Consider how these and similar questions would impact on the event as a democratic process.

## Political Empowerment

### Suggestions for Assessment

### Links

Sample Rubric  
Editorial Pro/Con Confederation

Criteria	4	3	2	1
Economic Factors	Thoroughly understands and gives reasons for the following factors: Reciprocity, Railways, Western Expansion	Reasons given for the following factors: Reciprocity, Railways, Western Expansion	Provides barely adequate reasons for the following factors: Reciprocity, Railways, Western Expansion	Incomplete, incorrect or superficial reasons for the following factors: Reciprocity, Railways, Western Expansion
Political Factors	Thoroughly understands and gives reasons for the following factors: Deadlock in Canada, East/West, Maritime Union	Reasons given for the following factors: Deadlock in Canada, East/West, Maritime Union	Provides barely adequate reasons for the following factors: Deadlock in Canada, East/West, Maritime Union	Incomplete, incorrect or superficial reasons for the following factors: Deadlock in Canada, East/West, Maritime Union
External Factors	Thoroughly understands and gives reasons for the following factors: USA (Fenians, Civil War), Britain (Colonies seen as a burden)	Reasons given for the following factors: USA (Fenians, Civil War), Britain (Colonies seen as a burden)	Provides barely adequate reasons for the following factors: USA (Fenians, Civil War), Britain (Colonies seen as a burden)	Incomplete, incorrect or superficial reasons for the following factors: USA (Fenians, Civil War), Britain (Colonies seen as a burden)
Editorial				
Persuasive argument	Includes introduction, very well-reasoned and convincing arguments and conclusion	Includes introduction, arguments and conclusion	Some elements missing	Many elements missing
Language Usage	No grammatical errors, e.g., spelling, punctuation, sentence structure	Fewer than five errors	Five to ten errors	Ten or more errors

- Have students debate issues surrounding the Confederation debate.

### CURRICULUM

*Changing Your World: Investigating Empowerment - Teacher's Resource*  
Unit 3 Chapter 7  
Lesson 2: Debating Confederation  
Lesson 3: Confederation Achieved  
Chapter 7 Project Key Figures in Confederation

### **Common CAMET**

#### **Provincial**

#### Art

- analysis of the portrait of the Fathers of Confederation

### RESOURCES

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

#### Videos

Empty Harbour, Empty Dreams (The first section deals with Confederation)

#### **Agencies/Groups**

#### **National/International**

#### **Local**

## Political Empowerment

### Outcome

### Suggestions for Teaching and Learning

In grade 7, students will be expected to:

**7.3.4 explain the political structure of Canada as a result of Confederation**

- examine the concept of Federalism
- chart the structure of the Canadian Government after Confederation
- compare and contrast the power given to the different levels of Government by the BNA Act
- explain the democratic process in Canada (the role of the individual)

*The first delineation in this section has students do a brief examination of the concept of federalism. Historically it should be noted that native peoples were organized as a federation, for example, The Six Nations Federation (the Iroquois Nation). Federalism describes a way of governing in which powers are divided and shared between a central government and other smaller units. The federal structure is often adopted in countries occupied by people of widely different ethnic origins, languages, religions, political cultures and distinct regions.*

*While it is not the most common way to organize governments around the world, there are nearly 20 countries representing over 50% of the world’s people that are organized as federal systems, e.g., India, Germany, Brazil, Mexico, United States of America, Switzerland.*

Teachers can:

- present a list or ask students to identify the countries from around the world that have federal systems of government. Ask students or small groups of students to research and complete the following chart related to federalism in each of these countries:

Name	Date federation formed	Name for Units	Number of Units	Area	Population	Capital City	Continent
Canada	1867	provinces and territories	10 /3	9.9 million km	34 million square	Ottawa	North America
Iroquois Nation							
India							
Switzerland							
Other							

Students can:

- map the location of these federations on a World Map using GIS or an atlas
- draw conclusions from this chart about the characteristics of federations – large land size, diverse populations

Teachers can:

- add other ideas for research as an extension to this activity.

## Political Empowerment

### Suggestions for Assessment

### Links

#### FORMATIVE

##### Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

##### Communication

- Research.
- Compile information into chart form.
- Map location of countries that are federations.
- Create graphs to show statistics.

##### Inquiry

- Draw conclusions from information collected.
- Compare and contrast.
- Analyze statistics.

##### Participation

- Participate in discussions with guests invited to class.
- Participate in and contribute to simulations.

##### Products Created/Written Assessment/Portfolio

- “Want Ads” for government leaders
- Class display or collage on responsibilities and powers of each level of government
- Additions to portfolio

#### CURRICULUM

*Changing Your World:  
Investigating Empowerment*

- *Teacher’s Resource*

Unit 3 Chapter 7

Lesson 3: Confederation  
Achieved

Lesson 4: Taking Part in  
Government

Unit 3 Taking It Further

#### **Common CAMET**

Mathematics

F3 Select, defend, and use appropriate data collection methods and evaluate issues to be considered when collecting data

F5 Construct appropriate data displays, grouping data where appropriate and taking into consideration the nature of data

- Analysing statistics
- Creating graphs

## Political Empowerment

### Outcome                      Suggestions for Teaching and Learning (continued)

In grade 7, students will be expected to:

#### 7.3.4 explain the political structure of Canada as a result of Confederation

- examine the concept of Federalism
- chart the structure of the Canadian Government after Confederation
- compare and contrast the power given to the different levels of Government by the BNA Act
- explain the democratic process in Canada (the role of the individual)

*The political structure established by federalism in Canada in 1867 resulted in two distinct levels of government: Federal and Provincial (with Municipal being a subsidiary of the provincial). There were new roles, responsibilities and powers for each level of government.*

Students can:

- examine and analyze charts or visual representations of the Canadian federal and provincial governments as a result of Confederation. They should compare this chart to the one they did after the rebellions and note the major differences. (It should be noted that students will have studied about their provincial government in grade 3.)
- write “want ads” (job descriptions) for various positions/roles of government leaders, e.g., Prime Minister, Premier, MP, MLA, Senator, Mayor, Councillor. Describe their responsibilities and the qualities wanted in that role. Teachers can invite representatives of various levels of government to the classroom to respond to the students’ ads.
- simulate an opening of Parliament, Legislature, or Council and ask students to role-play and describe their various roles. This could be a re-enactment of the Parliament, Legislature or council for a day.

Teachers can:

- discuss with students how various powers were divided between the federal and provincial governments. It should be pointed out that the Fathers of Confederation gave powers to the provinces that they felt would help protect the social and cultural identity of each province, e.g., education, language and culture. Point out that at the time it was felt that the Federal Government should have the greater power.

Teachers can:

- make a class display, collage or a hall wall mural which shows the various responsibilities and powers of each level of government, e.g. the federal government – a symbol of the nation and symbols representing the powers of the federal government, e.g. defense, revenue. Students should be encouraged to design their own symbols but can use clip art and links to WWW for examples from which they can design their own.
- examine who had the right to vote at this time. Identify those who did not have the right and discuss how this would disempower these people. (Women, First Nations, those not owning land etc.).
- research statistics on voter turnout for various elections in recent times. Students could do graphs to compare participation in elections at various levels or between different ridings or regions. Ask students to brainstorm reasons for voter apathy, in spite of the fact that voting would give the voter a voice in government. This could be extended to ask students to research the status of universal suffrage around the world today. Comparisons could be made between countries as to voter turnout for elections.



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**Political Empowerment****Suggestions for Assessment****Links** (continued)

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**SUMMATIVE**

- Ask students to consider how our country would be different if powers had been assigned differently to the different levels of government. For example, consider if each province had its own currency, if the federal government controlled education etc. After discussing this, students could do simulations of some of the ways things would be different today if the powers had been distributed differently – e.g. role-play, skit, play, comic satire.

**Provincial  
Art**

- Creating symbol icons and wall mural

**RESOURCES****Agencies/Groups****National/International**

Elections Canada  
[www.electionscanada.ca](http://www.electionscanada.ca)

**Local**



***Unit 4***  
***Cultural Empowerment***

## *Unit 4*

### *Cultural Empowerment*

The new Dominion of Canada expanded to the west coast and added three new provinces and one territory within six years of Confederation. During the 1870s and early 1880s political decisions were made to support the expansion of the country. Macdonald's National Policy focused on settling the West, building the railway and protecting Canadian industries. In this unit, students will consider how this policy had both positive and negative effects on various people and regions of Canada.

Until 1869 control over Rupert's Land was in the hands of the Hudson's Bay Company. There was a one-year transition period before the Canadian government gained power. This period created anxiety for the people of the Red River as they waited and anticipated what was to become of their future. They had little or no power or control over the events that were to have great impact on their lives. The arrival of English surveyors from Ontario sparked unrest that led to the Red River Rebellion.

After the Red River Rebellion, many Métis moved further west, particularly to an area along the South Saskatchewan River. Here they tried to resume the traditional way of life but by the mid-1880s, once again they had grievances against the Canadian government. Riel and his immediate supporters were not satisfied with any settlements made with the federal government during negotiations over grievances and an armed uprising began in March 1885. After several victories, the Métis were finally defeated by Canadian troops at Batoche. Many of the leaders were captured including Riel; others escaped to the United States. Many of the Métis left this region and fled to the northern part of the Prairies.

One of the results of the rebellion that students need to consider is the mistrust and hatred that it generated between different cultural groups in Canada. It drove a wedge between French-speaking and English-speaking Canadians. It alienated and isolated the Métis and First Nations. It also had political ramifications for Macdonald's ruling Tories who were subsequently defeated in Quebec.

The unit goes beyond the traditional examination of events by asking students to consider the Aboriginal peoples in what is present day Atlantic Canada in this time period. How were Atlantic Aboriginal peoples impacted by national policies including increased immigration and settlement? What control did they have over decisions being made that impacted them? By considering these issues, students will develop a better understanding of the struggles that Aboriginal peoples faced and the limitations that had been forced on them.

During this period a large wave of immigration occurred in Canada. People from at least 25 ethnic groups arrived to settle across Canada. The impact of this massive immigration was significant on the individuals who arrived, as well as for the country. Trying to meet the basic needs of life in a new and often harsh country was very hard for the immigrants. Trying to maintain their cultural identity at the same time was also difficult.

#### Unit Outcomes

Students will be expected to:

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

## Process and Skills Development:

### Communication

- Create, explain and present visual and dramatic representations
- Create and interpret charts and map
- Compare and contrast historical and contemporary maps to identify changes.
- Summarize from a variety of sources
- Choose an effective medium for sharing conclusions
- Read to acquire information
- Listen actively to acquire information
- Present research findings electronically, in writing or orally

### Inquiry

- Identify short and long-term causes and effects
- Research to identify and examine key factors and issues
- Think critically and creatively to analyze, synthesize and evaluate ideas and information
- Consider and support various points of view and perspectives

### Participation

- Contribute to individual, class and small group learning activities

## Cultural Empowerment

### Outcome

### Suggestions for Teaching and Learning

In grade 7, students will be expected to:

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

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

*During the 1870s the Dominion of Canada expanded and new provinces were created. The unit begins by having students consider the circumstances that led to the creation of the new provinces and by having students map the changes.*

Students can:

- read about and discuss the circumstances that led to the Northwest territories, Manitoba, B.C. and P.E.I. becoming part of Canada. With the information gained, students can chart the causes and effects of each decision to join.
- map the political boundaries of Canada as they existed in 1873, indicating when each province or territory joined. Use their map and other research as needed to answer the following questions:
  - Describe and account for the shift in ownership of land between 1867 and 1873.
  - Compare the size of the Northwest territories between 1867 and 1873.
  - What territory and provinces joined between 1867 and 1873? How does the land size of each compare to that of each today?
  - What parts were still owned by Britain in 1873?
  - What was the approximate population of each province and territory in 1873?

*Expansion westward resulted in encroachment of traditional Aboriginal lands and the destruction of the way of life of the Aboriginal peoples. A series of events resulted in the uprising at Red River.*

Students can:

- investigate the various events and people of the Red River Rebellion. From this research students can individually or in small groups create visual representations of the major factors in the events of the Rebellion. These could be drawings, collages, paintings, sketches, posters (e.g., wanted poster of Riel), scrolls (the Metis Bill of Rights), political cartoons, that could be posted along a timeline of the events. One factor or event might be represented through several different interpretations. For example, the way of life of the Metis prior to 1869 could show their farms, church life, the period of drought. Teachers can discuss and clarify events as students are doing their visuals.

Possible scenes to depict might include

- life in Red River prior to 1869
- rumours about the withdrawal of the Hudson Bay Company
- rumours about the Canadian take over (fear of new farmers, building of railway)
- arrival of the surveyors
- concern over new way of surveying the land
- Riel chosen as leader of Metis – Le Comité National Metis is set up
- arrival of McDougall as lieutenant-governor
- Riel and Metis take-over Fort Garry
- provisional government set-up by Metis committee
- Metis Bill of Rights written
- Thomas Scott affair
- Manitoba Act passed by Canadian government
- Riel flees to United States

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**Cultural Empowerment****Suggestions for Assessment****Links**

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**CURRICULUM**

*Changing Your World:  
Investigating Empowerment -  
Teacher's Resource*  
Unit 4 Chapter 8  
Lesson 1: Political  
Expansion

## Cultural Empowerment

### Outcome Suggestions for Teaching and Learning (continued)

In grade 7, students will be expected to:

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

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

- present their visuals and explain their interpretation of the scene. This can lead to class discussion about the various events and their causes, the leaders and the participants, and the outcomes. The visuals can then be posted. A table similar to the one below could be used by each student to summarize the major factors.

Depiction	Date	Why important?	People involved	Description of event	Results of event
Early Life in Red River					
Withdrawal of HBC					

Teachers can:

- present the major elements of Macdonald’s National Policy as described at the beginning of this column and discuss why there was a perceived need for each element of the policy, the implications of each and who would benefit from each. The following chart can be used by students to record their conclusions.

