

Social Studies 2202

Curriculum Guide 2019



Education and Early Childhood Development

***Department of Education and Early
Childhood Development
Mission Statement***

***The Department of Education and Early Childhood Development will
improve provincial early childhood learning and the K-12 education
system to further opportunities for the people of
Newfoundland and Labrador.***

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Section One: Newfoundland and Labrador Curriculum

Introduction

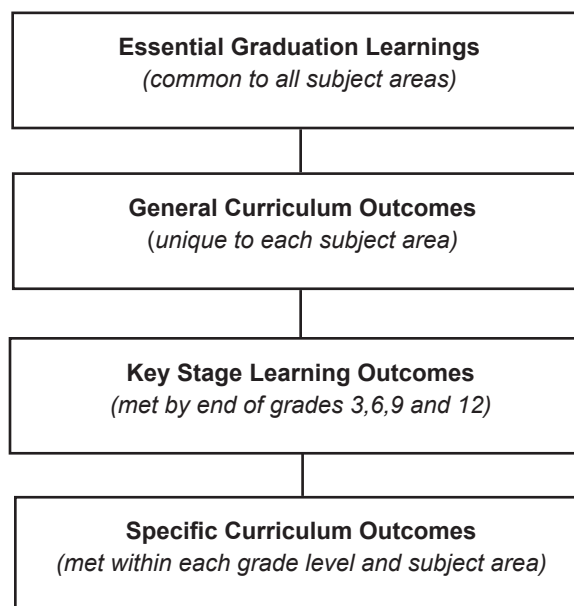
There are multiple factors that impact education: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education students receive.

The Newfoundland and Labrador Department of Education and Early Childhood Development believes that curriculum design with the following characteristics will help teachers address the needs of students served by the provincially prescribed curriculum:

- Curriculum guides must clearly articulate what students are expected to know and be able to do by the time they graduate from high school.
- There must be purposeful assessment of students' performance in relation to the curriculum outcomes.

Outcomes Based Education

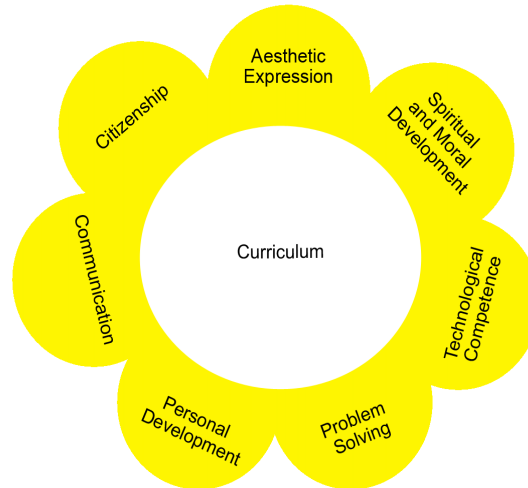
The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes (KSCOs) and Specific Curriculum Outcomes (SCOs).



Essential Graduation Learnings

EGLs provide vision for the development of a coherent and relevant curriculum. They are statements that offer students clear goals and a powerful rationale for education. The EGLs are delineated by general, key stage, and specific curriculum outcomes.

EGLs describe the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the EGLs will prepare students to continue to learn throughout their lives. EGLs describe expectations, not in terms of individual subject areas, but in terms of knowledge, skills, and attitudes developed throughout the K-12 curriculum. They confirm that students need to make connections and develop abilities across subject areas if they are to be ready to meet the shifting and ongoing demands of life, work, and study.



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.

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

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

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

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

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.

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.

Curriculum Outcomes

Curriculum outcomes are statements that articulate what students are expected to know and be able to do in each program area in terms of knowledge, skills, and attitudes.

Curriculum outcomes may be subdivided into General Curriculum Outcomes, Key Stage Curriculum Outcomes, and Specific Curriculum Outcomes.

General Curriculum Outcomes (GCOs)

Each program has a set of GCOs which describe what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences within a subject area. GCOs serve as conceptual organizers or frameworks which guide study within a program area. Often, GCOs are further delineated into KSCOs.

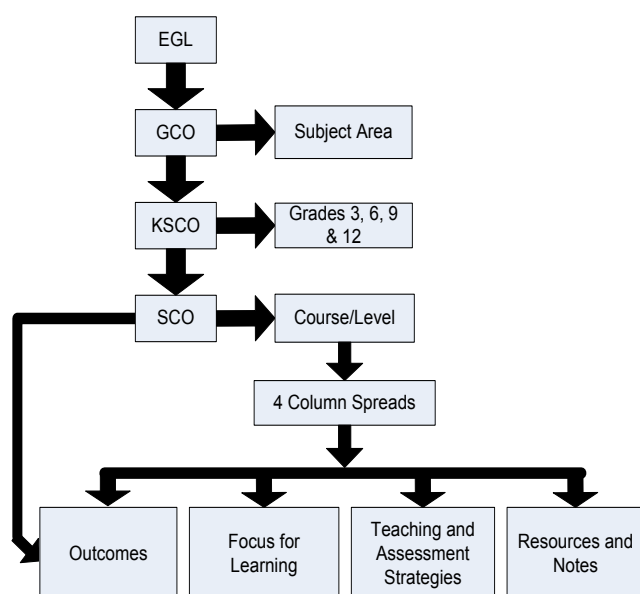
Key Stage Curriculum Outcomes (KSCOs)

Key Stage Curriculum Outcomes (KSCOs) summarize what is expected of students at each of the four key stages of grades three, six, nine, and twelve.

Specific Curriculum Outcomes (SCOs)

SCOs set out what students are expected to know and be able to do as a result of their learning experiences in a course, at a specific grade level. In some program areas, SCOs are further articulated into delineations. *It is expected that all SCOs will be addressed during the course of study covered by the curriculum guide.*

EGLs to Curriculum Guides



Context for Teaching and Learning

Teachers are responsible to help students achieve outcomes. This responsibility is a constant in a changing world. As programs change over time so does educational context. Several factors make up the educational context in Newfoundland and Labrador today: inclusive education, support for gradual release of responsibility teaching model, focus on literacy and learning skills in all programs, and support for education for sustainable development.

Inclusive Education

Valuing Equity and Diversity

Effective inclusive schools have the following characteristics: supportive environment, positive relationships, feelings of competence, and opportunities to participate. (The Centre for Inclusive Education, 2009)

All students need to see their lives and experiences reflected in their school community. It is important that the curriculum reflect the experiences and values of all genders and that learning resources include and reflect the interests, achievements, and perspectives of all students. An inclusive classroom values the varied experiences and abilities as well as social and ethno-cultural backgrounds of all students while creating opportunities for community building. Inclusive policies and practices promote mutual respect, positive interdependencies, and diverse perspectives. Learning resources should include a range of materials that allow students to consider many viewpoints and to celebrate the diverse aspects of the school community.



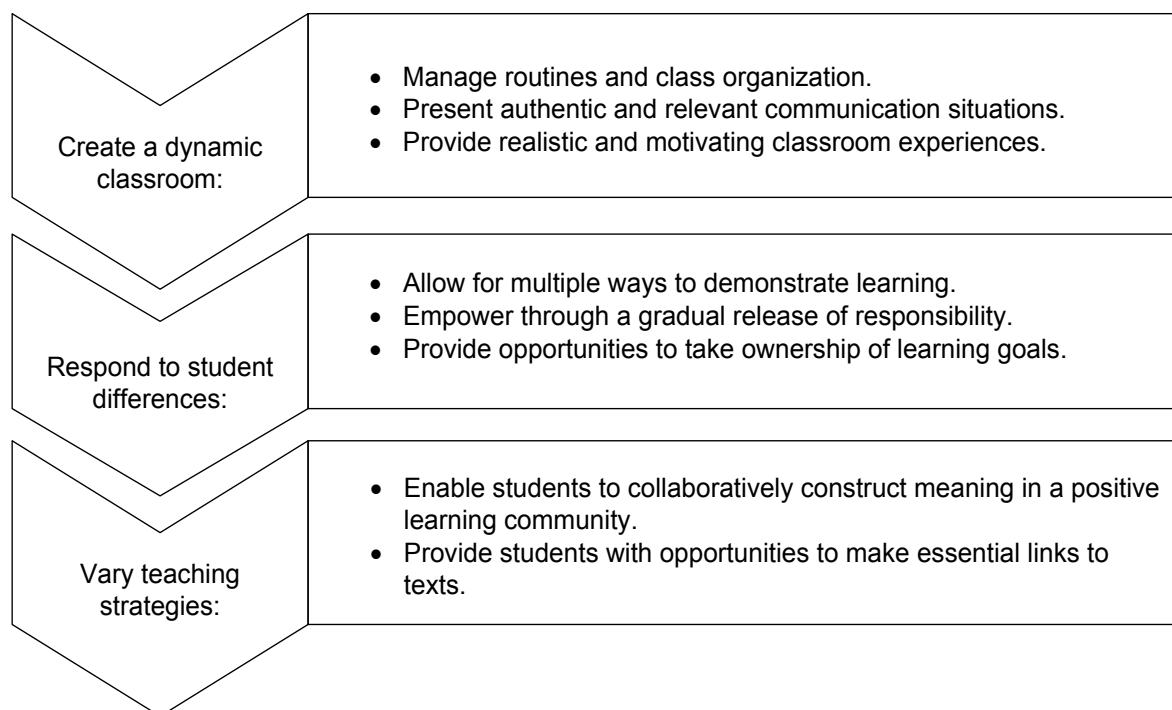
Differentiated Instruction

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get it' and express learning. (Carol Ann Tomlinson, 2008)

Curriculum is designed and implemented to provide learning opportunities for all students according to abilities, needs, and interests. Teachers must be aware of and responsive to the diverse range of learners in their classes. Differentiated instruction is a useful tool in addressing this diversity.

Differentiated instruction responds to different readiness levels, abilities, and learning profiles of students. It involves actively planning so that the process by which content is delivered, the way the resource is used, and the products students create are in response to the teacher's knowledge of whom he or she is interacting with. Learning environments should be flexible to accommodate various learning preferences of the students. Teachers continually make decisions about selecting teaching strategies and structuring learning activities that provide all students with a safe and supportive place to learn and succeed.

Planning for Differentiation



Differentiating the Content

Differentiating content requires teachers to pre-assess students to identify those who require prerequisite instruction, as well as those who have already mastered the concept and may therefore apply strategies learned to new situations. Another way to differentiate content is to permit students to adjust the pace at which they progress through the material. Some students may require additional time while others will move through at an increased pace and thus create opportunities for enrichment or more in-depth consideration of a topic of particular interest.

Teachers should consider the following examples of differentiating content:

- Meet with small groups to reteach an idea or skill or to extend the thinking or skills.
- Present ideas through auditory, visual, and tactile means.
- Use reading materials such as novels, websites, and other reference materials at varying reading levels.

Differentiating the Process

Differentiating the process involves varying learning activities or strategies to provide appropriate methods for students to explore and make sense of concepts. A teacher might assign all students the same product (e.g., presenting to peers) but the process students use to create the presentation may differ. Some students could work in groups while others meet with the teacher individually. The same assessment criteria can be used for all students.

Teachers should consider flexible grouping of students such as whole class, small group, or individual instruction. Students can be grouped according to their learning styles, readiness levels, interest areas, and/or the requirements of the content or activity presented. Groups should be formed for specific purposes and be flexible in composition and short-term in duration.

Teachers should consider the following examples of differentiating the process:

- Offer hands-on activities for students.
- Provide activities and resources that encourage students to further explore a topic of particular interest.
- Use activities in which all learners work with the same learning outcomes but proceed with different levels of support, challenge, or complexity.

Differentiating the Product

Differentiating the product involves varying the complexity and type of product that students create to demonstrate learning outcomes. Teachers provide a variety of opportunities for students to demonstrate and show evidence of what they have learned.

Teachers should give students options to demonstrate their learning (e.g., create an online presentation, write a letter, or develop a mural). This will lead to an increase in student engagement.

Differentiating the Learning Environment

The learning environment includes the physical and the affective tone or atmosphere in which teaching and learning take place, and can include the noise level in the room, whether student activities are static or mobile, or how the room is furnished and arranged. Classrooms may include tables of different shapes and sizes, space for quiet individual work, and areas for collaboration.

Teachers can divide the classroom into sections, create learning centres, or have students work both independently and in groups. The structure should allow students to move from whole group, to small group, pairs, and individual learning experiences and support a variety of ways to engage in learning. Teachers should be sensitive and alert to ways in which the classroom environment supports their ability to interact with students.

Teachers should consider the following examples of differentiating the learning environment:

- Develop routines that allow students to seek help when teachers are with other students and cannot provide immediate attention.
- Ensure there are places in the room for students to work quietly and without distraction, as well as places that invite student collaboration.
- Establish clear guidelines for independent work that match individual needs.
- Provide materials that reflect diversity of student background, interests, and abilities.

The physical learning environment must be structured in such a way that all students can gain access to information and develop confidence and competence.

Meeting the Needs of Students with Exceptionalities

All students have individual learning needs. Some students, however, have exceptionalities (defined by the Department of Education and Early Childhood Development) which impact their learning. The majority of students with exceptionalities access the prescribed curriculum. For details of these exceptionalities see www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html

Supports for these students may include

1. Accommodations
2. Modified Prescribed Courses
3. Alternate Courses
4. Alternate Programs
5. Alternate Curriculum

For further information, see Service Delivery Model for Students with Exceptionalities at www.cdli.ca/sdm/

Classroom teachers should collaborate with instructional resource teachers to select and develop strategies which target specific learning needs.

*Meeting the Needs
of Students who are
Highly Able
(includes gifted and
talented)*

Some students begin a course or topic with a vast amount of prior experience and knowledge. They may know a large portion of the material before it is presented to the class or be capable of processing it at a rate much faster than their classmates. All students are expected to move forward from their starting point. Many elements of differentiated instruction are useful in addressing the needs of students who are highly able.

Teachers may

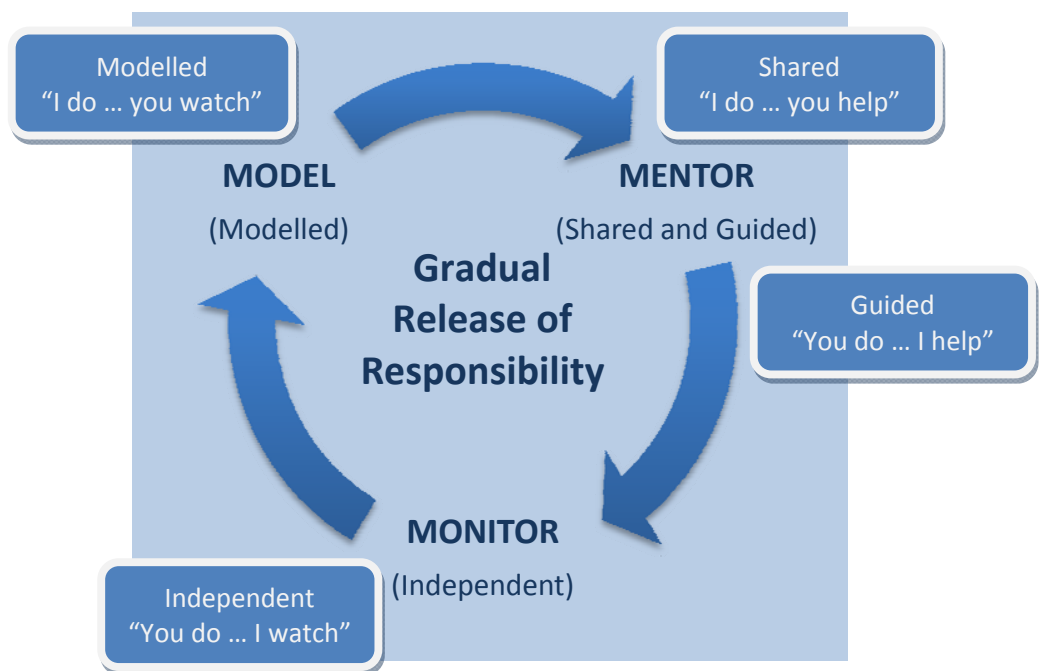
- assign independent study to increase depth of exploration in an area of particular interest;
- compact curriculum to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge;
- group students with similar abilities to provide the opportunity for students to work with their intellectual peers and elevate discussion and thinking, or delve deeper into a particular topic; and
- tier instruction to pursue a topic to a greater depth or to make connections between various spheres of knowledge.

Highly able students require the opportunity for authentic investigation to become familiar with the tools and practices of the field of study. Authentic audiences and tasks are vital for these learners. Some highly able learners may be identified as gifted and talented in a particular domain. These students may also require supports through the Service Delivery Model for Students with Exceptionalities.

Gradual Release of Responsibility

Teachers must determine when students can work independently and when they require assistance. In an effective learning environment, teachers choose their instructional activities to model and scaffold composition, comprehension, and metacognition that is just beyond the students' independence level. In the gradual release of responsibility approach, students move from a high level of teacher support to independent work. If necessary, the teacher increases the level of support when students need assistance. The goal is to empower students with their own learning strategies, and to know how, when, and why to apply them to support their individual growth. Guided practice supports student independence. As a student demonstrates success, the teacher should gradually decrease his or her support.

Gradual Release of Responsibility Model



Literacy

“Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society”. To be successful, students require a set of interrelated skills, strategies and knowledge in multiple literacies that facilitate their ability to participate fully in a variety of roles and contexts in their lives, in order to explore and interpret the world and communicate meaning. (The Plurality of Literacy and its Implications for Policies and Programmes, 2004, p.13)

Literacy is

- a process of receiving information and making meaning from it; and
- the ability to identify, understand, interpret, communicate, compute, and create text, images, and sounds.

Literacy development is a lifelong learning enterprise beginning at birth that involves many complex concepts and understandings. It is not limited to the ability to read and write; no longer are we exposed only to printed text. It includes the capacity to learn to communicate, read, write, think, explore, and solve problems. Individuals use literacy skills in paper, digital, and live interactions to engage in a variety of activities:

- Analyze critically and solve problems.
- Comprehend and communicate meaning.
- Create a variety of texts.
- Make connections both personally and inter-textually.
- Participate in the socio-cultural world of the community.
- Read and view for enjoyment.
- Respond personally.

These expectations are identified in curriculum documents for specific subject areas as well as in supporting documents, such as *Cross-Curricular Reading Tools* (CAMET).

With modelling, support, and practice, students’ thinking and understandings are deepened as they work with engaging content and participate in focused conversations.

Reading in the Content Areas

The focus for reading in the content areas is on teaching strategies for understanding content. Teaching strategies for reading comprehension benefits all students as they develop transferable skills that apply across curriculum areas.

When interacting with different texts, students must read words, view and interpret text features, and navigate through information presented in a variety of ways including, but not limited to

Advertisements	Movies	Poems
Blogs	Music videos	Songs
Books	Online databases	Speeches
Documentaries	Plays	Video games
Magazine articles	Podcasts	Websites

Students should be able to interact with and comprehend different texts at different levels.

There are three levels of text comprehension:

- Independent level – Students are able to read, view, and understand texts without assistance.
- Instructional level – Students are able to read, view, and understand most texts but need assistance to fully comprehend some texts.
- Frustration level – Students are not able to read or view with understanding (i.e., texts may be beyond their current reading level).

Teachers will encounter students working at all reading levels in their classrooms and will need to differentiate instruction to meet their needs. For example, print texts may be presented in audio form, physical movement may be associated with synthesizing new information with prior knowledge, or graphic organizers may be created to present large amounts of print text in a visual manner.

When interacting with information that is unfamiliar to students, it is important for teachers to monitor how effectively students are using strategies to read and view texts:

- Analyze and think critically about information.
- Determine importance to prioritize information.
- Engage in questioning before, during, and after an activity related to a task, text, or problem.
- Make inferences about what is meant but not said.
- Make predictions.
- Synthesize information to create new meaning.
- Visualize ideas and concepts.

Learning Skills for Generation Next

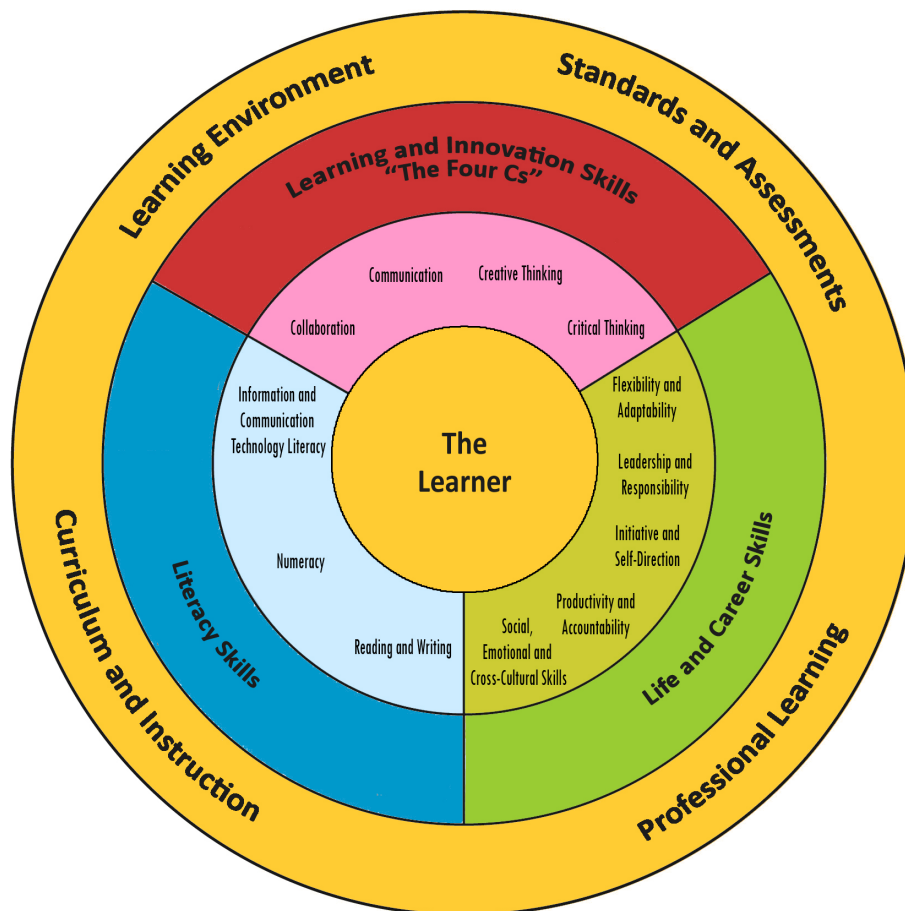
Generation Next is the group of students who have not known a world without personal computers, cell phones, and the Internet. They were born into this technology. They are digital natives.

Students need content and skills to be successful. Education helps students learn content and develop skills needed to be successful in school and in all learning contexts and situations. Effective learning environments and curricula challenge learners to develop and apply key skills within the content areas and across interdisciplinary themes.

Learning Skills for Generation Next encompasses three broad areas:

- Learning and Innovation Skills enhance a person's ability to learn, create new ideas, problem solve, and collaborate.
- Life and Career Skills address leadership, and interpersonal and affective domains.
- Literacy Skills develop reading, writing, and numeracy, and enhance the use of information and communication technology.

The diagram below illustrates the relationship between these areas. A 21st century curriculum employs methods that integrate innovative and research-driven teaching strategies, modern learning technologies, and relevant resources and contexts.



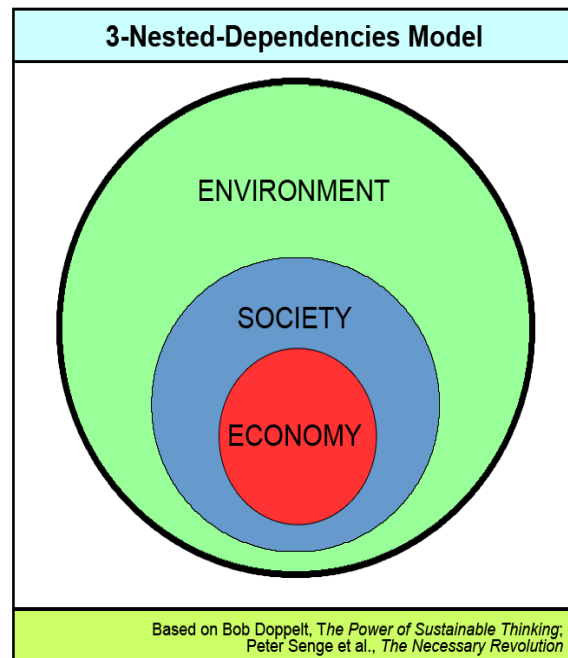
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support the gradual release of responsibility model. For example, lessons in a variety of content areas can be infused with learning skills for Generation Next by using open-ended questioning, role plays, inquiry approaches, self-directed learning, student role rotation, and Internet-based technologies.

All programs have a shared responsibility in developing students' capabilities within all three skill areas.

Education for Sustainable Development

Sustainable development is defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. (Our Common Future, 43)

Sustainable development is comprised of three integrally connected areas: economy, society, and environment.



As conceived by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values, and perspectives of sustainable development into all aspects of education and learning. Changes in human behaviour should create a more sustainable future that supports environmental integrity and economic viability, resulting in a just society for all generations.

ESD involves teaching *for* rather than teaching *about* sustainable development. In this way students develop the skills, attitudes, and perspectives to meet their present needs without compromising the ability of future generations to meet their needs.

Within ESD, the knowledge component spans an understanding of the interconnectedness of our political, economic, environmental, and social worlds, to the role of science and technology in the development of societies and their impact on the environment. The skills necessary include being able to assess bias, analyze consequences of choices, ask questions, and solve problems. ESD values and perspectives include an appreciation for the interdependence of all life forms, the importance of individual responsibility and action, an understanding of global issues as well as local issues in a global context. Students need to be aware that every issue has a history, and that many global issues are linked.

Assessment and Evaluation

Assessment

Assessment is the process of gathering information on student learning.

How learning is assessed and evaluated and how results are communicated send clear messages to students and others about what is valued.

Assessment instruments are used to gather information for evaluation. Information gathered through assessment helps teachers determine students' strengths and needs, and guides future instruction.

Teachers are encouraged to be flexible in assessing student learning and to seek diverse ways students might demonstrate what they know and are able to do.

Evaluation involves the weighing of the assessment information against a standard in order to make a judgement about student achievement.

Assessment can be used for different purposes:

1. Assessment *for* learning guides and informs instruction.
2. Assessment *as* learning focuses on what students are doing well, what they are struggling with, where the areas of challenge are, and what to do next.
3. Assessment *of* learning makes judgements about student performance in relation to curriculum outcomes.

1. Assessment for Learning

Assessment *for* learning involves frequent, interactive assessments designed to make student learning visible. This enables teachers to identify learning needs and adjust teaching accordingly.

Assessment *for* learning is not about a score or mark; it is an ongoing process of teaching and learning:

- Pre-assessments provide teachers with information about what students already know and can do.
- Self-assessments allow students to set goals for their own learning.
- Assessment *for* learning provides descriptive and specific feedback to students and parents regarding the next stage of learning.
- Data collected during the learning process from a range of tools enables teachers to learn as much as possible about what a student knows and is able to do.

2. Assessment as Learning

Assessment as learning involves students' reflecting on their learning and monitoring their own progress. It focuses on the role of the student in developing metacognition and enhances engagement in their own learning. Students can

- analyze their learning in relation to learning outcomes,
- assess themselves and understand how to improve performance,
- consider how they can continue to improve their learning, and
- use information gathered to make adaptations to their learning processes and to develop new understandings.

3. Assessment of Learning

Assessment of learning involves strategies designed to confirm what students know in terms of curriculum outcomes. It also assists teachers in determining student proficiency and future learning needs. *Assessment of learning* occurs at the end of a learning experience and contributes directly to reported results. Traditionally, teachers relied on this type of assessment to make judgements about student performance by measuring learning after the fact and then reporting it to others. Used in conjunction with the other assessment processes previously outlined, *assessment of learning* is strengthened. Teachers can

- confirm what students know and can do;
- report evidence to parents/guardians, and other stakeholders, of student achievement in relation to learning outcomes; and
- report on student learning accurately and fairly using evidence obtained from a variety of contexts and sources.

Involving Students in the Assessment Process

Students should know what they are expected to learn as outlined in the specific curriculum outcomes of a course as well as the criteria that will be used to determine the quality of their achievement. This information allows students to make informed choices about the most effective ways to demonstrate what they know and are able to do.

It is important that students participate actively in assessment by co-creating criteria and standards which can be used to make judgements about their own learning. Students may benefit from examining various scoring criteria, rubrics, and student exemplars.

Students are more likely to perceive learning as its own reward when they have opportunities to assess their own progress. Rather than asking teachers, "What do you want?", students should be asking themselves questions:

- What have I learned?
- What can I do now that I couldn't do before?
- What do I need to learn next?

Assessment must provide opportunities for students to reflect on their own progress, evaluate their learning, and set goals for future learning.

Assessment Tools

In planning assessment, teachers should use a broad range of tools to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. The different levels of achievement or performance may be expressed as written or oral comments, ratings, categorizations, letters, numbers, or as some combination of these forms.

The grade level and the activity being assessed will inform the types of assessment tools teachers will choose:

Anecdotal Records	Photographic Documentation
Audio/Video Clips	Podcasts
Case Studies	Portfolios
Checklists	Presentations
Conferences	Projects
Debates	Questions
Demonstrations	Quizzes
Exemplars	Role Plays
Graphic Organizers	Rubrics
Journals	Self-assessments
Literacy Profiles	Tests
Observations	Wikis

Assessment Guidelines

Assessments should measure what they intend to measure. It is important that students know the purpose, type, and potential marking scheme of an assessment. The following guidelines should be considered:

- Collect evidence of student learning through a variety of methods; do not rely solely on tests and paper and pencil activities.
- Develop a rationale for using a particular assessment of learning at a specific point in time.
- Provide descriptive and individualized feedback to students.
- Provide students with the opportunity to demonstrate the extent and depth of their learning.
- Set clear targets for student success using learning outcomes and assessment criteria.
- Share assessment criteria with students so that they know the expectations.

Evaluation

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgements or decisions based on the information gathered. Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them.

During evaluation, the teacher interprets the assessment information, makes judgements about student progress, and makes decisions about student learning programs.

Section Two: Curriculum Design

Rationale

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 as citizens of Canada and of an increasingly interdependent world. It provides opportunities for students to explore multiple approaches that may be used to analyze and interpret their own world and the world of others. Social studies presents unique and particular ways for students to view the interrelationships among Earth, its people, and its systems. The knowledge, skills, and attitudes developed through the social studies curriculum empower students to be informed, responsible citizens of Canada and the world and, through participation in the democratic process, improve society.

The social studies curriculum integrates concepts, processes, and ways of thinking drawn from the diverse disciplines of the humanities, social sciences, and pure sciences.

Social studies provides co-ordinated, systematic study, drawing upon such disciplines as anthropology, economics, geography, history, political science, psychology, and sociology, as well as appropriate content from the humanities, mathematics, and the natural sciences. Social studies recognizes and validates the importance of the individual disciplines in providing avenues and perspectives to help students understand issues and problems.

The social studies curriculum provides the multidisciplinary lens through which students examine issues affecting their lives from personal, academic, pluralistic, and global perspectives.

This curriculum is designed to help each learner construct a blend of personal, academic, pluralistic, and global perspectives. Social studies helps students construct a personal perspective as they consider the implication of events and issues for themselves, their families, and their communities. Students construct an academic perspective through the study and application of the social studies disciplines. Students construct a pluralistic perspective as they respect diversity of identity, beliefs, and practices and incorporate diverse points of view into their understanding of issues. Students construct a global perspective as they seek equitable, sustainable, and peaceful solutions to issues that confront our culturally diverse world.

In addition to the development of each learner's own perspectives, this curriculum emphasizes development of the individual's capacity to listen, understand, and respect the perspectives of others.

Curriculum Outcomes Framework

General Curriculum Outcomes

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

The general curriculum outcomes (GCOs) for the social studies curriculum are organized around seven 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.

GCO 1 – Inquiry and Research

Students will be expected to demonstrate the ability to apply inquiry and research skills to analyze, synthesize, and share information.

The purpose of social studies is to enable students to make informed and reasoned decisions for both their personal benefit and the public good. To this end citizens must possess the ability to apply inquiry processes – including data collection and analysis – as well as creative thinking and critical thinking as they engage with decision-making, problem-solving, and responding to issues.

GCO 2 – Civic Engagement

Students will be expected to demonstrate the ability to make informed and reasoned decisions for the public good as citizens of a diverse democratic society in an interdependent world.

Social studies helps students make informed and reasoned decisions for the public good. This requires that students understand the values upon which democracies are built; possess essential knowledge about their community, province, country, and world; are able to frame inquiries, including skills used for data collection and analysis, synthesis and evaluation, and problem-solving. Additionally, students understand that democracy must be both protected and nurtured by the deliberate actions of citizens.

GCO 3 – 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.

The empowered Canadian citizen understands personal rights and responsibilities and the interplay among authority systems, citizens, and public policy. An understanding of the various ideologies and forms of power; the origins, functions, and sources of government power; and the roles played by individuals and groups is critical to informed citizenship. Students will examine how power is gained, used, and justified and how the protection of individual rights and freedoms is ensured within the context of constitutional democracy.

GCO 4 – Culture and Diversity

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

Social studies provides students with a lens through which they can examine the cultural experiences of people in their neighbourhoods, Canada, and the world. Appreciation of culture is integral to an understanding of one's self, of one's country, and of others who share the world. The study of culture opens to students a diversity of perspective about traditions, beliefs, and values. With this understanding, students are better equipped to recognize the similarities of their cultural traditions to those of others and to understand the reasons for the differences. A study of culture enables students to evaluate how cultures are formed, sustained, and transformed by power structures, systems, and individuals within society.

GCO 5 – 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.

Social studies provides students with the knowledge and skills necessary to make personal economic decisions and to participate in the process of societal economic decision making. Students will assess the difficulties and dilemmas in developing private or public policies and the need to achieve individual and societal goals. The study of economic concepts, principles, and systems enables students to understand how economic decisions affect their lives as individuals and members of society.

GCO 6 – Interdependence

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

Social studies provides students with opportunities to analyze, appreciate, and act on the global challenges of an increasingly interdependent world. It offers students an avenue and perspective from which to survey the impact of technological change on societies and the environment. Through social studies, students learn to appreciate the environment and develop a disposition toward protection and wise use of resources so as to ensure a sustainable future. As students recognize the interdependence of Earth's peoples and the finite nature of Earth's resources, they develop strategies and systems that respect diversity and promote collaborative problem solving.