Element of Policy	National Advantages	Regional Advantages	Regional Disadvantages
Settlement of the West			
Building of the Railway			
Protection of Canadian industries			

- use the following cooperative jigsaw activity which is designed to have students learn about the building of the railway and its impact on Canada and her people.
  - create home-based groups in which each member is assigned to an expert group to do a study of a particular aspect of the building of the railway. (Jigsaw Activity)  
The expert groups might include, but not be limited to:
    - the state of railways at the time that the CPR was created (1880), e.g., Intercolonial Railway
    - the economics and politics behind the building of the railway (contracts, disputes, Pacific Scandal, etc.)
    - geographical obstacles and how they were overcome (physical features, climate and weather). Students could use geographic software to create overlap of rivers, mountains or railway lines.
    - technological and engineering innovations (track, trestles, tunnels, trains)



## Cultural Empowerment

### Suggestions for Assessment

### Links

#### FORMATIVE

##### Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

##### Communication

- Read historical information.
- Create charts to record information.
- Create maps.
- Record information from maps.
- Create visual representations to portray key points.
- Explain their interpretation of events as shown in their visual representation.
- Summarize factors from the various visual representations in a table or organizer.
- Summarize conclusions about Macdonald's National Policy.
- Choose an effective medium for sharing conclusions from the jigsaw activity.

##### Inquiry

- Identify cause and effect.
- Complete research to identify key factors in events.
- Identify short and long-term effects of events.

##### Participation

- Present and explain the visual representations.
- Participate and contribute to the jigsaw activity.

##### Products Created/Written Assessment/Portfolio

- The map of Canada in 1873
- Visual representations (drawings, collages, paintings, sketches, posters, scrolls, political cartoons)
- Additions to portfolio

#### SUMMATIVE

- Ask each student to write a paper explaining what region the student feels benefited most from the National Policy and how the Atlantic region benefited the least. Teachers could ask students who have difficulty with this medium to use an alternative one to show their understanding, e.g., oral report, visual representation.
- Research the following question and present your findings:  
Would someone be able to travel from your community to the West Coast entirely by train in 1885, 1950s, and today?
- Create sample pencil and paper items on the "Building of the Railway" such as:
  - Identify five geographic features that were obstacles in the building of the railway and explain how they were overcome.

*Changing Your World:*

*Investigating Empowerment -  
Teacher's Resource*

Unit 4 Chapter 8

Lesson 2: Creating

Manitoba

The Impacts on Different  
Regions

Lesson 3: A Plan for the  
Country

Lesson 4: The Effects of the  
National Policy

## Cultural Empowerment

### Outcome                      Suggestions for Teaching and Learning                      (continued)

In grade 7, students will be expected to:

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

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

- key players and leaders in the building of the railway (Macdonald, Van Horne, Sir Stanford Fleming, Donald Smith, Crowfoot)
- the day-to-day life of the workers building the railway (labourers or “navvies”, Chinese and other ethnic workers, living conditions, leisure activities, health, diseases and death, intensity of the labour)
- the disparity in the way some workers/ethnic groups were treated – Compare to today and identify laws/regulations in place today that were not in place then.
- a photo study of the building of the railway using photographs, artwork etc.
- the effects of the railway on the Aboriginal people (loss of way of life, unrest, lack of voice in decisions)
- timeline and milestones in the building of the railway (Formation of the CPR, Major Obstacles Overcome, the Last Spike)
- comparison between the completion of the railway in 1885 and the state of railways today (use and importance of the railway – freight and passenger, decline over the years)
- the impact on land use – would environmental regulations in place today allow for the building of the railway?
- an audio presentation of songs and jingles about the building of the railway
- accidents that occurred throughout the building of the railway, e.g., deaths, injuries

In addition to becoming an expert on the group’s topic, members of the expert groups will need to decide how they will present what they have learned and how they will actively involve members of their home group so they, too, will learn about the group’s topic. This might include charts to complete, discussion topics, questions that need to be answered.

Experts will return to their home groups to share their findings through use of the methodologies decided upon.

*While much of the activity in this period tends to focus on Western Canada, it is important for students to be aware of the impact these events had on the Atlantic region. Those in the Maritime Provinces, including Aboriginal people, were negatively impacted. But the Dominion of Newfoundland (now Newfoundland and Labrador) would not have been subject to Canadian policy on immigration. Any effect on Newfoundland would have been indirect. Outmigration and the decline of industry, particularly ship building, also had a strong impact.*

Teachers can:

- present readings, overheads of charts and graphs that depict the impact that the National Policy and resulting events had on the Atlantic region. Ask students to summarize the short and long-term effects.

## Cultural Empowerment

### Suggestions for Assessment (continued)

### Links

- Explain three benefits of the building of the railway and three negative results of the building of the railway.
- Describe three hardships faced by those workers building the railway.
- Identify two key players in the building of the railway and explain the role of each.

#### Rubric for Visual Representation and Oral Presentation on Red River Rebellion

##### Visual Representation

Criteria	4	3	2	1	0
Content	Identifies critical information and supporting detail on topic	Some evidence of information and supporting detail on topic	Minimum evidence of information and detail on topic	Incomplete/inaccurate information on topic	Not submitted
Originality	Unique representation/design	Good representation/design	Satisfactory representation/design	Minimal originality	
Appearance	Ready to exhibit	Needs some attention	Needs more detail	Needs major revisions	

##### Oral Presentation

Criteria	4	3	2	1	0
Explanation of content as shown in visual	Clear and concise explanation	Good explanation of visual representation	Minimum information explained	Incomplete information provided	
Delivery	Unique presentation style	Interesting presentation style	Satisfactory presentation style	Poor presentation style	
Engagement of Audience	Strongly engaged all students throughout the presentation	Engaged most students most of the time	Engaged some of the students some of time	Minimal engagement of students	

#### Observation Chart/Self-Assessment for Jigsaw Activity

Rate on a 4-0 scale with 4 being the highest criteria and 0 being the lowest

Date (materials)	Prepared	Stayed on topic ideas	Contributed ideas information	Recorded

### CURRICULUM

#### Common CAMET

Language Arts

- reading
- writing
- representing

### RESOURCES

- *Discovering Canada "The Railways"*; Livesey, Robert and Smith, A.G.; Stoddard Kids, 1997, 0-7737-6170-5

- *The Canadians "Crowfoot"*; Hacker, Carlotta; Fitzhenry & Whiteside, 1999, 1-55041-467-4

Teacher's Resource

Natural Atlas of Canada

#### **Videos**

Empty Harbours, Empty Dreams

### AGENCIES/GROUPS

#### **National/International**

#### **Local**

Canadian Railroad Historical Association  
[www.exporail.org](http://www.exporail.org)  
 Canada Science and Technology Museum  
[www.science-tech.nmstc.ca/](http://www.science-tech.nmstc.ca/)

## Cultural Empowerment

### Outcome

### Suggestions for Teaching and Learning

In grade 7, students will be expected to:

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

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

*In June 1884 Gabriel Dumont and a delegation of Metis visited Louis Riel who had moved to Montana. They invited him to assume leadership of a political movement to redress their grievances. Riel accepted the invitation and led the Metis in the struggle against the Canadian government.*

Students can:

- complete the following map activities in order to set the context for this study. Using GIS or other mapping tools, ask individuals or small groups of students to map the following:
  - Manitoba (1870)
  - Red River
  - North and South Saskatchewan River
  - The railway across the Prairies
  - Winnipeg
  - Calgary
  - Battle and Skirmish Sites – Duck Lake, Fish Creek, Batoche, Cut Knife Hill, Frenchman's Butte, Frog Lake
  - United States Border
  - Montana
  - Lake Winnipeg
  - Assiniboine River
  - Peace River
  - Mackenzie River
  - Regina
  - Saskatoon

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

- choose a particular individual or representative of a group who participated, witnessed or was affected by the events of this time. As the events are examined, each student should consider and develop an understanding of that person's perspective/point of view on the events. Each student will record the character's responses to the events in the form of a diary, journal or letter. Students should be encouraged to make their diaries/journals sound and look authentic. For example, the language should be appropriate to the time period and to the character. The diaries should be hand-written or an appropriate font used. They should be done with pencil, fountain pen or calligraphy, and stained or aged-looking paper should be used.

The following are suggested roles that could be chosen. The roles of the women or children affected might also be assigned if it is felt the student could make the association with the available resources.

- A Metis fighter
- Gabriel Dumont
- Big Bear (Cree Chief)
- Member of the militia/troops
- Northwest Mounted Policeman
- Crowfoot (Blackfoot Chief)
- Settlers from Prince Albert (both those who supported and those who opposed the actions of the Metis)
- A Metis settler
- Louis Riel
- Poundmaker (Cree Chief)
- Major-General Middleton
- Sir John A. Macdonald

## Cultural Empowerment

### Suggestions for Assessment

### Links

#### FORMATIVE

##### **Demonstrate a Skill**

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

Communication

Inquiry

Participation

- Participate in the role-playing activity.
- Take part in the mock trial.

##### **Products Created/Written Assessment/Portfolio**

- The diaries/journals/letters,
- The headline collage
- Additions to portfolio

#### CURRICULUM

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

Unit 4 Chapter 9

Lesson 1: Endangered  
Cultures

Lesson 2: One Hundred  
Days and One Hundred  
Years

## Cultural Empowerment

### Outcome Suggestions for Teaching and Learning (continued)

In grade 7, students will be expected to:

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

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

- ask students to share and discuss their diaries/journals. A role-playing activity could also be used in which students re-enact various events through their character roles: e.g., inviting Riel back to the West; presenting the grievances to the government; Riel and Dumont speaking to the settlers at Prince Albert; Poundmaker, Big Bear and Crowfoot discussing whether or not to join Riel in the Rebellion; the militia on the train to the West; one of the battles or skirmishes; the capture of Riel; a conversation among Metis settlers about fleeing farther west and north.
- write newspaper/bulletin headlines that reflect the various results of the Rebellion. The headlines should be from a variety of perspectives across the region and Canada. The same event might be reflected differently in different newspapers. Students can create a collage on a bulletin board using the various headlines. Examples of possible headlines follow:  
 Toronto Star – *“Try Him and Hang Him”*  
 Montreal Gazette – *“Riel: No Traitor to His People”*  
 Halifax Herald – *“Macdonald Must Ensure a Fair Trial”*  
 A Bulletin in Saskatoon – *“Save Our Hero”*
- re-enact the trial of Louis Riel. Divide the class into groups assigning students the following roles: a judge, a prosecuting lawyer, a defending lawyer, Riel, a six-person jury, witnesses, reporters, and spectators. Ask students to write reactions or journal entries to the following questions: Do you feel Riel received a fair trial in your class? In Regina in 1885? Do you feel he received a just sentence? How would you have sentenced him?
- use a chart similar to the one below to record past and present perspectives on Riel

PAST	
People/Group	Opinion
Metis	
French-speaking	
English-speaking	
Federal Government	
Church	
PRESENT	
Supporters	
Opposers	

## Cultural Empowerment

### Suggestions for Assessment

### Links (continued)

#### SUMMATIVE

- Ask individual students to explain the perspective behind each headline that was generated. The students should be able to explain where the headline would have been written and why that region would have had that particular perspective.
- In a persuasive paragraph, answer the following question: Is it time that Louis Riel be recognized as a “Father of Confederation”?

#### RESOURCES

##### Videos

- Canada: A People’s History  
CBC  
Heritage Minutes “Riel”
- *Discovering Canada “The Railways”*; Livesey, Robert and Smith, A.G.; Stoddard Kids, 1997, 0-7737-6170-5
  - *The Canadians “Crowfoot”*; Hacker, Carlotta; Fitzhenry & Whiteside, 1999, 1-55041-467-4 Teacher’s Resource
  - *The Canadians “Louis Riel”* Teacher Resource; Nearing, Rosemary; Fitzhenry & Whiteside, 1999, 1-55041-465-8 Teacher’s Resource
  - *The Canadians “Wilfred Laurier”* Teacher Resource; Spigelman, Martin; Fitzhenry & Whiteside, 2000, 1-55041-481-X Teacher’s Resource
  - *The Canadians “Gabriel Dumont”* Teacher Resource; Woodcock, George; Fitzhenry & Whiteside, 2003, 155041-492-5 Teacher’s Resource

## Cultural Empowerment

### Outcome

### Suggestions for Teaching and Learning

In grade 7, students will be expected to:

#### 7.4.3 analyze the degree of empowerment and disempowerment for Aboriginal peoples in present day Atlantic Canada during this period.

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

Students can:

- identify and map where Aboriginal peoples in Atlantic Canada lived during the late 1800s and early 1900s. Compare this to the traditional lands of Aboriginal peoples. Compare with modern-day maps showing the land of the Aboriginal peoples. Brainstorm with students to identify the factors that would have resulted in the changes. Discuss the extent to which Aboriginal peoples were able to influence these changes.
- identify and describe federal policies and treaty agreements that impacted on Aboriginal peoples in Atlantic Canada. (*Teachers should note that, in general, federal (Canadian) treaties would have had no bearing on Newfoundland (now Newfoundland and Labrador) including Aboriginal peoples. Aboriginal peoples in Newfoundland were not specifically noted in the terms of union between Newfoundland and Canada but Term 13 did state that The Constitution Acts, 1867-1940, did apply to the Province of Newfoundland in the same way that they applied to other provinces. Canada chose not to register the Aboriginal Peoples in Newfoundland but almost immediately following confederation Canada did begin to provide funding for the Aboriginal people of the province.*) Teachers can present the major features of the Indian Act and discuss its ramifications. Have students create a flow chart showing the short- and long-term implications of the Act, other policies and treaties. Discuss how these acts and treaties empowered or disempowered Aboriginal peoples in Atlantic Canada.
- investigate the degree to which the reserve system determined where Aboriginal peoples lived in Atlantic Canada during this period. Ask students to consider questions such as the following: How did the reserve system in Atlantic Canada compare to the reserve system in other parts of Canada? Did Aboriginal peoples have control over the land or where they lived? What have been the short- and long-term impacts of the reserve system in Atlantic Canada and other parts of Canada?

Teachers can:

- discuss with students the effect of settlement and development in Atlantic Canada on Aboriginal peoples. Read excerpts of primary accounts from Aboriginal writings that describe the impact of changes such as the expansion of settlement and industry, the reserve system, and residential schools. Have students create cause and effect charts for these changes. For example, new sawmills that were built by the settlers often killed the fish in the streams on which the First Nations relied for food and trade.
- invite an elder or Aboriginal leader to the class to discuss land issues and self-government issues today. Ask students to brainstorm to prepare questions in advance of the visit such as the following: What steps are Aboriginal peoples taking to bring about self-government? Are there varying views amongst Aboriginal peoples on self-government?