GCO 7: People, Place, and Environment

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

Social studies examines the interaction of humans within their spatial environments and the effects on the location and development of place and region. The study of humans and their environments in the social studies is focused on answering four primary questions: Where is it? Why is it there? How is it organized? and Why is that significant?

GCO 8: Time, Continuity, and Change

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

An understanding of the dynamics of change is critical in social studies. A study of time, continuity, and change enables students to understand their Canadian heritage, who they are, and why their society espouses the values it does through its governments, its institutions, and its culture. History is to society what memory is to the individual. It provides a frame of reference for testing the merits of ideas, philosophies, and beliefs. Through its study, students learn to recognize and evaluate different perspectives and biases in historical writing.

Understanding develops through critical analysis of the events of the past, their effects on today, and their ties with the future. Historical study develops capacities for critical and creative thinking, issues analysis, values clarification, and an examination of perspective. In essence, history provides a window on Canada and the world, serving to broaden our understanding of the interdependent nature of society on a national and global level.

Principles Underlying the Social Studies Program

The social studies program is intended to be both empowering and effective. The following principles should be used to guide instruction and assessment.

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

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.

Course Overview

This course introduces students to the concept of change as it relates to the human experience.

Topics include:

- Unit 1 – Integrated Concepts and Processes Skills¹
- Unit 2 – Ideas and Change
- Unit 3 – Political Change
- Unit 4 – Economic Change
- Unit 5 – Geopolitical Change

Suggested Yearly Plan

Social Studies 2202 is a two credit course, designed for a minimum of 110 hours of instruction.

When planning for instruction it is important to be mindful of the fact that in this course all curriculum outcomes are of equal value. That said, due to a variety of factors – such as the complexity of the outcome and student prior knowledge – some outcomes may require less, or more, instructional time than others. Therefore, teachers must make strategic instructional decisions in order to ensure that, at the unit level, time recommendations are respected.

For example, Unit 5 (Conflict, Cooperation, and Change) contains three outcomes, with a total time allocation of 25% or 27.5 hours² of instruction. Teachers should consider the total time available for the unit and plan for instruction so that the three outcomes in the unit can be achieved within the time available.

September	October	November	December	January	February	March	April	May	June	
Unit 2 Innovation, Ideas, and Change			Unit 3 Political Change			Unit 4 Economic Change		Unit 5 Conflict, Cooperation, and Change		
Unit 1 Integrated Concepts and Process Skills										

¹ This unit is common to all social studies courses, with increasing depth of treatment as students progress from Kindergarten to Level Three.

² Based on 110 hours of instruction.

Instructional Time			
Unit	Outcome	Time (in %)	Total (in %)
1	1	Integrated	Integrated
	2		
	3		
2	4	10	25
	5	10	
	6	5	
3	7	10	25
	8	10	
	9	5	
4	10	10	25
	11	10	
	12	5	
5	13	10	25
	14	10	
	15	5	
Total	15	100	100

Note: Throughout the course the outcomes in Unit 1 are embedded in each topic. Therefore direct instruction would be provided within the context of “content units” where and when students need assistance to scaffold their ability to apply the concepts and skills from Unit 1 to specific content. In other words it is not expected that teachers would deal exclusively with Unit 1 in isolation of units 2 through 5.

However, it may be appropriate to spend a few hours at the beginning of the course to re-engage students with these concepts and skills.

Table of Specifications

When planning for instruction it is critical for assessment and evaluation to be aligned with outcomes.

Evaluation should be weighted to reflect

- the relative emphasis among units of study, and
- the relative emphasis on cognitive levels during instruction.

For the purpose of this guide, cognitive levels are defined as

- Level 1 (knowledge and comprehension),
- Level 2 (application and analysis), and
- Level 3 (evaluation and synthesis).

The teacher should reflect this emphasis across cognitive levels in their instruction. A teaching-learning environment that mainly emphasizes rote memorization (Level 1) would not fulfill the aims of the course.

The cognitive level weightings should also be reflected in the pencil-and-paper component of the evaluation program. If an end of year examination is administered items should be distributed among cognitive levels at the following ratio:

- Items at Level 1 should have a total value of 24%.
- Items at Level 2 should have a total value of 38%.
- Items at Level 3 should have a total value of 38%.

The table of specifications on page 27 is provided to help clarify the relationship between cognitive levels and the weighting of outcomes. This is invaluable for instructional planning, pacing and evaluation purposes.

Please note that the Table of Specifications generally assigns weighting at the unit level. Teachers will need to use their discretion in allocating points to outcomes.

While teachers are given latitude in how student achievement may be sampled, the parameters set out in the Table of Specifications should not be exceeded.

Table of Specifications for 100 Point Final Exam					
Unit	Outcome	Cognitive Level (in points)			Total (in points)
		Level 1	Level 2	Level 3	
1	1	---	---	---	Integrated
	2				
	3				
2	4	6	7	12	25
	5				
	6				
3	7	6	9	10	25
	8				
	9				
4	10	6	11	8	25
	11				
	12				
5	13	6	11	8	25
	14				
	15				
Totals		24	38	38	100
Count by Type		62 Points Selected Response		38 Points Constructed Response	100

How to Use the Four Column Curriculum Layout

Outcomes

Column one contains specific curriculum outcomes (SCO) and accompanying delineations where appropriate. The delineations provide specificity in relation to key ideas.

Outcomes are numbered in ascending order

Delineations are indented and numbered as a subset of the originating SCO.

All outcomes are related to general curriculum outcomes.

Focus for Learning

Column two is intended to assist teachers with instructional planning. It also provides context and elaboration of the ideas identified in the first column.

This may include:

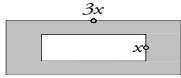
- references to prior knowledge
- clarity in terms of scope
- depth of treatment
- common misconceptions
- cautionary notes
- knowledge required to scaffold and challenge student's learning

Sample Performance Indicator(s)

This provides a summative, higher order activity, where the response would serve as a data source to help teachers assess the degree to which the student has achieved the outcome.

Performance indicators are typically presented as a task, which may include an introduction to establish a context. They would be assigned at the end of the teaching period allocated for the outcome.

Performance indicators would be assigned when students have attained a level of competence, with suggestions for teaching and assessment identified in column three.

SPECIFIC CURRICULUM OUTCOMES	
<i>GCO 1: Represent algebraic expressions in multiple ways</i>	
Outcomes	Focus for Learning
<p>Students will be expected to</p> <p>1.0 model, record and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially and symbolically. [GCO 1]</p> <p>1.2 model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.</p> <p>1.3 apply a personal strategy for multiplication and division of a given polynomial expression</p>	<p>From previous work with number operations, students should be aware that division is the inverse of multiplication. This can be extended to divide polynomials by monomials. The study of division should begin with division of a monomial by a monomial, progress to a polynomial by a scalar, and then to division of a polynomial by any monomial.</p> <p>Division of a polynomial by a monomial can be visualized using area models with algebra tiles. The most commonly used symbolic method of dividing a polynomial by a monomial at this level is to divide each term of the polynomial by the monomial, and then use the exponent laws to simplify. This method can also be easily modelled using tiles, where students use the sharing model for division.</p> <p>Because there are a variety of methods available to multiply or divide a polynomial by a monomial, students should be given the opportunity to apply their own personal strategies. They should be encouraged to use algebra tiles, area models, rules of exponents, the distributive property and repeated addition, or a combination of any of these methods, to multiply or divide polynomials. Regardless of the method used, students should be encouraged to record their work symbolically. Understanding the different approaches helps students develop flexible thinking.</p>
	<p>Sample Performance Indicator</p> <p>Write an expression for the missing dimensions of each rectangle and determine the area of the walkway in the following problem:</p> <ul style="list-style-type: none"> • The inside rectangle in the diagram below is a flower garden. The shaded area is a concrete walkway around it. The area of the flower garden is given by the expression $2x^2 + 4x$ and the area of the large rectangle, including the walkway and the flower garden, is $3x^2 + 6x$. 

SPECIFIC CURRICULUM OUTCOMES

GCO 1: Represent algebraic expressions in multiple ways

Sample Teaching and Assessment Strategies

Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:

Modeling division using the sharing model provides a good transition to the symbolic representation. For example, $\frac{3x+12}{3} = \frac{3x}{3} + \frac{12}{3}$. To model this, students start with a collection of three x -tiles and 12 unit tiles and divide them into three groups.



For this example, $x + 4$ tiles will be a part of each group, so the quotient is $x + 4$.

Activation

Students may

- Model division of a polynomial by a monomial by creating a rectangle using four x^2 -tiles and eight x -tiles, where $4x$ is one of the dimensions.

Teachers may

- Ask students what the other dimension is and connect this to the symbolic representation.

Connection

Students may

- Model division of polynomials and determine the quotient

- $(6x^2 + 12x - 3) \div 3$
- $(4x^2 - 12x) \div 4x$

Consolidation

Students may

- Draw a rectangle with an area of $36a^2 + 12a$ and determine as many different dimensions as possible.

Teachers may

- Discuss why there are so many different possible dimensions.

Extension

Students may

- Determine the area of one face of a cube whose surface area is represented by the polynomial $24s^2$.
- Determine the length of an edge of the cube.

Resources and Notes

Authorized

- Math Makes Sense 9*
- Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant
- Lesson 5.6: Multiplying and Dividing a Polynomial by a Monomial
- ProGuide: pp. 35-42, 43-51
- CD-ROM: Master 5.23, 5.24
- See It Videos and Animations:
 - Multiplying and Dividing a Polynomial by a Constant, Dividing
 - Multiplying and Dividing a Polynomial by a Monomial, Dividing
- SB: pp. 241-248, 249-257
- PB: pp. 206-213, 214-219

Resources and Notes

Column four references supplementary information and possible resources for use by teachers.

These references will provide details of resources suggested in column two and column three.

Suggestions for Teaching and Assessment

This column contains specific sample tasks, activities, and strategies that enable students to meet the goals of the SCOs and be successful with performance indicators. Instructional activities are recognized as possible sources of data for assessment purposes. Frequently, appropriate techniques and instruments for assessment purposes are recommended.

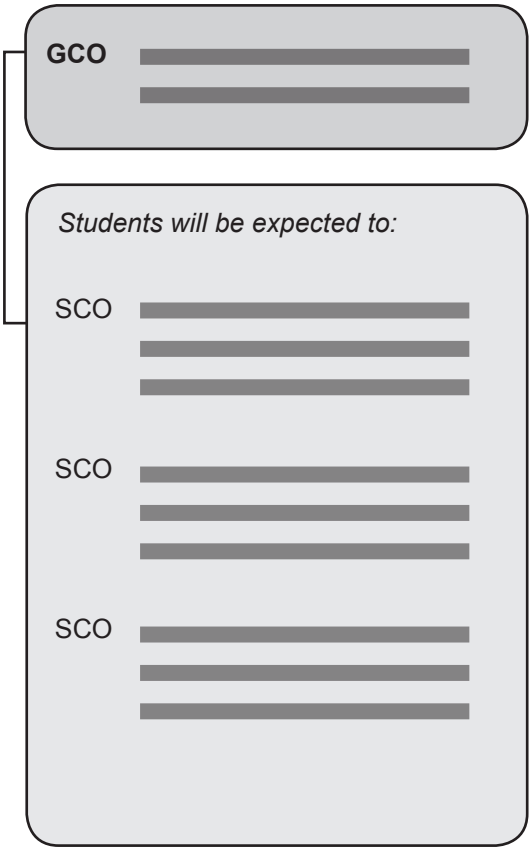
Suggestions for instruction and assessment are organized sequentially:

- Activation - suggestions that may be used to activate prior learning and establish a context for the instruction
- Connection - linking new information and experiences to existing knowledge inside or outside the curriculum area
- Consolidation - synthesizing and making new understandings
- Extension - suggestions that go beyond the scope of the outcome

These suggestions provide opportunities for differentiated learning and assessment.

How to use the Outcomes Framework

At the beginning of each unit there a flow chart that identifies the relationship between the general curriculum outcomes (GCOs) for the social studies program and the specific curriculum outcomes (SCOs) for a given course.



The SCOs Continuum provides a context for teaching and assessment for each unit. The current grade is highlighted in the chart.

Previous Course	Current Course	Next Course
SCO _____ _____ _____	SCO _____ _____ _____	SCO _____ _____ _____

Section Three: Specific Curriculum Outcomes

Unit One: Integrated Concepts and Process Skills (ICPS)

Focus

The social studies curriculum has often been viewed as focused on discipline-specific, factual information, where content was an end in itself.

Despite this entrenched focus, when asked by students “Why do we have to know this?” many educators often struggled to provide a cogent answer.

Such an interpretation of social studies is inaccurate.

This unit provides a meaningful answer for both students and educators about the nature and purpose of social studies.

[Social studies is] ... the integrated study of the social sciences and humanities to promote civic competence. ... The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. ...

Civic competence rests on this commitment to democratic values, and requires that citizens have the ability to use their knowledge about their community, nation, and world; to apply inquiry processes; and to employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community.

~ National Council for the Social Studies

It is from this starting point that the context of the unit is established, and its corresponding outcomes:

- 1.0 explain how democratic principles and civic engagement can influence the human experience
- 2.0 analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience
- 3.0 respond to significant issues influencing the human experience

These outcomes are not meant to be a discrete unit of work which is to be allotted a specific amount of time to complete. Rather, they should be integrated with the outcomes in units two through nine.

That said, there will be times when concepts and skills from this unit will have to be unpackaged and explained (e.g.; How is significance determined? see delineation 2.4), but even when doing so it should be done within the context of the course outcomes.

Many teachers will report that the ideas contained in this unit are things they “already do.” Thus, the outcomes and delineations in this unit give legitimacy to what some educators have been doing with students, albeit without the nomenclature stated here.

The purpose of this unit is to provide students with the requisite knowledge and skills necessary to make reasoned and informed decisions that can improve our democratic way of life. This is the essence of civic competence.

Outcomes Framework

GCO 1 Civic Engagement – Students will be expected to demonstrate the ability to make informed and reasoned decisions for the public good as citizens of a diverse democratic society in an interdependent world.

Students will be expected to:

- 1.0 explain how democratic principles and civic engagement can influence the human experience
 - 1.1 explain the principles upon which Canadian democracy is based
 - 1.2 collaborate to achieve a common goal
 - 1.3 be able to act to improve the human experience
- 2.0 analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience
 - 2.1 evaluate evidence
 - 2.2 make comparisons
 - 2.3 determine cause and consequence
 - 2.4 determine significance
 - 2.5 explain perspectives
 - 2.6 make value judgments
- 3.0 respond to significant issues influencing the human experience
 - 3.1 frame questions to focus an inquiry
 - 3.2 gather and organize information
 - 3.3 interpret, analyze, and evaluate information
 - 3.4 develop rational conclusions supported by evidence
 - 3.5 communicate perspectives and conclusions

Social Studies 1202		Social Studies 2202		Social Studies 3202	
1.0	explain how democratic principles and civic engagement can influence the human experience	1.0	explain how democratic principles and civic engagement can influence the human experience	1.0	explain how democratic principles and civic engagement can influence the human experience
2.0	analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience	2.0	analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience	2.0	analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience
3.0	respond to significant issues influencing the human experience	3.0	respond to significant issues influencing the human experience	3.0	respond to significant issues influencing the human experience

Suggested Unit Plan

The range of dates highlighted below emphasize that these concepts, processes, and skills should be throughout the entire year.

September			October			November			December			January			February			March			April			May			June		
	Unit 2 Innovation, Ideas, and Change						Unit 3 Political Change						Unit 4 Economic Change						Unit 5 Conflict, Cooperation, and Change										
	Unit 1 Integrated Concepts and Process Skills																												

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<i>Students will be expected to</i>	
1.0 explain how democratic principles and civic engagement can influence the human experience	The overarching goal of education is to prepare students to become responsible, empathetic and active citizens in this country, our province and in their communities. While this responsibility is spread among all program areas, it is the primary focus of the social studies program.
1.1 explain the principles upon which Canadian democracy is based	This outcome provides opportunity for students to deepen their understanding of the fundamentals of Canadian democracy. The Canadian system of governance, like all democracies, is not perfect but it is based on ideals which have evolved over time. As citizens we benefit from the freedoms granted in the <i>Constitution Act</i> (1982) which are denied to many people on this planet.
1.2 collaborate to achieve a common goal	Therefore, it is of vital importance that as citizens we not take our democracy for granted. Students should develop the understanding that the rights and privileges Canadians enjoy today are the results of the efforts of engaged citizens over many years who desired to shape our country.
1.3 be able to act to improve the human experience	Throughout the social studies program students will, during inquiry into other countries, compare Canadian ideals and standards with other jurisdictions. From this comparison students should be able to <ul style="list-style-type: none"> • identify an element of Canadian democracy that is not enjoyed by citizens in another other jurisdiction, and/or • identify elements of Canadian democracy that may be improved on.
	By the completion of this outcome students should be able to articulate their own vision of what their country should be, and feel optimistic that their actions can help realize that vision and lead to the improvement of the human experience.
	Sample Performance Indicator(s)
	Complete any two of the following tasks:
	<ul style="list-style-type: none"> • Three principles that guide governance in Canada include <i>liberty</i>, <i>democracy</i>, and <i>the rule of law</i>. Briefly explain each principle and provide an example to support your response. • Collaboration is an important ability. Why? Include both an example of collaboration and a non-example of collaboration to support your response. • Identify a problem in your community, province, or in Canada. Describe your preferred future where that problem doesn't exist. What actions would you need to take to achieve your vision?

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Display in the classroom images of individuals or groups who serve as agents of change (past and present). When appropriate, refer to these images as examples that support the ideas that civic engagement can influence the human experience.

Examples of Canadian Women:

- Doris Anderson (1921-2007), writer, editor and activist for women's rights
- Mary Shadd Cary (1823-1893), first black female newspaper editor in North America
- Elsie MacGill (1905-1980), world's first female aircraft designer
- Nellie Letitia McClung (1873-1951), suffragist

Examples of Canadian Men:

- John Alexander Macdonald (1815-1891), worked towards the creation of Canada
- Louis Riel (1844-1885), sought to preserve the rights and culture of the Métis from European encroachment
- Clifford Sifton (1861-1929), as Federal Government Minister who encouraged immigration into Canada in the early 1900s
- Joseph Roberts "Joey" Smallwood (1900-1991), brought the dominion of Newfoundland into the Canadian confederation

Examples of International Figures:

- Bill Gates (1955-present), co-founder Microsoft; philanthropist and humanitarian has donated over \$30 B USD to enhance healthcare and reduce extreme poverty
- Mother Teresa (1910-1997), nun and missionary; founded the Missionaries of Charity whose mission is serve "the poorest of the poor"; in 2012 it had 4,500 sisters and was active in 133 countries

Connection

Teachers may

- When discussing issues faced by citizens in other countries, when appropriate, compare how the issues might unfold if it arose in Canada.

Consolidation

Teachers may

- Provide students opportunity to reflect on "what is" and encourage them to envision "what might be." Encourage students to articulate their ideas.

Resources and Notes

Authorized

Change and the Human Experience, Abridged Edition
(Student Resource [SR])

- pp. 2-9

Change and the Human Experience, Abridged Edition
(Teacher Resource [TR])

- pp. S2-S4

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

1.0 *explain how democratic principles and civic engagement can influence the human experience*

1.1 *explain the principles upon which Canadian democracy is based*

Focus for Learning

Beginning with Kindergarten, students have progressively engaged with the principles and ideals upon which Canada's system of government is based. By the end of Grade Nine, students should have a cursory understanding of the main principles that guide governance in Canada¹, including

- *liberty* – all citizens possess inalienable rights (e.g., freedom of association, belief, and expression); the Constitution Act (1982) articulates and serves to protect the rights of citizens;
- *democracy* – the citizens of Canada are the ultimate source of government's authority; citizens "rule" through open, fair, and regular elections; and
- *the rule of law* – citizens, governments, and all other organizations (both formal and informal) must act within the rule of law (i.e., the law applies to all; no one is exempt).

In the first half of this course students will revisit these principles and ideas as they explore the current organization of government within Canada. For example:

- What are the legal rights of Canadians?
- Are the perspectives of all Canadians represented in Parliament?
- How are the actions of the executive checked in order to prevent any abuse of power?

In the second half of this course students will apply these principles and ideas as they engage with a variety of economic issues. For example:

- In a democratic society, how much should government intervene in the marketplace?
- Should Canadian citizens be guaranteed a minimum level of income?
- Is free trade good for Canadians?

¹ Canada's system of government is a federal parliamentary democracy / constitutional monarchy. However, as the intent is not to focus on the differences among liberal democracies, it is acceptable to use the colloquial expression "democracy" when referring to western liberal democratic governments.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Resources and Notes

Activation

Teachers may

- Display the following quotation made by Lester Pearson (14th Prime Minister of Canada; Nobel Peace Prize Laureate) in 1967.

“... we are still a young nation, very much in the formative stages. Our national condition is still flexible enough that we can make almost anything we wish of our nation. No other country is in a better position than Canada to go ahead with the evolution of a national purpose devoted to all that is good and noble and excellent in the human spirit.”

Pose the following question as a way to help engage students with the idea of Canadian democracy:

- Pearson stated that “*we can make almost anything we wish of our nation.*” What do you want Canada to become?
- What are some examples of “*good and noble and excellent in the human spirit*”?
- Each year thousands of people apply to immigrate to Canada. Why do so many people want to move here?

Throughout the course, return to the question “What do you want Canada to become?” as a means to prompt students to deepen their thinking on how Canada should evolve.

Connection

Teachers may

- When examining issues involving citizens’ / human rights (i.e., liberty) in another jurisdiction, prompt students to compare the experience of citizens in that jurisdiction with what citizens in Canada might experience. When practical, ask students to reference the specific section(s) of Constitution Act (1982).
- When examining issues involving governance, prompt students to identify what courses of action are open to Canadians to voice their concerns or bring about change.
- When examining issues involving the application of law, prompt students to consider if the issue in question is fair / just / moral? If students conclude that the situation is unfair / unjust / immoral, discuss the remedies available (e.g., seek advice from NL Legal Aid Commission, refer to the NL Human Rights Commission, launch a civil claim to compensate for damages).

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

1.0 *explain how democratic principles and civic engagement can influence the human experience*

1.1 *explain the principles upon which Canadian democracy is based*

Focus for Learning

Throughout the high school social studies program students will continue to engage with these principles. For example, in Social Studies 3201 students will respond to issues whereby the perspectives and values of Canadians will be used to guide the development of responses to issues that are inherently complex and multifaceted.

The intent, therefore, of this delineation is to help students develop a frame of reference through which they compare the reality of the world around them against what they understand Canada should aspire to be.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies**Resources and Notes****Consolidation**

Teachers may

- Display the following quote from Winston Churchill, “No one pretends that democracy is perfect or all-wise.” Invite students to respond to the following question, “Is there a better form of government than democracy?”

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p>	
<p>1.0 <i>explain how democratic principles and civic engagement can influence the human experience</i></p>	<p>Social studies, by definition, is an enabling discipline.</p> <p><i>The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.¹</i></p>
<p>1.2 <i>collaborate to achieve a common goal</i></p>	<p>Social studies enables students to act both independently and collaboratively in order to improve the human experience. The notion of improving the human experience is understood in the context of this program to refer to any act that better the well-being² of the community, on any scale – local, regional, national or global.</p> <p>Collaboration is the ability to work together in mutually beneficial ways. In order to work with others to better the well-being of the community and achieve a common goal students must be able to</p> <ul style="list-style-type: none"> • work with others in a respectful and peaceful manner; • collectively “own” the work and be mutually responsible for it; • engage and contribute their fair share; • establish and adhere to group rules / norms (e.g., know when it is appropriate to speak and when it is appropriate to listen); • exercise open-mindedness and flexibility; • learn from and value the ideas, opinions, perspectives contributions of others; • demonstrate a willingness to negotiate and compromise to achieve consensus; and • incorporate feedback, dealing positively with praise and criticism. <p>The aforementioned points are not new to students. However, while these ideas are common to the overall experience of K-12 education in all program areas, in social studies they are of particular importance. Being able to develop as a citizen who can act to improve the human experience requires one to have ownership of appropriate social skills. Therefore, within social studies the ability to collaborate is arguably of even more importance than discipline-based knowledge.</p>
<p>¹ NCSS Task Force on Standards for Teaching and Learning in the Social Studies, 1993, p. 213</p>	
<p>² Well-being includes any outcome that is considered positive and meaningful for those affected.</p>	

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Resources and Notes

Activation

Teachers may

- As a class, develop a set of guidelines / rules to follow when engaged in group activities.
- Before beginning a small group activity remind students of the norms of collaboration.

Connection

Teachers may

- When organizing students to work cooperatively, provide a copy of a scoring guide (sample provided below; adapt to best suit individual needs and goals). Review the criteria with the class to help ensure that all students have a clear understanding of what successful collaboration looks like.

Criteria	Rating			Example(s)
	1	2	3	
I was respectful of my partners' ideas.				
I was on-task.				
I contributed equally to the task.				
I encouraged my partner(s) to fully engage with the task.				
<i>add other criteria</i>				

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

1.0 *explain how democratic principles and civic engagement can influence the human experience*

1.2 *collaborate to achieve a common goal*

Focus for Learning

The suggestions under *Sample Teaching and Assessment Strategies* (column three) frequently include tasks that require authentic collaboration. Examples from this curriculum guide include:

- Organize students into teams to ...
- With a partner ...
- As part of a small group ...
- Invite students to organize ...
- As a class plan and execute ...
- As part of a class discussion ...
- Working in teams of three ...

Teachers may wish to develop social / emotional development assessment tools (e.g., checklist) to provide specific feedback to individual students to help her or him achieve this delineation.

In summary, students should already be able to work collaboratively with others by the time they enter high school. However, within the high school social studies program students are given additional opportunity to develop and refine their collaborative abilities and to further mature their social-emotional intelligence.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Students may

- Reflect on the activity you just completed with your partner / group. Respond to one of the following journal prompts:
 - I positively contributed to the activity when I ...
 - In hindsight, while working on this activity I could have been a better partner / group member if I had ...

Note: An exit card could be used instead of a journal.

Self-Reflection 3-2-1
<p>3 things our group did a good job with today:</p> <p>A.</p> <p>B.</p> <p>C.</p>
<p>2 things I did that demonstrated I was open-minded:</p> <p>A.</p> <p>B.</p>
<p>1 thing I will do in the future to encourage my group to think more deeply about our task:</p> <p>A.</p>

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

1.0 *explain how democratic principles and civic engagement can influence the human experience*

1.3 *be able to act to improve the human experience*

Focus for Learning

Throughout the social studies program students frequently engage with events and issues that they may decide were, or are, inappropriate or unacceptable (e.g., racial discrimination, poverty, war). As part of these discussions students construct or revise their mental schema of what they believe the world “should” look like. Sometimes this is referred to as a student’s vision for a “preferred future.”

In addition to examining events and issues that they find troubling, students also engage with events and issues involving positive societal change. For example, when investigating the evolution of social benefits in Canada, students might explore the introduction of child welfare and workers rights legislation at the turn of the 20th century, the introduction of income tax to fund the war effort and some of its consequences such as the creation of pensions for disabled soldiers, the introduction of the Old Age Security Act in the 1920s, the implementation of the Unemployment Insurance Act, the regulation of industrial relations, veterans pensions, land settlement, rehabilitation and education in the 1940s, and the introduction of the Canada and Quebec Pension Plans and Medicare in the 1960s.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Resources and Notes

Activation

Teachers may

- While investigating a problem or an issue invite students to identify what they feel is wrong or inappropriate. Next, ask students to envision and propose a better situation or outcome.

<p><i>We don't like ...</i></p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>Problem or Issue</p>	<p><i>We would prefer ...</i></p> <p>1.</p> <p>2.</p> <p>3.</p>
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Connection

Teachers may

- Once students have identified a solution to a problem or a preferred response to an issue, invite them to outline the steps / actions that would be necessary to solve the problem or respond to the issue. A graphic organizer may be helpful.

Action Planner

Goal:			
Action(s) to be Taken / Task(s) to be Completed	Person / Group Responsible	Resource(s) Needed	Due Date
1.			
2.			
3.			

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

1.0 *explain how democratic principles and civic engagement can influence the human experience*

1.3 *be able to act to improve the human experience*

Focus for Learning

It is the idea that people can improve the human experience that serves as the focus of civics within social studies. The selection of specific events and issues help to inform students' understanding that they can change their world into something they believe is better than what exists.

The regular investigation of examples of positive societal change should help each student develop their own sense of agency – whereby the student feels they are able to realize personal and group goals.

This social studies program contains many opportunities for students to reflect on and imagine how an issue may be addressed in order to improve the human experience. It is important to plan for sufficient time for students to engage in these activities. The integrative nature of these activities also means that multiple outcomes are addressed, including SCO 2.0 and SCO 3.0 from this unit.

Finally, it is important to clarify that while this delineation is intended to prepare students to be “able to act” it respects the principles upon which Canadian democracy is based, notably that of liberty, and thus respects the right of one to not act if they so choose.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Teachers may

- Once students have developed a plan to solve a problem or address an issue invite them to undertake a risk assessment / analysis:
 - Identify issues (risks) that could potentially interfere with the implementation of the solution / response.
 - For each risk identified determine how it may be either eliminated or mitigated.

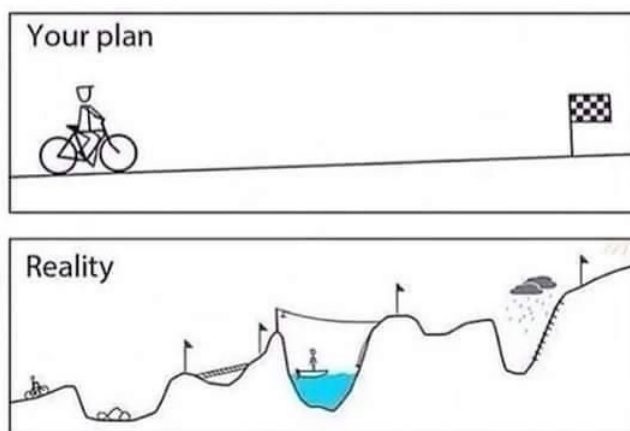
Note: If students identify many risks it may be useful to use a matrix to evaluate each risk. This will allow students to focus their time and attention on the areas that pose the greatest threat.

RISK ANALYSIS MATRIX
 classify each risk to evaluate the
 magnitude of its consequences and the probability of it occurring
 (e.g., drones flying near airports)

PROBABILITY	High	moderate	high	extreme	extreme
	Med	moderate	moderate	high	extreme
	Low	low	low	moderate	high
	V Low	low	low	moderate	moderate
		V Low	Low	Medium	High
		MAGNITUDE			

Students may

- Analyze images that depict plans going awry. What can be learned from this analysis?



Source: <https://www.kent.ac.uk/careers/sk/skillsactionplanning.htm>

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<i>Students will be expected to</i>	
2.0 analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience	<p>Social scientists apply a range of concepts and processes as they work to better understand the human experience.</p> <p>The social studies program identifies and focuses on six separate, but interrelated concepts or forms of analysis:</p> <ul style="list-style-type: none"> the use of <i>evidence</i> – our shared understanding of the world is based on data that can be validated
2.1 evaluate evidence	<ul style="list-style-type: none"> making <i>comparisons</i> – in order to understand something it is useful to look for similarities, differences, patterns or trends among datum
2.2 make comparisons	<ul style="list-style-type: none"> understanding causality – every action is a function of at least one stimulus
2.3 determine cause and consequence	<ul style="list-style-type: none"> discerning what is <i>significant</i> – one cannot know everything, therefore we have to use criteria to tease apart the human experience, separating the more important from the apparently less important
2.4 determine significance	<ul style="list-style-type: none"> accounting for varied <i>perspectives</i> – in any group a range of differing views can coexist, thus something may be both right and wrong depending on one's viewpoint
2.5 explain perspectives	<ul style="list-style-type: none"> understanding how the actions of individuals and groups are shaped by values – rational adults seldom act randomly; whether one is aware of it or not, actions are guided by ideas and ideals
2.6 make value judgments	<p>These concepts and processes should be used to guide decisions around how to engage students with the curriculum outcomes of the social studies program.</p> <p>By the completion of this outcome students should be able to apply these concepts as they engage in the exploration of the human experience.</p>
	<p>Sample Performance Indicator(s)</p> <p>For a given news story, explain how each of the forms of analysis may be used to guide an inquiry. Include two sample questions that could be used with each form of analysis.</p>

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Activation

Teachers may

- When introducing a topic, have students participate in a gallery walk. At each station have an identified area of focus (e.g., cause and consequence). Ask students to add two focus-related questions that they feel should be investigated.

Connection

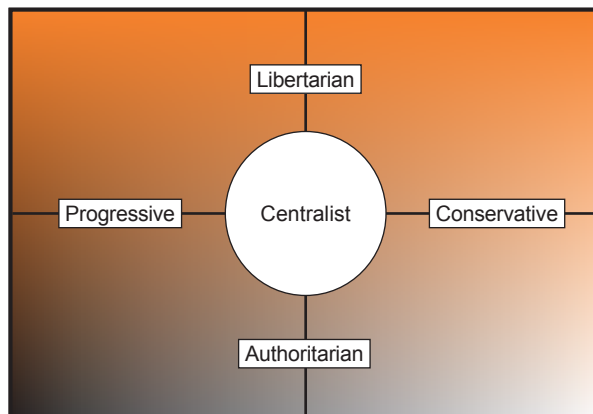
Teachers may

- When students are addressing issues (e.g., orally in classroom discussion; as part of a written assignment) require that they use analysis-specific graphic organizers to record and organize their thinking. *Note: Sample graphic organizers are provided throughout this curriculum guide. For example:*

Evaluate Evidence

Issue	Claim (facts)	Evidence	Evaluation

Make value judgments



Consolidation

Teachers may

- When students are creating position papers or responding to an issue remind them to “double check” that they have applied all of the forms of analysis that are applicable to the matter under investigation.

Resources and Notes

Authorized

Change and the Human Experience, Abridged Edition (SR)

- pp. 10-15

Change and the Human Experience, Abridged Edition (TR)

- pp. S4-S5

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

2.1 *evaluate evidence*

Focus for Learning

Social studies, as a social science discipline, is interdisciplinary in nature. However, like the areas of study that make up social studies, it is based on the use of evidence. Consider the following examples:

- economics – sales data is used to determine the impact of marketing on consumer choice
- geography – census data is used to determine dependency ratios which will inform provincial government spending priorities in relation to education for children and health care for the elderly
- history – the motives of Prime Minister Pearson for the introduction of the Canada/Quebec Pension Plans can be understood by an examination of public and private documents, and through interviews with individuals involved in the preparation of the legislation
- political science – the laws and constitution of a country are examined to determine the degree to which it has endorsed the principles set out in the UN Declaration of Human Rights

It is important to make this point as some individuals may feel that social studies merely involves the expression of one's opinion, and as such there is no "right" or "wrong" as everyone is entitled to an opinion. It is vital for students to understand that the search for and establishment of factual evidence is key to the development of supported or substantiated opinions which can be defended and upon which important decisions can be made or conclusions drawn.

The starting point of inquiry is the evaluation of evidence.

In social studies, students have often been expected to locate information to answer factual questions (e.g., the date of Confederation). However, students also need to use (e.g., interpret) information as they construct / formulate reasoned judgments (e.g., should Canada ban the use of nuclear sources of energy).

The degree to which a question can be answered or a reasoned judgment constructed is a function of the *quantity* and *quality* of the information available:

- quantity – the more data available the more definitive the conclusion, as various sources can support / validate each other; for example, which conclusion is more likely to be reliable:
 - A – three consistent witness statements and a corroborating video of the event
 - B – a social media posting based on a second-hand report (i.e., not an eye-witness)
- quality – the accuracy and credibility of data will also influence the reliability a conclusion; for example, which source is more likely to be accurate and/or believable:
 - A – a video recording of an accident
 - B – a word-of-mouth statement from a relative of the person denying responsibility for an accident

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Resources and Notes

Activation

Teachers may

- Help students develop a standard routine when beginning an inquiry or discussing an issue. For example, ask students to
 - identify the claim / assertions,
 - identify the supporting evidence, and
 - evaluate the evidence.

A standard template or graphic organizer may be helpful in allowing students to articulate and organize their thinking.

Issue	Claim / Assertion	Evidence	Evaluation

A version of the questions / template could be displayed somewhere in the classroom as a prompt for students as they begin an inquiry into an issue.

Connection

Teachers may

- When debating two positions / perspectives on an issue, provide students with a scoring scale to assess the quantity and quality of information used by each party.

Position / Perspective:		
Source	Quantity	Quality How accurate / reliable is the information it contains?
		(low) 1 2 3 4 5 6 7 8 9 10 (high)
		1 2 3 4 5 6 7 8 9 10
		1 2 3 4 5 6 7 8 9 10
		1 2 3 4 5 6 7 8 9 10
		1 2 3 4 5 6 7 8 9 10

Continued

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

2.1 *evaluate evidence*

Focus for Learning

Students should develop habits of mind where they

- demand sufficient evidence before answering a question or drawing a conclusion;
- withhold judgment where one cannot answer a question or draw a conclusion because evidence is insufficient or ambiguous; and
- revise a conclusion based on new evidence, thus demonstrating open-mindedness and flexibility.

The ability to work with a variety of sources is not new to students, nor restricted to social studies. For example, in the English Language Arts program students routinely assess various types of written, visual or other types of sources. Thus, the social studies program provides further opportunities for each student to further deepen their ability to evaluate evidence.

Possible sources of evidence include:

- art works
- audio recordings
- diaries
- informational texts
- interviews
- maps
- newspapers
- photographs
- receipts

The following questions may serve as starting points for students when evaluating sources of evidence:

- Reliability – Who is the author? Were they present at the event?
- Motive – Why was the source created? What bias might the author have?
- Credibility – What is the relationship between the author of the source and the subject / issue being examined?

Additionally, certain sources may have specific questions or standards to guide analysis and interpretation.

Students should make use of general and, if appropriate, specific criteria when evaluating evidence.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Students may

- Select and utilize appropriate criteria for assessing a source.
For example, the following may be used when evaluating visual evidence, such as a photograph.
 - Describe the setting and time.
 - Identify the people and objects.
 - How are things arranged in the visual?
 - What's happening in the visual?
 - What is not happening or is omitted from the visual?
 - Was there a purpose for making this visual?

Consolidation

Students may

- Evaluate primary sources using appropriate criteria. For example:

Criteria	Example / Reference	Degree of Credibility <i>Low ... High</i>
<i>Authorship</i> : In what way(s) is this person qualified to be a primary source		
<i>Bias</i> : Does the author have a vested interest in the event / issue?		
<i>Inclusive</i> : Does the author consider and, if appropriate, include other or conflicting perspectives?		
<i>Logic</i> : Does the source make use of appropriate cause-and-effect relationships?		
<i>Plausible</i> : Is the explanation within the source probable and/or reasonable?		

- Evaluate secondary sources using appropriate criteria. For example:

Criteria	Example / Reference	Degree of Credibility <i>Low ... High</i>
Sources are credible		
Relevant information is included		
Sufficient number of sources used		
Alternative perspectives are identified		

Resources and Notes

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

2.2 *make comparisons*

Focus for Learning

The ability to make a comparison and observe either similarity or difference is an important skill with relevance for daily living. Also, making comparisons is a common, and natural, starting point for inquiry.

More specifically, within social studies the ability to identify continuity and change is one of the primary ways a person constructs an understanding of different times (history), different places (geography), and different systems (economics and politics).

At the most basic level, making comparisons allows one to differentiate between alternatives and make a reasoned choice or judgment. For example, comparing fuel economy or purchasing price between two automobiles would inform the decision-making process.

On some occasions the identification of difference or similarity can be quite simple. In the matter of differentiating between automobiles based on fuel efficiency, the data may be readily available (e.g., published by the manufacturer and displayed on advertisements for the vehicle). However, on other occasions more time and effort may be needed if what is being compared is complex, such as when comparing two production operations (e.g., comparing the production of Ford and Rolls-Royce automobiles).

The use of graphic organizers (e.g., Venn diagram) enables students to organize their observations, which may be especially important if the comparison is complex and / or multifaceted.

While making a comparison may be an end in itself, comparison frequently leads to further inquiry. Consider the following scenario:

- A student typically scores 80-90% on their social studies unit tests. However, on the most recent test the student scored 40%.

This scenario may lead to additional questions involving comparison, such as :

- Was the test harder than usual?
- How did other students perform on the test?
- How did other students perceive the difficulty of the test?
- Was there an equal degree of preparation for the test?

Other questions may also emerge that drive inquiry towards the application of other forms of analysis. For example, the following questions relate to cause and consequence (see delineation 2.3):

- Why did this student do so poorly on the test?
- Was the student sick?
- Did the student forget that there was a test?
- Was there a problem with the test itself?

Likewise, sometimes a question may bridge multiple forms of analysis. For example, the question “How did other students perceive the difficulty of the test?” involves not only making comparisons, but also explaining perspectives (see delineation 2.5)

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

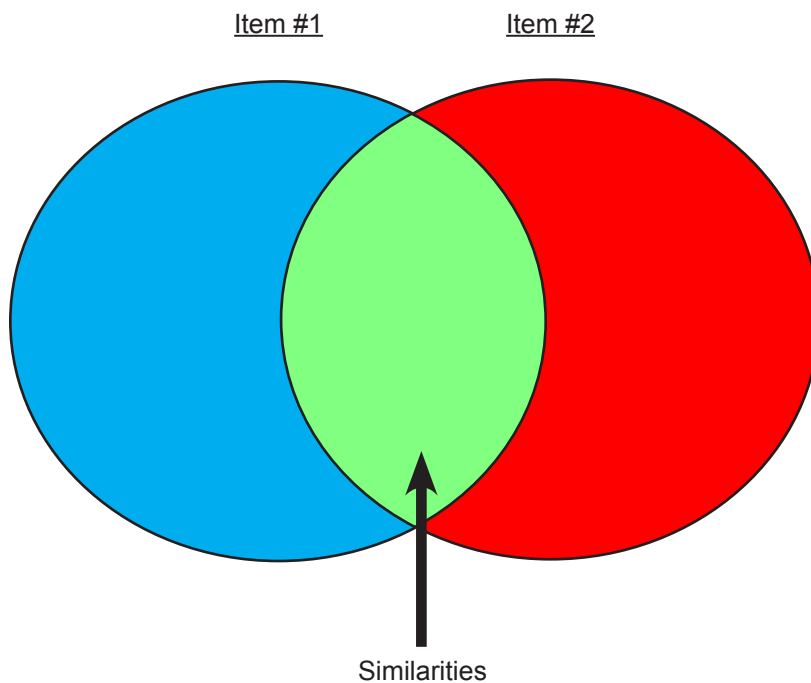
Resources and Notes

Activation

Teachers may

- When beginning to make a comparison, use a graphic organizer to help record and organize students' observations. There are a variety of organizers that can be used.

Organizer #1



Organizer #2

<u>Item #1</u>		<u>Item #2</u>
Different	Similar	Different

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

2.2 *make comparisons*

Focus for Learning

Thus, inquiry can take on a life of its own.

When making comparisons and observing differences students should be encouraged to generate an array of follow-up questions to drive further inquiry. Even what may appear to be “out-there” (extreme or unusual) questions can lead to deeper understanding.

In addition to stimulating student curiosity and validating student interest, the questions asked by students are revealing in that they provide some insight into students’ interests and perspectives. Furthermore the sophistication (degree of complexity) of the questions posed by students can be helpful in determining the cognitive level at which a student is interacting with the task at hand. Teachers can and should leverage these insights to guide instruction and deepen student engagement.

It is also important to note that if a comparison indicates that there is little or no difference, students should not assume that there was an absence of factors which account for this continuity. Instead, students should just as readily ask “What accounts for this similarity / constancy?”

As students explore the reasons for constancy they may discover that there were forces that could have led to change, but were countered by opposing forces. For example, the fact that women did not receive the right to vote in Switzerland until 1971 does not mean that women (and men) in that country were not advocating for change. Rather, it speaks to the dominance of men in denying the extension of the franchise to women, and to the difficulty in making constitutional change in Switzerland.

Students should understand that:

- Change and continuity are ever present.
- Change can occur at different rates
- Change and continuity can be both positive and negative.¹
- Comparisons can be made over time and space.
- Comparisons can be made between people and place.

¹ Students should not assume that change is “good” or that continuity is “bad”. Frequently we associate innovation with positive change – typically with reference to things that make our lives easier. However, not all innovation is entirely beneficial. For example, while fast food restaurants are convenient for busy people, they contribute to increased rates of heart disease and diabetes.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

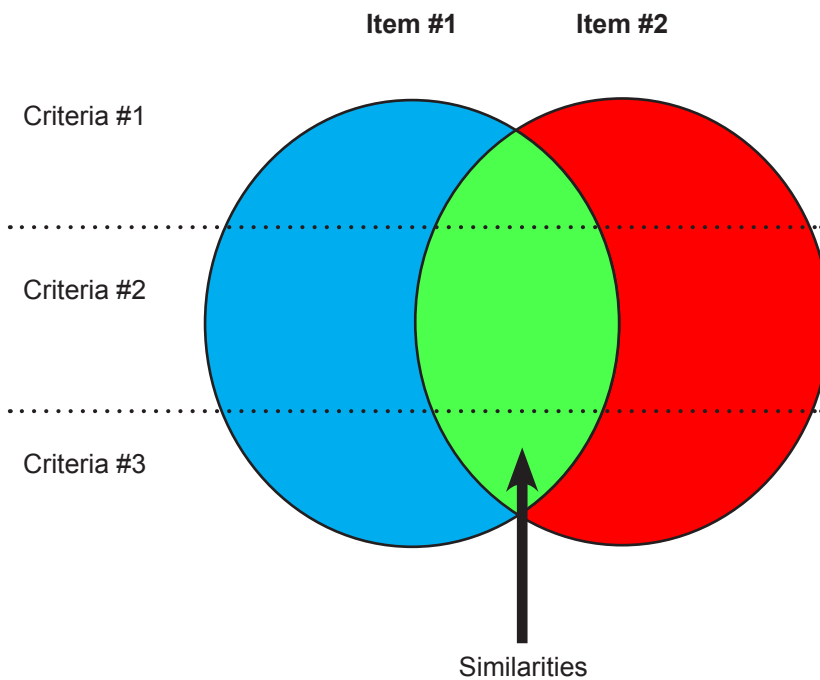
Resources and Notes

Connection

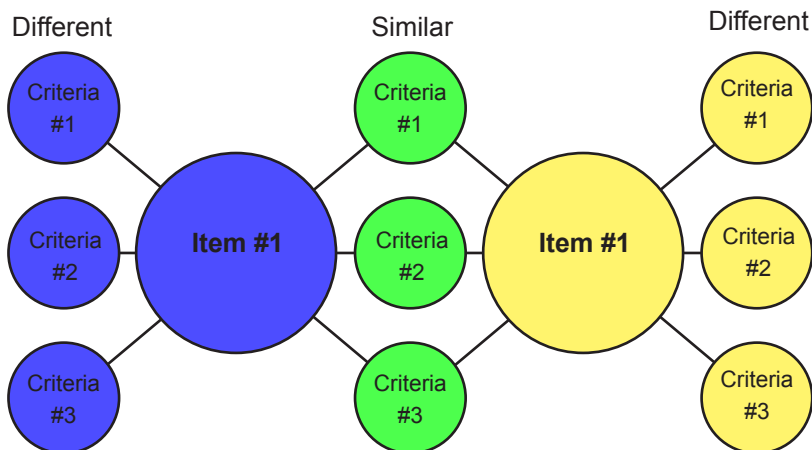
Teachers may

- When making comparisons that involve more than one criteria, use an appropriate graphic organizer to record and organize students' observations.

Organizer #1



Organizer #2



Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

2.2 *make comparisons*

Focus for Learning

Students should continue to improve their ability to

- identify what has changed,
- describe how it has changed, and
- investigate to determine why change has occurred.

Finally, a useful way to help students deepen their understanding of an event, idea, issues, or trends is to make a comparison in the form of an analogy. Reasoning by analogy is especially useful if the analogy is familiar to students, or is very concrete. This allows for an easier investigation of unfamiliar and / or abstract ideas. Consider the following scenario, where a teacher is introducing the topic of government budgeting and fiscal responsibility.

Let's try to understand the challenges of government budgeting by comparing it to budgeting for a family with children:

- Assume that the parents have divided up their main expenses into the following categories:
 - cleaning and maintenance
 - food and health
 - mortgage
 - savings
 - transportation
- The parents assign a set amount of money for each category each month. Any money that is left over goes into savings.
- Usually \$500 per month goes into savings; currently there is \$1500 in savings.
- In September a variety of things went wrong:
 - the vacuum clean broke and will cost \$500 to repair (cleaning and maintenance)
 - baby Suzie was diagnosed with a rare disease and medicine, which costs \$500 per month, is not covered by insurance (food and health)
 - the price of milk increased, causing the cost of groceries to increase by \$100 per month (food and health)
 - the car's engine seized up due to lack of oil, a rebuilt engine will cost \$2500 (transportation)
- What issues have arisen? How would you go about solving these problems? What will be the consequences?
- Relate this to government, in general terms:
 - Under what categories do governments typically budget money?
 - Do governments face unexpected expenses? Provide examples. How do they address these unexpected events? What are the consequences of unexpected occurrences?
- Does this analogy give you a deeper insight into the challenges that government's face?

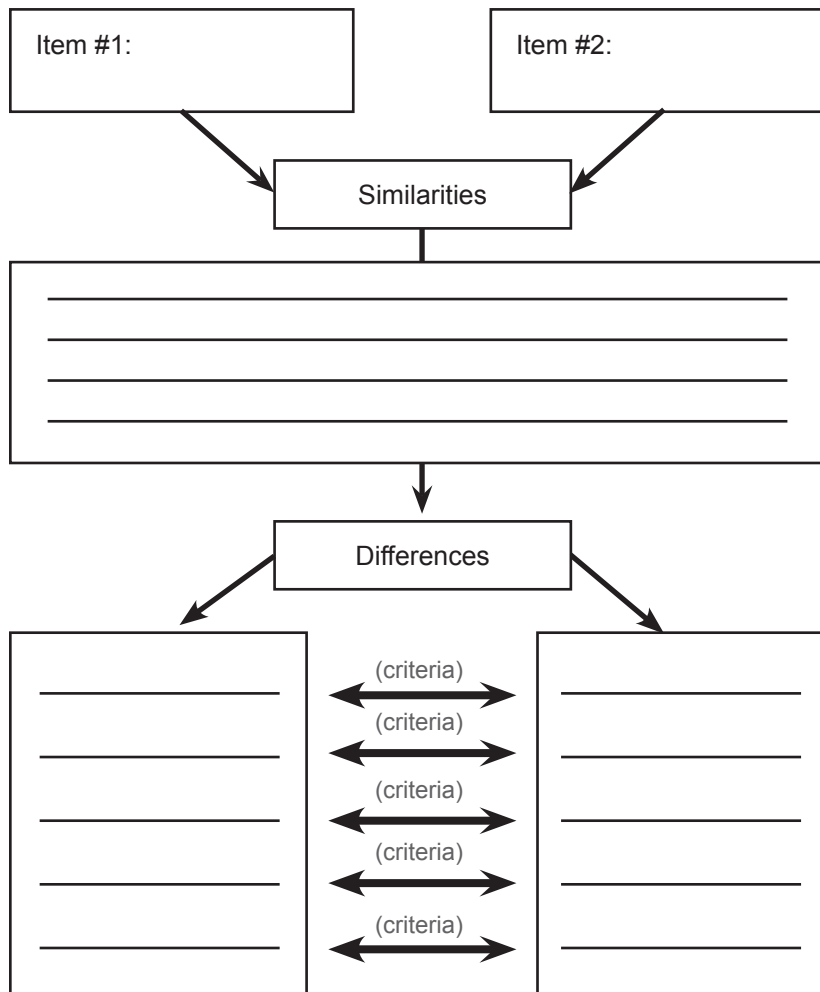
It should be noted with students that analogies are limited and, therefore, are best used as a starting point for inquiry.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Resources and Notes

Organizer #3



Consolidation

Students may

- Create an analogy that better helps one to understand a complex situation / issue.

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p>	
<p>2.0 <i>analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience</i></p>	<p>Perhaps the most important form of analysis used in the social sciences is the identification of cause and consequence.</p> <p>In order to understand an event, idea, issue, place or trend it is necessary to be aware of the forces that have influenced or led to it, as well as the results of those influences.</p>
<p>2.3 <i>determine cause and consequence</i></p>	<p>In general terms, the causes of an event can be classified as either</p> <ul style="list-style-type: none"> • immediate causes, or • underlying influences.
	<p>Immediate causes are the forces which contributed to / result in a particular event actually occurring. For example, if someone was driving above the speed limit on a rainy evening and had a car accident, we could argue that the immediate causes of the accident were excessive speed and slippery driving conditions. But were there any underlying influences? Perhaps there is a growing tendency by people to rush or “be in a hurry”? Or perhaps the roads in the area were not well maintained and contained an excessive number of ruts due to ongoing budget cuts resulting from a downturn in the local economy.</p>
	<p>The consequences of an event can be classified as either</p> <ul style="list-style-type: none"> • anticipated consequences, or • unanticipated consequences.
	<p>To return to the previous example, the driver of the car might have foreseen that travelling at high speed on a rainy night might result in an accident. This is an example of an anticipated consequence. In contrast, when European explorers “discovered” North and South America, and began exploiting the resources they contained, no one anticipated it would result in the deaths of millions of native Americans and the establishment of entirely new ways of life. This is an example of an unanticipated consequence.</p>
	<p>Additionally, consequences can be further classified as either short-term or long-term.</p>
	<p>Students have explicitly used this form of analysis since Grade 3. During high school it should be applied by students as a matter of habit, and without teacher prompting.</p>

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

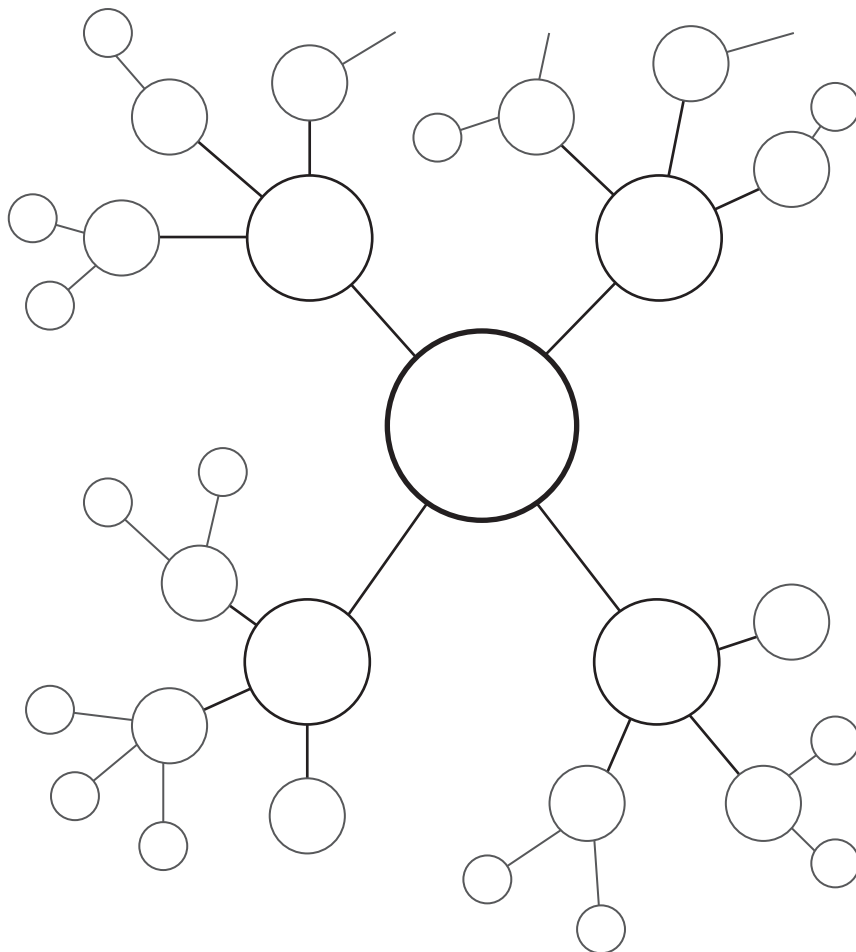
Resources and Notes

Activation

Teachers may

- Introduce a topic using the question “What might be the consequences of ... ?”
 - Provide students with two or three minutes to create an idea web where they record their initial thoughts before engaging in a small- or whole-group discussion.
 - Conduct a group discussion and ask students to share their ideas.
 - During the group discussion the facilitator should create an idea web, adding ideas from group members.
 - If the same idea is raised multiple times, use tally marks (or some form of colour coding) to identify the commonalities in thinking among group members.

Note: The web can be added to throughout the exploration of the topic; ideas that were accurate can be shaded green while ideas that were inaccurate can be shaded blue.



Integrated Concepts and Process Skills

Outcomes

Students will be expected to

- 2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*
- 2.3 *determine cause and consequence*

Focus for Learning

The identification of cause and consequences may be one of the easiest forms of analysis for students to understand. From the earliest months of their lives students have experience with applying the concept of causation. For example, students learned that if they wanted the help of adults (e.g., for food, cleaning, or comfort) they could cry, and attention would soon follow and their demands would be met. However, within the domain of cause and consequence there are two common fallacies that students need to be aware of, both in terms of their own thinking and in the evaluation of the arguments by others.

- *The post hoc fallacy* – Derived from the Latin phrase “post hoc ergo propter hoc” (meaning “after this, or therefore because of this”) sometimes people assume that because one event (A) was followed directly by another event (B) that event (A) caused event (B). This is common error in logic. Frequently, two successive events may be completely unrelated. For example, a rooster wakes up in the early morning and crows. Moments later the sun rises. Did the rooster’s crowing cause the sun to rise?



Illustration by Randolph Caldecott (1887)

base on an engraving by Edmund Evans

Creative Commons (source: https://en.wikipedia.org/wiki/Edmund_Evans)

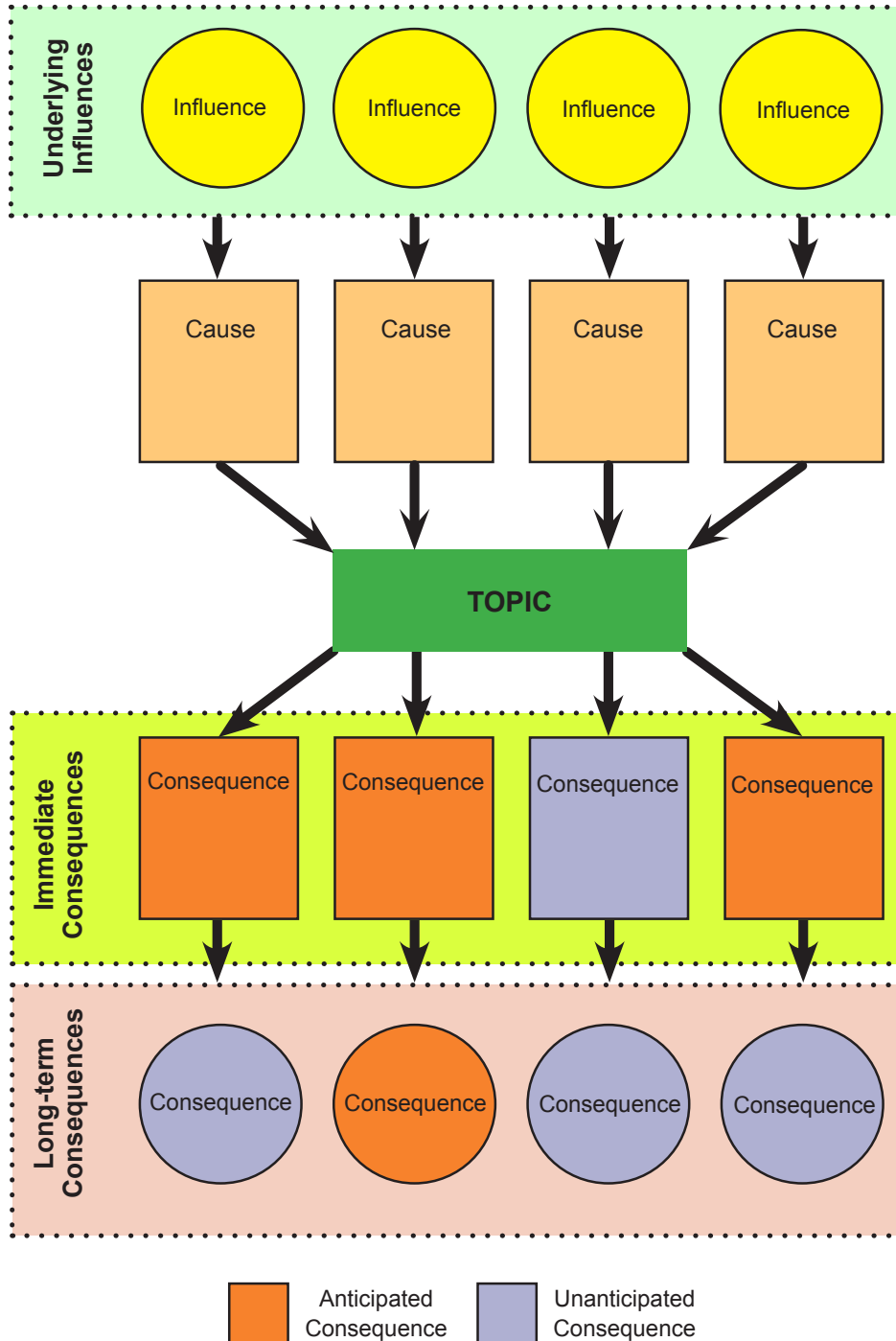
Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Connection

Students may

- Complete a graphic organizer to summarize the causes and consequences of a topic under investigation.



Resources and Notes

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

2.3 *determine cause and consequence*

Focus for Learning

- *The fallacy of single causation* – A similar error in logic occurs when it is assumed that there is a single, simple cause or explanation for an outcome when in reality it may have been the result of a number of contributing causes. The car accident noted earlier in this section is a good example, as the accident was likely the result of at least two causes.



Creative Commons (source: <https://pixabay.com/p-83008>)

Finally, coupled with identifying cause and consequence is the notion of prediction / speculation.

It is appropriate to ask students to predict or speculate what may be the possible outcome(s) of a particular cause (e.g., event, idea). When making a prediction / speculation, students should be encouraged to use past knowledge to inform what they estimate will occur.

One of the benefits of this pedagogic activity is the deepening of students creativity. When invited to speculate, without restrictions, students can explore new realms and ideas.

Additionally, student engagement can be increased by regularly asking questions related to speculation and the application of cause and consequence. Classic stems to begin speculation include:

- What might happen if ...
- Let's assume that ...
- Imagine ...

Integrated Concepts and Process Skills

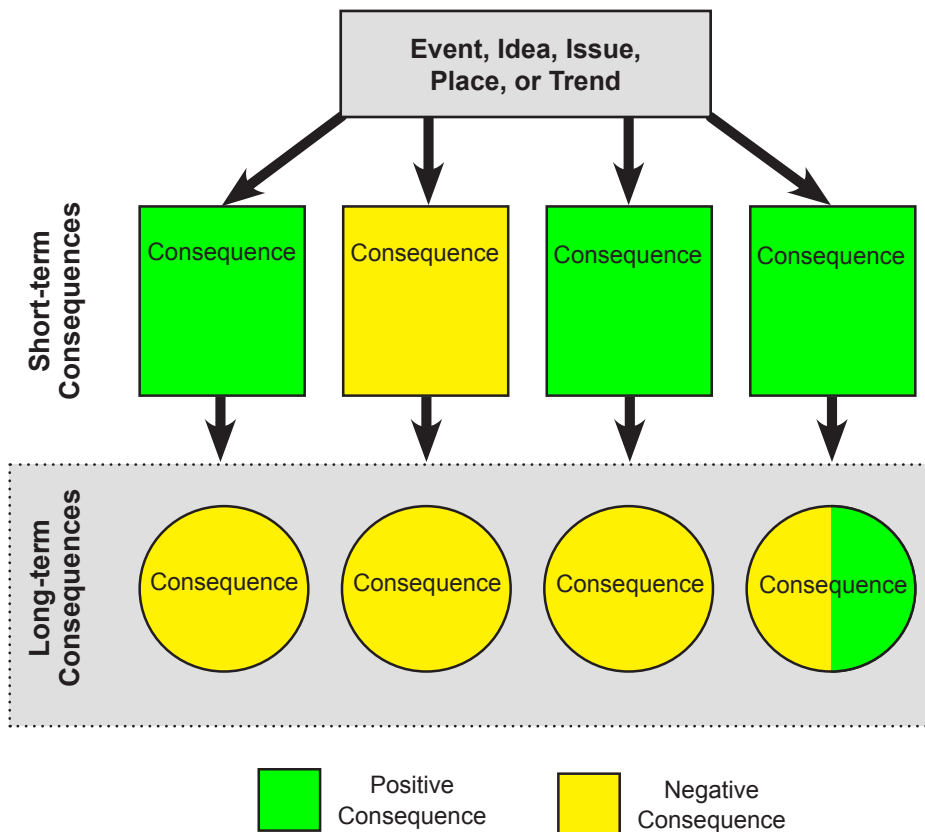
Sample Teaching and Assessment Strategies

Consolidation

Teachers may

- Invite student to evaluate the consequences of an event, idea, issue, place, or trend. Use colour to classify each consequence.

Note: The process of evaluating consequences overlaps with delineations 2.4, 2.5, and 2.6.



Note: The connecting arrows between short-term consequences and long-term consequences are not intended to imply a direct relationship. Similarly, students may observe that one or two long-term consequences contribute(d) to another level of consequence.

Resources and Notes

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

2.4 *determine significance*

Focus for Learning

Why do we learn about certain topics, but not others? Are all topics equally important? Who decides that something is “important”? What should we teach students? How do we answer students when they ask, “Miss/Sir, why are we learning about this?”

The criteria used to select what and who should be remembered, researched, taught and learned varies according to setting. We put effort into learning about and remembering that which others identify as significant, but how are those choices made?

In the context of the social sciences, information, events, ideas, issues, places, and trends are said to be significant if there are deep consequences (magnitude) for many people (scope) over a long period of time (duration).

At the high school level, students should be able to apply the criteria of magnitude, scope, and duration to determine the relative importance of a given scenario.

Additionally, students should understand that something may be considered significant if it is revealing – that is to say, it “sheds light” on a topic. For example, there may be little that was unique about the way the inshore fishery was conducted in Upper Island Cove during the 1800s, but by studying about this particular experience, insight may be gained about the nature of the inshore fishery as a whole at that time period.

Determining what is significant becomes increasingly complex when we consider the influence of *time* and *perspective*. Consider the following:

- the influence of time:
 - In the 1920s the First World War was believed by many people to be the most tragic war in history.
 - However, in the 1950s the consequences of the Second World War were so profound that many felt that it was the most tragic war in history.
- the influence of perspective:
 - Confederation with Canada, many would argue, was the most significant event in the lives of Newfoundlanders and Labradorians during the second half of the 20th century.
 - However, this event might not be considered as significant by those whose lives were uprooted by resettlement programs between 1954 and 1975.
 - Similarly, while the history and heritage of the inshore fishery of the 1800s is important to Newfoundlanders and Labradorians, it is not particularly important to other Canadians.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Connection

Teachers may

- When determining significance invite students to use a rating scale to assess each criterion.

CRITERIA	EVENT #1	EVENT #2
Magnitude <i>How were people affected?</i>	Evidence: • • • Score: _____	Evidence: • • • Score: _____
Scope <i>How many people were affected?</i>	Evidence: • • • Score: _____	Evidence: • • • Score: _____
Duration <i>How long have people been affected?</i>	Evidence: • • • Score: _____	Evidence: • • • Score: _____
TOTAL		
<div> <div>Low</div> <div>Moderate</div> <div>High</div> </div> <div>0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10</div>		

Resources and Notes

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

2.4 *determine significance*

Focus for Learning

The ability to establish significance is a critical concept in social studies. It enables students to assess for themselves why information, events, ideas, issues, places and trends are worthy of study.

This form of analysis is integral in fulfilling the aim of the social studies program:

[The social studies program is designed] ...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.

Foundation for the Atlantic Canada Social Studies Curriculum

Finally, it is important to emphasize that the focus of this outcome is on the development of skills. Given that determining significance is arguably the most complex of the analytic skills in outcome 2.0, teachers should pay particular attention to *how* a student determines significance – the final answer is not necessarily as important as the development of the student's ability to apply the criteria of magnitude, scope and duration, while being mindful of the influence of time and perspective. Put another way, in mathematics a student may obtain the correct answer, yet the teacher will want to see the calculation which led to the correct response. By the same token in social studies, a student's determination of significance must be grounded in the application of three criteria

- magnitude,
- scope, and
- duration.