## Cultural Empowerment

### Suggestions for Assessment

### Links

#### FORMATIVE

##### **Demonstrate a Skill**

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

##### Communication

- Create maps showing where Aboriginal peoples lived.
- Orally present results of research.
- Listen to guest speakers.

##### Inquiry

- Compare and contrast historical and contemporary maps to identify changes.

##### Participation

- Brainstorm.
- Discuss issues and questions in small groups.

##### **Products Created/Written Assessment/Portfolio**

- Maps
- Flow chart
- Cause and effect charts
- Additions to portfolio

#### CURRICULUM

*Changing Your World:  
Investigating Empowerment -  
Teacher's Resource*  
Unit 4 Chapter 9  
Lesson 3: First Nations in  
the Maritimes  
Lesson 4: First People of  
Newfoundland and  
Labrador

#### **Common CAMET**

Grade 7 Science  
Outcomes 110-1 Provide  
examples of ideas and  
theories used in the past  
to explain natural  
phenomena

## Cultural Empowerment

Outcome	Suggestions for Teaching and Learning (continued)
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In grade 7, students will be expected to:

**7.4.3 analyze the degree of empowerment and disempowerment for Aboriginal peoples in present day Atlantic Canada during this period.**

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

Students can:

- select an Aboriginal community in the Atlantic region and research the way of life for its people during this period. Students can find out how they made their living, what living conditions were like and to what extent traditional ways had been retained or destroyed.
- In keeping with Aboriginal tradition, have students present their results orally. Discuss the similarities and differences they note among the various communities.

Teachers can:

- invite an Aboriginal elder, historian or community leader to the class to lead a “talking circle” about the changes that impacted on Aboriginal peoples in Atlantic Canada during this period and how the changes are still having an impact. Students can refer to their research as they discuss this topic with the guest. Ask the guest to discuss the importance of sustainability to the Aboriginal peoples of Atlantic Canada and how advances in this period conflicted with the traditions of Aboriginal peoples in this regard. Ask the guest to identify the rights of Aboriginal peoples that were lost and the long-term effect of this on the community.

## Cultural Empowerment

### Suggestions for Assessment

### Links (continued)

#### SUMMATIVE

- Ask students to scan newspapers or other news sources to identify current Aboriginal issues that can be traced back to this time period or earlier. Ask the student to post their news article with a brief description of the issue and the roots of the issue.

#### RESOURCES

- Indian and Northern Affairs Canada. *The Learning Circle. Classroom Activities on First Nations in Canada. Ages 9 to 11.* 2000.
- Indian and Northern Affairs Canada. *The Learning Circle. Classroom Activities on First Nations in Canada. Ages 12 to 14.* 2000. ISBN 0-662-28449-6
- Robert M. Leavitt. *Maliseet and Micmac. First Nations of the Maritimes.* 1995. ISBN 0-920483 60-7
- National Atlas of Canada

#### AGENCIES/GROUPS

**National/International**  
 Assembly of the First Nations at [www.afn.ca](http://www.afn.ca)  
 Indian and Northern Affairs Canada at [www.ainc-inac.gc.ca/index\\_e.html](http://www.ainc-inac.gc.ca/index_e.html)

#### **Local**

## Cultural Empowerment

### Outcome

### Suggestions for Teaching and Learning

In grade 7, students will be expected to:

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

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

*The largest number of immigrants arrived between 1896 and 1914 in what historians often call the “fourth wave”. This refers to the first wave as French settlement in the 17<sup>th</sup> century; the second wave as the Loyalists in the 18<sup>th</sup> century; and the third wave as the “Great Migration” from the British Isles, studied earlier in this course. The arrival of the new immigrants resulted in the formation of two new provinces, Alberta and Saskatchewan in 1905. At the same time, there was a growth in cities and new industries developed. Industrialization will be examined in more detail in unit 5.*

*It is important that students have the opportunity to examine the debate over immigration and what it meant to be “Canadian” at that time. Understanding this will help students appreciate the struggle that many new Canadians had to face. These cultural struggles were compounded by the social problems and issues of the period. These social issues will also be examined in the next unit.*

Students can:

- consider ways that were used to attract immigrants to Canada during this period. There are many primary sources that illustrate the methods used – posters, visits to Europe to attract prospective immigrants where handbills were passed out, magic lantern shows were held, and invitations to reporters to visit Canada and report on her beauty.
- in small groups, plan, design and produce the advertising campaigns they would have used to attract immigrants at that time. A few groups could be asked to do a similar activity for attracting immigrants today. As students compare the campaigns, ask them to note differences, not only in the technology used, but also in who is and is not being invited to immigrate in each case.
- research one group that arrived in Canada during this period (individually or in small groups). The choices could include the various ethnic, cultural and religious groups, e.g., Ukrainian, Chinese, Mennonites, Icelandic, Americans, Scottish etc. While the majority arrived in the West, the groups should not be limited to this area. Instead of heading west to farm, many immigrants went to cities for jobs in central Canada. Newcomers also arrived for the Klondike Gold Rush. The arrival of the “Home Children” from Britain should also be included. Among others, Italians, Polish, Ukrainian, Jewish, and Icelandic immigrants arrived in Atlantic Canada, with many going to industrial Cape Breton to the mines and steel mills for work. Teachers can lead a brainstorming session in which students identify points for their research. These might include, but not be limited to, the following points:
  - When did this immigrant group come to Canada? How many came to Canada?
  - Why did they leave their homeland and why did they come to Canada? (push and pull factors)
  - What was their journey like to the new country? (travel conditions, point of entry reception, hardships)
  - Where did they settle in Canada? Why did they settle there? If they acquired land, explain how it was allocated and/or chosen?
  - What occupations did they follow? Were these similar to those in the old country?

## Cultural Empowerment

### Suggestions for Assessment

### Links

#### FORMATIVE

##### **Demonstrate a Skill**

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

Communication

##### **Inquiry**

- Use an inquiry approach in many of the activities, in which students will be thinking critically as they analyze, synthesize, and evaluate ideas and information.
- Use creative thinking as they design and create products in the activities.

##### **Participation**

- Work in small groups to produce the advertising campaign.
- Work with another student on the research project.
- Participate in the culminating event for the research project.
- Contribute to the wall map activity.
- Participate in the Snapshot 10 activity.

#### CURRICULUM

*Changing Your World:*

*Investigating Empowerment -  
Teacher's Resource*

Unit 4 Chapter 10

Lesson 1: An Open Door

Lesson 2: A New Policy for  
the West

Lesson 3: In the New  
Country

Lesson 4: Closing the Door

Chapter 10: Project -

Research and Report on an  
Immigrant Group

#### **Common CAMET**

##### Mathematics

F3 Select, defend, and use appropriate data collection methods and evaluate issues to be considered when collecting data

F6 Read and make inferences for grouped and ungrouped data displays

- Statistical Studies – graphs of various patterns of immigration
- Read stories that have been written about life during this time period or the experience of immigrants that have come to Canada. Consider how well each reflects the realities of the time.

## Cultural Empowerment

### Outcome                      Suggestions for Teaching and Learning                      (continued)

In grade 7, students will be expected to:

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

- identify the various cultural groups that came to Canada between 1870 and 1914
  - analyze the conditions that brought these groups to Canada (push and pull factors)
  - describe the conditions these groups faced in Canada
  - explain why it is important for ethnic groups to retain their cultural and linguistic identity, heritage, tradition and spirituality
  - determine whether and how they became more empowered or less empowered by moving to Canada
  - compare and contrast Canada's immigration policies during the 20<sup>th</sup> century to identify examples of prejudice
- Ask students to examine various examples of writing from this time period and consider what cultural groups are represented in the writing of the time and who is left out. Similarly, are the authors representative of different cultural groups? If not, why not?
  - Read stories that have been written about life during this time period or the experience of immigrants that have come to Canada. Consider how well each reflects the realities of the time.
  - What difficulties did they face in their new homeland? Include physical, emotional and social problems.
    - starting a life – homes, food, work, money
    - women and children's hardships
    - language
    - isolation problems
    - prejudice and discrimination
    - religion
    - schooling
  - What attempts were made by members of this group to preserve its culture? If so, how successful were their attempts?
  - Who are some Canadians who can trace their roots to this group? Can you trace your roots to this group?
  - What contributions has this group made to Canada? Include specific ways this group has influenced our Canadian culture.
  - To what extent has this group been able to retain their cultural and linguistic identity, heritage, tradition and spirituality?

## Cultural Empowerment

### Suggestions for Assessment

### Links (continued)

#### Products Created/Written Assessment/Portfolio

- Advertising campaign that students designed and created
- Items collected and created for the culminating activity for the research project on the immigrant groups
- Images and impressions that students create in their passports
- Written record for the research project on the immigrant groups
- T-chart completion
- Reflective paper that was produced on immigration policies/ identification of biases in immigration policies
- Additions to portfolio

#### Common CAMET

##### Mathematics

- F3 Select, defend, and use appropriate data collection methods and evaluate issues to be considered when collecting data
- F6 Read and make inferences for grouped and ungrouped data displays
- Statistical Studies – graphs of various patterns of immigration
  - Read stories that have been written about life during this time period or the experience of immigrants that have come to Canada. Consider how well each reflects the realities of the time.

## Cultural Empowerment

### Outcome

### Suggestions for Teaching and Learning

(continued)

In grade 7, students will be expected to:

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

- identify the various cultural groups that came to Canada between 1870 and 1914
  - analyze the conditions that brought these groups to Canada (push and pull factors)
  - describe the conditions these groups faced in Canada
  - explain why it is important for ethnic groups to retain their cultural and linguistic identity, heritage, tradition and spirituality
  - determine whether and how they became more empowered or less empowered by moving to Canada
  - compare and contrast Canada's immigration policies during the 20<sup>th</sup> century to identify examples of prejudice
- As students are doing their research, they should keep written records of their findings. They will also be expected to create/collect items representative of their group to be shared in a culminating event such as a cultural fair, interactive cultural stations, or visual presentations. Prior to the event, ask the class to design a passport that will be used by students as they visit or see each cultural group. The students can collect images or impressions for each immigrant group as they visit each station, for example.
  - After the research is completed and the event has been held, have a whole class discussion to develop generalizations and draw conclusions about the experience of the immigrants in this period. The following tools could be used to help students summarize and synthesize their learning.
  - Using an historical wall map of the world, ask students to take turns identifying the country of origin of their group. They can also indicate the route they took to come to Canada and where they settled in this country. On individual maps, students can record the information presented.
    - Using charts, discuss, share and record the push and pull factors of migration for this period.
    - Ask students to share their passports with other students and then, collectively, discuss some of the hardships and triumphs of the immigrants, as well as their contributions.
    - Ask students to discuss their conclusions as to whether the different groups became more or less empowered by moving to Canada. This is also an opportunity to discuss the importance of retaining cultural and linguistic identity, heritage, tradition and spirituality.
  - While this period saw the arrival of some immigrants from Asia and the migration policies were broadened to attract immigrants from Eastern Europe, there was still a very selective view of who should be allowed into Canada. Ask students to identify examples of bias and prejudice in the immigration policies of that time. They should compare the policies to those today and discern the differences. (*Snapshot 10 of "We Are Canadians" provides a simulation of immigration policies in Canada during the last 100 years that could be used for this purpose.*) Ask students to write a reflective paper comparing the similarities and differences between then and now.



## Cultural Empowerment

### Suggestions for Assessment

### Links (continued)

#### SUMMATIVE

- Ask students to create a time capsule or immigrant trunk (food, clothes, personal objects) for a specific group of Canadian immigrants.
- Students could be asked to keep a reflective journal for an immigrant during this period. In assuming the role of that immigrant, each day's entry could be a response to how the immigrant feels about the topic being discussed or studied, e.g., leaving the homeland and loved ones, the trip to Canada, the isolation in the new home, hardships.

#### RESOURCES

- *Amish Adventure*, Barbara Smucker
- *A Prairie Boy's Summer*, Kurelek, William; Tundra Books, 1975, 0-88776-116-X
- *We Are Canadians*, Snapshot 10, "Changing Patterns", Prentice Hall. (examines immigration policies at a number of different times during the 20<sup>th</sup> century. Students learn about Canada's immigration laws and how immigration policies have determined who can enter Canada.)

#### AGENCIES/GROUPS

##### **National/International**

- Pier 21
- Grosse Île and the Irish Memorial National Historic Site

##### **Local**



*Unit 5*  
*Societal Empowerment*

## *Unit 5*

### *Societal Empowerment*

At the turn of the century Canada was still a largely rural country, but the move to the cities had begun. During the late 1800s and early 1900s Canada experienced a period of growth that resulted from technological changes in many different fields. New developments in manufacturing and industry, as well as urban development, resulted in prosperity for some but also widened the gap among various social classes and various regions of Canada. In response to these growing inequities in Canadian society, individuals and groups became engaged in struggles to gain rights, which in some instances are ongoing.

The context for the unit and time period is established by having students look at the geographic make-up of Canada. Students then explore Canadian society at the turn of the century and examine the technological changes that were developing at that time. They are asked to consider whether all people in Canada benefitted from these advances and to determine the differences that existed for various individuals and groups. This leads into examination of the disparities that existed within Canadian society at that time. Then students are asked to consider the relationship between disparity and empowerment both historically and today.

The second outcome in the unit looks specifically at the impact that the Industrial Revolution had on industry and workers. The way of life for many workers changed during that period in both rural and urban Canada. The steam engine changed the way work was done and greatly increased production but the physical strength of labourers was no longer required as in times past. Similarly, skilled artisans were no longer needed as new machinery was developed that could produce manufactured goods with more precision and speed. Conditions in the factories and other industrial sites became more dangerous. Workers had no rights and there were few regulations to protect them. The labour movement and trade unions emerged and developed to improve the standards for workers.

A new middle class emerged from the industrialization and urbanization of the nineteenth century. Female members of this new group benefitted from an increase in leisure time, as well as improved educational opportunities. Social standards of the day made women responsible for the moral preservation of the home and family. It was moral responsibility that enabled elite and middle class women to widen their notion of family to include the greater community. These women utilized their new-found spare time and found a focus for their moral concerns by organizing into groups and associations. Some women were supported by husbands who, in spite of the times, “allowed” their wives to become involved in these activities. As a result of their work with social reform, women eventually gained more rights and responsibilities. This work formed the foundation for the women’s movements that followed.

#### Unit Outcomes

Students will be expected to:

- 7.5.1 evaluate the conditions of everyday life for the peoples of Canada at the turn of the 20<sup>th</sup> century
- 7.5.2 describe the impact of the Industrial Revolution on industry and workers in the Maritime region and across Canada
- 7.5.3 explain how women became more empowered through their role in the social reform movements of the late 19<sup>th</sup> and early 20<sup>th</sup> century

## Process and Skills Development

### Communication

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

### Inquiry

- Develop definitions of terms
- Analyze visual sources
- Compare and contrast to draw conclusions from a variety of sources

### Participation

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

## Societal Empowerment

### Outcome

In grade 7, students will be expected to:

**7.5.1 evaluate the conditions of everyday life for the peoples of Canada at the turn of the 20<sup>th</sup> century.**

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

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

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

### Suggestions for Teaching and Learning

*At the turn of the century most Canadians still lived in rural areas with farming, logging, and fishing being the major occupations. However this era was marked by new inventions and new ways of doing things that affected every aspect of life. The Industrial Revolution, with steam-powered machinery, the gasoline engine and electricity impacted upon transportation and industry and resulted in more people moving to the cities to work in the factories.*

Students can:

- develop maps and/or graphs and charts using GIS, atlases and other statistical data (E-Stat), to identify the following about Canada at the turn of the 20th century:
  - political boundaries as of 1905
  - major cities and towns
  - railways and roads
  - population distribution – by province and territories, ethnic composition, rural and urban
- draw conclusions about the make-up of Canadian society as the statistical information that has been collected is shared and discussed. By 1901 for example, 3.3 million people lived in rural Canada while 2 million lived in the cities and towns. In 1901 the largest city was Montreal with 330,000 people while Toronto had 210,000. Between 1891 and 1901, New Brunswick's population rose from 321,263 to only 331,120 while Manitoba's rose from 152,506 to 255,211. Teachers could ask students to do a similar activity for Canada at the turn of the 21<sup>st</sup> century and make comparative statements.

Teachers can:

- assign pairs or groups to investigate a field that underwent major change in order for students to understand the technological changes happening at that time. Discuss with students the various ways that they could share and display their findings, e.g., learning box, diorama, models, scrapbook or catalogue. Students could include firsts in the field, famous people, inventions and innovations. The following fields could be examined: transportation (aviation, railway, cars), entertainment, sports and recreation, home, factories, resource industries (farming, logging, fishing, mining), communications (wireless and telephone), science and medicine.

*While this was an era of growth and change, not all Canadians benefitted to the same degree from these changes. Where you lived, your gender, your ethnicity or your socio-economic status were factors that influenced your lifestyle.*

Students can:

- analyze paintings, pictures, or portraits from the period to draw conclusions about what life was like for different peoples and groups across Canada. Teachers can point out to students that these sources can provide detailed information as students examine the visuals for items from the material culture including the living conditions, the clothing, the technology, the architecture, etc. Ask students to share their findings and draw conclusions about the differences they note.

## Societal Empowerment

### Suggestions for Assessment

### Links

#### FORMATIVE

##### **Demonstrate a Skill**

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

##### Communication

- Create maps, graphs or charts created about Canada at the turn of the century.

##### Inquiry

- Analyze historical paintings, pictures and portraits.
- Compare and contrast.
- Draw conclusions from statistical information.

##### Participation

- Contribute to small group activities.
- Participate in whole group discussions.

##### **Products Created/Written Assessment/Portfolio**

- Learning box, diorama, models, scrapbook or catalogue on technological changes in a field
- Visual representations done in photo gallery, photo album or magazine spread
- Chart/table of compare and contrast
- Political cartoons, poems or music created about disparity
- Additions to portfolio

#### CURRICULUM

*Changing Your World:*

*Investigating Empowerment*

- *Teacher's Resource*

Unit 5 Chapter 11

Starting Unit 5: New

Century, New Ideas

Chapter Project - 20th

Century Inventions/

Historical Fiction

Lesson 1: Into the Modern World

Lesson 3: Life in the Early 1900's

Lesson 4: Social Disparity

#### **Common CAMET**

##### Language Arts

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

## Societal Empowerment

### Outcome                      Suggestions for Teaching and Learning                      (continued)

In grade 7, students will be expected to:

**7.5.1 evaluate the conditions of everyday life for the peoples of Canada at the turn of the 20<sup>th</sup> century.**

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

- in pairs or triads, create visual representations for the different groups through the use of photos or pictures presented in an historic photo gallery, photo album or magazine spread. The collection of photos or student-drawn pictures would depict the economic status, education, homes, clothing, sport, and recreation and material possessions for each group. Alternatively, students could do their depictions in written format using poetry, diary entries or short stories. The following groups should be included: socio-economic – working class/labourers, business/trades/professionals, and upper class; geographic – Atlantic region, central Canada, Prairies, British Columbia, Northern Canada; and various ethnic groups.

As students view and discuss the displays, ask them to compare and contrast the varying conditions of the groups, as well as differences between rural and urban areas, and differences based on gender and age. Their results could be compiled in a table/chart.

- discuss the reasons for the differences they have noted. Compare and contrast with disparities in Canadian society today. Teachers may wish to use political cartoons, musical lyrics, art or excerpts from literature to show examples of the relationship between disparity and empowerment both historically and in today's society. (*Teachers will need to use caution and sensitivity in light of the disparities that may exist in the classroom/school/community.*) ♥
- consider the extent to which each of the following was a factor in disparity: geography, including resources; racial, ethnic and religious prejudice and stereotype; education and training; economic status; gender. Students could be asked to create political cartoons, poems, music to reflect their learning about disparity.



## Societal Empowerment

### Suggestions for Assessment

### Links (continued)

#### SUMMATIVE

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

#### Mathematics

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

- graphing statistics
- percentages
- data interpretation, e.g., How many more people are there in Canada today than at the end of the 19<sup>th</sup> century?

#### RESOURCES

[www.statcan.ca](http://www.statcan.ca) (E. Stat)

#### AGENCIES/GROUPS

##### National/International

- Heritage Canada  
[www.heritagecanada.org](http://www.heritagecanada.org)
- National Aviation Museum  
[www.aviation.technomuses.ca](http://www.aviation.technomuses.ca)
- Canada Science and Technology Museum  
[www.sciencetech.technomuses.ca](http://www.sciencetech.technomuses.ca)
- National Library of Canada [www.nlc-bnc.ca/](http://www.nlc-bnc.ca/)
- National Archives of Canada [ww.archives.ca](http://www.archives.ca)

#### LOCAL

Local museums

## Societal Empowerment

### Outcome

### Suggestions for Teaching and Learning

In grade 7, students will be expected to:

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

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

*The Industrial Revolution in Canada, as in other parts of the world, made great advances but at the same time it had some very negative repercussions on the labour force. The assembly line became a common feature of the factory. In many factories men were replaced by women and children who could now do the work. Women and children were paid less and were often more easily controlled and mistreated. The working conditions in these factories as well as in mines and other resource industries were harsh and dangerous. The impact of the Industrial Revolution was felt in both the rural and urban centres across Canada.*

Teachers can:

- develop a class activity to help students understand the term “Industrial Revolution”. One way to do this is to draw two circles on the board, one for industrial and one for revolution. Ask students to suggest words that they associate with each term and write them inside the appropriate circle, for example, industrial (products, factories, assembly line), and revolution (change, fast, new, technology). Then transfer all the words into a larger circle labeled “industrial revolution”. Ask students to work in pairs or triads to develop a definition of “industrial revolution” using the words in the larger circle.
- Assign the role of a worker to each student in the class. By examining various resources that depict the typical working day, ask students to collect information about the person that each is role-playing. Students are to choose one or more of the following mediums to share what their work day is like. Students should be encouraged to use a variety of techniques to give a realistic portrayal.

Workers

- (number assigned can vary by using specific examples including local and regional ones)
- child in a factory (cigar factory, broom factory etc.)
  - woman in a factory ( sewing machines, mill loom, biscuit factory)
  - man in factory (automobile plant, dressing hogs, steel mill)
  - worker in a resource industry (sawmill, lumberjacks and other lumber camp workers, fisherman, longshoreman, coal miner including pit boy, gold digger, farmhand)
  - workers in transportation (sailors, railway workers)
  - domestic servants

Mediums

- reader’s theatre
- monologue with props and costumes
- tape of sounds from the workplace
- journal/diary entries from a day at work
- visual images of a day at work
- authentic or recreated artifacts from the workplace
- silhouette images depicting scenes from a workday
- interview format

*Alternatively, groups of students could choose a medium listed above and include examples from a variety of workers to depict the hardships.*

## Societal Empowerment

### Suggestions for Assessment

### Links

#### FORMATIVE

##### **Demonstrate a Skill**

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

##### Communication

- Develop definitions of terms.
- Make comparisons.
- Make persuasive arguments.

##### Inquiry

- Compare and contrast.
- Draw conclusions drawn about the songs.

##### Participation

- Contribute to the “industrial revolution” circle activity.
- Role-play worker to show working conditions.
- Participate in literacy activities.
- Participate during class visitation by a labour or union representative.
- Participate in the creation of the timeline.
- Participate and make input into the union meeting enactment.

#### CURRICULUM

*Changing Your World:  
Investigating Empowerment -  
Teacher's Resource*  
Unit 5 Chapter 12  
Lesson 1: Work in the  
Resource Industries

## Societal Empowerment

### Outcome

### Suggestions for Teaching and Learning

(continued)

In grade 7, students will be expected to:

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

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

*In spite of the harsh conditions, workers continued to move to the growing cities and towns to work in the factories. About 70% of the new immigrants who came to Canada during this period did not go to the farms but arrived in the cities. The need to find work forced workers to put up with terrible conditions. While workers had begun to organize unions as far back as the 1830s, their progress had been very slow. Societies of workers were formed to help the families of workers who were killed or injured. As these societies became more effective, they evolved into unions which helped bring about reform in wages and working conditions.*

Students can:

- complete one or more of the following literacy activities related to terms associated with the union movement such as apprenticeship, arbitration, artisan, blacklist, collective agreement, contract, exploitation, journeyman, lockout, radical, solidarity, scab (strikebreaker), strike, sweatshops, union:
  - participate in a “Get One, Give One” activity. The teacher gives each student an index card with a definition of one of the terms. Some terms may need to be used more than once. Each student also has a sheet called “Get One, Give One” on which each student will collect definitions for all the terms. Ask students to circulate around the room and talk to each other, one at a time. As they do this, each gets a definition and records it on the sheet and “gives” a definition to be recorded by the other student on that student’s sheet.
  - participate in a definition matching activity. The teacher prepares two sets of index cards of different colours for all terms to be defined. The word is on one card and the corresponding definition is on a different coloured card. Cards are passed out randomly to students. They move around the room to find the student with the card that matches theirs – one has the word, the other has the definition. When they find each other, they sit down, discuss the definition and agree on a definition in their own words.
  - make up riddles for each of the terms such as “I am a person who will work in your place when you are on strike. I may be unpopular with workers. Who am I?” (scab) Randomly ask students to informally present their riddles and ask for student responses.
  - create a glossary of terms from their readings and these activities.

Teachers can:

- invite a labour or union representative in to the class to discuss the evolution of that representative’s union, key leaders in the development of the union, the bargaining process and current concerns. The speaker could reflect on how the labour movement and unions protect workers today as compared to the past.

Students can:

- collectively create a timeline of the evolution of the labour movements/ unions in Canada. Include significant leaders of the movements on the time line. Give particular attention to the various regions and compare the evolution between the regions. This would be an opportunity to compare the wages and working conditions for particular workers over time.

## Societal Empowerment

### Suggestions for Assessment

### Links (continued)

#### Products Created/Written Assessment/Portfolio

- Glossary of terms
- Comparison charts
- Collection and analysis of songs
- Persuasive letter
- Additions to portfolio

#### CURRICULUM

*Changing Your World:  
Investigating Empowerment -  
Teacher's Resource*  
Unit 5 Chapter 12

#### **Common CAMET**

##### Language Arts

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

##### Mathematics

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

**Societal Empowerment**

**Outcome**                      **Suggestions for Teaching and Learning** (continued)

In grade 7, students will be expected to:

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

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

- complete a comparison chart in which students compare and contrast the regulations governing the rights of workers in Canada (then and now), as well as in other countries. Include such topics as working hours, working conditions, vacation and sick leave, compensation and pension. While all students will complete the Canada (then and now) work, assign different countries for the third column. Share the results and discuss the degree to which workers have been or continue to be disempowered.

Canada at the turn of the 20 <sup>th</sup> century	Canada Today	Other country today Name: _____

- work in groups to identify and collect songs from the period or from today that deal with issues around labour, unions and work, e.g., Song of Joe Hill, the Internationale, Woody Guthrie songs (they were written later but drawn from this period). Analyze the lyrics and draw conclusions about the messages conveyed by the songs.
- write a persuasive letter on behalf of your fellow workers to your employer voicing the concerns that you have. Students should focus on a specific workplace and discuss relevant issues.
- organize and stage a union meeting set at the turn of the 20<sup>th</sup> century. Each student would assume a part (union leaders, workers, wives and children, reporters, bystanders and observers, protesters, employers, owners). Ask students to develop appropriate scripts for their parts including chants, songs and union slogans. Encourage the use of props (placards) and costumes.
- as an extension activity, examine the causes of the Winnipeg General strike or the Amherst General strike of 1919 and trace the causes that are rooted in the worker’s problems at the turn of the 20<sup>th</sup> century.
- as an extension activity, research labour leaders of the era and create a profile of one of the leaders for a bulletin board display. Students can focus on what motivated the leader, the changes brought about by that individual, and the impact of that person’s leadership.