These criteria should be clearly evident to the classroom teacher by what is said, displayed or written.

Determining significance provides students with the opportunity to think deeply about subject matter, as well as the ability to formulate reasoned judgments, based on criteria (i.e., to think critically).

*Integrated Concepts and Process Skills***Sample Teaching and Assessment Strategies****Resources and Notes****Consolidation**

Teachers may

- Organize students to debate the following propositions:
 - Some of the criterion used to determine significance are more important than other criterion in specific cases. (e.g., Event #1 is more significant than Event #2 even though Event #1 involved one person, while the Event #2 involved 100 people.)
 - Criteria other than magnitude, scope, and duration can be used to determine significance. (e.g., If a resource is renewable or non-renewable.)

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p>	
<p>2.0 <i>analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience</i></p>	<p>Perspective is concerned with understanding how people view information, events, ideas, issues, places, and trends. The challenge for the student is to suspend his or her frame of reference and instead, view the matter at hand in terms of other points of view.</p>
<p>2.5 <i>explain perspectives</i></p>	<p>Once a perspective has been identified, students should also consider the various forces which influenced the development of that point of view, such as culture, values and experience. For example, the question “Why might the person / group hold this view?” guides inquiry leading students to use the concept of causation (see delineation 2.3). Additional questions may include:</p> <ul style="list-style-type: none"> • Who will be affected by this decision? What are their views? Why might each affected party view the situation that way? • How might a person living in another country view this problem? Why might they see it that way? • Why did people living in that time period feel that this action was appropriate? • How might geographic factors have influenced their perspective? <p>This would apply both when students are thinking in temporal terms (i.e., persons living in another time period) and in spatial terms (i.e., persons living in a different place).</p> <p>When considering historical events, students need to understand the importance of avoiding presentism (i.e., the application of present-day ideas and perspectives on depictions or interpretations of the past). Students need to develop an understanding of the prevailing ideas and attitudes of the time period under investigation. When students investigate the past it enables them to do more than understand another person’s point of view. Students are also able to gain a sense of the culture which shaped the actions and behaviours of people living at that time.</p> <p>In a similar way, students should suspend their own cultural values and ideals when exploring other places. Students need to be afforded opportunity to develop “a sense of place” wherein they come to appreciate the cultural and physical influences at work in the lives of others. This is particularly important as students develop the ability to be mindful of the geographic context in which an investigation occurs.</p>

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Resources and Notes

Activation

Teachers may

- When beginning a discussion invite students to identify the stakeholders (i.e., those who would be affected by / interested in the event, idea, issue, place or trend).

Connection

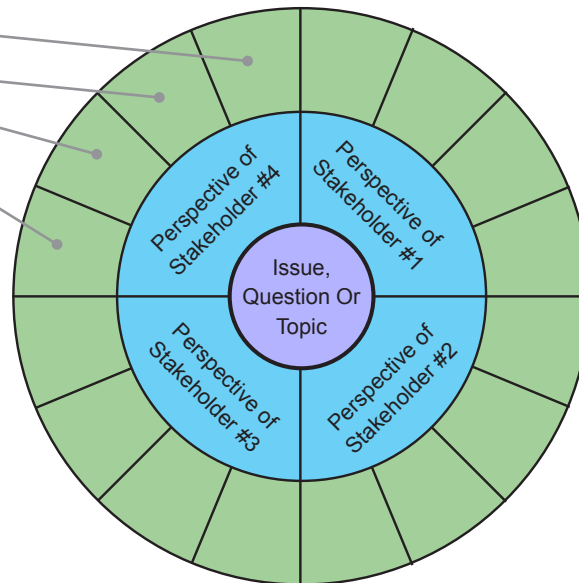
Teachers may

- During discussion use a pie-type chart to record the perspectives of stakeholders. Once perspectives have been recorded, identify the various forces that influence(d) the perspective of each stakeholder.

Influences

Consider how the following factors may influence a stakeholder's perspective:

- cultural / social
- economic
- geographic
- political



Consolidation

Teachers may

- Following the identification and exploration of the perspectives of stakeholders, analyze the data to identify similarities and key differences among stakeholders.

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

2.6 *make value judgments*

Focus for Learning

Sometimes inquiries in social studies raise questions related to ideas of right and wrong, good or bad, or community standards. This requires that students wrestle with the ethical and moral dimensions associated with information, events, ideas, issues, places, or trends.

All human beings face ethical and moral dilemmas. By way of systematic exposure to age-appropriate scenarios, students should develop their reasoning abilities and become equipped to wrestle with, and respond to, issues that have ethical or moral dimensions more effectively.

Taking time in the classroom to help students develop this ability is part of the process of enabling students to meet the intent of outcomes 1.0, 2.0 and 3.0. The unfortunate reality of the human experience is that during one's lifetime an individual will most likely need to respond to a variety of difficult dilemmas that have deep and personal consequences. Examples that support this argument include:

- Is it ever appropriate to lie to one's family or friends?
- For whom should you vote in an election?
- What values and ideals will you look for in a potential spouse?
- How should one act if they are aware that their unborn child will live a short and painful life due to an incurable disease?
- Is it appropriate to use corporal punishment with children.
- If you observe someone in distress, and are able to help, must you help that individual?
- Do you have an obligation to help those in need?
- As your parents age, how much support should you provide to them?

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Resources and Notes

Activation

Teachers may

- During class discussion, when appropriate, ask students what they feel is important about the topic. Then ask them to explain their reasoning.

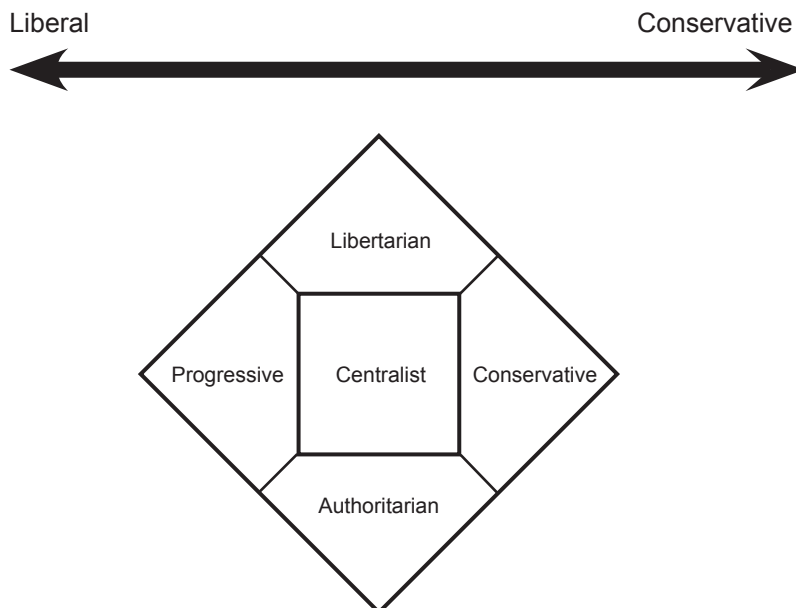
Students may

- When investigating a case study or scenario, use probing questions to identify possible hidden influences. Questions may include:
 - Who wasn't mentioned? Why not?
 - Does anything seem odd or suspicious?
 - Is the argument / justification for the action / choice specious?
 - Can a different explanation account for this?

Connection

Teachers may

- When investigating an issue, ask students to consider:
 - What is at stake?
 - For whom is this important? Why? How will they be affected / influenced?
 - Is this fair to all involved?
 - Have any perspectives been excluded, neglected, or marginalized?
- Use a continuum or matrix to clarify a person's / group's position on identified value(s) / ideology(ies). Examples include:



Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

2.6 *make value judgments*

Focus for Learning

While not all inquiries involve extreme moral or ethical issues, it is important to raise – where appropriate – questions that ask students to consider what values might or should be considered in relation to the inquiry. Questions such as the following can help to identify and clarify values:

- What is the right thing to do?
- Was this a good law?
- Does this make the most effective use of the resource?
- Is everyone being treated fairly?

Being aware of and understanding the influence of values, morals and ethical standards provides deeper insight into the human experience. For example, understanding the values and ideology that form the basis of a political party will help one to anticipate how that party may act if elected. This knowledge helps one become an informed decision-maker who is aware how their choices (e.g., for whom one votes in an election) can influence the community.

Integrated Concepts and Process Skills

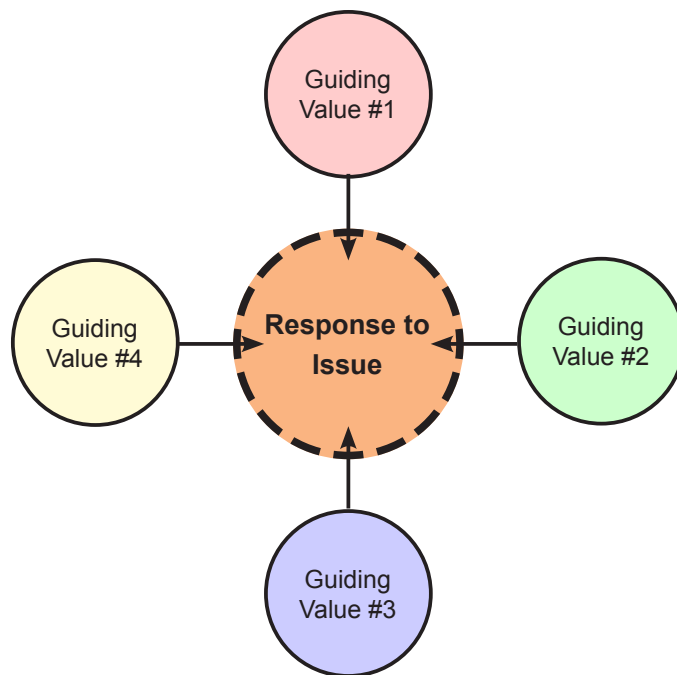
Sample Teaching and Assessment Strategies

Resources and Notes

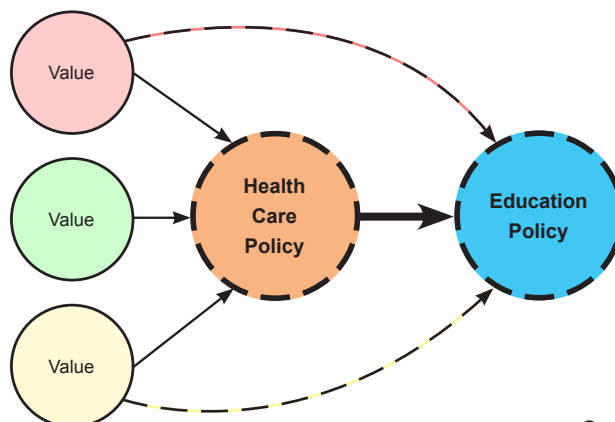
Consolidation

Teachers may

- Before developing a response to an issue, ask students to identify the value(s) that should be used to guide the development of the preferred response.



Note: The border of the center circle is dashed to emphasize that it is permeable, and as such is open to external influences. Likewise, the response to the issue may influence other matters, and could be represented by a line(s) with an arrow pointing away from the circle. For example, some or all the values that may have been used to guide the development of healthcare policy might influence the development of educational policy.



Continued

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

2.0 *analyze information, events, ideas, issues, places, and trends to understand how they influence the human experience*

2.6 *make value judgments*

Focus for Learning

It should be noted that not all ethical dilemmas will lead to a uniform response from students. For example in the case of theft, students will generally value honesty and integrity and believe it is morally wrong to steal. Ethically society does not condone stealing and it is against the law. Yet if given an ethical scenario such as stealing to save one's family from starvation, students often diverge in their beliefs.

Students should be encouraged to explain and support their viewpoints. Some may take a Kantian or rules based stance and explain that stealing is always wrong no matter what the circumstances. Others may take a more pragmatic approach and argue that one's behaviour should be judged on the consequences of the action or the motivations of the actor. The purpose of posing an ethical dilemma is not to funnel students down the path to a "correct" answer or point of view, but rather to have them reflect on their own perspectives and to understand and be able to explain the rationale behind their point of view.

*Integrated Concepts and Process Skills***Sample Teaching and Assessment Strategies**

- Expose students to a variety of issues that create a degree of dissonance and which lead to a variety of perspectives:
 - How should a society respond to those in need?
 - Should the rights of the minority prevail over the will of the majority in a democracy?
 - Are governments justified in suspending or violating people's rights in times of crisis?
 - Is cultural relativism, (not judging and simply accepting cultural practices that differ from our own) an acceptable practice in all circumstances?

Resources and Notes

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<i>Students will be expected to</i>	
3.0 respond to significant issues influencing the human experience	<p>Research on student achievement suggests that students learn best when they <i>actively</i> and <i>critically</i> inquire into subject matter.</p>
3.1 frame questions to focus an inquiry	<p>Thus I find it necessary to repeat two obvious facts about question-asking. The first is that all our knowledge results from questions, which is another way of saying that question-asking is our most important intellectual tool. I would go so far as to say that the answers we carry about in our heads are largely meaningless unless we know the questions which produced them. ... To put it simply, a question is a sentence. Badly formed, it produces no knowledge and no understanding. Aptly formed, it leads to new facts, new perspectives, new ideas.</p>
3.2 gather and organize information	<p>Neil Postman, "Language Education in a Knowledge Context" in <i>etc: A Review of General Semantics</i> (1980)</p>
3.3 interpret, analyze, and evaluate information	<p>Teachers can increase student engagement in social studies by using the following pedagogical principles:</p> <ul style="list-style-type: none"> • Involve students in shaping questions to guide their study. • Give students ownership over the directions of these investigations. • Require students to analyze subject matter, and not merely retrieve information.
3.4 develop rational conclusions supported by evidence	<p>When these principles are applied, classrooms change from places where teachers "cover" the curriculum to places where students "uncover" the curriculum.</p>
3.5 communicate perspectives and conclusions	<p>The uncovering of curriculum occurs only when students investigate questions that present <i>meaningful</i> problems or challenges to address. Meaningful inquiry requires reaching conclusions, making decisions, solving problems, and developing responses to issues.</p> <p>By the completion of this outcome students should be able to independently develop a reasoned and meaningful response to a multifaceted issue.</p>

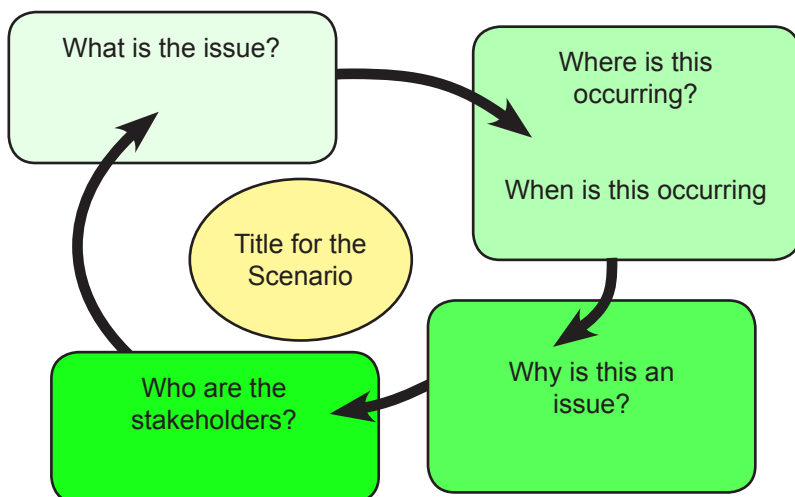
Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Encourage students to use the 5W questions when reading a scenario as a means to quickly gather the knowledge / facts / assumptions. A graphic organizer or mind map may be used to help students organize their information.



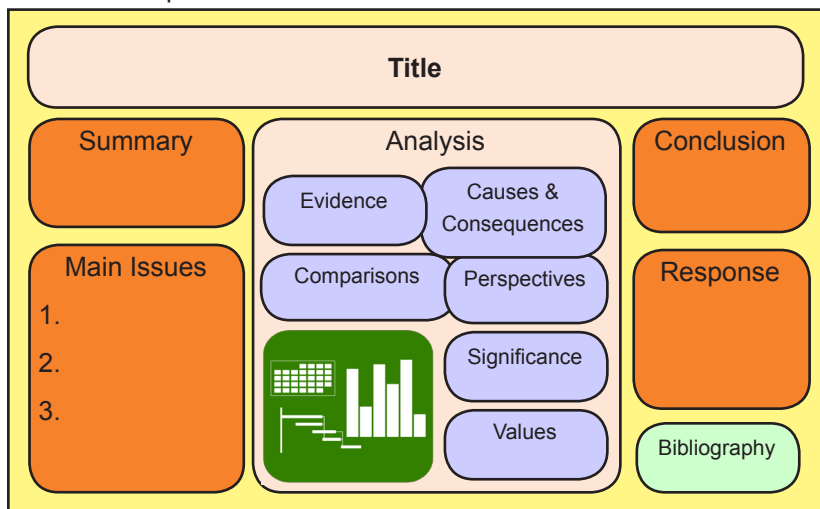
Connection

Teachers may

- When asking students to respond to an issue, provide a template that students can use to structure their inquiry.

Students may

- Present an analysis of a significant issue to an audience. Provide a reasoned response to the issue. Summarize your findings in a research poster.



Resources and Notes

Authorized

Change and the Human Experience, Abridged Edition
(Student Resource [SR])

- pp. 19-23

Change and the Human Experience, Abridged Edition
(Teacher Resource [TR])

- pp. S5-S6
-

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

3.0 *respond to significant issues influencing the human experience*

3.1 *frame questions to focus an inquiry*

3.2 *gather and organize information*

3.3 *interpret, analyze, and evaluate information*

3.4 *develop rational conclusions supported by evidence*

3.5 *communicate perspectives and conclusions*

Focus for Learning

Sample Performance Indicator(s)

Read the following fictitious news story. After your reading respond to the following questions:

- What is the issue?
- Who are the stakeholders? What is the position of each?
- What additional information is needed in order to develop a reasoned response?
- What three (number may vary) criteria should be used to guide the development of possible responses?
- Based on the information available, what are three viable responses to the issue?
- Of the options you identified, which do you recommend? Explain your reasoning, using evidence to support your position.

Local Volunteers Divided Over How To Spend \$3.2 Million

REPORT BY: Leona Lundrigan

At Thursday's meeting of the Kids First Alliance board of directors acrimony ensued when the five member committee could not agree on how to spend the \$3.1 million it has raised over the past seven years.

Organized 15 years ago by parents of young people throughout the TriCove area, the self-proclaimed mandate of the Kids First Alliance (KFA) was to raise money to purchase infrastructure and equipment that would benefit the youth of communities that make up the municipality of TriCove.

"We have raised over \$11 million since KFA was formed," reported the group chairperson, Maxine LePoint. "But KFA will be no more once we figure out how to divide-up the money we have now."

The problem facing KFA's board of directors is that there are no longer children or youth below the age of 20 in TriCove. Making the group's decision more difficult is the fact that there are no young couples in the area, so the addition of children to the area is unlikely anytime soon.

Two of the board members want to spend the money on marketing to attract newcomers to the area. Two other board members want to see the funds used to support the recreational needs of seniors in the area. LePoint is refusing to break the tie. Instead she is hoping that consensus will emerge.

"It's a fool's errand," says one board member who wished to remain anonymous. "What young people are going to move here?"

TriCove is located above the Arctic Circle, with a population of 52, down from a peak of more than 1000 five years ago. The area's only employer, Delta Diamond Mines, closed last year.

*Integrated Concepts and Process Skills***Sample Teaching and Assessment Strategies****Resources and Notes****Consolidation**

Students may

- After developing a response to an issue, identify the strengths and limitations afforded by the response. For each limitation propose a response that could be used to mitigate any negative consequences.

Who is negatively affected?	How are they affected?	What could be done to mitigate any negative consequences?

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

3.0 *respond to significant issues influencing the human experience*

3.1 *frame questions to focus an inquiry*

Focus for Learning

Inquiry begins with meaningful questions that connect to the world around us, build on prior knowledge and excite curiosity. Key to the success of an inquiry based classroom is the thoughtful nature of the questions asked. When teachers frame powerful questions for students and expressly teach students to frame powerful questions to drive their own learning, they foster a community of thinkers and nurture students' inquiry-mindedness.

Throughout the high school program students should develop the ability to

- formulate and revise carefully sequenced questions to gather information, challenge ideas and probe underlying assumptions and beliefs;
- pose questions to guide various stages of any formal research and as follow-up questions in oral debate and discussion;
- use a full range of sophisticated questions; and
- ask empathetic, insightful and effective questions¹.

Sample questions include:

- To what extent were the negative consequences foreseen or predicted? To what extent does an individual or group deserve to be praised or condemned for the consequences of X?
- To what extent is this argument valid?
- How might history have been different if X had not occurred? Which interpretation of X is most valid?

¹ Possible criteria: relevant and focused; important or powerful; feasible given available resources; sensitive to group / individual concerns, values and beliefs

Integrated Concepts and Process Skills

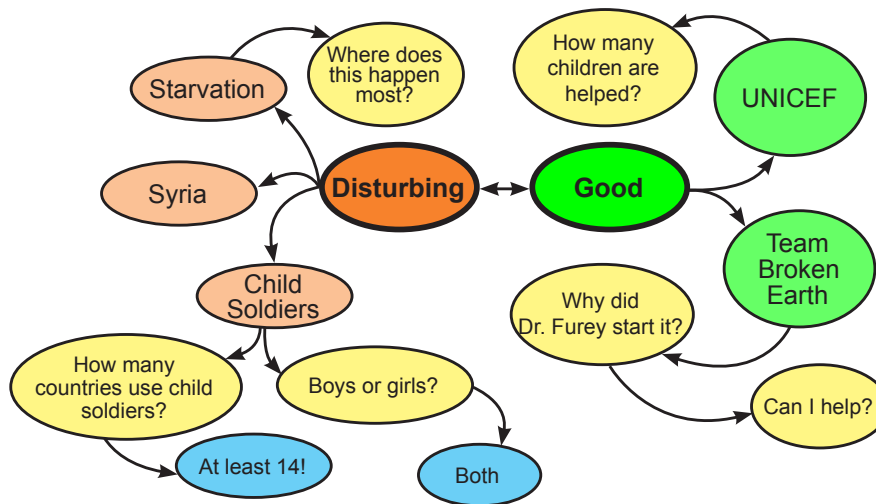
Sample Teaching and Assessment Strategies

Activation

Teachers may

- Pose the following questions to students:
 - What disturbs you about the world we live in?
 - What good things are happening in the world today?

Ask students to sketch thought webs as they muse on each question to help connect their thoughts. Next, ask students to select an area that interests them, and then identify a problem they feel people should work together and solve, or an opportunity that would help improve the world we live in.



Connection

Teachers may

- Allow students time to complete initial research that will provide enough background information for students to be knowledgeable enough to formulate possible research questions and sub-questions.

Consolidation

Students may

- Once they have focused their inquiry, craft a final question which meets the following criteria
 - is of interest to the student;
 - is open-ended (i.e., requires more than a yes or no response);
 - has a clear focus;
 - requires the use of evidence; and
 - challenges ideas or probes underlying assumptions.

Resources and Notes

Supplementary Resource

IQ: a practical guide to inquiry-based learning (TR)

- pp. 38-60

Tool for Learning (TR)

- p. 43

Note

It is suggested that the final research question (and sub-questions) be reviewed and approved by the teacher to ensure that the scope of the inquiry is more than informational, nor is too broad. During the review it will be important for teachers to provide support to students, but to stop short of directing the inquiry.

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>3.0 <i>respond to significant issues influencing the human experience</i></p> <p>3.2 <i>gather and organize information</i></p>	<p>In social studies, students have often been expected to find sources of information to drive research tasks. In a classroom framed by critical inquiry where students are challenged to seek out and uncover information, this competency takes on an important new dimension. At all grade levels, the task of locating and selecting appropriate sources becomes an opportunity to invite students to carefully use criteria to judge and select valuable and appropriate sources of information (See delineation 2.1: Evaluating Evidence).</p> <p>Throughout the K-12 social studies program students should develop the ability to</p> <ul style="list-style-type: none"> • locate and select varied sources; • seek a variety of primary and secondary sources, including non-conventional and specialized sources; • use a full range of sophisticated, discipline-specific textual and reference aids to locate and assess sources; and • seek out and choose the most useful, accessible, reliable and credible sources for an open-ended range of information needs.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Resources and Notes

Activation

Teachers may

- Brainstorm with students possible source types that may provide useful information.

Connection

Teachers may

- Demonstrate for students various techniques for interrogating sources and finding relevant information.

Consolidation

Teachers may

- Ask students to self-monitor and complete the following checklist before moving on to the next stage of the research process.

<input type="checkbox"/> books	<input type="checkbox"/> news organizations
<input type="checkbox"/> documentaries	<input type="checkbox"/> podcasts
<input type="checkbox"/> experts	<input type="checkbox"/> posters
<input type="checkbox"/> images	<input type="checkbox"/> radio programs
<input type="checkbox"/> interviews	<input type="checkbox"/> television programs
<input type="checkbox"/> journals	<input type="checkbox"/> visit locations
<input type="checkbox"/> magazines	<input type="checkbox"/> websites

Students may

- Create summaries and note information relevant for their inquiry.
Formats include:
 - point-form notes
 - outline notes
 - t-chart
 - thought webs

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p>	
<p>3.0 <i>respond to significant issues influencing the human experience</i></p>	<p>Once students have located appropriate sources, they must learn to extract the relevant information from the source. When students are skilled at accessing ideas from a variety of sources, they can do more than simply find the required answer to fill in the blank. They move beyond identifying obvious details to gleaning the main idea and drawing inferences. They use their understanding of language and text forms and structures to draw out and construct meaning.</p>
<p>3.3 <i>interpret, analyze, and evaluate information</i></p>	<p>Once students have accessed ideas from a source, their ability to read deeply for meaning requires skill at constructing interpretations of the evidence presented. Fundamental to discipline-specific thinking (e.g., historical or geographical thinking) within social studies is the opportunity to <i>do the work</i> of the historian or geographer. This entails examining evidence, judging its significance, teasing out its implications and offering plausible interpretations.</p>
	<p>Throughout the high school program students should develop the ability to</p> <ul style="list-style-type: none"> • seek a variety of primary and secondary sources, including non-conventional and specialized sources; • use a full range of sophisticated, discipline-specific textual and reference aids to locate and assess sources; • seek out and choose the most useful, accessible, reliable and credible sources for an open-ended range of information needs; • formulate and revise carefully sequenced questions to gather information, challenge ideas and probe underlying assumptions and beliefs; • pose questions to guide various stages of any formal research and as follow-up questions in oral debate and discussion; • use a full range of sophisticated questions; and • ask empathetic, insightful and effective questions.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Resources and Notes

Activation

Students may

- When reviewing sources apply the forms of analysis. Consider the following questions as starting points:
 - Is this a credible source? What are its main ideas?
 - What is similar and different among these sources?
 - According to these sources what caused this to happen? What were the consequences?
 - Is this significant? For whom?
 - Who are the stakeholders? What are their perspectives?
 - What values are influencing this event / issue?
- Use a RAN chart throughout your examination of sources as a means to record how your thinking evolved as you conducted your investigation.

Reading and Analyzing Nonfiction				
What I think I know	Confirmed	Mis-conceptions	New Learnings	Wonderings

- Summarize the strengths and limitations, and make defensible inference(s), for each source.

Source	Analysis	Inference(s)
#1	<i>Strengths</i>	
	<i>Limitations</i>	
#2	<i>Strengths</i>	
	<i>Limitations</i>	
#3	<i>Strengths</i>	
	<i>Limitations</i>	

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

3.0 *respond to significant issues influencing the human experience*

3.3 *interpret, analyze, and evaluate information*

Focus for Learning

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Integrated Concepts and Process Skills

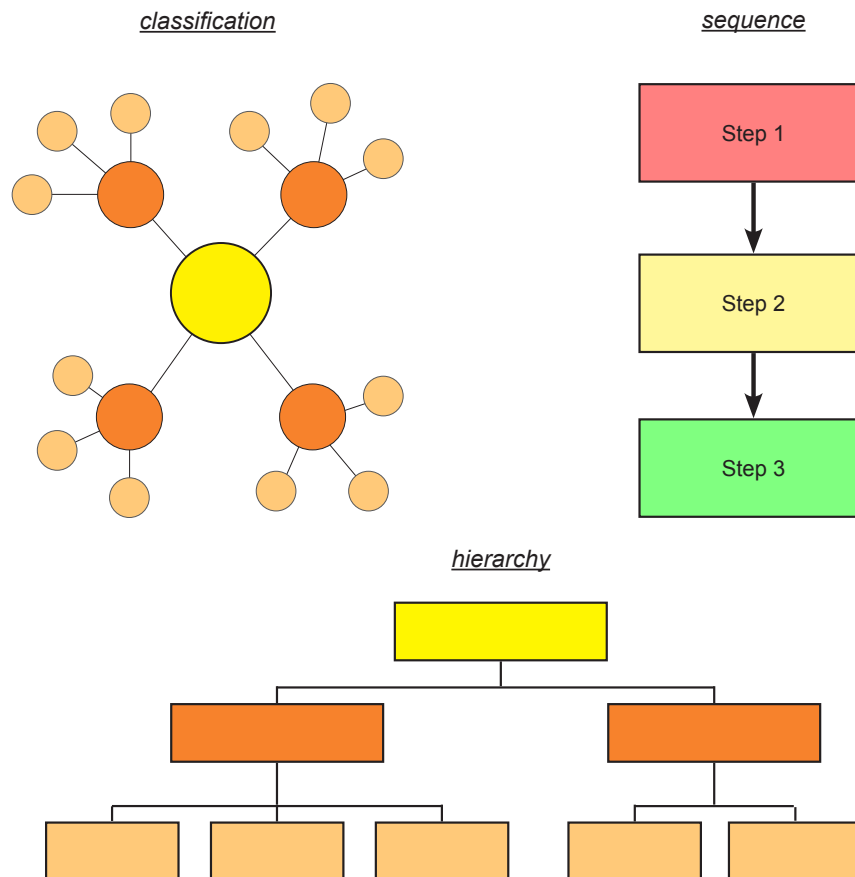
Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Teachers may

- Review with students examples of organizers that can help them summarize their research findings and illustrate the relationship between factors (e.g., classification, hierarchy, and sequence).



Consolidation

Students may

- Before processing to the next stage in the research process, ask yourself if you feel you have enough information to draw conclusions?

Integrated Concepts and Process Skills

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>3.0 <i>respond to significant issues influencing the human experience</i></p> <p>3.4 <i>develop rational conclusions supported by evidence</i></p>	<p>Students' opportunities to create new knowledge through the fusion of prior knowledge and current learning are largely dependent on the nature of the tasks assigned by teachers. Tasks that are narrowly focused on recall of predetermined bodies of information preclude critical inquiry and present fewer opportunities for students to take ownership over their learning. Conversely, tasks that encourage students to respond to issues, to explore and assess various options, which allow them to reach their own conclusions and that enable them to make decisions and/or judgments are more likely to deepen understanding and increase student engagement.</p> <p>Throughout the high school program students should develop the ability to</p> <ul style="list-style-type: none"> • explore and rate multiple options from varying perspectives and offer a reasoned judgment; • reach reasoned judgments on a wide range of controversial topics involving conflicting options; • reach judgments by exploring and assessing multiple possible options from various group and disciplinary perspectives; and • explore options in an open-minded manner, assess the relevance, importance and adequacy of support for each argument, and offer carefully-argued conclusions, supported with multiple evidence-based arguments and counter-arguments.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

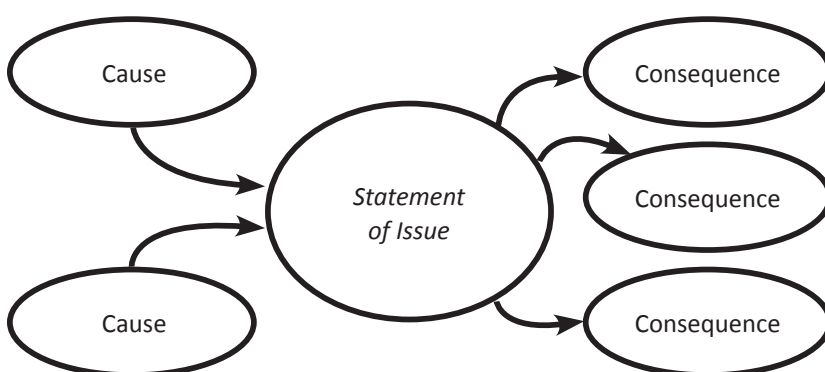
Resources and Notes

Connection

Teachers may

- Review with students examples of organizers that can help them develop conclusions (e.g., answer, conclusion decision, recommendation, response, solution) for their research questions. Examples include, but are not limited to the following.

Issue Analysis



Possible Responses For (Statement of Question)		
Response	Possible Benefit(s)	Possible Challenge(s)
#1	a)	
	b)	
#2	a)	
	b)	
#3	a)	
	b)	

(Statement of Question)	
Arguments For	Arguments Against
Conclusion: ... <state your position> ... because ... <state your most compelling reason(s)> ...	

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

*3.0 respond to significant
issues influencing the
human experience*

*3.4 develop rational
conclusions
supported by
evidence*

Focus for Learning

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Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Resources and Notes

Issues Analysis

Summary Of The Issue

Options	Analysis	Criteria For Judgment
<i>Example #1</i>	<i>Strengths</i>	
	<i>Limitations</i>	
<i>Example #2</i>	<i>Strengths</i>	
	<i>Limitations</i>	
<i>Example #3</i>	<i>Strengths</i>	Preferred Response
	<i>Limitations</i>	

Possible Consequence(s) If Unresolved

Integrated Concepts and Process Skills

Outcomes

Students will be expected to

3.0 *respond to significant issues influencing the human experience*

3.5 *communicate perspectives and conclusions*

Focus for Learning

Effective communication is an essential part of social studies. Students are expected to use, and build on, communication processes common to all subject areas, such as listening, reading, viewing, representing, speaking and writing

In particular, high school social studies students are also expected to reach reasoned conclusions supported by evidence, and to present and argue for those conclusions in a cogent manner – one that is clear, logical, and compelling.