## Societal Empowerment

### Suggestions for Assessment

### Links (continued)

#### SUMMATIVE

#### CURRICULUM

*Changing Your World:  
Investigating Empowerment -  
Teacher's Resource*  
Unit 5 Chapter 12  
Lesson 3: Factory Work  
Lesson 4: Labour Unions  
Chapter 12: Project -  
Labour Laws and Working  
Conditions Today

#### RESOURCES

*Shantymen of Cache Lake,*  
Freeman, Bill; Mass  
Market Paperbound, 1975,  
0-888-62090-X

*Pit Pony,* Barkhouse,  
Joyce; MacMillan Canada,  
1990, 0-771-57023-6

#### AGENCIES/GROUPS

**National/International**  
Canadian Museum of  
Civilization  
[www.civilization.ca](http://www.civilization.ca) - look  
for "Canadian Labour  
History"  
International Institute of  
Social History [www.iisg.nl](http://www.iisg.nl)

#### **Local**

## Societal Empowerment

### Outcome Suggestions for Teaching and Learning (continued)

In grade 7, students will be expected to:

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

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

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

*Nellie McClung (1919)  
Canadian Suffragist*

*The aim of the various women’s associations and organizations that arose during this period was to confront the social issues of the day. These issues included the abuse of alcohol, poor housing, health and sanitation, lack of educational opportunities, and lack of legal rights and protection. Numerous associations were formed including the Young Women’s Christian Association, Women’s Christian Temperance Union, The Coloured Women’s Club of Montreal, International Order of the King’s Daughters, Women’s Enfranchisement Association, Local Council of Women, Women’s Institutes. As some of the names suggest, the church was instrumental in fostering this work. Other special interest groups became active in this work in support of factory and mine workers, the poor, children and youth, Aboriginal peoples and immigrants.*

Students can:

- read, analyze and discuss various descriptions of the social reform movements of the time. Use the following questions to guide students. What are some of the associations or groups that were formed as part of these social movements? (e.g., Young Women’s Christian Association) What social issues prompted the formation of these groups? Who in society benefitted from their work? Who were the key leaders? How much of a role did women play in the success of the group? What are some examples of the work achieved by these groups? Which associations still exist? Have their roles changed over the years?

The following chart could be used by students to organize their findings.

Name and description	Date of Origin	Purpose of Group	Examples of Work Done	Key Leaders or Members (locally and/or nationally)	Was the Group Successful?	Status Today	Current Role
Victorian Order of Nurses							
Women’s Christian Temperance Union							
Women’s Institute							
Other							

- create a “Wall of Fame” of the key individuals and groups who were instrumental in bringing about social reform.
- complete and present a current event summary of a newspaper article dealing with social reform during this time period. It could be an actual article that students find or one that the student creates. If possible, encourage students to use local and provincial examples.



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**Societal Empowerment****Suggestions for Assessment****Links** (continued)

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**FORMATIVE****Demonstrate a Skill**

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

## Communication

- Read for detail.
- Write a summary of a current event.
- View.

## Inquiry

- Analyze a current events issue.

## Participation

- Present current events.
- Discuss a school or local issue.

**CURRICULUM**

*Changing Your World:  
Investigating Empowerment -  
Teacher's Resource*  
Unit 5 Chapter 13  
Lesson 1: Taking Action



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## Societal Empowerment

### Suggestions for Assessment

### Links

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#### Products Created/Written Assessment/Portfolio

- Chart on women's groups
- Wall of Fame
- Silhouettes of women's "firsts"
- Photo-montage of how life has changed for women over time
- Biographical profile of social reformers in Canada
- Additions to portfolio

#### CURRICULUM

*Changing Your World:*

*Investigating Empowerment -  
Teacher's Resource*

Unit 5 Chapter 13

Lesson 2: The Great Debate

The Famous 5 Foundation

[www.famous5.org](http://www.famous5.org)

## Societal Empowerment

### Outcome Suggestions for Teaching and Learning (continued)

In grade 7, students will be expected to:

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

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

- analyse who was impacted by the various movements at this time, completing the following table:

Social Reform Movement/Action	Which women benefitted from it?	Which women were not impacted by the movement?

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

## Societal Empowerment

### Suggestions for Assessment

### Links (continued)

#### SUMMATIVE

- Ask students to choose one or more of the following quotes by women of this period and explain the meaning and significance:
  - “Educate a boy and you educate a man, but educate a girl and you educate a family.” *Adelaide Hunter Hoodless, educator and founder of the Women’s Institute*
  - “No woman can become or remain degraded without all women suffering.” *Emily Murphy, suffragist and first woman Magistrate in the British Empire*
  - “Never let anyone call me a white woman.... I am Indian and my aim, my joy and my pride is to sing the glories of my own people.” *Pauline Johnson, poet and author*
  - “Women who set a low value on themselves make life hard for all women.” *Nellie McClung, Canadian suffragist and author*
  - “Perhaps if I owed my father the ability to get into Parliament, I owed to my mother the ability to stand it when I got there.” *Agnes McPhail, Canada’s first woman Member of Parliament*

#### CURRICULUM

*Changing Your World:  
Investigating Empowerment -  
Teacher’s Resource*  
Unit 5 Chapter 13  
Lesson 3: Women Get the  
Vote

## Societal Empowerment

### Outcome

### Suggestions for Teaching and Learning

(continued)

In grade 7, students will be expected to:

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

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

*This is an excellent opportunity to have students think about what good citizenship means in our society. How do citizens take action for reform in our society? What is effective? What is responsible? What is appropriate?*

Teachers can:

- choose a school or local issue and ask students to discuss how they could influence change on this issue. Ask students to identify who the people are that have power on this issue. Ask students to discuss ways they can influence these people and the decisions they will make. Teachers can tie this to the political process by discussing how elected politicians have power over issues and how citizens can influence them. This is done in greater detail in the course *Atlantic Canada in the Global Community*. Differentiate between political process and specific concrete actions.
- ask students to consider Canadians who have made contributions to social reform in Canada past and present. This would include those who have promoted better understanding of groups or issues through their work or who have been active in social reform issues. For example, Susan Aglukark is National Spokesperson for the Aboriginal Division of The National Alcohol and Drug Prevention Program. Videos on artists, entertainers, scientists, educators, politicians and athletes who are examples may be available. At the local level, it might be a relatively unknown person whom the student recognizes as having made a significant contribution locally. Based on research, ask students to develop a biographical profile of each person. Be sure to have a balance of local, provincial, and national personalities profiled. The following guide could be used:

#### Biographical Profile

1. What is this significant Canadian's name?
2. In which social issue was this person involved?
3. Give the birth date and birth place.
4. Include relevant personal information.
5. How has this person contributed to Canadian society (local, provincial, national)?
6. Identify two qualities that the person has that may have contributed to his/her success.
7. What do you admire about this person? Explain.
8. What were some problems the person experienced in becoming actively involved in social reform?
9. What is one thing you learned about this person that may influence you?
10. What are some characteristics you and this person share?
11. What characteristics of this person would you like to adopt in your future?

Using your biographical profile write a biography of a significant Canadian.

## Societal Empowerment

### Suggestions for Assessment

### Links (continued)

- “Perhaps if I owed my father the ability to get into Parliament, I owed to my mother the ability to stand it when I got there.” *Agnes McPhail, Canada’s first woman Member of Parliament*
- “All my life I have recommended that one must ask questions, take a position, and act upon it.” *Therese Casgrain, Quebec suffragist and politician*
- “I consider it downright impertinence for a man on a farm to talk about supporting his wife. When she cooks his meals and sews and mends for him and his children from dawn until dusk, what is she doing if she is not supporting herself?” *Francis Marion Beynon, Canadian writer*
- “I will make it the business of my life to see that the doors will be open, that women may have the same opportunities as men.” *Dr. Emily Jennings Stowe, first woman doctor to practise medicine in Canada.*

#### CURRICULUM

*Changing Your World: Investigating Empowerment - Teacher’s Resource*  
Unit 5 Chapter 13  
Lesson 4: Making a Difference

#### **Common CAMET**

#### Language Arts

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

#### RESOURCES

- *Women: Changing Canada*; Coomber, Jan and Evans, Rosemary; Oxford University Press, 1997, 0-19-541281-8
- *The Canadians “Nellie McClung”*; Benham, Mary Lile; Fitzhenry & Whiteside, 2000, 1-550-41-477-9  
Teacher’s Resource

#### AGENCIES/GROUPS

#### **National/International**

The Famous 5 Foundation  
[www.famous5.org](http://www.famous5.org)

#### **Local**





***Unit 6***  
***National Empowerment***

## *Unit 6*

### *National Empowerment*

This unit asks students to further explore the concept of empowerment as they examine events and issues in Canada's history at the beginning of the 20<sup>th</sup> century and during World War 1. The focus in this unit is on Canada's power and authority at this time. Students will explore how a country can be empowered or disempowered. At the same time they will have an opportunity to consider how the events of this period impacted on individuals and groups within Canada.

Although the Dominion of Canada was created in 1867, Britain still controlled Canada's foreign affairs and was responsible for defense. Canadians held a range of views on how much control Britain should have over their country. A number of events occurred during this time period that caused Canadians to examine their ties to Britain and to question how long we could go on without full independence. Britain's call for Canadian soldiers to fight in the Boer War, her vote against Canada in the Alaska Boundary Dispute, and the Naval Crisis in 1909 resulted in Canada taking steps toward independence. The evolving relationship between Canada and the United States was another factor in the history of this period.

Many historians have suggested that Canada's true "coming of age" resulted from her involvement and contribution to the efforts in World War 1. When Britain declared war on Germany in 1914, all members of the British Empire, including Canada, were automatically at war too. As students learn about Canada's role in World War 1, they will be challenged to think about the positive and negative consequences of the war on all Canadians both during and after the war.

As students examine the events of the war and Canada's contributions to the war effort, they can analyze the extent to which Canada gained power and became a more independent authority during this time. In what ways did the war pull Canadians together and in what ways did it divide Canadians? How was Canada more empowered by the war? Is the "coming of age" theory a myth or does it have substance?

#### Unit Outcomes

Students will be expected to:

- 7.6.1 identify and describe events in the early 20<sup>th</sup> century that led Canada towards independence
- 7.6.2 examine Canada's participation in World War 1
- 7.6.3 demonstrate an understanding of the impact of World War 1 on Canada and her people

## Process and Skills Development:

### Communication

- Comparing and contrasting visual images
- Show knowledge and understanding through written/visual/dramatic representations
- Identify, interpret and analyze persuasive/propaganda techniques
- Record information in chart form
- Read and reflect on primary source materials
- Use an outline to develop notes
- Map locations
- Form and test hypotheses

### Inquiry

- Identify and account for various perspectives on an issue
- Analyze and interpret visual, written, auditory and statistical information
- Explain cause and effect relationships.
- Synthesize information in chart form.

### Participation

- Contribute to class and small group learning activities

## National Empowerment

### Outcome

In grade 7, students will be expected to:

**7.6.1 identify and describe events in the early 20<sup>th</sup> century that led Canada towards independence**

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

### Suggestions for Teaching and Learning

*Many English-speaking Canadians with loyal British ties remained strong supporters of British rule; they wanted Canada to remain part of and support the British Empire. Many French-speaking Canadians did not feel this attachment to the British Empire and wanted to sever the ties with the crown. Some French Canadians even suggested independence for Quebec from Canada. There were other Canadians who favoured a union with the United States (annexationists).*

Teachers can:

- display a map of the British Empire at the turn of the 20<sup>th</sup> century. Use the map to show the extent of British imperialism. Identify which member colonies/countries had gained independence and to what extent Britain still influenced those colonies/countries. Discuss why Britain would want control over those colonies/countries.
- demonstrate the extent of British influence in Canada at that time by discussing or examining various features that reflect this influence: our National Anthem was “God Save the King”; our currency was British; our flag was the Union Jack; our education system was strongly influenced by the British system; our relations with other nations were handled by the British Foreign affairs office; our highest court was the British Final Court of Appeal (we did not have our own); we played British sports (lawn bowling, curling, croquet, cricket); we enjoyed British popular music (*While There’s a Thread in the Old British Rag, By Order of the King, We’ll Never Let the old Flag Fall*), and we used British stamps.

Students can:

- create a classroom bulletin board that shows the British influence on Canada at that time. Each student could contribute one or more images or words for the display. Ask students to compare to modern views of Britain and British influence, e.g., Queen’s visit.
- examine and analyze political cartoons or editorials of the day that dealt with the threat of an American take-over.
- develop a chart similar to the one below that can be used as a summary and focus for discussion on the varying views that Canadians had about Canada’s independence and her relationship with Britain and the USA.

Group	Independence	Britain	USA
British Imperialists			
Canadian Nationalists			
French-Canadian Nationalists			
Annexationists			

## National Empowerment

### Suggestions for Assessment

### Links

#### FORMATIVE

##### **Demonstrate a Skill**

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

##### Communication

- Record information in chart form.

##### Inquiry

- Interpret /analyze political cartoons or editorials from the period.
- Identify varying perspectives on an issue.
- Analyze historical events.

##### Participation

- Contribute to class bulletin board display.

##### **Products Created/Written Assessment/Portfolio**

- Image or word for bulletin board display
- Additions to portfolio

#### CURRICULUM

*Changing Your World:*

*Investigating Empowerment -  
Teacher's Resource*

Unit 6 Chapter 14

Starting Unit 6: A Stronger  
Nation

Lesson 1: Views of the  
British Empire

Lesson 2: A Daughter of the  
Empire

## National Empowerment

Outcome	Suggestions for Teaching and Learning (continued)
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In grade 7, students will be expected to:

**7.6.1 identify and describe events in the early 20<sup>th</sup> century that led Canada towards independence**

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

- briefly examine each of the following events to analyze the event's impact on British-Canadian relations: Britain's call for Canadian soldiers to fight in the Boer War, Britain's vote against Canada in the Alaska Boundary Dispute, and the Naval Crisis of 1909. The following questions /activities could be used to guide this analysis:
  - Why were some Canadians opposed to Canadian soldiers joining British troops to fight the Boers in South Africa? What compromise did PM Laurier make to resolve this issue? How did this decision make Canada more independent?
  - Examine a map that shows the different land claims and the boundary resolution in the Alaska Boundary dispute of 1903. Why did each side make the claim it did? What was the critical issue? Why did Britain side with the US claim in the tribunal and how did this effect Canada and her relations with Britain? (*A British Columbia musical group uses the name "54° 40' or fight". You could use their music to introduce this topic.*)
  - Why did Britain want money from her colonies to build up her navy? Which Canadians opposed this and why? What compromise did Laurier make? To what extent did this decision make Canada more independent?

## National Empowerment

### Suggestions for Assessment

### Links (continued)

#### SUMMATIVE

- Ask students to explain or draw examples that illustrate Canada's close relationship with Britain at the turn of the century.
- Ask students to create political cartoons that reflect their opinions on Canada's relationship with either Britain or the USA, past or present.

#### CURRICULUM

*Changing Your World:  
Investigating Empowerment -  
Teacher's Resource*  
Unit 6 Chapter 14  
Lesson 3: Rethinking the  
Empire  
Chapter 14: Project -  
Opinion Survey on Keeping  
Ties to the Monarchy

#### RESOURCES

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

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

#### AGENCIES/GROUPS

**National/International**

**Local**

## National Empowerment

### Outcome

### Suggestions for Teaching and Learning

In grade 7, students will be expected to:

#### 7.6.2 examine Canada's participation in World War I

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

*By the late 19<sup>th</sup> Century Britain and Germany were involved in an arms race, with each trying to gain military and naval supremacy. During this arms race, countries in Europe aligned themselves into two armed camps. One camp consisted of Germany, Austria and Italy, forming the "Triple Alliance." The other consisted of Britain, France, and Russia and was called the "Triple Entente." As tensions rose, the assassination of Ferdinand, Crown Prince of the Austro-Hungarian Empire, by a Serbian terrorist group helped to ignite World War I. This act of terrorism caused the rival alliances to be drawn into further conflict that resulted in the declaration of World War I. Because of Canada's political dependence on Great Britain, her declaration of war immediately brought Canada into the fray.*

Teachers can:

- use an overhead map to show how countries in Europe were aligned at the outbreak of World War I. The map can be used to help outline the series of events that led to the war. Teachers can relate the causes of the war, particularly the forming of alliances, to the everyday life of Grade 7 students or to events in the modern world today. Further to this discussion, students could read about the causes of the war from various resources and create a chart or a timeline of the events that resulted in the war. Students should note that, as a member of the British Empire, Canada was automatically at war when Britain declared war on Germany on August 4, 1914 after the invasion of Belgium. This was equally true of Newfoundland, Australia, New Zealand and all other British Colonies.

Students can:

- examine pictures or paintings of typical battle scenes from the 1800s (e.g., War of 1812, American Civil War, Crimean War, Boer War) and scenes from the First World War to understand how technology changed war. Make a list of differences, taking particular note of how technology and strategies changed; e.g., single fire guns vs. machine guns; formation of lines vs. soldiers in trenches; the emergence of air warfare. ♥ (*This is a sensitive topic.*)

- create a pictorial dictionary that illustrates the meaning behind the following phrases:

Over the top	Battalion	Dogfight
No Man's Land	Artillery	Infantry
Regiment	War Ace	Cavalry
Bayonets	Bully beef	U boat
	Barrage	CEF

*Because Canada was considered an extension of Britain, our armed forces were immediately integrated into the British forces. Canada had little time to prepare for war but set up a training camp at Valcartier, Quebec. By early September 1914 more than 30,000 soldiers had poured into camp to prepare before they were shipped overseas to fight. By the winter of 1914 the Canadian Expeditionary Forces were in southern England for further training. The British generally admired the Canadians for their strength and endurance but complained about their lack of respect and discipline. By February 1915, Canadian troops were taking positions at the Front. They would soon see the horrors of modern warfare as they fought in some of the fiercest battles of the war.*



## National Empowerment

### Suggestions for Assessment

#### FORMATIVE

##### Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

##### Communication

- Record information in chart form on different battles from the war.
- Create visual representations.
- Create and perform skits about the life of a soldier, sailor or pilot.
- Write a letter from the perspective of a soldier.
- Write songs.
- Create posters, paintings, sculptures, murals, or models.
- Read and reflect on poetry, journals and letters written about the war.

##### Inquiry

- Analyze historical pictures or paintings.
- Analyze historical events.
- Analyze songs.
- Analyze statistics and data.
- Analyze and chart information on key battles.

##### Participation

- Take part in skit.

##### Products Created/Written Assessment/Portfolio

- Pictorial dictionaries
- Chart comparing battles
- Visual representations of the war
- Songs about the war
- Posters, paintings, sculptures, murals and logos expressing the horrors of war
- A letter from the perspective of a soldier on how that soldier felt about the war
- Songs composed about the war
- Additions to portfolio

### Links

#### CURRICULUM

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

Unit 6 Chapter 15

Lesson 1: Toward War

#### Common CAMET

##### Language Arts

- link to literacy/reading - fact and opinion

##### Mathematics

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

#### RESOURCES

- Bain, DesRivieres, Flaherty, Goodman, Schemenauer, Scully, *Making History: The Story of Canada in the Twentieth Century*, Pearson, 2000.

pp 58-104.

ISBN 0-13-083287-10

Teacher's Resource

## National Empowerment

### Outcome Suggestions for Teaching and Learning (continued)

In grade 7, students will be expected to:

#### 7.6.2 examine Canada’s participation in World War 1

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

Students can:

- examine key battles and analyze the extent of Canadian involvement. Students could use a chart to gather information.

Name of Battle	When/Where	Significant Events	Canadian Involvement	Statistics/ Data	Results
Second Ypres Battle					
Passchendale					
Somme and Beaumont Hamel (NL)					
Vimy Ridge					

- To further their understanding of the unexpected horror of World War 1, ask students to complete and share one or more of the following activities:
  - read and reflect on poetry, journals and letters written during the War. (Siegfried Sassoon, Robert Service, John McCrae)
  - create visual representations or models depicting scenes from the War.
  - create statistical charts and data analysis on the human cost of the war. For example, the number of soldiers who fought in WW1 (Canadian and other), the number of casualties (various major battles), the casualties and wounded for the army, navy, airforce.
  - compose a song about WW1 or analyze an existing song from WW1.
  - create a thematic poster, painting, sculpture, mural, or model expressing the reality of war.
  - create a dramatic representation about an aspect of life as a soldier/ sailor/pilot. Perform and/or video tape the performance.
  - create an interactive simulation/video/computer game.
  - analyze a film or video on World War I for historical accuracy.

## National Empowerment

### Suggestions for Assessment

### Links (continued)

#### SUMMATIVE

- Ask students to explain why the Battle of Vimy Ridge and other battles were considered such important battles for Canada as a nation.
- Ask students to produce and perform a radio broadcast/family scene. The radio broadcast could highlight Canada's involvement in the War through breaking news flashes, news stories, or commentaries; the family scene could portray the personal reactions and emotional impact on the home front. This could be evaluated for the accuracy of the information, as well as the dramatic effect.

#### CURRICULUM

*Changing Your World: Investigating Empowerment - Teacher's Resource*  
Unit 6 Chapter 15  
Lesson 2: Duty and Honour  
Lesson 3: Over There  
Lesson 4: Into Battle  
Chapter 15: Project - Research and Report on the First World War

#### RESOURCES

- Bolotta, Hawkes, Jarman, Keirstead, Watt, *Canada: Face of a Nation*, Gage, 2000. pp 32-65.  
ISBN 0-7715- 8152-1  
Teacher's Resource
- Deir, Fielding, *Canada: The Story of a Developing Nation*, McGraw-Hill, Ryerson, 2000. pp. 316- 343.  
ISBN 0-07-560738-7  
Teacher's Resource
- Remarque, Erich Maria, *All Quiet on the Western Front* (teacher reference)
- Canada at War NFB
- Videos from War Amps Canada

#### AGENCIES/GROUPS

##### National/International

Veterans Affairs Canada  
[www.vac-acc.gc.ca](http://www.vac-acc.gc.ca) - look for Janice Summerby  
*Native Soldiers, Foreign Battlefields*  
*The Memory Project*  
[www.thememoryproject.com](http://www.thememoryproject.com) - online searchable database of veterans' remembrances of Canada's wars  
World War I Trenches on the Web, [www.worldwar1.com](http://www.worldwar1.com)

##### Local

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

## National Empowerment

### Outcome

### Suggestions for Teaching and Learning

In grade 7, students will be expected to:

#### 7.6.3 demonstrate an understanding of the impact of World War 1 on Canada and her people

- examine the human and social impact of World War 1 on Canadians
- examine the economic changes that resulted from Canada's participation in World War I
- analyze some of the political issues resulting from Canada's participation in World War I

*All Canadians were impacted upon in one way or another by the war. Certainly soldiers come to mind first because of the severe conditions they suffered during the war. Many of those who survived came home with physical and emotional wounds. Dramatic changes occurred in the lives of women as they took on new roles and dealt with the loss of loved ones in the war. Similarly, the lives of all those who remained at home were affected. Other groups that were affected by the war were recent immigrants from Germany, Austria-Hungary (including Ukraine), and Turkey, many of whom were forced into internment camps.*

Students can:

- brainstorm and record the various individuals/ groups of Canadians who were affected by the war. This list would include soldiers, women, children, immigrants from enemy countries, and men who did not go overseas. Develop an outline that students can use to develop notes of the positive and negative impacts on all the groups. Teachers can present key points related to each group and/or ask students to read various sources that discuss this issue.
- create, from a personal perspective, pieces of literature (short stories or poetry), art work, or personal letters and diaries that reflect the emotional trauma suffered, both during and after the war, by individuals from any of these groups.
- develop tableaux depicting scenes from lives at that time.
- discuss the impact that the war would have had on children. In small groups ask students to think about how this would have effected their play. What games or activities might they have created as a result of the war? In what other ways would their lives have been affected? e.g., schooling, work.

*While the majority of human casualties were overseas, a catastrophic event did occur on Canadian soil. This was the Halifax Explosion of Dec. 6, 1917 in which over 2000 people died and 9000 were injured.*

Students can:

- assume the role of a person involved in the Halifax explosion over the three day period from December 5<sup>th</sup> to 7<sup>th</sup>, 1917. Teachers can provide, or ask students to go on-line to obtain, the name and address of a victim of the explosion. See column 4 for more information.

As each student assumes the role of the chosen person, the student can complete the following activities:

- Using a 1917 street map of Halifax and surrounding area, mark the location of the person's home. See column 4 for more information.
- Create a fictional character sketch of the person.
- Through research, writing, and storyboarding, make a pictorial storybook that depicts the events that the person would have experienced during December 5<sup>th</sup> to 7<sup>th</sup>.
- Describe the situation for survivors on December 7<sup>th</sup>, including the person's family members.

## National Empowerment

### Suggestions for Assessment

### Links

#### FORMATIVE

##### **Demonstrate a Skill/Process**

- Peer/self evaluation and teacher observation can be used to evaluate skills/processes

##### Communication

- Brainstorm and record the various individuals/ groups of Canadians who were affected by the war.
- Use an outline to develop notes.
- Develop tableaux depicting scenes from lives at that time.
- Map a location from a street map.
- Share findings in a poster session.
- Stage a press conference.

##### Inquiry

- Identify persuasive techniques.
- Identify propaganda methods.

##### Participation

- Contribute to small group discussion on impact of the war on daily lives.
- Participate in discussion on income tax.
- Debate one issue of conscription.
- Contribute to class poster on the role of women in the war

#### CURRICULUM

*Changing Your World:  
Investigating Empowerment -  
Teacher's Resource*  
Unit 5 Chapter 16  
Lesson 1: Life in Wartime  
Chapter 16: Project -  
Wartime Report

#### Common CAMET

##### Mathematics

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

#### RESOURCES

- Bolotta, Hawkes, Jarman, Keirstead, Watt, *Canada: Face of a Nation*, Gage, 2000. pp 32-65. ISBN 0-7715- 8152-1  
Teacher's Resource
- Deir, Fielding, *Canada: The Story of a Developing Nation*, McGraw-Hill, Ryerson, 2000. pp. 316-343.  
Teacher's Resource  
ISBN 0-07-560738-7
- Quinlan, Don, *World Affairs: Defining Canada's Role*, Oxford, 1998.  
Teacher's Resource  
ISBN 0-19-541278-8
- Remarque, Erich Maria, *All Quiet on the Western Front* (teacher reference)

## National Empowerment

### Outcome                      Suggestions for Teaching and Learning                      (continued)

In grade 7, students will be expected to:

**7.6.3 demonstrate an understanding of the impact of World War 1 on Canada and her people**

- examine the human and social impact of World War 1 on Canadians
- examine the economic changes that resulted from Canada's participation in World War I
- analyze some of the political issues resulting from Canada's participation in World War I

- ask students to research and compile data on the evolution of income tax over the years. For example, using a table, record the following data for the years 1918, 1928, 1938, 1948, 1958, 1968, 1978, 1988 and 1998:

Average Annual Income

Exemption Amount

Taxable Income

Income Tax Rate

Income Tax Collected

- teachers can invite a guest speaker into the class to discuss issues around income tax today. This might be someone who prepares tax returns or someone familiar with how the Government uses tax dollars today.

## National Empowerment

### Suggestions for Assessment

### Links (continued)

#### Products Created/Written Assessment/Portfolio

- Pieces of literature (short stories or poetry), art work, or personal letters and diaries that reflect the emotional trauma suffered, both during and after the war.
  - Fictional character sketch
  - Pictorial storybook
  - Persuasive posters
  - Poster on war topic
  - Position paper
  - Letter or journal entry
  - Collage showing contributions of various groups to the war
  - Additions to portfolio

- Gray, John and Eric Peterson *Billy Bishop Goes to War*, (play)
- Wrenn, Andrew, *The First World War*, Cambridge Press, 1997. ISBN 0 521 57775 6
- *Canada at War* series- NFB
- Videos from the War Amps of Canada
- Veteran's Affairs Canada. *Canada and the Great War 1914 – 1918*. Free educational resource kit. Order on-line at [http://198.103.134.2/youth/sub.cfm?source=teach\\_resources/edkits/ww1kit](http://198.103.134.2/youth/sub.cfm?source=teach_resources/edkits/ww1kit) or by calling 1-877-604-8469 toll free or faxing 1-902-566-8501.