Throughout the high school program students should develop the ability to select and produce a form and style of presentation using advanced preparation and presentation strategies to:

- share ideas using a wide variety of oral, visual and written formats and styles across a range of audiences;
- use sophisticated conventions and techniques to produce elaborate presentations; and
- produce powerfully sustained presentations that are clear, focused, engaging and tailored to the intended purpose and audience.

Integrated Concepts and Process Skills

Sample Teaching and Assessment Strategies

Resources and Notes

Activation

Teachers may

- Invite students to bring to class examples of communications media that they feel are highly effective. Ask the students to share their exemplars in a group setting and explain why they feel it is highly effective. Following the group discussion have the students report on what they feel are the five most important considerations when designing communication media.

Connection

Teachers may

- Discuss the strengths and limitations of various media that can be used to present research. Encourage students to use at least three different formats throughout the year. Possibilities include:
 - argumentative essay
 - photographic essay
 - documentary
 - position paper
 - oral presentation
 - research poster
 - persuasive essay

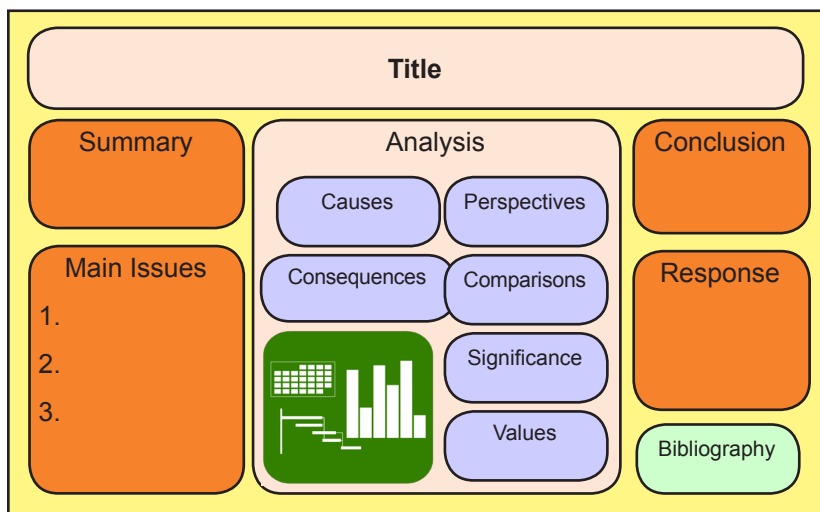
Consolation

Teachers may

- When asking students to respond to an issue, provide a template that students can use to structure their inquiry.

Students may

- Present an analysis of a significant issue to an audience. Provide a reasoned response to the issue. Summarize your findings in a research poster.



Section Three: Specific Curriculum Outcomes

Unit 2: Innovation, Ideas, and Change

Focus

In this unit students will explore how ideas and technological innovations can change the human experience. In particular, students should observe that humans possess an innate curiosity which pushes them to better understand and exercise control over the natural world.

By examining the innovations developed by hominids, students will see how tools (and ideas) led to the Neolithic Revolution and the rise of civilizations. This understanding provides students with a historical context for modern urban life.

The unit continues with an exploration of the impact of new ideas on the human experience, particularly those introduced during the Middle Ages and early Modern Era.

During this investigation, students will consider

- how early humans moved from hunter-gatherer nomadic groups to permanent farming settlements;
- the impact of major innovations in transportation, communications, medicine, infrastructure, and warfare; and
- the challenges faced by innovators during the Scientific Revolution as they questioned long held beliefs and established the scientific method.

The ideas examined in this unit will help students understand that innovations in technology and ideas have the power to transform the human experience.

The examples discussed in this unit provide opportunities to examine how modern society came to value reason and innovation as primary routes to knowledge and invention respectively.

Note: the expression 'rise of civilization' is not meant to imply that previous periods were 'uncivilized' in the sense of their behaviour. Rather, it refers to the rise of social structures and hierarchy in a more urbanized environment.

Outcomes Framework

GCO 1 Inquiry and Research – Students will be expected to demonstrate the ability to apply inquiry and research skills to analyze, synthesize, and share information.

Students will be expected to:

- 6.0 determine the possible significance of emerging innovations or ideas
 - 6.1 research the innovation or idea
 - 6.2 anticipate how the innovation or idea may influence the human experience
 - 6.3 communicate findings

GCO 8 Time, Continuity, and Change – Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

Students will be expected to:

- 4.0 explain how innovations influence the human experience
 - 4.1 explain the significance of innovations during the Paleolithic Era (pre c. 10 000 BCE)
 - 4.2 explain the significance of innovations during the Neolithic Era (c. 10 000 BCE to between 4500 and 2000 BCE)
 - 4.3 explain how the Neolithic Revolution led to the rise of civilization
 - 4.4 explain the significance of select innovations from the Ancient, Pre-Modern, and Modern Eras
- 5.0 explain how ideas influence the human experience
 - 5.1 describe the worldview of Western Europeans during the mid-to-late Pre-Modern Era
 - 5.2 explain the factors that contributed to a change in worldview at the beginning of the late Pre-Modern Era
 - 5.3 explain how the Scientific Revolution contributed to a change in worldview in the Modern Era
- 6.0 determine the possible significance of emerging innovations or ideas
 - 6.1 research to identify emerging trends related to an innovation or idea
 - 6.2 anticipate how the innovation or idea may influence the human experience
 - 6.3 communicate research findings

Suggested Unit Plan

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Unit 2 – Innovation, Ideas, and Change

Outcomes	Focus for Learning
Students will be expected to	
4.0 explain how innovations influence the human experience	<p>The purpose of this outcome is to enable students to understand how technological innovation can transform the human experience.</p>
4.1 explain the significance of innovations during the Paleolithic Era (pre c. 10 000 BCE)	<p>Innovation, in general, refers to changing existing objects or methods so that they are more effective and/or efficient. While innovation can occur “accidentally,” it most often occurs as a result of research and experimentation. When an entirely new object or method is created, it is known as invention.</p>
4.2 explain the significance of innovations during the Neolithic Era (c. 10 000 BCE to between 4500 and 2000 BCE)	<p>In previous grades, students examined the concepts of causality, perspective, and significance. As students analyze innovations, they should have proficiency in discussing the</p> <ul style="list-style-type: none"> • consequences of an innovation (short-term / long-term, anticipated / unanticipated); • perspectives of different groups who might be influenced by the innovation; and • significance of the innovation (magnitude, scope, duration; see SCO 2.0).
4.3 explain how the Neolithic Revolution led to the rise of civilization	<p>Students examine examples of how innovation / invention influenced the human experience throughout the course of human history (i.e., paleolithic, neolithic, ancient, pre-modern, and modern eras).</p>
4.4 explain the significance of select innovations from the Ancient, Pre-Modern, and Modern Eras	<p>By the completion of this outcome students should understand that innovation over time has transformed the human experience.</p>

Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Provide students with images of innovations. Ask students to sort the innovations in order of importance. Ask students to share their reasoning with the class. Note how students operationalize the concept of “important.”
- Provide students with a list of innovations that have occurred since 1900. Select a few of these that are of interest to students and have a discussion about how life was different before the innovation and how it changed because of the innovation. Use a graphic organizer, such as a web diagram, to record students’ ideas. Possible innovations include
 - airplane,
 - automobile,
 - fast food,
 - Internet,
 - radio,
 - record player,
 - telephone, and
 - television.

Students may

- Make a list of technologies that they use regularly. Working with a partner answer the following questions:
 - Which innovation is most important?
 - How would your lives be different if this technology stopped working?
 - What would you do to adapt to this change?
- Generate a list of important innovations / inventions. Discuss the consequences of each innovation / invention and the importance of each. Students can make inferences of what life was like before the innovation / invention, and compare that way of life with lifestyles today.

Resources and Notes

Authorized

Change and the Human Experience, Abridged Edition
(Student Resource [SR])

- pp. 26-47

Change and the Human Experience, Abridged Edition
(Teacher Resource [TR])

- pp. S7-S15

Note

- Suggested instructional time is 11 hours

Unit 2 – Innovation, Ideas, and Change

Outcomes

Students will be expected to

- 4.0 *explain how innovations influence the human experience*
- 4.1 *explain the significance of innovations during the Paleolithic Era (pre c. 10 000 BCE)*
- 4.2 *explain the significance of innovations during the Neolithic Era (c. 10 000 BCE to between 4500 and 2000 BCE)*
- 4.3 *explain how the Neolithic Revolution led to the rise of civilization*
- 4.4 *explain the significance of select innovations from the Ancient, Pre-Modern, and Modern Eras*

Focus for Learning

Sample Performance Indicator(s)

- Using the chart below, compare the human experience based on the categories listed:
 - For each block, provide a description of how an innovation influenced the era and provide a specific example.
 - Be sure to use key terminology you learned in this unit.

	Paleolithic	Neolithic	Modern
Communication			
Food source			
Community			
Means of living (job, role, etc.)			

- Conduct a thought experiment using the following prompt: “How would our lives be different if name invention / innovation were not invented? Possible inventions / innovations include:
 - air-conditioning / refrigeration
 - anesthetics
 - boats
 - corrective lenses
 - electricity
 - glass
 - plastic
 - radio
 - television
 - x-ray equipment

Present your analysis using a thought web-diagram. After completing your web-diagram discuss

- the direct consequences,
- the indirect consequences, and
- the possible adaptations.

Present your ideas using a poster-sized web-diagram (e.g, 11' x 17'). Colour and visuals can be added to the diagram to improve its communicative effectiveness.

Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Teachers may

- Review with students the criteria used to establish significance:
 - magnitude
 - scope
 - duration

Apply these criteria to assess the significance of various innovations. It will be useful to use examples of varying degrees of significance, in order to make the point that innovations are not equally significant. Possible innovations to compare include:

- airplane
- farming
- guitar
- telephone
- writing

Use a graphic organizer, such as web diagram, to record students' ideas.

Students may

- Use their jot notes and discussion notes regarding innovations, inventions, and discoveries to help with their final unit project (see Outcome 6.0).

Unit 2 – Innovation, Ideas, and Change

Outcomes

Students will be expected to

- 4.0 *explain how innovations influence the human experience*
- 4.1 *explain the significance of innovations during the Paleolithic Era (pre c. 10 000 BCE)*

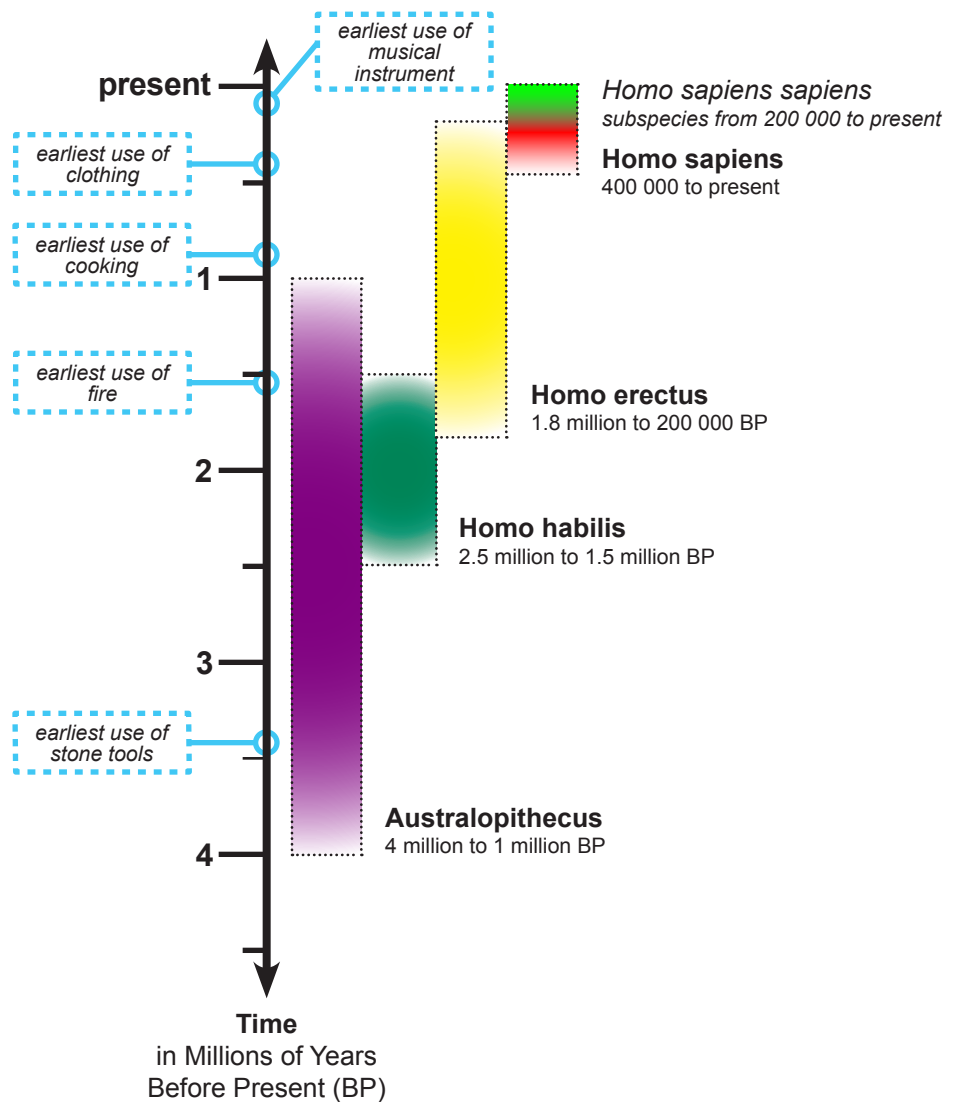
Focus for Learning

Students will investigate innovations of the earliest humans during the Paleolithic Era. This will set a context for the study of later advances in human history.

Students should be able to explain how innovations influenced life during the Paleolithic Era.

The earliest period in human development can be traced back to four million years ago. Over time, humans began to develop technological innovations (e.g., use of stone tools, development of language, mastery of fire). These innovations helped them secure food sources and other resources more effectively, thus increasing the likelihood of their survival.

To better understand hominid development during the Paleolithic era, a timeline will be useful:



Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies

Resources and Notes

Activation

Teachers may

- Introduce the following scenario. Invite students to consider how they would respond to the challenges identified.

You are travelling with a group of friends on a sailing yacht en route to Pitcairn Island. Just before sunrise, midway across the Pacific Ocean, an explosion in the galley rips through the vessel, creates a hole in the hull and destroys the lifeboat. You and your friends are forced to immediately abandon ship and begin swimming to a nearby island.

All of your group arrive safely on the island. After taking a quick inventory you realize that the only resources you have are the clothes you were wearing.

The island, you learn, contains a variety of edible plants and wildlife.

In a small group plan how you will respond to the following challenges:

- shelter to provide protection from the hot sun and heavy rains
- accessing drinking water
- protection from dangerous animals
- order and stability among group members

Connection

Teachers may

- Invite a guest to illustrate how to knap. If possible, provide students with the opportunity to knap to create their own object.
- Present an example of three progressive lithic technologies, such as
 - an edge for cutting,
 - a point for piercing, and
 - a hafted blade for cutting.

Have students discuss the opportunities that each advancement offered users.

Continued

Unit 2 – Innovation, Ideas, and Change

Outcomes

Students will be expected to

- 4.0 *explain how innovations influence the human experience*
- 4.1 *explain the significance of innovations during the Paleolithic Era (pre c. 10 000 BCE)*

Focus for Learning

Students should note some of the innovations and distinguish between hominid groups only for the purpose of the discussion of innovations. It is not necessary for students to memorize details, dates, etc.. That said, they should have an awareness of chronological order of innovation

As these hominid groups lived together they developed shared ways of living, or culture. Culture contains three primary components:

- common practices,
- social organization, and
- shared understandings.

Students should briefly examine what the cultures of early hominids may have looked like, including the following:

- small kin groups of 20-25 people, later expanding to groups of up to 70 as food supplies permitted
- nomadic / migratory gatherers and hunters, following a seasonal round
- subsistence economic system
- flat social structure (egalitarian) with little inequality
- religious beliefs and rituals (emerged c. 300 000 BP)
- lithic technologies; over time early societies learned to
 - identify preferred stone types for creating cutting edges (e.g., chert);
 - shape edges to better suit specific purposes / tasks (e.g., piercing vs. cutting vs. chopping);
 - haft stone tools to increase their effectiveness; and
 - create animal sinew and glues for hafting.

Students should be provided with the opportunity to explore how a lithic technology (e.g., projectile point) is created in order to better appreciate the sophistication of the knowledge and skills involved. This can be achieved through a workshop, demonstration, or video.

As examples of innovation are explored, it should be noted that

- innovation made it easier for hominids to meet their needs;
- innovation transformed hominids' ways of life (i.e., long-term and unanticipated consequences);
- innovation built on itself (e.g., axes were developed to harvest wood for fires; cooking eventually developed from controlling fire); and
- over time the rate of innovation increased.

It should be noted that humans seem to be constantly looking for ways to innovate so that we can better meet our needs and wants. This understanding will be important when examining economics in Unit 4.

Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies

- Show a brief documentary that provides an overview of the evolution of hominids. Provide students with an advanced organizer that summarizes the main points of the documentary. In the organizer provide space for students to record questions they have about various ideas presented in the documentary.

Following the viewing of the documentary, conduct a whole class discussion where students raise their questions. Record these questions in a triple T-Chart, and add to the chart throughout the completion of the outcome.

Question	Best Guess	Best Answer

- Visit a prehistoric archaeological site, or museum, that features prehistoric objects / exhibits (e.g., The Rooms, local historic site). During the visit ask students to record examples of the lithic technologies, how they were made, and how those object helped meet the needs and wants of users. Following the visit ask students to respond to one of the following journal prompts:
 - The creativity of Indigenous peoples ...
 - To live successfully in this place in its pre-historic era one had to ...
 - Life in the pre-historic era was more environmentally sustainable than today ...
- View examples of artistic work from the Paleolithic Era. Invite students to create an artistic work that reflects the worldview of that period, using only materials and techniques available and known to Neolithic peoples.

Students may

- Create a table to summarize the characteristics of each hominid group:
 - Australopithecus
 - Homo habilis
 - Homo erectus
 - Homo sapiens

The table should include information on the years they lived, the size of their brain, and their specific innovations.

Resources and Notes

Continued

Unit 2 – Innovation, Ideas, and Change

Outcomes

Students will be expected to

- 4.0 *explain how innovations influence the human experience*
- 4.1 *explain the significance of innovations during the Paleolithic Era (pre c. 10 000 BCE)*

Focus for Learning

Note: Anthropology is a discipline that is continually deepening its knowledge of the distant past. Therefore, it is likely that new understandings in this area will occur that will date the information contained in this curriculum guide. Consequently, it is important to focus on the broader trends related to innovation and to avoid focusing students' attention on minutia.

Over time, human innovation would increase and rapidly change the nature of communities. This will be explored in delineation 4.2.

Students should understand and correctly use relevant terminology:

- artifact
- before present (BP)
- Before the Common Era (BCE)
- Common Era (CE)
- culture
- hominid
- innovation
- invention
- kin group
- Paleolithic
- pre-history
- seasonal round
- technology

Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies

- Create a poster that explains how early lithic inventions / innovations may have influenced the lives of paleolithic peoples. Possible inventions / innovations include
 - hammer stones,
 - hand axe,
 - scrapers,
 - cutting edges,
 - knapping,
 - piercing tips,
 - sinew,
 - hafting, and
 - glue.

Consolidation

Students may

- Create an artistic expression that provides a glimpse into life during the paleolithic era. Examples include poetry, song, and visual art (e.g., pencil sketch).
- Create an illustrated timeline showing hominid development and significant innovations during the Paleolithic Era.

Note: The preceding ideas can be adapted and presented in the form of a choice board from which students may select.

Teachers may

- Provide students with the opportunity to discuss the following propositions:
 - Fire is our most important invention.
 - Storytelling, myths, and song are the most important innovations of prehistoric peoples.

Resources and Notes

Unit 2 – Innovation, Ideas, and Change

Outcomes

Students will be expected to

- 4.0 *explain how innovations influence the human experience*
- 4.1 *explain the significance of innovations during the Paleolithic Era (pre c. 10 000 BCE)*

Focus for Learning

Teachers can integrate outcome 1.0 (democracy) by focusing on:

- *Collaboration*: Speculate whether early innovations were developed by individuals or through collaboration with others. What do you believe are the strengths and limitations for each possibility?
- *Improve the Human Experience*: What factors might explain why the number of inventions/innovations in pre-historic times were so limited in number (approximately 100)?

Teachers can integrate outcome 2.0 (forms of analysis) by focusing on:

- *Evidence*: Using a series of cave paintings, describe the daily and seasonal patterns of a prehistoric people.
- *Significance*: Given a number of pre-historic tools, determine which was the most significant.
- *Comparisons/Perspectives*: Pre-historic people lived in small communal groups that worked collectively together to meet their needs and made decisions for the common good of the group. Is this commonplace today? If so, provide examples. If not, provide reasons why this is no longer the way we interact with one another.

Teachers can integrate outcome 3.0 (responding to issues) by focusing on:

- *Frame Questions*: Have students brainstorm a list of questions they could use to investigate the consequences of pre-historic innovations.
- *Gather/Organize*: Have students use web-diagrams to map the consequences of a specific pre-historic innovation.
- *Conclusions*: Have students draw conclusions about the significance of the innovations.

By the completion of the delineation students should understand that humans have always worked toward improving the human experience through the development of innovations which would make their lives better, easier and more rewarding.

Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies

Resources and Notes

Extension

Teachers may

- Present a documentary on environmental degradation during the Paleolithic Era. Alternatively, provide students with images or representations of the same. Engage students in a discussion about what these losses mean for the human record.

Students may

- Research an example of environmental degradation during the Paleolithic Era. Present your findings to a targeted audience in the form of a poster or mini-documentary, drawing attention to the importance of sustainability.
- View a variety of Paleolithic cave paintings, such as the Lascaux Cave Painting (c. 17 000 BP). Research to find out more about how these artists made their paintings. Consider the tools used and how paints were created.



Photography of Lascaux animal painting, image by Prof saxx;
source: Wikipedia

Unit 2 – Innovation, Ideas, and Change

Outcomes

Students will be expected to

- 4.0 *explain how innovations influence the human experience*
- 4.2 *explain the significance of innovations during the Neolithic Era (c. 10 000 BCE to between 4500 and 2000 BCE)*

Focus for Learning

In the last delineation students examined the Paleolithic Era and the culture and technology that allowed these early people to survive. Students will now explore the innovation of the agriculture that allowed humans for the first time to settle in large groups.

Students should be able to explain how innovations influenced life during the Neolithic Era.

By about 40 000 years BP early modern humans were fully modern in appearance and had a culture that included artistic skills and the use of technology. From the 40 000 BP to about 10 000 BP humans lived in small bands hunting game and gathering edible plants. They continued to improve upon the early stone tools and techniques for survival. They used the materials of stone, bone and wood to produce more than 100 different types of tools. This is evidence of an early modern human Paleolithic culture that was always innovating and improving on the tools they made, and the techniques they used.

The awareness that early modern humans had of the environment around them would lead to one of the most important innovations in history, termed the Neolithic Revolution or the First Agricultural Revolution (the Second Agricultural Revolution would occur in the 1700s). This period from about 10 000 BP to around 3000 BP when people begin to grow crops is termed the Neolithic Era (New Stone Age).

By about 10 000 BP, it is thought that gradually people began to notice the reappearance of plants at campsites where seeds had been scattered the previous year and made the connection that this could be of benefit to them. They began to sow the seeds of the plants they would want the next year so they would not have to travel long distances to gather these seeds.

These early “farmers” began to grow crops that produced seeds that could be ground into flour (wheat, millet, etc.). These seeds were a good source of protein and other nutrients and also had the benefit of being easy to store for a long period of time without spoiling. It is at this time that the way of life of these early people shifts away from food-gathering to food-producing.

During this period other innovations arose such as the domestication of animals, (e.g., goats, pigs, cattle, horses) first only for meat but later for the other products (e.g., milk, hides, manure) that they could produce. The easy availability of food, both plant and animal, would have direct consequences for population and settlements.

It should be noted that the development of agriculture took place in several regions of the world independently of each other. This course will examine the development of agriculture in the region of south-west Asia (Middle East), termed the Fertile Crescent.

Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies

Resources and Notes

Activation

Teachers may

- Ask students to imagine the differences – and similarities – between living as a nomad and living as a resident in a permanent settlement. Record students ideas in a Venn diagram. Refer to this organizer throughout the delineation to:
 - highlight correct assumptions
 - add new learnings
 - change incorrect assumptions
- Show students images of Catal Huyuk. Ask students to speculate why the inhabitants constructed their settlement in this manner.



Catal Huyuk at the time of the first excavations; image by Omar hoftun ; source: Wikipedia

Unit 2 – Innovation, Ideas, and Change

Outcomes

Students will be expected to

4.0 *explain how innovations influence the human experience*

4.2 *explain the significance of innovations during the Neolithic Era (c. 10 000 BCE to between 4500 and 2000 BCE)*

Focus for Learning

Once humans had developed an understanding of agriculture, this knowledge spread among groups of people and began to influence how Neolithic people lived. Perhaps the most significant consequence of the Neolithic Revolution would be the development of permanent settlement.

As Neolithic farmers devoted more time to the growth and harvesting of crops in various locations they began to spend less time engaged in traditional hunting and gathering. During this time these early farmers were semi-nomadic, but gradually becoming sedentary. Over time they selected a preferred site for settlement in locations that had good soil and water available for growing crops. This is the beginning of the first permanent human settlements.

The need to settle close to where people grew their crops was influenced by the need to store their grain once harvested so it could last through the winter. An early granary from 10 000 BP was a large sophisticated structure made of stone and wood that could store the grain for a long period of time by keeping it dry. Granaries provide evidence that the people who invested so much energy and effort to build such structures would not want to leave it unattended to go to another location. As people settled in one location the dwellings where they lived were improved and made more substantial. The archaeological evidence of locations such as Catal Huyuk are preserved examples of this transition. Catal Huyuk was at its peak in c. 8000 BP, and contain up to 1000 dwellings with an estimated population of 5000 to 6000 people.

The example of Catal Huyuk highlights another consequence of the First Agricultural Revolution — significant growth in population. Typically, Paleolithic hunter-gatherer bands would not consist of more than 100 people. Contrast this with Catal Huyuk. It is clear that with the innovation of agriculture, more people could be supported with the food produced and as a result populations increased to villages of thousands of people.

The increased availability of food in early villages like Catal Huyuk enabled cultures to develop new expressions which is demonstrated by the immense number of wall paintings and religious objects found at the site. These objects show how people began to have more time to specialize their skills in producing these objects and artworks that were not immediately necessary for survival. In the next delineation, students will examine how this specialization and innovation would lead to the first cities.

Students should understand and correctly use relevant terminology:

- agriculture
- domestication
- First Agricultural Revolution
- Neolithic Era

Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Teachers may

- Ask students to imagine that they are living in the late Paleolithic Era and have just discovered the idea of farming. Working with a partner, have students list all of the problems they will need to solve, and then to prioritize the problems. Then, have students join form groups of four, and share their idea. Groups should decide on the three most pressing issues that they will face. Groups should then develop a response to the top three problems. Students should summarize their problems and responses on flip-chart paper and display in the classroom. Students can then engage in a gallery walk and “vote” for what they feel are the five most innovative solutions.
- Show videos on Catal Huyuk (e.g., Morgan Freeman’s *The Story of God*). Have students discuss the benefits and challenges that came with settlement and emerging civilization.

Students may

- Research an idea, innovation, object, or technique from the Neolithic Era that you find interesting. Present your research in a format that can be displayed in a museum setting. As a class present your research as part of a classroom museum. Alternatively, present your research in the form of a one page magazine article. Your magazine can be published in either print or PDF.
- Imagine that you are a band or tribal leader. Over the past two generations your band has improved on the discovery that seeds can be placed into the ground and will eventually grow into a plant. Among the elders in your band you reach a consensus that your band should stay in one place and grow as many plants as possible, sending only a small number of band members to travel to hunt and acquire less essential resources when needed. Develop a plan for your new settlement, including a sketch, that you will share with band elders. Be as thorough as possible in your planning. Be sure to include at least ten innovations that will make this a successful transition.

Unit 2 – Innovation, Ideas, and Change

Outcomes

Students will be expected to

4.0 *explain how innovations influence the human experience*

4.2 *explain the significance of innovations during the Neolithic Era (c. 10 000 BCE to between 4500 and 2000 BCE)*

Focus for Learning

Teachers can integrate outcome 1.0 (democracy) by focusing on:

- *Democracy*: Pre-historic "Kin" groups consisted of 25-70 people. While there were leaders, everyone had a role in decision-making. What are the strengths and limitations of this type of governance structure? Would it work in Canada today? Why or why not?
- *Improve the Human Experience*: The decision to settle in one location and to lead a sedentary lifestyle was made to obtain a more stable food supply and, hence, improve peoples lives. Have students brainstorm and speculate on some of the consequences of this decision.

Teachers can integrate outcome 2.0 (forms of analysis) by focusing on:

- *Evidence / Comparisons*: Have students compare the Neolithic/ First Agricultural revolutions in two different geographical locations (e.g., Fertile Crescent/Indus Valley/China/Central America) Have them make a list of the similarities and differences. Speculate as to why the events examined differed.
- *Significance / Comparison*: Have students compare the Neolithic Revolution with another pivotal moment in human history to determine which they believe was most significant.
- *Perspective*: How would the prehistoric decision-making model be impacted by moving from a hunting and gathering lifestyle to a more sedentary one? Would the changes be an improvement or not? Explain.

Teachers can integrate outcome 3.0 (respond to issues) by focusing on:

- *Develop Rational Conclusions*: After investigating the differences between hunter-gather and agricultural lifestyles ask students to conclude if the Neolithic Revolution improved the human experience. What inferences about later changes might be made from this example?

By the completion of the delineation students should understand that the Neolithic Revolution was a pivotal event in human history that had immediate foreseeable consequences but also unanticipated, long-term consequences that would transform the human experience.

Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies**Resources and Notes****Consolidation**

Students may

- Create a poster to illustrate how life changed for hominids from the Paleolithic Era to the Neolithic Era. Your poster should highlight both differences and similarities.
- As the population of early settlements increased, what new problems / issues might have arisen (e.g., population increase from 100 to 2000)? Create a list of 10 possible problems / issues. Sort the items on your list in order of importance.

Teacher may

- As part of a class discussion, ask students to identify the advantages of permanent settlement compared to nomadic life. Once eight to ten advantages have been identified have students determine the most improvements, based on the criteria of magnitude, and scope.

Unit 2 – Innovation, Ideas, and Change

Outcomes

Students will be expected to

- 4.0 *explain how innovations influence the human experience*
- 4.3 *explain how the Neolithic Revolution led to the rise of civilization*

Focus for Learning

In the last delineation, students explored innovations that characterized the early Neolithic Era. They will now investigate how developments of the early Neolithic Era led to the rise of the first civilizations.

Students should be able to explain how specialization of labour contributed to the rise of civilization.

Over time, early settlements began to grow in population. As food production became more stable than it was in the past larger populations could live together. This would eventually lead to the rise of cities and civilization c.3300 BCE, which marks the beginnings of the Ancient Era.

It is important for students to realize that the modern concept of country or nation did not exist at this time (and wouldn't begin to develop until the later Middle Ages). Instead, for thousands of years there existed the idea of the city-state: a region that included a city and its surrounding lands used to support its population. It is within this context that civilization is discussed.

Before this time, most humans who lived together did more or less the same work (i.e., hunting and farming). However, because fewer people were needed to produce food, some were now able to focus on, or specialize in, specific tasks. One such example of specialization would be the metalworkers who created bronze tools and weapons (thus giving this period the title of Bronze Age). These peoples had a technological advantage over others because bronze was the strongest metal available at that time.

Students should be able to explain how the rise of civilization and living in city-states influenced life during the Ancient Era.

As workers continued to specialize, new positions within the community emerged. Thus social structure became more complex. As people lived together in greater numbers (in the tens of thousands) forming city-states we see the beginnings of civilization.

For a society to be considered a civilization, there are five characteristics it must have:

- *Specialized workers*: A range of occupations to meet the needs of city life (e.g., merchants, scribes, priests, government officials, artisans).
- *Complex institutions*: Systems of governance to make collective decisions, provide services, and to tax collection; the military; religious organizations; and other needs.
- *System of writing*: Developed to record trade transactions, later used to codify law, write literature, etc.(e.g., cuneiform).
- *Complex technologies*: Examples such as irrigation systems and metalworking improved lives.
- *Trade networks*: Surplus food and other goods could be traded elsewhere to acquire new materials and ideas.

Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies

Resources and Notes

Activation

Teachers may

- Invite students to brainstorm some of the problems experienced by people living in cities today. Answer the following, for the problems identified:
 - Which might have also been present in cities during the Neolithic Revolution?
 - Which might have also been present before the innovation of cities where people lived in bands of 70-100 people?

Based on this analysis, did the movement of people into cities improve quality of life? Discuss.

Connection

Students may

- Create a poster to illustrate how life changed for hominids because of the innovations of the Neolithic revolution. Your poster should include a comparison of life for hominids before and after the Revolution.
- Review some of the laws from the Ancient Era (e.g., Code of Ur-Nammu, Code of Hammurabi). Which laws are still relevant today? Which laws are outdated? What accounts for this?
- Discuss the following propositions:
 - For humans to prosper in cities a social hierarchy is needed, where upper classes rule lower classes.
 - Environmental degradation and pollution resulting from city life is acceptable.
 - Without water cities are not possible.
 - City administration does not need to provide sanitation services; it is an individual responsibility.
 - Writing is the most significant innovation from the development of civilization.

Teachers may

- Provide students with a list of occupations (specializations) for citizens living in cities. Ask students to create employment posters for these occupations.

Unit 2 – Innovation, Ideas, and Change

Outcomes

Students will be expected to

- 4.0 *explain how innovations influence the human experience*
- 4.3 *explain how the Neolithic Revolution led to the rise of civilization*

Focus for Learning

It should be noted that while Neolithic societies had local forms of governance, religious beliefs, or conducted trade with other communities, the organization of large populations in city-states as outlined above did not begin until the 4th millennium BCE.