#### AGENCIES/GROUPS

**National/International**  
Veterans Affairs Canada  
[www.vac-acc.gc.ca](http://www.vac-acc.gc.ca) - look for Janice Summerby  
*Native Soldiers, Foreign Battlefields*

For a list of Halifax explosion victims, see Nova Scotia Genealogical Society

[www.chebucto.ns.ca/Recreation/GANS/hfxexp.pdf](http://www.chebucto.ns.ca/Recreation/GANS/hfxexp.pdf)

For a 1917 street map of Halifax, see the National Archives [www.archives.ca/05/0518/05180202/0518020203\\_e.html](http://www.archives.ca/05/0518/05180202/0518020203_e.html)

## National Empowerment

### Outcome Suggestions for Teaching and Learning (continued)

In grade 7, students will be expected to:

**7.6.3 demonstrate an understanding of the impact of World War 1 on Canada and her peoples**

- examine the human and social impact of World War 1 on Canadians
- examine the economic changes that resulted from Canada's participation in World War I
- analyze some of the political issues resulting from Canada's participation in World War I

*There were a number of economic changes that took place in Canada over the course of the war. At the start of World War 1 Canada was in an economic depression so finding funds to support the war effort was a great challenge. These millions of dollars came from loans, donations and, eventually, taxes. By 1917, the year income tax was introduced, the cost of the war to Canada had reached \$600 million. New economies and entrepreneurs developed as a result of the war effort, producing munitions, navy ships, airplane parts, medical supplies, and uniforms. Morality issues related to profiteering and the quality of some products surfaced at this time. The farm economy boomed as Canada was called on to provide dairy, produce and meat products for soldiers overseas.*

Students can:

- review posters that were used at the time to encourage Canadians to support the war effort. Identify persuasive techniques that were used in these posters. Ask students to create posters that could have been used at the time. (Use a style and format appropriate to the times).

Teachers can:

- explain to students that income tax was introduced at this time as a temporary measure to help pay for the costs of the war. Compare the amount of money raised through income tax at that time to that raised today. Discuss how income tax is used today. Ask students to discuss why they think it did not remain a temporary tax.
- discuss the economic boom associated with the war, including the growth of new industries and the growth in farming. Include the controversies and moral issues related to each of these areas and the ripple effect the changes would have on related sectors of the primary economy – mining, lumber, etc. In pairs or triads, ask students to create a poster on one of the following topics and share their findings in a poster session. The posters should show the impact of the war on the economy including statistics, workers employed, profits and, as well the controversies and moral issues related to each of these areas:
  - munitions (ammunition, guns, bombs)
  - navy ships, airplanes,
  - other equipment for military use
  - uniforms/boots, other personal items
  - medical supplies
  - field supplies – dishes, blankets etc.
  - food – How much food did it take to feed the army?– typical food eaten, eating conditions
  - food – volunteering to cut down on food consumption at home – recipes, advice to the homemaker, restricted foods, food stamps
  - manufacturing industries
  - farming – farm workers to plant and harvest/ farmerettes
  - mining industry
  - forestry
  - fishing



## National Empowerment

### Suggestions for Assessment

### Links (continued)

#### SUMMATIVE

- Ask each student to write an essay on one of the following questions or on other questions or topics created by a student or the class:
  - Should individuals be allowed to make large profits from war?
  - Does war help the economy?
  - What was the greatest negative result of the war?
  - How did the war further divide Canada?
  - How did World War 1 help women gain the right to vote?
  - Did Canada really “come of age “ as a result of World War 1?
  - How did the Treaty of Versailles set the stage for the outbreak of World War 2?

#### CURRICULUM

*Changing Your World:*  
*Investigating Empowerment -*  
*Teacher's Resource*  
 Unit 5 Chapter 16  
 Lesson 2: A Booming  
 Economy  
 Lesson 3: The Government in  
 Wartime

#### RESOURCES

- Bolotta, Hawkes, Jarman, Keirstead, Watt, *Canada: Face of a Nation*, Gage, 2000. pp 32-65. ISBN 0-7715- 8152-1  
Teacher's Resource
- Deir, Fielding, *Canada: The Story of a Developing Nation*, McGraw-Hill, Ryerson, 2000. pp. 316-343. ISBN 0-07-560738-7  
Teacher's Resource
- Remarque, Erich Maria, *All Quiet on the Western Front (teacher reference)*
- Gray, John and Eric Peterson *Billy Bishop Goes to War*, (play)
- *Canada at War* series-NFB
- Videos from the War Amps of Canada
- *New Brunswick: A Short History*, Frink, Tim; Stonington Books, 1999, 0-9682500-1-7
- *World Affairs: Defining Canada's Role*, Henderson, Lawly, Probert, Quinlan; Oxford, 1998, 0-19-541278-8  
Teacher's Resource



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**National Empowerment****Suggestions for Assessment****Links** (continued)

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- Ask students to create sensory impressions to depict experiences from the war – sounds, smells, touch. This could be presented in the form of an interactive museum about World War 1.

**AGENCIES/GROUPS****National/International**

- Veteran's Affairs Canada.  
*Canada and the Great War 1914 – 1918*. Free educational resource kit. Order on-line at [www.vac-acc.gc.ca](http://www.vac-acc.gc.ca) or by calling **1-877-604-8469** toll free or faxing **1-902-566-8501**.

- *The Memory Project*  
[www.thememoryproject.com](http://www.thememoryproject.com) - online searchable database of veterans' remembrances of Canada's wars

**Local**

Visit local memorials



*Unit 7*  
*Summative*



## *Unit 7*

### *Summative*

Over the year, students as active, independent learners have explored the role of authority and empowerment in their own lives and the lives of Canadian citizens past and present. Their exploration of empowerment has led them to an understanding of Canada's development from 1800's (pre-confederation) up to the First World War.

The activities of this culminating unit are intended to give students an opportunity to represent the degree of empowerment attained by individuals, groups and the country during Canada's emergence as a nation up until the 1920s.

#### Unit Outcomes

Students will be expected to: ...

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

#### Process and Skills Development:

##### Communication

- Create a storyboard
- Present a dramatization, electronic presentation, portfolio with narration, memoir or essay illustrating the extent of empowerment of individuals, groups, and the nation up to 1920

##### Inquiry

- Review examples of empowerment

##### Participation

- Contribute to individual and group activities
- Take part in the presentation of the dramatization

## Summative

### Outcome

### Suggestions for Teaching and Learning

In grade 7, students will be expected to:

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

Students can:

- produce a series of vignettes on a timeline as a culminating activity for the year. The vignette would present a range of scenes depicting the extent of empowerment of individuals, groups, and the Nation up to 1920. The timeline vignette is a dramatization with narration that is staged behind a white screen to create a shadow effect. Using this method avoids having to deal with costumes, scenery etc; however, some teachers may prefer to stage a play.

In small groups, ask students to select a Canadian individual, group, or the Nation, and consider how the degree of empowerment changed for the person, group or the Nation during the period from approximately 1830 – 1920. For example, individuals might include the life of a politician, sports achiever, entrepreneur, or author. Groups might include women, children, First Nations, immigrant groups, or the disadvantaged. Canada should be the nation chosen.

Ask the students to create a storyboard that will be acted out in their timeline vignette. Each storyboard should portray three to five events that show an evolution in terms of empowerment. To get the students started, teachers may wish to brainstorm, as in this example on rural women:

The following scenes could be used to depict how some rural women became more empowered:

- the hardship of early life in Canada
- attending a farm women's meeting
- running the farm during the war
- voting for the first time

Alternatively, the storyboards could be used to create Powerpoint/ Hyperstudio presentations.

- throughout the year, compile a portfolio of assignments, products and research that relate to their understanding of the concept of empowerment.
- write memoirs for various Canadians showing changes in each of their lives in terms of empowerment over the years.
- write an essay addressing one of the following questions on empowerment:
  - In what ways did women become empowered in Canada during the 1800s and early 1900s?
  - What evidence of racism towards visible minorities can be seen in Canada's history between 1820 and 1920?
  - Do you feel that children became more empowered during this period in our history and explain why or why not?
  - How did immigrants become more empowered after they arrived in Canada?
  - To what extent had Canada become empowered as a nation by 1920?
  - What factors affected the power and authority of Aboriginal peoples during this period in our history?
  - How is the role of media different today from what it was during this period in our history?



## Summative

### Suggestions for Assessment

### Links

#### FORMATIVE

##### **Demonstrate a Skill**

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

Communication

Inquiry

Participation

##### **Products Created/Written Assessment/Portfolio**

- In a student-led conference, ask students to present and discuss their portfolios on empowerment.

#### SUMMATIVE

- The vignette is the summative activity for this culminating unit.

#### CURRICULUM

*Changing Your World:  
Investigating Empowerment -  
Teacher's Resource*  
Unit 7  
Lesson 1: End of Year  
Project

#### **Common CAMET**

#### RESOURCES

#### AGENCIES/GROUPS

##### **National/International**

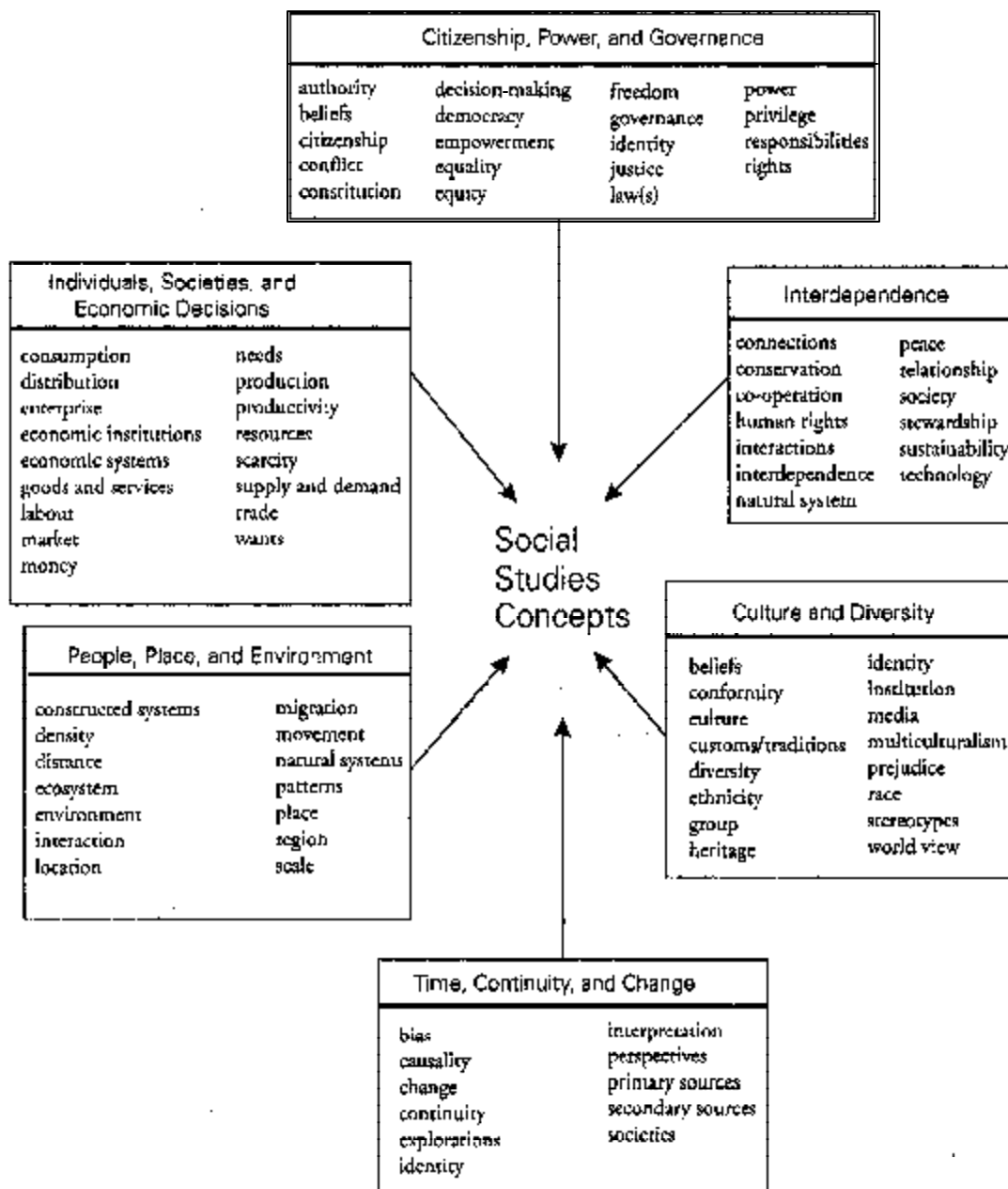
##### **Local**



# *Appendices*



## Appendix A: Concepts in Kindergarten - 8/9 Social Studies





## Appendix B: Process-Skills Matrix

### Process: Communication

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
read critically	<ul style="list-style-type: none"> <li>• detect bias in historical accounts</li> <li>• distinguish fact from fiction</li> <li>• detect cause and effect relationships</li> <li>• detect bias in visual material</li> </ul>	<ul style="list-style-type: none"> <li>• use picture clues and picture captions to aid comprehension</li> <li>• differentiate main and subordinate ideas</li> <li>• use literature to enrich meaning</li> </ul>
communicate ideas and information to a specific audience	<ul style="list-style-type: none"> <li>• argue a case clearly, logically and convincingly</li> </ul>	<ul style="list-style-type: none"> <li>• write reports and research papers</li> </ul>
employ active listening techniques	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• listen critically to others' ideas or opinions and points of view</li> <li>• participate in conversation, and in small- and whole-group discussion</li> </ul>
develop mapping skills	<ul style="list-style-type: none"> <li>• use a variety of maps for a variety of purposes</li> <li>• use cardinal and intermediate directions to locate and describe places on maps and globes</li> <li>• construct and interpret maps that include a title, a legend, a compass rose, and scale</li> <li>• express relative and absolute location</li> <li>• use a variety of information sources and technologies in the preparation of maps</li> <li>• express orientation by observing the landscape, by using traditional knowledge or by using a compass or other technology</li> </ul>	
express and support a point of view	<ul style="list-style-type: none"> <li>• form opinions based on critical examination of relevant material</li> <li>• restate major ideas of a complex topic in concise form</li> </ul>	<ul style="list-style-type: none"> <li>• differentiate main and subordinate ideas</li> <li>• respond critically to texts</li> </ul>
select media and styles appropriate to a purpose	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• demonstrate a beginning awareness of purpose and audience</li> </ul>

Skill	Critical Responsibilities for Social Studies	Shared Responsibilites
use a range of media and styles to present information, arguments and conclusions	<ul style="list-style-type: none"> <li>• use maps, globes and geo-technologies</li> <li>• produce and display models, murals, collages, dioramas, art work, cartoons, multi-media to present</li> <li>• interpret/use graphs and other visuals</li> </ul>	<ul style="list-style-type: none"> <li>• present information and ideas using oral, visual, material, print or electronic media</li> </ul>
present a summary, report or argument	<ul style="list-style-type: none"> <li>• use appropriate maps, globes and graphics</li> </ul>	<ul style="list-style-type: none"> <li>• create outline of topic</li> <li>• prepare summaries</li> <li>• take notes</li> </ul>
use various forms of group and interpersonal communications such as debating, negotiating, establishing a consensus, classifying and mediating conflict	<ul style="list-style-type: none"> <li>• participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences</li> </ul>	<ul style="list-style-type: none"> <li>• participate in delegating duties, organizing, planning, making decisions, and taking action in group settings</li> <li>• contribute to the development of a supportive climate in groups</li> </ul>



**Process: Inquiry**

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
frame questions or hypotheses that give clear focus to an inquiry	<ul style="list-style-type: none"> <li>• identify relevant primary and secondary sources</li> <li>• identify relationships between items of historical, geographic and economic information</li> <li>• combine critical social studies concepts into statement of conclusions based on information</li> </ul>	<ul style="list-style-type: none"> <li>• identify relevant factual material</li> <li>• identify relationships between items of factual information</li> <li>• group data in categories according to appropriate criteria</li> <li>• combine critical concepts into statements of conclusions based on information</li> <li>• restate major ideas in concise form</li> <li>• form opinions based on critical examination of relevant information</li> <li>• state hypothesis for further study</li> </ul>
solve problems creatively and critically	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• identify a situation in which a decision is required</li> <li>• secure needed factual information relevant to making the decision</li> <li>• recognize the values implicit in the situation and the issues that flow from them</li> <li>• identify alternative courses of action and predict likely consequences of each</li> <li>• make decision based on data obtained</li> <li>• select an appropriate strategy to solve a problem</li> <li>• self-monitor one's decision-making process</li> </ul>
apply a variety of thinking skills and strategies	<ul style="list-style-type: none"> <li>• determine the accuracy and reliability of primary and secondary sources and geographic data</li> <li>• make inferences from primary and secondary materials</li> <li>• arrange related events and ideas in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>• determine the accuracy and reliability of data</li> <li>• make inferences from factual material</li> <li>• recognize inconsistencies in a line of argument</li> <li>• determine whether or not the information is pertinent to the subject</li> </ul>
recognize significant issues and perspectives in area of inquiry	<ul style="list-style-type: none"> <li>• research to determine the multiple perspectives on an issue</li> </ul>	<ul style="list-style-type: none"> <li>• review an interpretation from various perspectives</li> <li>• examine critically, relationships between and among elements of an issue/topic</li> <li>• examine and assess a variety of viewpoints on issues before forming an opinion</li> </ul>

Skill	Critical Responsibilities for Social Studies	Shared Responsibilites
identify sources of information relevant to the inquiry	<ul style="list-style-type: none"> <li>• identify an inclusive range of sources</li> </ul>	<ul style="list-style-type: none"> <li>• identify and evaluate sources of print</li> <li>• use card catalogues to locate sources</li> <li>• use search engine to locate sources on www</li> <li>• use periodical index</li> </ul>
gather, record, evaluate, and synthesize information	<ul style="list-style-type: none"> <li>• interpret history through artifacts</li> <li>• use sources of information in the community</li> <li>• access oral history including interviews</li> <li>• use map and globe reading skills</li> <li>• interpret pictures, charts, graphs, photographs, tables and other visuals</li> <li>• organize and record information using timelines</li> <li>• distinguish between primary and secondary sources</li> <li>• identify the limitations of primary and secondary sources</li> <li>• detect bias in primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• use a variety of information sources</li> <li>• conduct interviews of individuals</li> <li>• analyse evidence by selecting, comparing and categorizing information</li> </ul>
interpret meaning and the significance of information and arguments	<ul style="list-style-type: none"> <li>• interpret the socio-economic and political message of cartoons and other visuals</li> <li>• interpret the socio-economic and political message of artistic expressions, e.g., poetry, literature, folk songs, plays</li> </ul>	<ul style="list-style-type: none"> <li>• identify ambiguities and inconsistencies in an argument</li> <li>• identify stated and unstated assumptions</li> </ul>
analyse and evaluate information for logic and bias	<ul style="list-style-type: none"> <li>• distinguish between hypothesis, evidence and generalizations</li> <li>• distinguish between fact and fiction, fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>• estimate the adequacy of the information</li> <li>• distinguish between relevant and irrelevant information</li> </ul>
test data, interpretations, conclusions and arguments, for accuracy and validity	<ul style="list-style-type: none"> <li>• compare and contrast credibility of differing accounts of same event</li> <li>• recognize the value and dimension of interpreting factual material</li> <li>• recognize the effect of changing societal values on the interpretaion of historical events</li> </ul>	<ul style="list-style-type: none"> <li>• test the validity of information using such criteria as source, objectivity, technical correctness, currency</li> <li>• apply appropriate models such as diagramming, webbing, concept maps, flow charts to analyse data</li> <li>• state relationships between categories of information</li> </ul>

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
draw conclusions that are supported by the evidence	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• recognize the tentative nature of conclusions</li> <li>• recognize their values may have influenced their conclusion / interpretations</li> </ul>
make effective decisions as consumers, producers, savers, investors, and citizens	<ul style="list-style-type: none"> <li>• access, gather, synthesize, and provide relevant information and ideas about economic issues</li> <li>• generate new ideas, approaches and possibilities in making economic decisions</li> <li>• identify what they gain and what they give up when they make economic choices</li> <li>• use economic data to make predictions about the future</li> </ul>	

## Process: Participation

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
engage in a variety of learning experiences that include both independent study and collaboration	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• express personal convictions</li> <li>• communicate own beliefs, feelings, and convictions</li> <li>• adjust own behaviour to fit the dynamics of various groups and situations</li> <li>• recognize the mutual relationship between human beings in satisfying one another's needs</li> <li>• reflect upon, assess and enrich their learning process</li> </ul>
function in a variety of groupings, using collaborative and cooperative skills and strategies	(see shared responsibilities)	<ul style="list-style-type: none"> <li>• contribute to the development of a supportive climate in groups</li> <li>• serve as a leader or follower</li> <li>• assist in setting goals for the group</li> <li>• participate in making rules and guidelines for group life</li> <li>• participate in delegating duties, organizing, planning, making decisions, and taking actions in group settings</li> <li>• participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences</li> <li>• use appropriate conflict resolution and mediation skills</li> <li>• relate to others in peaceful, respectful and non-discriminating ways</li> </ul>
respond to class, school, community or national public issues	<ul style="list-style-type: none"> <li>• keep informed on issues that affect society</li> <li>• identify situations in which social action is required</li> <li>• work individually or with others to decide on an appropriate course of action</li> <li>• accept and fulfill responsibilities associated with citizenship</li> <li>• articulate their personal beliefs, values and world views with respect to given issues</li> <li>• debate differing points of view regarding an issue</li> <li>• clarify preferred futures as a guide to present actions</li> </ul>	

Skill	Critical Responsibilities for Social Studies	Shared Responsibilites
<p>relate to the environment in sustainable ways and promote sustainable practices on a local, regional, national and global level</p>	<ul style="list-style-type: none"> <li>• recognize the economic factors associated with sustainability (see shared responsibilities)</li> <li>• identify ways in which governments can affect sustainability practices</li> </ul>	<ul style="list-style-type: none"> <li>• develop the personal commitment necessary for responsible community involvement</li> <li>• employ decision-making skills</li> <li>• contribute to community service and/or environmental projects in schools and communities</li> <li>• promote sustainable practice in families, schools and communities</li> <li>• monitor their own contributions</li> </ul>



## Appendix C: Disciplines of Social Studies

The social studies program draws from many disciplines to achieve its goals. It is firmly grounded in history, geography and economics. While these disciplines are the mainstays of the program, there has been extensive borrowing of ideas, materials, and techniques from other fields. Knowledge from other disciplines within the social sciences and from the humanities are equally capable of contributing to the solution of human and societal problems and thus are seen as vital elements of the entire social studies curriculum.

History contributes a mind-set drawn largely from literary and humanistic traditions. It encourages analysis and discussion of story lines, characters, and context in a fashion specific to time and place and may promote generalization. Most historians seek to develop carefully drawn descriptions of a time period, event, or personality based primarily upon contemporary accounts, statistics, and/or artifacts. History provides social studies with the key concepts of chronology, continuity, change, cause and effect, bias, exploration, colonization, and civilization.

Geography examines the interaction of humans within their spatial environments and the effects on the location and development of place and region. The study of geography attempts to answer four primary questions: Where is it? Why is it there? How is it organized?, Why is that significant? The key geography concepts promoted in the social studies curriculum include landforms, urbanization, habitat, spatial interaction, region, location, diffusion, population density, ecosystem, climate, demographics, migration, resources, and sustainable economic development.

Economics is the study of how we use resources to satisfy wants and needs. The study of economic concepts, principles, and systems helps develop the knowledge and skills necessary for making personal choices and participating in the process of societal economic decision-making. Economics supports such key concepts as scarcity, production, distribution, consumption, opportunity cost, price, supply, demand, needs and wants, productivity, goods and services, money, economic institutions and enterprise.

The other fields of study, such as political science, anthropology, and sociology also contribute essential understandings and competencies to the social studies. Political science is the study of how we attempt to establish and maintain order in society by investigating relationships between power and those subjected to it. It contributes such key concepts as government, federalism, nation, province, parliament, legislative assembly, senate, monarchy, bureaucracy, citizenship, judiciary, and due process of law. Anthropology is the study of culture, how it is established and how it functions. Concepts of importance to social studies include archaeology, language, ethnology, acculturation, ritual, tradition, customs, innovation, and artifacts. Sociology is the study of groups and how they function. Sociology contributes such key concepts as groups, socialization, society, social status, social class, social roles, social mobility, segregation, role expectations, stratification, family, norms, and power.

The humanities reflect our effort to make moral, philosophical, and ethical sense of the world. Literature, drama, art, philosophy, and music express and preserve the wisdom of creative men and women. For writers, artists, and spiritual leaders, the humanities represent a landscape in which human potential can be explored. The humanities provide a structure of accountability for the consequences of the knowledge that scientists and social scientists create. At this stage of scientific development, when a lack of moral judgment can lead to catastrophic consequences, it is imperative that society guides the use of scientific advances by ethical standards so that knowledge may be used for human betterment.

The utilization of these disciplines as supports for the social studies provides educators with a great deal of flexibility in selecting content, based on the needs of the learner and the nature of society, and in promoting different methods of learning. The guide neither espouses nor anticipates a discipline-by-discipline approach to the social studies but rather envisions and advocates the integration of all of these disciplines in an interdisciplinary approach. The courses at each grade level are designed to reflect a careful, judicious, rich blending of the various disciplines of the social studies program so that students may benefit from diverse sources of knowledge that are available.



## Appendix D: Unit 1 Activity

Fine Arts Self-Portrait Lesson (see Outcome 7.1.1)

- Self-Portrait Lesson

Materials – pencils, full-size cartridge paper, pastels, pencil crayons or paint, reproductions of self-portraits by artists (available on-line).

Background – Discuss how artists use self-portraits to tell others about themselves. Explain that this lesson will help students to learn about “facial proportions” and to see how a self-portrait can reveal more than physical information about the artist.

Procedure – Introduce “facial proportions” by passing out photocopies of a photograph of a human face. Ask students to make a horizontal line through the pupils of the eyes, the bottom of the nose and mouth. Label the lines as eye lines, nose line and mouth line. With the students, measure the proportions of the face. The eye line is approximately half way between the top of the head and the bottom of the chin, the nose is half way between the eye line and the chin, and the mouth is half way between the nose line and the chin. Explain that these are approximations and every face is slightly different. You can measure the distance between the eyes. (Usually the eyes are one eye distance apart) Point out how the ears fit between the eyebrow and the nose line.

Ask students to volunteer to demonstrate facial proportion. Measure their faces in front of the class to demonstrate that eyes are half way between the top of the head and the chin.

To make the self-portraits life-size, ask students to do body outlines of their heads and shoulders on the cartridge paper. Model this by demonstrating a couple of outlines in front of the class. Student’s outlines can be either landscape or portrait. The outlines may look indistinct in some cases. Make sure students do these in pencil, as lines will have to be erased later. If there is no defined oval for the head ask the student to draw an oval inside the outline where the face would be. Ask them to make the oval bigger than their hand.

Using this body outline, step by step, demonstrate dividing the face with the eye, nose and mouth line, keeping the half of a half of half proportions. Start with eyes and demonstrate how eyes are an oval shape and that there is enough space between two eyes to fit one eye. (You can refer back to the photocopies or the reprints of self-portraits.) Demonstrate how the iris fits under the eyelids and are just not circles with dots. Move to eyebrows, then show how noses begin with the eyebrows and don’t just pop up out of the middle of your face. The mouth is not wider than the pupils in the eyes. Ears fit between eyebrows and the nose line. Ask students to erase all the lines that are not needed; eye line, nose line and mouth line.

Discuss how a self-portrait can portray information about an individual. Ask students to look at some reproductions for examples. Was the individual well-off or poor? What indications are there in the portrait? What does the background tell us? Talk about how some of us wear uniforms that signify or symbolize our occupations: judge’s robes, mechanics’ coveralls etc. Ask them to finish the backgrounds to show either where they will be working or living. Colour in with pastel, pencil crayon or paint. Demonstrate shading techniques.