To help students gain a greater understanding of the nature of early civilization, they should consider the benefits and challenges people may have faced as a result of living in city-states. These may include, but not be limited to the following:

Benefits of Living in City-states	Challenges of Living in City-states
<ul style="list-style-type: none"> • Access a wider variety of goods • Relative security living in walled cities • Greater food security • Access to new ideas and technology • Rich culture (e.g., literature, religious institutions) 	<ul style="list-style-type: none"> • Environmental degradation / pollution • Squalor, spread of disease • Autocratic rule • Natural disasters affect more people • Social classes and lack of equality

Civilization and the innovations that accompanied it made it possible for technology and ideas to spread farther and at a greater rate than previously had been the case. As time progressed, civilization would gradually spread to other regions that would build on these discoveries and develop their own ways of doing things. The next delineation will focus on innovations that have occurred in other civilizations from the ancient to the modern period.

Students should understand and correctly use relevant terminology:

- | | |
|----------------|------------------|
| • artisan | • cuneiform |
| • Bronze Age | • scribe |
| • city-state | • specialization |
| • civilization | |

Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Students may

- Explain the data below concerning the rate of innovation. What inference(s) can be made from the data? Identify and explain two factors that might account for this.

							alphabet	
							candles	
							aqueducts	
							currency	
							rulers	
							papyrus	
							sewers	
							ploughs	
							soap	
							cement	
							combs	
							reservoirs	
						irrigation	writing	
						animal husbandry	silk	
						baskets	paving	
						rope	canals	
						metalworking	sailing	
			mining			alcohol	bread	
			cloth	sewing		agriculture	wheels	
			cuneiform	needles	pottery	CITIES	furnaces	
70 000	60 000	50 000	40 000	30 000	20 000	10 000	5 000	2 000
Earliest Known Presence of Innovations in Years Before Common Era (BCE)								

source: *How we got to now: six innovations that made the modern world* by Stephen Johnson (2014)

Continued

Unit 2 – Innovation, Ideas, and Change

Outcomes

Students will be expected to

- 4.0 *explain how innovations influence the human experience*
- 4.3 *explain how the Neolithic Revolution led to the rise of civilization*

Focus for Learning

Teachers can integrate outcome 1.0 (democracy) by engaging students with the following concepts:

- *Democracy*: Compare the rule of law in Canada with the application of the Code of Hammurabi in Babylon.
- *Collaborate*: How did meeting the needs and wants of Paleolithic peoples differ from Neolithic civilizations? Which system is most similar to how Canadians meet their needs and wants?

Teachers can integrate outcome 2.0 (forms of analysis) by engaging students with the following concepts:

- *Evidence*: What evidence is there to suggest that Neolithic society had developed into a class structured system?
- *Causality*: City states required many supplies to meet their needs and wants. Select and examine three inventions/innovations that helped to achieve this goal. Explain the cause for each invention/innovation and describe the consequences of its introduction.
- *Comparison*: What were the benefits and challenges of living in a city state?
- *Value Judgments*: Do you believe life was better for a person leaving in a Paleolithic community group or for one living in a city state. Explain.

By the completion of the delineation students should understand that the simple act of collecting enough food to settle in one location had profound consequences on the human experience. Within a few thousand years of the Neolithic Revolution, it has led to the beginnings of modern civilization with its five defining characteristics.

Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies

- Assume the role of a time traveller visiting a leader of a small but growing settlement during the early Neolithic Revolution. What advice would you offer the leader that would help create a city that is prosperous, minimizes environmental degradation, and maximizes quality of life for all city residents?
- Compare your community to the city of Ur. How does each show the characteristics that are used to identify civilization?

Characteristic	City of Ur	My Community
Advanced cities		
Complex institutions		
Record keeping		
Advanced technology		
Specialized workers		

Resources and Notes

Unit 2 – Innovation, Ideas, and Change

Outcomes

Students will be expected to

- 4.0 *explain how innovations influence the human experience*
- 4.4 *explain the significance of select innovations from the Ancient, Pre-Modern, and Modern Eras*

Focus for Learning

In the last delineation, students examined how changes in technology and innovation during the Neolithic Era led to the rise of civilization. In this delineation, students will investigate selected innovations that have occurred from the Ancient period to the Modern Era and consider their implications for quality of life.

Innovations occur in virtually all areas, and thus have implications for quality of life. To help understand this concept, students should examine new technologies developed during the Ancient, Pre-Modern, and Modern Eras. These technologies may include, but not be limited to those identified below.

Ancient Era (c. 3500 BCE to c. 500 CE)

Students should be able to explain how innovations influenced life during the Ancient Era.

- *Transportation:* Phoenician boats - The Phoenicians (c. 1500 - c. 500 BCE) were the first to develop boats that allowed for long distance sailing and cargo storage. These ships enabled trade around the Mediterranean Sea.
- *Infrastructure:* Roman aqueducts - The Roman Empire (27 BCE - 476 CE), developed architectural innovations, such as the arch and use of concrete, to construct strong and durable buildings. These innovations were also used to erect aqueducts, which could carry water from areas of high elevation to cities and towns that were many kilometers away. This had many consequences, including sanitation and drinking water, and farming.

Pre-Modern Era (c. 500 to c. 1500 CE)

Students should be able to explain how innovations influenced life during the Pre-Modern Era.

- *Warfare:* stirrup - Western Europe (c. 500 - 1000 CE) saw the introduction of the stirrup in warfare. Mounted soldiers using stirrups had a greater advantage in battle, thus creating a group of elite soldiers. Local warlords granted these men the lands they needed to support their horses. This benefited the warlords by improving their armies. This had significant implications for feudalism, as the granting of land in exchange for military service became established. Note: Feudalism will be covered in greater detail in Unit 3.
- *Communication:* printing press - Western Europe saw the development of the printing press (c. 1300 - c. 1500 CE). This led to a dramatic improvement in the production of books. Before this time, books were handmade (called manuscripts) and copied by scribes. The printing press increased book production by as much as 500 times, resulting in a dramatic spread of literacy, ideas, and education.

Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Introduce one (or more) of the innovations examined in this delineation by engaging students in a discussion on the innovation. First, ask students how we use the innovation today (and in the past). Next, ask students to identify how our lives would be different if the innovation never existed. Examples include
 - boats,
 - aqueducts / pipes,
 - vaccinations, and
 - engines.

A table could be used to record details from the discussion. The second column (What if ... ?) should be added after the initial discussion. *(Possible answers provided in italics.)*

Innovation	Uses Today (& in the past)	What if it didn't exist?
Boat	<ul style="list-style-type: none"> • <i>off-shore supply boats</i> • <i>oil tankers</i> • <i>fishing</i> • <i>cargo</i> 	<ul style="list-style-type: none"> • <i>no offshore oil</i> • <i>likely not many people would live on the island of Newfoundland</i>
Aqueduct / Pipe	<ul style="list-style-type: none"> • <i>carry water</i> • <i>carry waste</i> • <i>used in machines</i> 	<ul style="list-style-type: none"> • <i>fetch water from well or other source</i> • <i>more cesspools (more unpleasant odours)</i> • <i>smaller cities</i> • <i>no machines that relay on liquid transportation / circulation</i>
Vaccine	<ul style="list-style-type: none"> • <i>polio</i> • <i>smallpox</i> • <i>MMR</i> 	<ul style="list-style-type: none"> • <i>more illness</i> • <i>more deaths</i> • <i>more disability</i>
Engine	<ul style="list-style-type: none"> • <i>car</i> • <i>motorcycle</i> • <i>airplane</i> • <i>pumps</i> 	<ul style="list-style-type: none"> • <i>slower travel</i> • <i>not travel as far</i> • <i>more manual labour</i>

Resources and Notes

Notes

Rome

- Roman history can be divided into two periods: the *Roman Republic* (509-27 BCE) which was ruled by a representative democracy and the *Roman Empire* (27BCE-476 CE) which was ruled by a Caesar.

Stirrup

- It is argued that the rising feudal class structure of the European Middle Ages derived ultimately from the use of stirrups:

"Few inventions have been so simple as the stirrup, but few have had so catalytic an influence on history. The requirements of the new mode of warfare which it made possible found expression in a new form of western European society dominated by an aristocracy of warriors endowed with land so that they might fight in a new and highly specialized way."

Source: Medieval Technology and Social Change, Author Lynn Townsend White, Publisher, Oxford University Press, 1964, ISBN 0195002660, 9780195002669

Unit 2 – Innovation, Ideas, and Change

Outcomes

Students will be expected to

4.0 *explain how innovations influence the human experience*

4.4 *explain the significance of select innovations from the Ancient, Pre-Modern, and Modern Eras*

Focus for Learning

Modern Era (c. 1500 CE to present)

Students should be able to explain how innovations influenced life during the Modern Era.

- *Health care*: smallpox vaccine - In the late 1700s smallpox was a deadly and highly infectious disease responsible for the deaths of hundreds of millions across the globe. Edward Jenner, an English doctor, discovered how to create a vaccine, which he used to cure smallpox. Thanks to Jenner's vaccine, the last recorded death from smallpox occurred in 1978.
- *Energy*: steam engine - In the 1700s, the steam engine was developed and used first to remove water from mines and therefore increase availability of coal. It would later be used to power trains, industrial looms, and other mechanical inventions of the Industrial Revolution. Steam power improved transportation, and increased the rate of the production of goods. This had a dramatic effect on the economic and the social lives of people.

Note: As part of their explanation students should compare the human experience before and after each innovation.

Finally, it will be important to briefly review innovations over time, noting that rate of innovation seems to increase over time. From this it may be inferred that innovations build on themselves.

Students should understand and correctly use relevant terminology:

- aqueduct
- printing-press
- stirrup
- Phoenician boats
- steam engine
- vaccine

Teachers can integrate outcome 1.0 (democracy) by engaging students with the following concepts:

- *Democracy*: What role did the printing press play in the democratization of information and ideas?
- *Human Experience*: What role does government play in developing infrastructure? Who planned, developed, and paid for aqueducts? How would a similar project in Canada be carried out?

Teachers can integrate outcome 2.0 (forms of analysis) by engaging students with the following concepts:

- *Evidence / Causality*: Research and examine evidence concerning another innovation/invention of the past. Explain its causes and its consequences.

By the completion of the delineation students should understand that many innovations/inventions have been developed by humans over time in a variety of categories to meet a specific need and with the express purpose to improve the quality of life of humans.

Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Students may

- Create a cause and consequence diagram for each of the following innovations:

- Phoenician boats,
- Roman aqueducts,
- printing press,
- stirrup,
- smallpox vaccine, and
- steam engine

For each, be sure to indicate the short and long term impacts, as well as the anticipated and unanticipated effects. Include both positive and negative results.

- Design the front page of a newspaper that announces an innovation examined in this delineation. The front page should include the following features:
 - lead story (discuss the innovation answering the 5 Ws)
 - perspective story (build around an interview(s) with new user(s) of the innovation)
 - two guest editorials (one which speaks in favour of the innovation and another which speaks against the innovation)
 - an image of the innovation

Consolidation

Students may

- Create a timeline that makes connections to economic and social factors that encouraged change and discovery.
- Conduct a thought experiment using the following prompt: “How would our lives be different if name invention / innovation were not invented? Select an innovation examined from this delineation such as
 - boats,
 - aqueducts or pipes to move water,
 - stirrup,
 - printing press,
 - vaccines, or
 - engine (steam or internal combustion).

Present your ideas using a poster-sized web-diagram (e.g., 11' x 17'). Colour and visuals can be added to the diagram to improve its communicative effectiveness.

- Explore the similarities and differences of the Code of Hammurabi further with today's laws. Discuss the need for law and justice in civilizations and why they are not the same at all times.

Unit 2 – Innovation, Ideas, and Change

Outcomes	Focus for Learning
Students will be expected to	
5.0 explain how ideas influence the human experience	In outcome 4.0 students examined innovations that led to significant changes in the human experience. Specifically, students examined tangible innovations, such as objects or methods. The purpose of this outcome is to have students investigate how the development of ideas can have similar, or even greater, influence on humankind, and transform the human experience.
5.1 describe the worldview of Western Europeans during the mid-to-late Pre-Modern Era	For the purposes of this outcome, an idea can be defined as a new way of thinking. Ideas, by their very nature, are more divergent than innovations. Once an individual encounters a new idea, their own modes of thinking can produce a multitude of new thoughts.
5.2 explain the factors that contributed to a change in worldview at the beginning of the late Pre-Modern Era	In this outcome students examine one idea in depth: empiricism (the belief that all knowledge originates in experience, based on what can be observed through the senses). In particular, they examine how the development of science began to change the worldview of Western Europeans and weaken the authority (and thus power) of the Church.
5.3 explain how the Scientific Revolution contributed to a change in worldview in the Modern Era	It will be important to note that empiricism in many ways complemented rationalism as people tried to redefine / reinterpret the story of humanity independent of the teachings of the Church and other traditional ways of knowing.
	Today, the world in which we live is dominated by science, empiricism and rationality. It is largely responsible for providing the many innovations and inventions of the Modern Era, including medicine, computers, wireless communication and space travel. This outcome, complementing outcome 4.0, helps students understand that many elements of the world with which they are familiar are relatively new in human history.
	Note: It will be important to exercise sensitivity when discussing ideas that may conflict with students' belief systems.

Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Discuss with students some ideas they held to be true as children, and later learned that the ideas were false. As part of the discussion, include questions such as:
 - Why might you have been told that idea?
 - How did you feel when you found out that the idea was not accurate?
 - If you have children, will you tell them the same thing when they are that age? Why?
- Discuss with students the relationship between science and belief systems. Possible prompts include the following:
 - It important to be respectful of an individual's or group's religious faith / beliefs because ...
 - Early humans likely developed belief systems in order to ...
 - If possible, when we have a medical problem, we want highly trained / specialized doctors because ...
 - Some people believe that they can communicate with the deceased, while others do not. What is your belief? Why do you believe this to be true?
 - What existed before the big bang?
 - Is there life on other planets? How do you know this?
 - Are there intelligent human-like beings in other places in the Universe? How do you know this?
 - A number of national holidays in Canada are faith-based (e.g., Christmas). Should these holidays be replaced by a secular (i.e., non-religious) holiday?
 - What does a religious belief systems offer people that science cannot?

Resources and Notes

Authorized

Change and the Human Experience, Abridged Edition (SR)

- pp. 48-67

Change and the Human Experience, Abridged Edition (TR)

- pp. S15-S20

Note

- Suggested instructional time is 11 hours

Unit 2 – Innovation, Ideas, and Change

Outcomes

Students will be expected to

5.0 *explain how ideas influence the human experience*

5.1 *describe the worldview of Western Europeans during the mid-to-late Pre-Modern Era*

5.2 *explain the factors that contributed to a change in worldview at the beginning of the late Pre-Modern Era*

5.3 *explain how the Scientific Revolution contributed to a change in worldview in the Modern Era*

Focus for Learning

Sample Performance Indicator(s)

- Identify three important innovations, assess them all and use the criteria for significance (magnitude, scope and duration) to justify why one innovation was/is more important than the others.
- Are the lives of people better or worse as a result of the Scientific Revolution?
- Create a graphic organizer that summarizes how peoples' worldview changed.

Worldview Before the Renaissance	criteria	Worldview Today
	e.g., religion	

Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies**Resources and Notes****Consolidation**

Students may

- Identify and research an important innovation in history. Create a poster indicating what life was like prior to the innovation, the causes for the development of the innovation and the impact of the innovation in the short-term and long-term and what the anticipated and unanticipated consequences were.
- Students should be able to explain the key factors which allowed the Scientific Revolution to take place.

Unit 2 – Innovation, Ideas, and Change

Outcomes

Students will be expected to

5.0 *explain how ideas influence the human experience*

5.1 *describe the worldview of Western Europeans during the mid-to-late Pre-Modern Era*

Focus for Learning

In this delineation students will examine the worldview of Western Europeans during the mid-to-late Pre-Modern Era. This will provide a background to the radical change that will occur during the Scientific Revolution in the next delineation.

Students should be able to explain how the worldview of Western Europe limited the spread of ideas during the Pre-Modern Era.

For the majority of Europeans in the late Pre-Modern Era (1300 CE to 1500 CE) life was as it had been for many generations. The majority of people worked on farms and followed lifestyles that had not changed significantly in 1000 years. Their worldview placed Christianity at the center of all life and experience. It was believed that the ideas in the Bible and traditions of the Church were correct and explained humanity's place in the universe.

This worldview is referred to as geocentric. First devised by the Greek philosopher Aristotle (c. 350 BCE), Earth is at the centre of the universe, orbited by the other planets. In the 2nd century CE, Ptolemy refined this view: Earth remained at the centre of the universe and was orbited by the other heavenly bodies; beyond the planets he argued there were infinite stars and heaven, where gods and the angels existed. Humans were believed to be the foremost creature on Earth (created in God's image) and, therefore, they held a place of importance in the universe. This worldview reinforced the idea that the best knowledge to pursue was the knowledge of God and the Bible, therefore making study of the natural world less important.

New ideas that challenged this view were condemned by the Church. The power held by the Church during the Pre-Modern Era was immense. It was a primary source of people's beliefs and greatly influenced how they should live their lives. The Church also influenced monarchs, where many kings and emperors sought to rule by approval of the Church.

Culture in Western Europe during the Pre-Modern Era was less diverse than it is today and, especially as it relates to religion, there was little variation from one place to the next. The Catholic faith was the only official religion and its head was the pope in Rome. This common belief bonded people together and provided a sense of security regardless of where they lived or the language one spoke. For the average person, however, knowledge of the world came through the Church and its teachings. Few people received a formal education, as school systems did not exist as they do today. The result was that the majority were illiterate. This combined with the fact that most people did not travel more than 20-30 km from their birthplaces, meant that new ideas about nature and the world would spread very slowly. Altogether, these factors created a world in which lived by tradition and didn't question political, economic, or social structures.

Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies

Resources and Notes

Activation

Teachers may

- Ask students how the concept of parental (or other) authority was introduced to them as children. Discuss the practicality of such teachings.
- Create a continuum of more influence (power) to less influence (power). As part of a class discussion have students generate the names of positions within society and place them on their relative position along the continuum.

Examples include:

- doctor
- fire fighter
- lawyer
- mayor
- mechanic
- nurse
- police
- principal
- teacher



Unit 2 – Innovation, Ideas, and Change

Outcomes

Students will be expected to

5.0 *explain how ideas influence the human experience*

5.1 *describe the worldview of Western Europeans during the mid-to-late Pre-Modern Era*

Focus for Learning

Changes would occur near the end of the Pre-Modern Era that would spark an interest in new learning and begin to challenge the authority of the Church. This will be the focus of delineation 5.2.

Students should understand and correctly use relevant terminology:

- geocentric
- Ptolemy
- worldview

Unit 2 – Innovation, Ideas, and Change

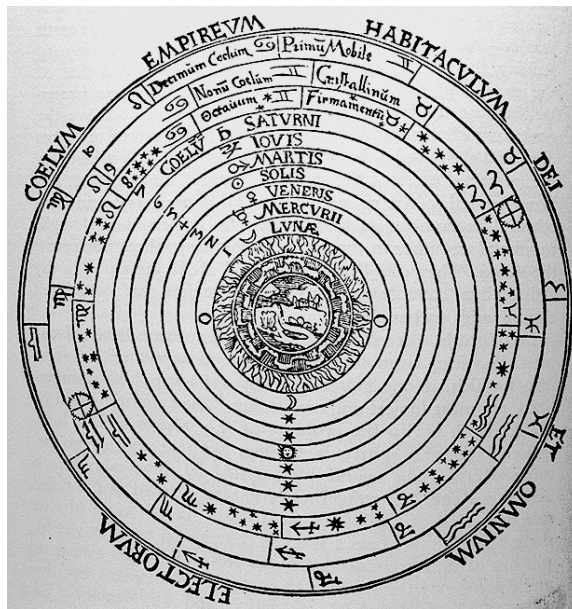
Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Teachers may

- Present some quotations attributed to Thomas Aquinas. Have students discuss how these quotations would have reinforced the authority of the Church in the late Pre-Modern Era. Possible quotations include the following:
 - To one who has faith, no explanation is necessary.
 - Three things are necessary for the salvation of man: to know what he ought to believe; to know what he ought to desire; and to know what he ought to do.
 - We can't have full knowledge all at once. We must start by believing; then afterwards we may be led on to master the evidence for ourselves.
 - By nature all men are equal in liberty, but not in other endowments.
 - The study of philosophy is not that we may know what men have thought, but what the truth of things is.
- Examine images that illustrate geocentric beliefs.



source: [Medieval Political Philosophy](#) from the Stanford Encyclopedia of Philosophy

- Show the video *Christianity: God and the Scientists*. Ask students to jot down notes and questions. Discuss as a class.

Students may

- Research the concept of heresy in Pre-Modern Europe. Present a 500 word summary of your findings.
- With a partner analyze the role of punishment for heresy in Western Europe in the Pre-Modern Era. Present your analysis in a graphic organizer (e.g., t-chart (benefits / challenges)).

Unit 2 – Innovation, Ideas, and Change

Outcomes

Students will be expected to

5.0 *explain how ideas influence the human experience*

5.1 *describe the worldview of Western Europeans during the mid-to-late Pre-Modern Era*

Focus for Learning

Teachers can integrate outcome 1.0 (democracy) by engaging students with the following concepts:

- **Democracy:** Canadians have the freedom of thought, speech and religion enshrined in our Charter of Rights and Freedoms. Students should investigate examples of how dissent was dealt with during the Middle Ages. Canadians would consider such actions as barbaric today, yet some governments today use similar methods to stifle dissent. What reasons might account for this?

Teachers can integrate outcome 2.0 (forms of analysis) by engaging students with the following concepts:

- **Comparisons:** Compare how new ideas and dissent were treated during the Middle Ages as compared to countries such as North Korea, China and Saudi Arabia.
- **Perspectives:** Put yourself in the place of a church official in the Middle Ages. Why might new ideas pose a threat to the Church?
- **Value Judgments:** Is it ever okay to restrict the rights of citizens? If so, should this include all rights or a select few?

By the completion of the delineation students should understand that the prevailing world-view in Europe prior to the Renaissance was limited and controlled strictly by the Christian Church. The generation of ideas was largely restricted to the perpetuation of existing norms and values.

Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Teachers may

- Show a map of the influence of religion in Europe c. 1000 AD.
Invite students to draw inferences based on analysis of patterns they observe.



source: © McDougal Littelle Inc. as per "fair use"

Students may

- Debate the following propositions:
 - In the Pre-Modern Era the church was justified in suppressing those people and ideas that challenged its authority.
 - By suppressing radical ideas the Church ensured that people living in Western Europe in the Pre-Modern Era lived stable lives.

Unit 2 – Innovation, Ideas, and Change

Outcomes

Students will be expected to

5.0 *explain how ideas influence the human experience*

5.2 *explain the factors that contributed to a change in worldview at the beginning of the late Pre-Modern Era*

Focus for Learning

In the previous delineation, students investigated the worldview that existed in Western Europe during the mid-to-late Pre-Modern Era. For this delineation, they will examine factors that contributed to the gradual change of this worldview to one that led to empiricism and embraced science.

Students should be able to explain how the ideas of humanism, secularism, and individualism influenced the Western worldview during the Pre-Modern Era.

While invention and innovation still occurred in Western Europe (c. 1300-1500 CE), it was mainly intended to benefit God or the existing social order. There was little room for personal interests or curiosity.

However, during the late Pre-Modern Era several events would lay the foundation for new ways of thinking that would unseat the authority of the Church, and forever change the human experience.

In Western Europe, the time period between c. 1300 and 1600 is known as the Renaissance (“rebirth”). It began as people began to study the works and achievements of ancient Greece and Rome, including:

- art
- human anatomy
- literature
- medicine
- politics
- science
- warfare

This rebirth of learning marked an important shift in the Western European worldview, as the Church and the Bible were no longer viewed as the primary source of knowledge. Instead, the study of ancient texts and artworks placed humankind, not God, at the centre of life. These ideas began to gradually displace the influence of the Church.

- *Humanism* - as people revisited the works of classical Greece and Rome they sought to learn from the experience of others, and not only from God; this led to a shift in outlook, with two important features:
 - There was a shift in focus from heaven and life after death to Earthly matters of the present.
 - Humans can solve their own problems and create their own reality, without Divine intervention.

Without limits imposed by the Church no areas of inquiry were considered to be “beyond scope of human knowledge” or taboo. The notion that people could and should question ideas that had been accepted for centuries, while radical, was accepted by many leaders and scholars.

Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies**Resources and Notes****Activation**

Teachers may

- Ask students to brainstorm ideas about how life could change if people were allowed to challenge the church's authority on topics. Note that in the last delineation students saw how the church denounced Copernicus and Galileo but their findings were still public.
- Create a word wall based on the stem "When I encounter a new idea ... " Provide students with paper and markers and ask them to record one idea / response on each piece of paper and add it to the word wall.

As the teaching of this delineation unfolds modify the stem to read "When humans encounter a new idea ... " Provide students with the opportunity to add new insights to the word wall.

Unit 2 – Innovation, Ideas, and Change

Outcomes

Students will be expected to

5.0 *explain how ideas influence the human experience*

5.2 *explain the factors that contributed to a change in worldview at the beginning of the late Pre-Modern Era*

Focus for Learning

Students should be able to explain factors that influenced the Western worldview during the Early Modern Era.

In addition to the Renaissance, several factors emerged that helped alter the worldview of Europeans:

- *Use of the Printing Press* (1492 CE): Prior to this invention books were expensive, and thus scarce. The printing press greatly lowered the cost of books. At lower prices more people could afford to purchase books which led to an increase in literacy rates among Europeans. Additionally, the printing press meant that greater range of books were available, including
 - reprints of ancient texts,
 - works of Renaissance writers and their discoveries / ideas (which challenged traditional ideas), and
 - published legal proceedings which led to a renewed interest in justice and rights.
- *Voyages of Exploration* (1500s): The “discovery” of the Americas radically altered European views of the physical world, and as such further supported the idea traditional knowledge was sometimes wrong. Additionally, the transfer of new foods and cultural ideas to Europe further fed the spirit of questioning and learning that lead to the proliferation of the spirit of the Renaissance.

These are several factors that challenged the worldview of Western Europeans during the late Middle Ages and contributed to the Scientific Revolution which will be examined in the next delineation.

Students should understand and correctly use relevant terminology:

- humanism
- Renaissance

Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Students may

- In a small group discuss the following questions. Be prepared to share your ideas as part of a large class discussion.
 - Why might political leaders embrace the idea of sepepa? What might be the risks?
 - During the Renaissance wealthy people commissioned artists to create portraits (paintings and sculptures) to adorn their homes. How might this influence people's view of the world?
- Illustrate how new ideas and innovations contributed to the decline in the authority of the Church (e.g., create a visual timeline). Include the following events:
 - Renaissance
 - Printing Press
 - Voyages of exploration

For each event be sure to briefly explain its role as a causal factor.

- Create a Venn diagram and compare the introduction of the printing press to the introduction of social media. How did the way we receive and share information change? What is similar? What is different? What is constant? Is there a trend?

Teachers may

- Screen a short documentary on the Renaissance. During the viewing pause the documentary and create jot notes on important points that contribute to the rise of humanism and secularism. Following the viewing have students use the jot notes to create a series of headlines for newspaper of that time period. Use the headlines in a bulletin board display.

Unit 2 – Innovation, Ideas, and Change

Outcomes

Students will be expected to

5.0 *explain how ideas influence the human experience*

5.2 *explain the factors that contributed to a change in worldview at the beginning of the late Pre-Modern Era*

Focus for Learning

Teachers can integrate outcome 1.0 (democracy) by engaging students with the following concept:

- **Democracy:** Do you believe that the needs of the few (or one) outweigh the needs of the many? Provide a reasoned explanation for your choice.

Teachers can integrate outcome 2.0 (forms of analysis) by engaging students with the following concepts:

- **Causality:** What impacts did the Voyages of Exploration have on European society?
- **Significance:** Research the role of humanism in breaking the authority of the Catholic Church. Why was this idea so important in leading to scientific discovery?
- **Value Judgments:** Many people believe that humans are going too far in their quest for discovery and knowledge. In what ways and in what fields would this be true?

By the completion of the delineation students should understand that during the Renaissance the power of the Church was undermined by the idea of humanism. Other events such as the development of the printing press, the voyages of exploration further accelerated this process.

Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies**Resources and Notes****Consolidate**

Students may

- Discuss how the printing press improved quality of life since its introduction.
- Create a foldable that summarizes the worldview of Western Europeans before and after the Renaissance.

Unit 2 – Innovation, Ideas, and Change

Outcomes

Students will be expected to

5.0 *explain how ideas influence the human experience*

5.3 *explain how the Scientific Revolution contributed to a change in worldview in the Modern Era*

Focus for Learning

In the last delineation, students examined how new ideas of the Pre-Modern Era influenced the worldview of people in Europe. In this delineation, students will investigate new ideas of the Scientific Revolution that have influenced the lives of people in the Modern Era.

Students should be able to explain how empiricism influenced the Western worldview during the Modern Era.

The Renaissance had stimulated curiosity in many fields. The Scientific Revolution (c. mid-1500s to late 1600s) permanently changed how people viewed the physical world.

The earliest scholars of this time period read the works of Aristotle and Ptolemy and accepted their views as “fact.” In the 1500s scholars would begin to question the ideas of the ancients. During this time people began to observe the world around them and saw inconsistencies between what they had read and what they observed.

The worldview of Europeans began to change from a faith-based perspective to an empirical perspective. Two thinkers in the 1600s had a significant impact on the way science would develop and their ideas would encapsulate the ideas of other scientists at this time:

- *Francis Bacon*: advocated for empiricism, or the experimental approach to learning. He argued that the lives of people could be improved by better understanding the world and the practical knowledge this would bring.
- *René Descartes*: as a mathematician believed that rationality, or logic, could be used to discover new knowledge. He thought everything should be doubted until it can be proven logically.

These ideas would contribute to the use of the scientific method. This method begins with a problem or question that arises from an observation, from which a hypothesis is formed and an experiment tests it. Finally, the data and results are analyzed to reach a conclusion, which either proves or disproves the hypothesis.

Ideas such as experimentation, rationality and humanism substantially weakened the power of the church. These ideas, combined with the scientific method, led to many innovations and discoveries that form the basis for modern science and technology.

Students should be able to explain how the Scientific Revolution influenced life during the Modern Era.

As students examined in delineation 5.1, the geocentric view of the universe was accepted by the Church from biblical references and it had the backing of the ancient thinker Aristotle. One of the first areas that would challenge conventional wisdom would be in astronomy.

Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies**Resources and Notes****Activation**

Students may

- Make a list of sources from which you feel you can acquire knowledge (e.g., Wikipedia, friends, parents, teachers, media, Twitter, Facebook, religion).
 - How do you decide what sources are credible?
 - Rank your sources of knowledge based on what you believe is the most to the least credible source of information.
 - Compare your list with that of a group of your classmates. Do you have any common findings?

Students may note that empirical evidence is often considered the most important factor in determining the credibility knowledge.

- Discuss: humanism encouraged learning.

Unit 2 – Innovation, Ideas, and Change

Outcomes

Students will be expected to

5.0 *explain how ideas influence the human experience*

5.3 *explain how the Scientific Revolution contributed to a change in worldview in the Modern Era*

Focus for Learning

The Polish astronomer Copernicus observed the movement of the stars and planets for 25 years and he came to the conclusion that it was the sun that was the centre of the universe, not Earth. This view is referred to as heliocentric theory.

Fearing persecution for contradicting the Church he did not publish his findings until he was near death in 1543. Other astronomers would continue to observe what they saw in the night sky, findings which would support the heliocentric theory of planets orbiting the sun.

The development of scientific instruments such as the microscope would lead to many discoveries in other fields of study. Innovations that made observation of the physical world easier were being used to support new ideas.

Students can see this in the development and use of the telescope. It was developed in Holland by two makers of spectacles and a mathematician in 1608 and it enabled the viewer to more closely observe far away objects. In 1609 an Italian Galileo Galilei heard of this new invention of the telescope and made his own. With his own new telescope he found spots on the sun, hills and valleys on the surface of the moon, and he discovered moons that were in orbit of the planet Jupiter. All these were discoveries based on observation or empirical knowledge that went against the teachings of the Church.

When Galileo finally published a book comparing the ideas of geocentrism and heliocentrism, he was arrested and put on trial for heresy. Under threat of torture or death Galileo recanted the heliocentric theory. Students should recognize that there was some resistance to new ideas.

Isaac Newton would take the measurements and findings of Copernicus, Galileo and others and would make the key discovery concerning the theory of motion. Newton's theory showed that all physical objects were acted upon by the same force, the universal law of gravitation. The importance of this discovery was in demonstrating that mathematics could be used to describe everything that was observable in the heavens and the earth.

Other areas of interest that show the importance of the scientific revolution would be in the field of medicine and anatomy. During the 1500s scientists began to dissect cadavers to understand human anatomy. Before this, human anatomy was only known by reading works by the ancients or in the study of animals. When Vesalius published his work *On the Structure of the Human Body* in 1543, it was an accurate representation of the human anatomy that would be used to advance medicine.

Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Students may

- Analyze significant ideas and discoveries of the Scientific Revolution. Focus should be on
 - astronomy,
 - laws of gravity,
 - medicine and the human body,
 - scientific instruments, and
 - scientific method.
- How did the innovation or idea contribute to a changing worldview? Record your ideas in a foldable.
- How you might have reacted to the ideas of the Scientific Revolution if you were a
 - commoner,
 - medical doctor,
 - member of the clergy,
 - scientist, or
 - skilled craftspersons.
- Examine the story of Galileo. Consider his conflict with the Catholic church. If you found yourself in Galileo's situation what would you have done?
- Discuss the following proposition:
 - The Catholic Church was justified in suppressing the work of scientists and others that challenge its teachings in the early Modern Era.

Unit 2 – Innovation, Ideas, and Change

Outcomes

Students will be expected to

5.0 *explain how ideas influence the human experience*

5.3 *explain how the Scientific Revolution contributed to a change in worldview in the Modern Era*

Focus for Learning

In this delineation students have seen a great advance in knowledge over a relatively short period of time, which is the beginning of the Scientific Revolution. A new worldview arose in which humans use science to help better explain the universe and their place in it. We were no longer the centre of the universe.

Students should understand and correctly use relevant terminology:

- empiricism
- geocentric
- heliocentric
- scientific method

Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Students may

- Create a poster that explains how the worldview of Europeans changed as a result of the Scientific Revolution. Include
 - relevant innovations, ideas and discoveries, and their short-term and long-term consequences; and
 - the perspectives of key stakeholders, such as
 - the church,
 - scientists, and
 - the general population.
- Create a blog highlighting the differing worldviews during the Scientific Revolution. Works should explore a range of perspectives (e.g., confusion, fear of persecution, internal conflict). Possible roles include
 - church official,
 - Galileo,
 - peasant,
 - Pope, and
 - scientist.

Unit 2 – Innovation, Ideas, and Change

Outcomes	Focus for Learning
<p>Students will be expected to</p> <p>5.0 <i>explain how ideas influence the human experience</i></p> <p>5.3 <i>explain how the Scientific Revolution contributed to a change in worldview in the Modern Era</i></p>	<p>Teachers can integrate outcome 1.0 (democracy) by engaging students with the following concepts:</p> <ul style="list-style-type: none"> • <i>Human Experience</i>: What are some of the most important ideas to emerge from the Scientific Revolution which have improved our quality of life? In what ways have they done so? <p>Teachers can integrate outcome 2.0 (forms of analysis) by engaging students with the following concepts:</p> <ul style="list-style-type: none"> • <i>Evidence</i>: Read primary documentary evidence regarding Galileo and his trial for heresy. Do you agree or disagree with his choice? What choice would you have made in his position? • <i>Causality</i>: Choose a new idea or innovation and explore its short and long term consequences as well as intended and unintended consequences. • <i>Significance</i>: Explore the impacts of the scientific revolution. Rank each impact according to what you believe to be its level of importance and justify your number one choice. • <i>Perspectives/Value Judgments</i>: Today, before a drug is sold to the public, it is clinically tested to ensure any dangers or side effects associated with the drug are known. Edward Jenner simply tested his ideas concerning smallpox using a live cowpox vaccine on a patient not knowing the consequences of his theory. Can such a risky and ethically questionable action ever be justified in the medical field? Explain. <p>By the completion of the delineation students should understand that the Scientific Revolution, which resulted from the pre-conditions outlined in 5.2, profoundly influenced the modern-era thinking and society with its emphasis on rationality, skepticism, and independent thinking.</p>

Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies**Resources and Notes****Extension**

Students may

- Develop a cause and consequence chart to show how an idea from the Scientific Revolution continues to influence society today. Ideas may be selected from the categories of
 - communication,
 - healthcare,
 - infrastructure,
 - transportation, and
 - warfare.

Include a scale to show the significance of the idea:

- Magnitude – How much did it transform lives?
- Scope – How many people have been impacted?
- Duration – How long have these impacts been felt?

Unit 2 – Innovation, Ideas, and Change

Outcomes	Focus for Learning
Students will be expected to	
6.0 determine the possible significance of emerging innovations or ideas	This outcome integrates outcome 3.0 (respond to issues) by requiring students to apply their learnings from outcomes 4.0, and 5.0 as they examine a recent / emerging idea or innovation.
6.1 research the innovation or idea	Students should select an innovation or idea which is having – or is expected to have – a significant influence on the human experience today. They should
6.2 anticipate how the innovation or idea may influence the human experience	<ul style="list-style-type: none"> • investigate its origins (e.g., original purpose, consequences of its introduction, scope of impact); • examine how continued improvements upon this invention/innovation or idea influences the human experience today, including any trends of patterns; and
6.3 communicate findings	<ul style="list-style-type: none"> • speculate how this invention/innovation or idea may change in the future, and influence the human experience.
	Students may need a list of innovations / ideas from differing areas, such as communication, transportation, and medicine. Examples may include
	<ul style="list-style-type: none"> • electric automobile; • autonomous vehicles; • IOT (i.e., the internet of things); and • genetic modification.
	Students could create a mind map for an invention/innovation of their choice and complete research to answer different criteria. (Scope, duration, magnitude, consequences (intended and unintended), adaptations, etc.).
	It will be important for students to address each of the outcomes and delineations from Unit 1. Teachers may wish to create a checklist for students.
	Finally, students may communicate their research in a variety of forms, including
	<ul style="list-style-type: none"> • a foldable, • a research poster, • a pod-cast, or • an informational video.

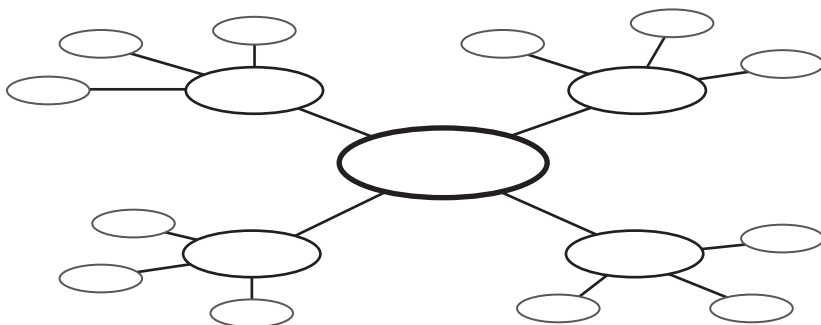
Unit 2 – Innovation, Ideas, and Change

Sample Teaching and Assessment Strategies

Activation

Teacher may

- Ask students to identify a topic related to some aspect of recent change that they either like or dislike. From that idea / word create a web diagram to capture related thoughts. Use the web diagram as a possible source for a research topic.



Connection

Students may

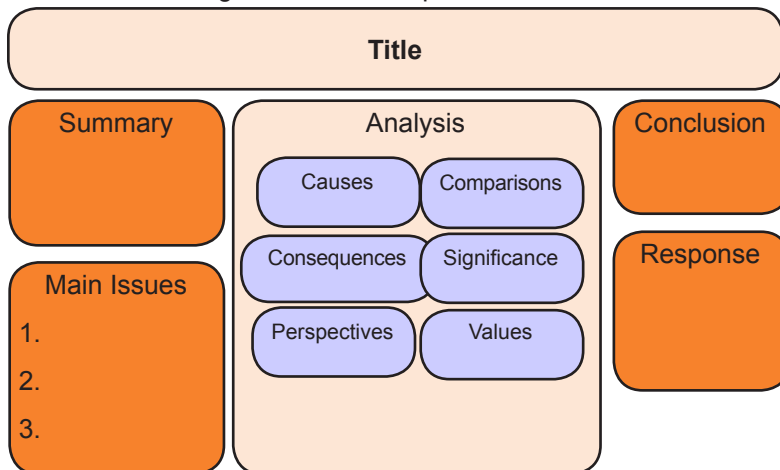
- Use the following checklist to guide their research as well as ensure that they have not omitted an important criterion.

Democracy	Analysis	Respond to Issues
<ul style="list-style-type: none"> relate to democracy collaborate improve the human experience 	<ul style="list-style-type: none"> evidence comparison causation significance perspective values 	<ul style="list-style-type: none"> question gather & organize analyze conclude communicate

Consolidation

Students may

- Present findings as a research poster.



Resources and Notes

Authorized

Change and the Human Experience, Abridged Edition (SR)

- pp. 68-75

Change and the Human Experience, Abridged Edition (TR)

- pp. S20-S22

Note

- Suggested instructional time is 5.5 hours

Section Three: Specific Curriculum Outcomes

Unit 3: Political Change

Focus

In this unit students examine how ideas of governance and citizenship influence the human experience. In Unit 2, students learned that one of the consequences of the Neolithic Revolution was urbanization. As large numbers of people gathered together, one of the necessities of this trend was the need for a system of governance to meet the requirements of those in society.

In this unit we expand on the role of governance and citizenship. Three forms of governance structures are explored and students will examine how different governmental models emerge over time. As societies become more complex the role of the citizen develops and evolves, particularly with regards to who qualifies for citizenship and what rights and responsibilities are inherent for those who do.

While many forms of governance exist over time the emergence of early forms of democracy (government of the many) will be examined in detail in Ancient Athens and Rome. The collapse of the Roman Empire and the emergence of Feudalism as a way and means to provide for and to protect population of Europe is briefly examined. Students will spend the majority of their time tracing the evolution of British Parliamentary democracy over several hundred years from the birth of Common Law, the Magna Carta to the Bill of Rights in 1689 which made Parliament preeminent over the Monarchy.

Students will then delve into the work of a variety of Enlightenment thinkers whose ideas about power, rights, freedoms, and responsibilities revolutionized public thought and perception concerning the role, status and position of the citizen in society. These writings were instrumental in informing and inspiring the leaders of the American Revolution, unleashing a transformation in governance, rights and citizenship which has dominated political thought and action for the last two centuries.

Students will conclude Unit 3 by determining the possible significance of a current political event or emerging political trend.

Outcomes Framework

GCO 1 Inquiry and Research – Students will be expected to demonstrate the ability to apply inquiry and research skills to analyze, synthesize, and share information.

GCO 2 Civic Engagement – Students will be expected to demonstrate the ability to make informed and reasoned decisions for the public good as citizens of a diverse democratic society in an interdependent world.

Students will be expected to:

- 9.0 determine the possible significance of a current political event or emerging political trend
 - 9.1 research the event or trend
 - 9.2 anticipate how the event or trend may influence the human experience
 - 9.3 communicate findings

GCO 3 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.

Students will be expected to:

- 7.0 explain how ideas of governance have changed over time
 - 7.1 differentiate between models of governance
 - 7.2 explain the development of governance systems from the Paleolithic Era to the Ancient Era
 - 7.3 explain the concept of citizenship and how it developed in the Ancient Era
- 8.0 explain how the relationship between the individual and the state changed in the Modern Era
 - 8.1 explain political structures in Western Europe during the early Pre-Modern Era
 - 8.2 explain changes in governance that occurred in England from the late Pre-Modern to early Modern eras
 - 8.3 explain how the Enlightenment contributed to changes in governance during the early Modern Era

Suggested Unit Plan

September	October	November	December	January	February	March	April	May	June
Unit 2 Innovation, Ideas, and Change			Unit 3 Political Change			Unit 4 Economic Change		Unit 5 Conflict, Cooperation, and Change	
Unit 1 Integrated Concepts and Process Skills									

Unit 3 – Political Change

Outcomes

Students will be expected to

- 7.0 explain how ideas of governance have changed over time
- 7.1 differentiate between models of governance
- 7.2 explain the development of governance systems from the Paleolithic Era to the Ancient Era
- 7.3 explain the concept of citizenship and how it developed in the Ancient Era

Focus for Learning

The purpose of this outcome is to enable students to understand how ideas of governance influence the human experience.

As discussed in outcome 4, one of the distinguishing characteristics of civilization is the presence of complex institutions. Government is arguably the most enduring and influential institution; its actions (or inactions) have profound and lasting consequences for those whom it governs.

In previous grades, students examined the role of government in providing for the needs of citizens, primarily within the modern Canadian context. Students will be aware of the importance of the role of governance, as it underlies almost every aspect of our lives and how we relate to those around us.

Additionally, students who completed Social Studies 1202

- discussed how ideology shapes expectations regarding the degree of government involvement in public and private life, and
- examined the basic principles of liberal democracy.

Students may also possess a limited awareness of non-democratic governments. However, most students will lack a deep understanding of this concept.

Sample Performance Indicator(s)

- Which type of governance model do you believe would best meet the needs of its citizens?
- Why do you believe that government of the many has been so rare in history until the 19th and 20th centuries? Explain your reasoning.
- Explain the pros and cons of direct democracy.
- Which idea in the evolution of British Parliamentary democracy was most significant. Justify your choice.
- Explain why the outcome of the American Revolution is considered to be a pivotal moment(s) in political history.
- Why has governance evolved over time?

Unit 3 – Political Change

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Ask students to identify the areas of law that most influence their lives. Then, for some of the areas identified, create a web diagram that explores how students lives would change if such laws did not exist.
- Ask students why we need government. Then provide time for students to discuss what areas are most important, why laws are necessary, and what makes a good ruler/leader.
- Using a think-pair-share cooperative learning strategy, ask students to identify issues where they feel (new) laws are needed to better protect individuals and society. Next, as part of a class discussion, see if there is a pattern / trend in what students identified as important. Finally, challenge students to take appropriate actions to help remedy the concerns.

Students may

- Brainstorm what types of governments exist and discuss what they know about each one.
- Create the headlines for the front page of a newspaper that might appear if there were significantly fewer laws to govern society.
- Discuss the following proposition:
 - There should be fewer laws in our society.

Consolidation

Students may

- Discuss the following propositions:
 - “It has been said that democracy is the worst form of government, except for all the others that have been tried.” (Winston Churchill)

Resources and Notes

Authorized

Change and the Human Experience, Abridged Edition
(Student Resource [SR])

- pp. 76-93

Change and the Human Experience, Abridged Edition
(Teacher Resource [TR])

- pp. S23-S29

Note

- Suggested instructional time is 11 hours

Unit 3 – Political Change

Outcomes	Focus for Learning
<p>Students will be expected to</p> <p>7.0 <i>explain how ideas of governance have changed over time</i></p> <p>7.1 <i>differentiate between models of governance</i></p>	<p>In this delineation, students explore who is “in charge” of government and the similarities and differences between forms of governance. This delineation will provide students with a vocabulary and understanding of types of government, which will later be used to examine how forms of government change and evolve.</p> <p>Students should differentiate between models of governance, explaining the strengths and limitations of each.</p> <p>Students should already recognize that there are many different types of government in the world today. When types of governments are studied, they can be categorized into three different groups:</p> <ul style="list-style-type: none"> • Rule of one – one person is in charge of a nation’s system of governance (e.g., North Korea). • Rule of the few – a small group of people are in charge of a system of governance (e.g., Saudi Arabia). • Rule of the many – a significant proportion of the population has input and decision-making power in the system of governance (e.g., Canada). <p>Once students understand the fundamental divisions that categorize systems of government, it becomes possible to examine specific governmental forms.</p> <p>Rule of One</p> <p>Rule by an individual is usually classified as either a monarchy or autocracy, where monarchy has, perhaps, a more positive connotation than autocracy.</p> <p>A monarchy is a form of government in which one member of a family (dynasty) exercises sovereignty (power and authority). The term evolved from two Greek terms – monos (“alone”) and arkhein (“to rule”). The actual power of the monarch may vary from purely symbolic to partial and restricted (constitutional monarchy), to complete power (absolute monarchy). Traditionally, and in most cases, the monarch’s post is inherited and lasts until death or abdication (voluntarily stepping down). Monarchy was the most common form of government until the 19th century, but it is no longer as common. Students should know that their monarch is Queen Elizabeth II.</p> <p>An autocracy is a form of government in which supreme power is concentrated in the hands of one person, whose decisions are subject to neither external legal restraints nor consistent and recognized mechanisms of popular control. This form of government is sometimes called a dictatorship. Various mechanisms are used by dictators or autocrats to ensure power remains in their hands (e.g., laws, military, secret police).</p>

Unit 3 – Political Change

Sample Teaching and Assessment Strategies**Resources and Notes****Activation**

Teachers may

- Show images of a few well known politicians / government leaders (e.g., local mayor, Premier, Prime Minister, Canada's monarch, a United States president, a political leader from another country that was recently in the news). Ask students what makes a good leader, and what makes a bad leader. From this discussion ask students to infer what is the purpose of government.
- Show the video "Types of Government for Students" by Laia Garcia to introduce the topics of Rule of One, Rule of the Few, and Rule of Many. Encourage students to brainstorm about countries that currently hold these types of governments.

Unit 3 – Political Change

Outcomes

Students will be expected to

- 7.0 *explain how ideas of governance have changed over time*
- 7.1 *differentiate between models of governance*

Focus for Learning

Rule of the Few

Oligarchy is a form of governance in which power rests with a small group of people. The “few” who control in this form of governance may vary from place to place. The group with power is usually connected to each other in some way. There are various terms used to refer to the source of power these people exercise:

- aristocracy (family)
- junta (military control)
- theocracy (religious)

While aristocracies may pass their influence from one generation to the next, inheritance is not a necessary condition in an oligarchy.

Rule of the Many

Democracy is a form of governance in which power rests with a large group of people. The “many” and the power that they exercise can vary depending on the type of democracy practiced. Although this form of governance has its roots in the Ancient Era, it is only recently that a sizable percentage of the world’s population is governed this way (Freedom House 2013, 45%).

This model of governance has two primary varieties:

- *Direct democracy* – (also known as pure democracy) is a form of democracy in which people decide on issues of public concern or policy initiatives directly. The term comes from the Greek demos (“people”) and kratos (“power”). This type of governance differs from the majority of modern Western-style democracies, which are representative democracies (e.g., some of Switzerland’s regional governments have elements of direct democracy where every person has a say in the decisions of government).
- *Representative democracy* – involves the election of officials (representatives), who represent the interests of voters in government. This is the most common type of democracy in that it allows for efficient rule by a small number of people on behalf of the majority. The electorate expresses their political preference through the representatives they elect (e.g., Canada).

By the completion of this section, students should be able to differentiate between the models of governance. Students should also be able to compare the strengths and limitations of each form of governance. In the next delineation, students will examine the development of the different systems of governance.

Unit 3 – Political Change

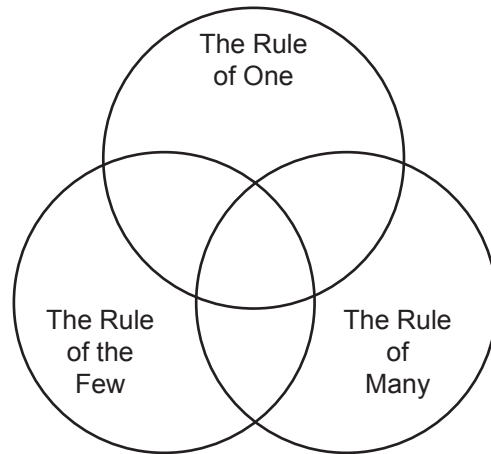
Sample Teaching and Assessment Strategies

Resources and Notes

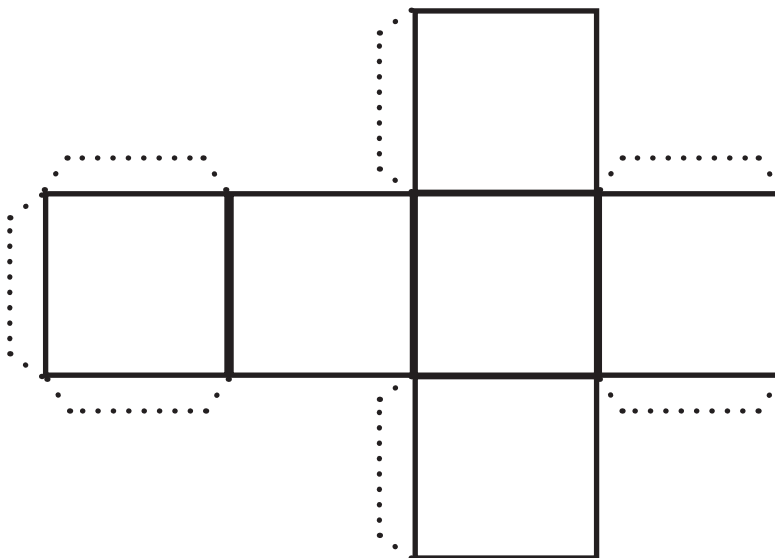
Connection

Teachers may

- Use a Venn Diagram to compare different forms of governance for the rule of one, the rule of the few, and the rule of many.



- Organize students into small groups to create “trivia cubes.” Students should create questions based on their learnings for each of the six sides of a cube. Each group can be assigned or choose a different governance model (e.g., monarchy). Students should take turns throwing the cube within their group. Once everyone is finished the groups exchange cubes. Have no more than six students in a group; a group of three may be preferred as each student can construct two questions.



Unit 3 – Political Change

Outcomes

Students will be expected to

- 7.0 *explain how ideas of governance have changed over time*
- 7.1 *differentiate between models of governance*

Focus for Learning

Students should understand and correctly use relevant terminology:

- aristocracy
- autocracy
- dictatorship
- direct democracy
- government
- monarchy
- oligarchy
- representative democracy,

Teachers can integrate outcome 1.0 (democracy) by engaging students with the following concepts:

- *Democracy*: Which type of governance system can be found in Canada? What reasons explain why Canada has this type of governance model? Why do the majority of citizens on Earth not live in a democracy?
- *Collaborate*: Former U.S. President George W. Bush is quoted as saying "If this were a dictatorship it would be a heck of a lot easier." A dictatorship may be easier to setup and to accomplish goals, but what are the drawbacks to living in such a system?

Teachers can integrate outcome 2.0 (forms of analysis) by engaging students with the following concepts:

- *Comparisons*: Use a Venn diagram to identify the similarities and differences between rule of the many, the few or the one.
- *Causality*: How would life in Canada change if it adopted _____ form of government?
- *Perspectives*: How would your life change if you lived in a country where decisions were taken out of your hands and policy was made without your input? In other words, could a dictatorship provide a better quality of life than a democracy?

By the completion of the delineation students should understand that human beings have always had some form of governance and leadership structure which can be distilled down to the rule of the one, the few or the many.

Unit 3 – Political Change

Sample Teaching and Assessment Strategies

Students may

- Research and create a case study that illustrates an example of one of the three models of government (e.g., a monarch from 16th century France). Be sure to identify the strengths and limitations of the model. Present your research via Google sites, or similar platform. (Note: Teachers can create a main webpage page that links to the case studies. This can be shared with the class.)
- Complete a chart that explains the strengths and limitations of each government.

Monarchy	Dictatorship	Oligarchy	Aristocracy
Strengths	Strengths	Strengths	Strengths
Limitations	Limitations	Limitations	Limitations
Theocracy	Direct Democracy	Representative democracy	
Strengths	Strengths	Strengths	
Limitations	Limitations	Limitations	

Consolidation

Teachers may

- Provide students with short case studies of countries and have them identify their government based on their knowledge. This will also reinforce why we have multiple types of government.

Students may

- Create a government for a fictitious country. Defend why the government is organized this way, noting the strengths (and limitations) of this form of government.
- Create an image / graphic representation that
 - identifies the three forms of governance, and
 - highlights an important strength and a serious limitation of each form of governance.

Resources and Notes

Unit 3 – Political Change

Outcomes

Students will be expected to

7.0 *explain how ideas of governance have changed over time*

7.2 *explain the development of governance systems from the Paleolithic Era to the Ancient Era*

Focus for Learning

In the previous delineation, students examined basic models of governance and the strengths and limitations of each. In this delineation, students will explore the development of these governance systems from Paleolithic to the Ancient Era.

The earliest human societies developed during the Paleolithic Era. These peoples had no formal system of government as we know it today, but instead were a kind of stateless society which shared power and authority.

Characteristics of these early societies include

- Small size – Groups consisted of 25 to 70 members. Small groups were relatively easy to provide for and protect. Small populations meant there were few relationships to manage, making social and political interactions more or less easier.
- Flat social structure – Paleolithic societies were primarily egalitarian. Community members had similar tasks and responsibilities, ensuring that everyone had a similar role and level of importance in the community.
- Shared decision-making – Due to the small size and flat structure of society, decisions directly influenced everyone in the community. For this reason, decision-making required that the group as a whole reach consensus. (Note: In this form of group decision-making it is speculated that the abilities, skills, and knowledge of an individual may result in that person having more influence than another. For example, the most accomplished hunters would have a greater influence on matters related to hunting than novice hunters).

By the Neolithic Era, advances in agriculture resulted in many groups of people establishing settlements and eventually cities. At this time, many groups identified and defined themselves by their city of habitation (note: the idea of countries as we know today did not exist); therefore the basic political unit was the city-state. City-states consisted of a city and surrounding lands that supported the population.

As students saw in delineation 4.3, society would become far more complex in city-states than had existed in the Paleolithic Era and, as civilization developed, so too did the institution of government. Greater diversity in society and the introduction of social classes meant that society was no longer flat, as it had been in Paleolithic times. Additionally, due to larger populations, often thousands living together, decision-making became far easier and efficient if one person or a few held political power.

Unit 3 – Political Change

Sample Teaching and Assessment Strategies

Resources and Notes

Activation

Teachers may

- Recap the main characteristics of the Paleolithic and Neolithic lifestyles. Ask students what would be important for each group. What types of rules would they need?

Students may

- Produce a time line outlining models of government between paleolithic and Roman times.
- With a partner use the think-pair-share strategy to discuss why different forms of governments existed.
- Compare the strengths and limitations of shared decision-making between small and large groups.

An Analysis of Shared Decision-making and Group Size		
	Strengths	Limitations
Small Group		
Large Group		

Unit 3 – Political Change

Outcomes

Students will be expected to

7.0 *explain how ideas of governance have changed over time*

7.2 *explain the development of governance systems from the Paleolithic Era to the Ancient Era*

Focus for Learning

The Neolithic Revolution led to the development of complex institutions. Foremost of these institutions was the development of governments of the early city-states that managed the tax collection, the military, and other needs. This can be seen in Sumer where bureaucracies developed to carry out the orders of the ruler. The nature of governance in ancient Mesopotamia was theocratic meaning that the religious leaders controlled the government of the entire city-state. In times of war, rule was passed to a military leader. As time progressed some of these military leaders would take on full-time power of the government and the city-state would become an autocracy.

Students should be able to explain the development of democracies in Athens and the Roman Republic, explaining the strengths and limitations of each.

Time should be taken to compare the two forms of democratic government that developed in Athens and the Roman Republic. This comparison should include a brief exploration of government structure and the strengths and limitations of each. This may include, but not be limited to the following:

Comparison of Democracy	
Athens (direct democracy)	Roman Republic (representative democracy)
Structure: <ul style="list-style-type: none"> The Ekklesia (Assembly), the Council of Five Hundred, nine Archons (magistrates), ten strategoi (generals) 	Structure: <ul style="list-style-type: none"> The Assembly, a Senate of a few hundred, two Consuls (heads of government)
Strengths: <ul style="list-style-type: none"> Every citizen can vote on laws and issues of public importance Council of Five Hundred members were chosen by lot from the Assembly and served 1 year terms 	Strengths: <ul style="list-style-type: none"> Consuls could veto each other's decisions if disagreement arose Consuls served 1 year terms and had to wait years before being elected again
Limitations <ul style="list-style-type: none"> Decision-making could be a time-consuming process Difficult to apply direct democracy to a political unit larger than the city-state 	Limitations: <ul style="list-style-type: none"> Citizens could not vote on all issues of importance to the state Plebeians could not be elected to consul or senate positions

Unit 3 – Political Change

Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Teachers may

- As part of a whole class discussion create a cause and consequence chart demonstrating your understanding of how and why governance evolved.

Students may

- Create a timeline of the evolution of governance and/or rulers through
 - the Paleolithic Era,
 - the Neolithic Era,
 - Greece, and
 - the Roman Republic.
- Choose a Greek or Roman leader and create a political campaign-style poster.
- Complete a comparison chart between direct democracy governance in Greece and representative democracy during the Roman Republic, showing the strengths and limitations of each.

An Analysis of Direct Democracy and Representative Democracy		
	Strengths	Limitations
Direct Democracy		
Representative Democracy		

Unit 3 – Political Change

Outcomes

Students will be expected to

7.0 *explain how ideas of governance have changed over time*

7.2 *explain the development of governance systems from the Paleolithic Era to the Ancient Era*

Focus for Learning

By the completion of this section, students should be able to describe and explain the development of direct and representative democracies in Athens and the Roman Republic, comparing the strengths and limitations of each. A discussion of political systems of Athens and Rome lends itself to consideration of the concept of citizenship. This will be further explored in the next delineation.

Students should understand and correctly use relevant terminology:

- city-state
- republic
- consuls
- senate
- Council of Five Hundred
- tyrant
- egalitarian

Teachers can integrate outcome 1.0 (democracy) by engaging students with the following concepts:

- *Democracy*: Athenian and Roman democracies not only excluded certain groups from decision-making, but also socially segregated groups which have voting and citizenship rights (e.g., Plebeian and Patricians). Can a society truly be just and democratic if groups are denied certain rights and privileges or conversely, are given special status?

Teachers can integrate outcome 2.0 (forms of analysis) by engaging students with the following concepts:

- *Evidence/Causality/Comparison*: The effects of Athenian and Roman democratic institutions and policies have permeated the historical development of democracy. Research the Canadian Parliamentary model and briefly explain the similarities and differences between our systems of governance and these earlier models.
- *Significance*: Choose three of the most important democratic innovations or practices from the time of Athens and the Roman Republic. Explain why you believe they were important enough for you to choose and rank order then from most important to least.

By the completion of the delineation students should understand that governance has evolved from Paleolithic societies with a simplistic democratic structure to various complex systems which were largely undemocratic. Two exceptions occurred in ancient Athens and Rome where early forms of democracy were introduced and developed, albeit with flaws and challenges.

Unit 3 – Political Change

Sample Teaching and Assessment Strategies

Consolidation

Teachers may

- Create a set of Trivia Cubes for students to explore the features of each type of government, along with strengths and limitations.

Cube 1	Cube 2
aristocracy	number of participants
monarchy	one limitation
direct democracy	one strength
representative democracy	who has the power
oligarchy	who payes taxes
theocracy	rights of citizens

Students may

- Create a poster detailing the changes in governance during the following periods: paleolithic, neolithic, Greek, an/or Roman. Once finished students can organize a gallery walk to look at all the posters.
- Create a cause and consequences chart explaining how and why governance evolved.

Resources and Notes

Unit 3 – Political Change

Outcomes

Students will be expected to

- 7.0 *explain how ideas of governance have changed over time*
- 7.3 *explain the concept of citizenship and how it developed in the Ancient Era*

Focus for Learning

In the previous delineation, students examined development of governance systems in early human history. In the following delineation, students will investigate the concept of citizenship and how it applied to the ancient world.

Students should be able to explain the development of the concept of citizenship in ancient Athens and Rome.

As students investigate the evolution of governance, the concept of citizenship emerges. In the Paleolithic and early Neolithic eras, the community-based membership to the group on familial ties. As a consequence, the community equitably distributed the benefits of belonging.

The growth of towns and cities – and in particular the privatization of land – in the Ancient Era changed ideas related to community membership. Aristocrats and landowners were perceived to have a greater vested interest in the well-being of the community, as opposed to non-landowners and foreigners. As a consequence, upper classes (e.g., aristocrats, landowners) had considerable influence in decision-making that affected the community and excluded the remainder of the populace from decision-making.

The emergence of democracy in Athens as a means to resolve tensions between classes marks a turning point in the validation of the role and importance of the lower classes in community life. Democracy marks a significant change in the idea of citizenship where every citizen has a role.

Citizenship itself involves certain rights and protections under the law. One of the rights that is important to examine is the concept of voting. Athens in the 4th century BCE had a population of 250 000 people, of which only the adult males who were born in Athens of Athenian parents could vote - this meant that only approximately 30 000 of the population of Athens were citizens who could vote. The vast majority of Athens would not have the ability to vote or to be involved in decision-making. The citizens would meet once a month to vote on the important matters facing the city. On average 6 000 citizens gathered once a month to vote directly on laws and policy. This form of direct democracy was rare and still is today. It should be noted that by modern comparison, citizenship was quite limited, but for its time this was a significant step in sharing rights and power among a greater membership of society.

During the Roman Republic (509 BCE - 27 BCE) citizenship evolved to where adult male landowners over 15 years of age were considered citizens, who could vote and hold public office. Women and slaves were not able to take part in government, and were not granted rights as citizens. In Rome, they followed the Athenian example of direct democracy during the Assemblies, allowing citizens to vote on laws, but in Rome they also had the power to elect government officials and judges. The plebeians also voted to

Unit 3 – Political Change

Sample Teaching and Assessment Strategies

Resources and Notes

Activation

Teachers may

- Invite students to consider their roles as citizens in society. What are their
 - expectations,
 - rights, and
 - freedoms.

Students may

- Create a concept web or word wall using terms and phrases associated with the ideas of citizen and citizenship.
- Reflect on Aristotle's definition of democracy. Do you think that society today is truly democratic, based on Aristotle's definition?

"... it is democracy when the free and needy who are the majority have control of rule, and it is oligarchy when the rich and better born who are few have control."

source: *Politics*

Unit 3 – Political Change

Outcomes

Students will be expected to

- 7.0 *explain how ideas of governance have changed over time*
- 7.3 *explain the concept of citizenship and how it developed in the Ancient Era*

Focus for Learning

elect two consuls, who were the powerful heads of government. The plebeians in voting for the consuls were giving them the ability to represent their wishes. This form of representative democracy will be familiar as a concept for most students, since this is the foundation of Canada's democracy.

Students should be able to describe the benefits and limitations of citizenship in both ancient Athens and Rome.

In ancient Athens, society was divided into groups (citizens, foreigners, slaves) based on several social and economic factors that would have a profound influence on how you would live your life and what your role would be in the life of the city. Just as in Athens, not every person in ancient Rome became a citizen and even if you were a citizen, the difference between the social classes of patricians and plebeians made it impossible for a plebeian to become a senator or a consul - those positions were only for the patricians. Teachers should be clear in describing how the lives of the majority of those who lived in Athens and Rome were not able to take part in governance as citizens.

By the completion of this section students should be able to describe the benefits and the limitations of citizenship in both Athens and Rome. The idea of “the citizen” and the allocation of benefits/rights would continue to have a significant influence on the further evolution of governance models. The next outcome in this course examines the evolution of the rights of citizens to the Modern Era.

Students should understand and correctly use relevant terminology:

- citizen
- slave

Unit 3 – Political Change

Sample Teaching and Assessment Strategies**Resources and Notes****Connection**

Teachers may

- Provide students with a template and invite them to make foldables of the governments studied in this outcome

Students may

- Create a t-chart comparing Greek citizenship and modern citizenship.

Unit 3 – Political Change

Outcomes

Students will be expected to

7.0 *explain how ideas of governance have changed over time*

7.3 *explain the concept of citizenship and how it developed in the Ancient Era*

Focus for Learning

Teachers can integrate outcome 1.0 (democracy) by engaging students with the following concepts:

- *Human Experience*: While by no means perfect, Athenian and Roman democracies were a step forward in comparison to other forms of governance at this time in history. Research and create a poster about a significant advancement in citizenship and rights during the period of Athenian or Romans democracies.

Teachers can integrate outcome 2.0 (forms of analysis) by engaging students with the following concepts:

- *Perspectives/Value Judgments*: Both Rome and Athens limited citizenship rights to specific groups. In 2018, Florida amended its laws to allow those who have been released from prison, but who have a criminal records, the right to vote. This change will mean that 1.5 million Floridians will now be eligible to vote in any and all future elections. Is there ever justification to limit an individuals citizenship rights? Is so, under what circumstances and to what extent?

By the completion of the delineation students should understand that one of the important long-term effects of the Neolithic Revolution was the social stratification of society. This not only impacted an individual's economic status but also their ability to have input on societal decision-making and governance. While Athenians and Roman democracies made inroads to greater public participation and citizenship, they were by no means universally inclusive.

Unit 3 – Political Change

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Teachers may

- Organize students into an imaginary society, assigning most to be slaves, some to be aristocrats and one to be a monarch / dictator. Have students vote on the desirability of each of several forms of government, using the Feedback Frame model (i.e., voting along a continuum). Discuss the results as a class.

Students may

- Produce a newspaper or news broadcast providing details about different classes of citizens (slaves versus the upper class).
- Explain which type of governance model they believe would best meet the needs of its citizens. This could be presented in a variety of methods:
 - comic strip
 - essay
 - newspaper article
 - mind map
 - poster
 - twitter feed

Unit 3 – Political Change

Outcomes

Students will be expected to

- 8.0 explain how the relationship between the individual and the state has changed in Western Europe during the Pre-Modern and early Modern Eras
- 8.1 explain political structures in Western Europe during the early Pre-Modern Era
- 8.2 explain changes in governance that occurred in England from the late Pre-Modern to early Modern eras
- 8.3 explain how the Enlightenment contributed to changes in governance during the early Modern Era

Focus for Learning

The purpose of this outcome is to enable students to understand how the relationship between the individual and the state changed from Pre-Modern to the Modern Era. Students will discover the origins of the rights that individuals expect in a democratic society today.

As discussed in outcome 7.0, students learned how the ideas of governance changed over time. In this outcome students discover that changes in governance continue and bring the forms of government closer to what we see in modern democracies today. In particular, students will learn how the Enlightenment would remake the political world and how it is reflected in the power relationships that exist between the citizen and government.

In previous grades, students examined the role of government in providing for the needs of citizens, within the modern Canadian context, and also within Newfoundland before Confederation. Students will be aware of the importance of the role of governance, as it underlies almost every aspect of our lives and how we relate to those around us.

Additionally, students who completed Social Studies 1202 studied

- Power, Citizenship, and Change;
- Individual Rights and the Common Good; and
- The Strengths and Limitations of Government.

These units from Social Studies 1202 will help students to understand the modern context to the historical developments, which will be studied in this unit.

Sample Performance Indicator

- It is said that absolute power corrupts. With reference to the evolution of liberal democracy in England, do you agree or disagree with this statement? Give at least two reasons for your position.

Unit 3 – Political Change

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Ask students to brainstorm and respond to the following questions about governance:
 - What protections does one get?
 - What laws must one obey?
 - What rights does one have?
 - What must one give the state in return?

Consolidation

Students may

- Create their own constitution outlining what rights and freedoms they feel are important. Students could use this as a follow-up to their government activity in 7.1.

Resources and Notes

Authorized

Change and the Human Experience, Abridged Edition (SR)

- pp. 94-113

Change and the Human Experience, Abridged Edition (TR)

- pp. S29-S36

Note

- Suggested instructional time is 11 hours

Unit 3 – Political Change

Outcomes

Students will be expected to

- 8.0** *explain how the relationship between the individual and the state has changed in Western Europe during the Pre-Modern and early Modern Eras*
- 8.1** *explain political structures in Western Europe during the early Pre-Modern Era*

Focus for Learning

In the previous outcome, students learned about the developments in governance from the Paleolithic to Ancient Eras. In this outcome, students will examine changes that occurred in Europe during and since the Pre-Modern Era that gave rise to modern liberal democracy.

Students should be able to explain how events in the Late Ancient Era influenced governance.

To gain an understanding of the political structures that existed in Western Europe before the Modern Era, discussion with students should allow for a brief survey of the decline of the Roman Empire. By the end of 1st century BCE, Rome was no longer a republic. After a series of civil wars among influential officials, Augustus Caesar would become emperor, effectively changing governance from the rule of many back to the rule of one.

By and large, the Roman Empire flourished and expanded for the next two centuries. By the 5th century CE, the Roman government had difficulty maintaining its geographically vast empire. In particular, invading Germanic tribes from Eastern Europe caused the empire to splinter (the last Roman emperor was deposed in 476 CE), resulting in the gradual formation of smaller kingdoms.

After 500 CE, Rome no longer had any political power over Europe and as a result people had to provide the essential functions of governance for themselves. Militarily they faced threats by invaders and had to protect themselves.

By c. 900 CE smaller kingdoms were established by warlords, resulting in the growth of monarchies. Trade and transportation routes became less utilized as there was no central government that connected one region to another. Finally, this period saw the gradual spread of Christianity throughout Western Europe, contributing a common worldview throughout the region, as discussed in delineation 5.1. Additionally, Christianity would eventually take over some of the tasks that we might think of as government responsibilities today. (e.g., record keeping, education). As well monarchs found it difficult to maintain their lands, a factor that would result in the development of feudalism.

Unit 3 – Political Change

Sample Teaching and Assessment Strategies

Resources and Notes

Activation

Students may

- Brainstorm, using their prior knowledge, about the different social classes and how they believe the classes were divided and ranked in the Pre-Modern Era.
- Create a timeline summarizing the main events from the Roman Republic to c. 900 CE.
- Debate the following proposition:

It is better to live under the rule of a benevolent dictator than in a pure democracy.

Unit 3 – Political Change

Outcomes

Students will be expected to

- 8.0 *explain how the relationship between the individual and the state has changed in Western Europe during the Pre-Modern and early Modern Eras*
- 8.1 *explain political structures in Western Europe during the early Pre-Modern Era*

Focus for Learning

Students should be able to explain how feudalism influenced life in Western Europe in the Pre-Modern Era.

It is instructive to look at the development of feudalism that arose after the loss of centralized power of the Roman Empire. Feudalism would develop as a means of social and political organization that provided structure and order to society. This was a period of invasions and lawlessness in much of Western Europe. As a reaction to this power vacuum, feudalism developed as a means of mutual protection during a dangerous time.

The feudal system operated on the delegation of governance and responsibility for regions of land, called fiefs. These fiefs belonged to the king but were given to high ranking people, called nobles, to govern for them. These nobles could, in turn, delegate pieces of their land to nobles of lesser status, such as knights. The result was that knights owed allegiance to the noble and the noble to the king and all were given responsibility to care for and improve those lands. In times of military threat, the nobles would come to the aid of the king by supplying equipped and trained soldiers. Military support was the primary benefit for the king, who gave up the lands that could not be adequately controlled. The noble who received the land benefited by the use of the land and could take a portion of the harvest. This system of allegiance would proceed down to the least powerful in society - the serf - who had to provide work and a share of their farm produce to the knight in return for military protection. Students should consider the benefits and challenges of this system of government from various stakeholder perspectives.

Students should investigate the nature of feudal governance and its characteristics. These should include the following:

- Feudal obligation – Feudalism relied on the obligation of one man (the vassal) to another (the lord). Typically, the monarch owned all land in the kingdom and granted parts of this land (fiefs) to nobles (often wealthy aristocrats), who would owe him military service and support in exchange. This was a mutually beneficial system, as vassals would become wealthy through the use of the resources on their newly acquired land.
- Hierarchy of social classes – This structure relied on classes of people having specifically defined roles in society. Generally speaking, these roles are divided along the lines of those who fought (nobles, knights, soldiers), those who prayed (bishops, priests, monks, nuns), and those who worked (peasants, serfs, artisans). The first two groups tended to be higher up the social hierarchy than the third and, therefore, held more power. Real power, however, was held by a small percentage of the population that comprised the upper echelons of the feudal structure.
- Rule by divine right – The spread of Christianity in the early medieval period helped to establish the Church's influential role in society. When applied to feudalism, this placed the feudal

Unit 3 – Political Change

Sample Teaching and Assessment Strategies**Resources and Notes****Connection**

Students may

- Explore the feudalism pyramid and discuss the rights and obligations of each level in the hierarchy.

Unit 3 – Political Change

Outcomes

Students will be expected to

- 8.0 *explain how the relationship between the individual and the state has changed in Western Europe during the Pre-Modern and early Modern Eras*
- 8.1 *explain political structures in Western Europe during the early Pre-Modern Era*

Focus for Learning

hierarchy within the Christian worldview with the power of the monarch and pope being only below that of God. Within this structure, the monarch's power was seen as a natural part of the universal order. Therefore, he ruled a kingdom by divine right, providing him even greater authority.

A governance structure such as this would place responsibility for law and order with those at the top of the feudal pyramid. It also meant that there were few checks and balances in place to ensure that rulers used their power for the benefit of all in their kingdoms. As a result, quality of life depended in great part on which social class one held. The rigid structure of feudalism also meant that movement between classes was very difficult, giving the lower classes little opportunity to improve their situation.

Time should be taken for students to consider what life was like for people in feudal Europe based on one's social class.

By completion of this section, students should understand that political structures in Western Europe created situations where a small percentage of the population held significant amounts of power. This situation often leads to injustice and abuse of power, as was seen in outcome 7.0. As students will see in delineation 8.2, this would happen in England during the Pre-Modern and Early Modern periods.

Students should understand and correctly use relevant terminology:

- Feudalism
- Knights
- Lord
- Nobles
- Rule by divine right
- Serfs

Unit 3 – Political Change

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Teachers may

- Create a feudal society using a standard deck of cards you.
 - Take all of the kings and queens out of the deck. You only need one monarch for this activity. Pick either a king or a queen for this activity and place in a pile.
 - Next take two jacks and one joker and add to the king/queen card - the jacks will represent your nobles, the joker represents the clergy or church official.
 - Then, take three tens and three aces -- the ace represents the lords, the tens represent the knights.
 - two nines will serve to represent your serfs and all other fact cards will serve to represent your peasants.

Hand out cards at random when students enter the room. After everyone is ready, separate the “social classes” with peasants in the back of the room, and the king/queen in the front of the room.

Students will see right away that most people are the peasants and as you move towards the king/queen, the number of people get smaller; this is how feudalism looked.

Then, send a message from this king/queen to the peasants. As this is done, have students physically get up and go to a member of the next social class and relay the message. By doing this, it shows that there is a time component in how information was relayed. It may also serve to show students that the message from the king/queen gets slightly distorted by the time it reaches the intended audience.

For example, a king/queen may decide to send word to the peasants that on Sundays, they have to work an hour later than normal. As a noble relays this to the lord, that same message may state that the peasants must work an hour later and provide two extra pieces of firewood to the nobles, as a lord relays the message to the peasants it may be distorted to also include another task. It shows students that the elite keep gaining while the peasants suffer.

Conversely, if a peasant were to ever speak out against working conditions and spoke to a lord, then the lord could either send the message “up the line” or not. In most situations, the message would never make it past the lord. Again, this shows how the elite felt they were above the peasants and didn't have to react to their concerns.

Unit 3 – Political Change

Outcomes

Students will be expected to

- 8.0 *explain how the relationship between the individual and the state has changed in Western Europe during the Pre-Modern and early Modern Eras*
- 8.1 *explain political structures in Western Europe during the early Pre-Modern Era*

Focus for Learning

Teachers can integrate outcome 1.0 (democracy) by engaging students with the following concepts:

- *Democracy/Human Experience*: General Lucius Clay, commander of American forces in Berlin after World War II stated, “There is no choice between being a communist on 1,500 calories a day and a believer in democracy on a thousand.” Discuss whether a democratic system of governance is possible in extreme financial and social environments.

Teachers can integrate outcome 2.0 (forms of analysis) by engaging students with the following concepts:

- *Comparison/Causality/Value Judgments*: When Rome collapsed, lawlessness, economic hardship and social norms eroded and disappeared forcing citizens to find solutions to bring order out of chaos. Investigate a modern failed state such as Somalia and examine the causes of its collapse and the ensuing consequences. How have the people of your chosen failed state tried to establish order out of chaos? Determine how successful they have been. Finally determine what, if anything, citizens had to sacrifice to reestablish order.
- *Perspectives*: What would you be willing to sacrifice in order to feed and to protect your family?
- *Significance*: How important was the Church's role in perpetuating social and economic inequality during the early to mid-middle ages?

By the completion of the delineation students should understand that the collapse of the Roman empire left a power vacuum in Europe. Governance systems that were established in the wake of this collapse were based on survival and safety. Hence hierarchical systems such as feudalism emerged to meet this need but protection and adequate foodstuffs came at the expense of personal liberties and freedoms.

Unit 3 – Political Change

Sample Teaching and Assessment Strategies**Resources and Notes**

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Unit 3 – Political Change

Outcomes

Students will be expected to

- 8.0 *explain how the relationship between the individual and the state has changed in Western Europe during the Pre-Modern and early Modern Eras*
- 8.2 *explain changes in governance that occurred in England from the late Pre-Modern to early Modern eras*

Focus for Learning

In the last delineation, students learned that under feudalism every order within society has specific obligations to fulfill. In this delineation students will examine the evolution of feudalism as it responds to the challenges created by the rule of one in a monarchy.

Students should be able to explain the development of common law in England during the Pre-Modern Era.

Over time, ideas about the obligations of a feudal society became entrenched through the evolution of the English judicial system, called common law. As judges decided on disputes between people (lawsuits), they would look to the earlier rulings (precedents) that could be applied to their current case. This unified body of law written by judges over centuries became known as common law. It created a legal system that made the law fair and consistent throughout England, since cases were decided on the principles of previous rulings, not just the whim of a judge on a particular day.

King Henry II (1154-1189 CE) strengthened the judicial system by sending royal judges throughout England at least once per year to collect taxes, settle lawsuits and punish criminals. King Henry also introduced the use of the jury, which was a group of 12 neighbours of the accused, who would be asked to assist in matters regarding property and land. The jurors' decisions in these cases would later evolve into the modern concept of a jury deciding guilt or innocence.

Additionally, the adoption of trial by jury (rather than trial by ordeal whereby the guilt or innocence of the accused was determined by subjecting them to a painful, or at least an unpleasant and usually dangerous experience; the test was one of life or death, and the proof of innocence was survival) served to legitimize the principles that emerged from common law, since the citizens themselves had a key role in the law.

Students should be able to explain how Magna Carta, Parliament and the English Bill of Rights affected the distribution of power in England.

Students now examine three events in English history that significantly influenced the evolution of our system of government and the rights of citizens: Magna Carta, Model Parliament, and the beginnings of constitutional monarchy.

Teachers should recognize that while the following sections include a vast amount of material covering hundreds of years of history, it is not the intent of the delineation to provide for an in-depth study of each event. Instead, the focus should be on examining the significant changes that resulted from each event during the evolution of English governance.

Within the system of feudalism, every person has a duty – or obligation – to fulfill in society. The common law system evolved to

Unit 3 – Political Change

Sample Teaching and Assessment Strategies

Resources and Notes

Activation

Teachers may

- Show students some examples of political unrest and protests against governments. Think-pair-share ideas and/or reasons why citizens may be unhappy with their government.

Students may

- Think-pair-share the following:
 - What should happen if a king did not meet his obligations?
 - What should happen if the decisions made by a king were ones that went against what most nobles thought were right?
- Read the following excerpts from the *Magna Carta*. If these laws needed to be made, what can we infer was happening before the *Magna Carta* was enacted? Whom was advantaged? Disadvantaged?
 - No bailiff shall in future put anyone to trial upon his own bare word, without reliable witnesses produced for this purpose.
 - No free man shall be arrested or imprisoned ... except by the lawful judgment of his peers or by the law of the land.
 - To no one will we sell, to no one will we refuse or delay right or justice.

Unit 3 – Political Change

Outcomes

Students will be expected to

8.0 *explain how the relationship between the individual and the state has changed in Western Europe during the Pre-Modern and early Modern Eras*

8.2 *explain changes in governance that occurred in England from the late Pre-Modern to early Modern eras*

Focus for Learning

consider situations when there were disputes among commoners and their obligations to each other and the nobility, and vice versa. However, there was no limit on the monarch if they did not fulfill their obligations. Kings considered their power to be absolute and that this power had been given to them by God.

This raised several important questions:

- What should happen if a king did not meet his obligations?
- What should happen if the decisions made by a king went against what most nobles thought were right?

Over time these questions would be answered as the nobility challenged the actions of the monarch when they perceived that the monarch was not fulfilling his/her obligation to provide sound leadership.

The first restriction placed on the monarchy was expressed in the *Magna Carta* (1215)

- king shares power with the nobles
- protection of the law/basic justice
- no taxation without representation

King John (son of Henry II) inherited the throne in 1199. His rule was characterized by decisions that were cruel and arbitrary. His poor leadership angered commoners and nobles alike. Taxes continued to be raised to pay for wars, and he attempted to exert more control over towns. In addition, King John was unsuccessful in battle and lost much of the land that England controlled in France. This caused his nobles to actively defy him, and they raised an army for this purpose. The feudal obligations of an earlier era were abandoned because the nobles thought that the king was not fulfilling his responsibilities.

On June 15, 1215, the nobles forced King John to sign *Magna Carta* (The Great Charter), which guaranteed certain political rights such as no taxation without representation, jury trials, and equal protection under the law. When this document was signed these rights applied only to the nobles, but over time many English people and today's governments (e.g., Canada) that are derived from this system, look to this document as the beginning of the guaranteed rights of its citizens.

The next restriction placed on the monarch was the vesting of power in *Parliament* (1295 CE)

- “what touches all, should be approved of all” - Edward I
- representation of social orders

In 1295 another English king, Edward I, was seeking to raise taxes to fight several wars. He summoned representatives from every shire and county in England to serve as a parliament. The English Parliament was made up of the wealthy property owners, knights, bishops, and lords as well as regional representation in the form of burgesses from towns, so there was a large cross section of society

Unit 3 – Political Change

Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Teachers may

- Provide a variety of primary and secondary sources to help evaluate the significance of each main event.
 - Signing of the Magna Carta
 - Emergence of Parliament

Students may

- Produce a timeline of significant events that changed and helped evolve the English government.
- Discuss which of the following events was most significant in the evolution of liberal democracy.
 - Magna Carta
 - Parliament
 - Bill of Rights

Proposition:	
Possible Affirmative Arguments	Possible Negative Arguments

+++++

Our Team's Position:

Argument #1

Evidence:

-
-

Argument #1

Evidence:

-
-

Argument #1

Evidence:

-
-

Clincher:

Unit 3 – Political Change

Outcomes

Students will be expected to

8.0 *explain how the relationship between the individual and the state has changed in Western Europe during the Pre-Modern and early Modern Eras*

8.2 *explain changes in governance that occurred in England from the late Pre-Modern to early Modern eras*

Focus for Learning

involved. Though the primary role of parliament was to approve taxes during this time, the model parliament of 1295 was unique in that it was the first occasion where parliament was able to address other grievances with the monarch. It would later acquire other powers (e.g., passing of laws), gradually reducing the power of kings over time.

The establishment of a *Constitutional Monarchy* (1689) served to clarify, and further limit, the power of the monarch.

By completion of this section, students should understand the beginning of a gradual shift in the distribution of power; the power of one person (the monarch) is checked by others (commoners, nobility and clergy). This shift in power was set in laws and shared throughout the country so that all know the responsibilities and limits to power. These ideas introduced in England would further evolve during the Enlightenment, which will be examined in the next delineation.

Students should understand and correctly use relevant terminology:

- common law
- *Magna Carta* (1215)
- constitutional monarchy
- parliament

Unit 3 – Political Change

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Teachers may

- Ask students to reflect on their understanding of the documents identified below. Use a dotmocracy / dotvoting to explore which of the following events is most significant? Be sure to remind students to consider scope, magnitude, and duration in their argument.
 - *Magna Carta* (1215)
 - *Parliament* (1295 CE)

Students may

- Using a graphic organizer, poster or web-diagram, explain why sudden increases in taxation were a matter of concern during this time period. Would the same concern be felt today? Explain.

Unit 3 – Political Change

Outcomes

Students will be expected to

8.0 *explain how the relationship between the individual and the state has changed in Western Europe during the Pre-Modern and early Modern Eras*

8.2 *explain changes in governance that occurred in England from the late Pre-Modern to early Modern eras*

Focus for Learning

Teachers can integrate outcome 1.0 (democracy) by engaging students with the following concepts:

- **Democracy:** Have students create a simple constitution for their school outlining the roles and rights of all stakeholders. Specifically they can create a governance model for fair and effective decision-making with checks and balances; rules and regulations for the school as well as creating a judicial model when dealing with infractions.

Teachers can integrate outcome 2.0 (forms of analysis) by engaging students with the following concepts:

- **Evidence:** In 1215 King John was seen to have abused his powers by the nobles of England and was forced to sign the Magna Carta as a result. Investigate what checks and balances are in place in Canada to ensure honest and sound governance.
- **Significance/Comparison:** Students have been introduced to key moments in the evolution of British Parliamentary democracy. Compare the events and use criteria to select which you believe is most significant and justify your choice.

By the completion of the delineation students should understand that modern Canadian democracy and the rule of law was not the result of a revolutionary change but rather an evolution shift which was hundreds of years in the making, the end result being the ascendancy of parliament and the establishment of constitutional law.

Unit 3 – Political Change

Sample Teaching and Assessment Strategies**Resources and Notes**

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Unit 3 – Political Change

Outcomes

Students will be expected to

8.0 *explain how the relationship between the individual and the state has changed in Western Europe during the Pre-Modern and early Modern Eras*

8.3 *explain how the Enlightenment contributed to changes in governance during the early Modern Era*

Focus for Learning

In the previous delineation, students examined the development of governance in England during the Pre-Modern and early Modern Eras. In this delineation, the relationship between early Modern thought and governance will be investigated giving students a greater understanding of the basis of our political system today.

Student should be able to explain the major ideas of the Enlightenment.

Influenced by the Scientific Revolution, philosophers in the late 16th and early 17th centuries began applying the concept of rationality to the areas of governance and citizenship. Enlightenment thinkers critiqued long-held assumptions about social order, and further developed the concepts of individual rights.

Students should briefly examine the contributions of the following Enlightenment ideas to governance:

- social contract, power of the state - Hobbes (1588-1679)
- natural rights - life, liberty, property - Locke (1632-1704)
- religious freedom - Voltaire (1694-1778)
- separations of powers - Montesquieu (1689-1755)
- individual freedom - Rousseau (1712-1778)
- rights for the accused, abolishment of torture - Beccaria (1738-1794)
- women's equality - Wollstonecraft (1759-1797)

In England, Thomas Hobbes had defended the absolute power of monarchs to provide for a structured, safe society and argued that a social contract existed between people and the state to uphold this structure. In this social contract, it was understood that people gave up some freedoms to allow the monarch the power to make decisions for the good of the realm. John Locke, on the other hand, argued that all people had certain natural rights common to all humans – life, liberty, and the right to own property. For Locke, these rights could not be infringed upon, even by the monarch. These two contemporaries in England illustrate how significantly different perspectives can be held about a common issue (i.e., governance), both witnessing events in England that contributed to the establishment of a constitutional monarchy.

Throughout the 17th and 18th centuries, the ideas of a social contract and natural rights would be further developed by other Enlightenment thinkers. In particular, the idea of the absolute power of monarchs was questioned, while the idea of a social contract remained, but there was a change in its nature. Rousseau would put forward that his understanding of a social contract was that the consent of the people as free individuals was required to form a government and that it should be guided by the “general will” of the people, a form of direct democracy.

Unit 3 – Political Change

Sample Teaching and Assessment Strategies

Resources and Notes

Activation

Teachers may

- Ask students to analyze each of the following enlightenment concepts using the forms of analysis (see outcome 2.0). Then have them determine which two concepts are the most important in terms of creating a liberal democracy. Use a dot-voting / dotmocracy activity to determine the ranking, allowing two votes per student.
 - the ideas of natural rights (Locke).
 - government's power comes from the people (Locke)
 - public elections (Rousseau)
 - freedom of speech and religion (Voltaire)
 - protection of the accused (Beccaria)

Evidence		Comparison	
		<i>Same</i>	<i>Different</i>
Causation		Values	
<i>Causes</i>	<i>Consequences</i>		
Significance		Perspective	
<i>Magnitude</i>		<i>Group 1</i>	
<i>Scope</i>		<i>Group 2</i>	
<i>Duration</i>		<i>Group 3</i>	

Students may

- With a partner brainstorm
 - the list of rights that we currently have,
 - how our lives would be different without these rights,
 - if any rights should be added,
 - what rights to include, and
 - if any rights should be removed.

Unit 3 – Political Change

Outcomes

Students will be expected to

- 8.0 *explain how the relationship between the individual and the state has changed in Western Europe during the Pre-Modern and early Modern Eras*
- 8.3 *explain how the Enlightenment contributed to changes in governance during the early Modern Era*

Focus for Learning

The work of Enlightenment philosophers advanced ideas centered around the relationship between the state and the individual or citizen, advocating for the protection of individual rights and the limitation of the power of government, as well as government by popular consent.

Students should read excerpts from primary source documents that highlight the main ideas of significant Enlightenment thinkers. However, these documents should not be examined in depth. Rather, students should summarize the ideas of major Enlightenment thinkers.

As seen in delineation 8.2, ideas related to political change developed gradually over hundreds of years in England, leading to Magna Carta, the creation of Parliament, and the Bill of Rights. Once the ideas of the Enlightenment began to take hold and spread in the 17th and 18th centuries, change would occur in other regions and countries at a more accelerated pace.

Students should be able to explain how ideas of the Enlightenment influenced the American Revolution.

The ideas of the Enlightenment would have a direct influence on the development of Western Liberal democracy. Students should consider how the ideas of the Enlightenment were reflected in the American Revolution.

In the late 1700s, thirteen English colonies (located in what is today the eastern United States) resented that they had to pay taxes to the English government, but they were not given political representation afforded to British citizens living in the Britain. In 1773, to express their discontent, colony inhabitants destroyed an entire shipment of tea by the East India Company (this event is known as the Boston Tea Party). Representatives of the colonies met and formed the First Continental Congress to protest British actions in Boston. When these concerns were largely ignored, the Second Continental Congress was formed and voted to raise a revolutionary army under the command of George Washington. This action would lead directly to the American Revolutionary War and the establishment of the United States of America. With assistance from France, the Americans would eventually win their independence from the British in 1781.

Unit 3 – Political Change

Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Teachers may

- Ask students which principles of law and government in the United States today have their origins in the democratic traditions that evolved in Western Europe

Students may

- Create a chart indicating the philosopher, their political beliefs and their ideal government.

Philosopher	Type of Government	Political Beliefs
Thomas Hobbes	<i>Absolute Monarch</i>	<i>Social contract</i>
John Locke		
Voltaire		

- Create a timeline of significant events that led to the American Revolution.

Unit 3 – Political Change

Outcomes

Students will be expected to

- 8.0 *explain how the relationship between the individual and the state has changed in Western Europe during the Pre-Modern and early Modern Eras*
- 8.3 *explain how the Enlightenment contributed to changes in governance during the early Modern Era*

Focus for Learning

In this delineation, it is essential for students to see the reflection of the ideas of the Enlightenment carried out in the American Revolution. Three documents clearly show this connection to Enlightenment ideals and students should examine brief excerpts from each:

- *Declaration of Independence* (1776) - Written based on the ideas of natural rights (Locke).
- *United States Constitution* (1781) - Government's power comes from the people (Locke)
- *Separation of powers* (Montesquieu), public election of the President (Rousseau)
- *United States Bill of Rights* (1787) - Free speech and religious toleration (Voltaire), Protection of the accused (Beccaria), 19th Amendment granted women the right to vote (Wollstonecraft)

Note: The intent of this delineation is not to examine these events in significant detail. Instead, students should focus on how Enlightenment ideas influenced political events and were clearly expressed in the documents mentioned above.

Students should understand and correctly use relevant terminology:

- American Revolution
- Beccaria
- *Declaration of Independence* (1776)
- Enlightenment
- Hobbes
- Locke
- Montesquieu
- Rousseau
- *United States Bill of Rights* (1787)
- *United States Constitution* (1781)
- Voltaire
- Wollstonecraft

Unit 3 – Political Change

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Teachers may

- Provide students with copies or excerpts of copies of the US Declaration of Independence, US Bill of Rights, and the US Constitution. Ask student to summarize the main ideas from each document.

Students may

- Show how the enlightenment thinkers influenced and are represented in important historical documents or contemporary news articles
- Investigate in some depth the influence of a philosopher, by asking questions such as the following:
 - How did _____'s circumstances allow him/her to contribute to the Enlightenment?
 - Why did _____ believe it was a good idea to _____?
 - How did _____ differ from other writers of the Enlightenment?
- Examine a historical document and determine which Enlightenment thinkers influence its creation. For example, consider this passage from the United States *Declaration of Independence*

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness; that, to secure these rights, Governments are instituted among Men...

Unit 3 – Political Change

Outcomes

Students will be expected to

- 8.0 *explain how the relationship between the individual and the state has changed in Western Europe during the Pre-Modern and early Modern Eras*
- 8.3 *explain how the Enlightenment contributed to changes in governance during the early Modern Era*

Focus for Learning

Teachers can integrate outcome 1.0 (democracy) by engaging students with the following concepts:

- *Human Experience*: The idea that you could be and achieve something more than the social and economic position you were born into is a direct result of the Enlightenment. Research the daily pattern of an individual (male or female) from a less privileged background prior to the American Revolution. Describe what their life was like and what the future held in store for an average person at this time in history. Have students speculate how they would deal or cope with such a lifestyle.

Teachers can integrate outcome 2.0 (forms of analysis) by engaging students with the following concepts:

- *Evidence/Causality*: Ask students to create a presentation of a key figure in the enlightenment movement. They should investigate the reasons/motivations behind the work, ideas and writings of the figure in question as well as its impact, including how their ideas have been incorporated in the modern political and/or judicial framework.
- *Evidence/Perspectives/Value Judgments*: Students could research the ideas of Thomas Hobbes and John Locke regarding the role of the citizen. Have them discuss whether the merits of the social contract and the limits this places on personal rights (Hobbes) is a better system of governance than one where all people are by nature free and equal and should, therefore, have a role to play in their own governance (Locke).

By the completion of the delineation students should understand that the advent of independent thought and the focus on rationality and logic, which were hallmarks of the Scientific Revolution, were carried forward in ideas and thinking about political, social and economic concerns as well. The result of this Enlightenment movement was to revolutionize beliefs and practices about governance, citizenship, rights and the law culminating in the application of these new ideas during the American Revolution.

Unit 3 – Political Change

Sample Teaching and Assessment Strategies**Resources and Notes**

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Unit 3 – Political Change

Outcomes	Focus for Learning
Students will be expected to	
9.0 determine the possible significance of a current political event or emerging political trend	<p>This outcome requires that students apply their learnings from outcomes 7.0, and 8.0 as they examine a current political event or trend.</p> <p>Students should select a current political event or political trend which may have a significant impact on the human experience in the future.</p>
9.1 research the event or trend	<p>Students should</p>
9.2 anticipate how the event or trend may influence the human experience	<ul style="list-style-type: none"> Investigate the origins of the event or trend, including <ul style="list-style-type: none"> place of origin; conditions that existed to create the event or trend; immediate consequences; potential long-term consequences; possible unanticipated consequences; and assessment of the magnitude, scope and duration of the consequences.
9.3 communicate findings	<ul style="list-style-type: none"> Examine how continued existence of this event or trend has continued to influence human life today (i.e., has it gained or lost popularity through the years, are there further developments as a result of its growing or declining popularity?). Speculate how this political event or trend may change in the future (i.e., Will it gain in popularity, influence political discussions?).
	<p>Examples may include</p> <ul style="list-style-type: none"> communism, civil rights movement, nationalism, suffrage, and revolution.
	<p>Offer students a range of political events from these categories that will have a clear connection to events of today – such as ideologies, political rights, and political organizations.</p>
	<p>Students may present their findings using a research poster. See delineation 3.5.</p>
	<p>It will be important for students to address each of the outcomes and delineation from Unit 1. Teachers may wish to create a checklist for students.</p>

Unit 3 – Political Change

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Use a form of media to generate discussion on the top political issues in your region. This could be a newspaper, a local media website or social media site.
- By examining the most popular political issues, the teacher can begin discussion on the implication of politics in students' lives.

Connection

Students may

- Use the following checklist to guide their research as well as ensure that they have not omitted an important criterion.

Democracy	Analysis	Respond to Issues
<ul style="list-style-type: none"> • relate to democracy • collaborate • improve the human experience 	<ul style="list-style-type: none"> • evidence • comparison • causation • significance • perspective • values 	<ul style="list-style-type: none"> • question • gather & organize • analyze • conclude • communicate

Consolation

Teachers may

- When asking students to respond to an issue, provide a template that students can use to structure their inquiry.

The template is a structured form for student inquiry. It has a yellow background and a black border. At the top is a light orange rounded rectangle labeled 'Title'. Below this, the form is divided into three main columns. The left column has an orange rounded rectangle labeled 'Summary' and another orange rounded rectangle labeled 'Main Issues' containing a numbered list (1., 2., 3.). The middle column is labeled 'Analysis' and contains six light blue rounded rectangles: 'Causes', 'Perspectives', 'Consequences', 'Comparisons', 'Significance', and 'Values'. There is also a green rounded rectangle with a bar chart icon. The right column has an orange rounded rectangle labeled 'Conclusion' and another orange rounded rectangle labeled 'Response'. At the bottom right is a light green rounded rectangle labeled 'Bibliography'.

Resources and Notes

Authorized

Change and the Human Experience, Abridged Edition (SR)

- pp. 114-121

Change and the Human Experience, Abridged Edition (TR)

- pp. S36

Note

- Suggested instructional time is 5.5 hours

Section Three: Specific Curriculum Outcomes

Unit 4: Economic Change

Focus

In this unit students will examine how ideas and innovations have helped us meet our needs and wants. The consequence of some of the methods we have used to meet our economic requirements have led us to adopt varying economic/political approaches to address areas of concern.

Economics is the study of how to maximize the use of resources to meet needs and wants. Students will briefly look at our Paleolithic ancestors and how they met their needs. Then they will focus on the Neolithic Era and how the division of labour and human wants played a role in the expansion of trade leading to the development of new innovations, such as currency to facilitate economic efficiency.

Students will then investigate the evolution of modern business practices introduced during the Commercial Revolution in Europe in the late Pre-Modern Era. This is followed by an examination of mercantilism which was one of the first examples of government intervention in economic policy and decision-making. After examining some of the pros and cons of mercantilism, the emergence of capitalism as a competing ideology will be explored. Along with the development of new wealth as a result of capitalism, the Second Agricultural Revolution and the advances of the Scientific Revolution lead to the emergence of industrialism. Students will examine both the benefits and problems created by the Industrial Revolution.

The issues and concerns created by industrialism lead directly to a variety of political/economic approaches. Students will be introduced to the ideas of utilitarianism, socialism and communism as responses to the economic and social forces which resulted from industrialization.

To conclude, students will determine the possible significance a current economic event or emerging economic trend and anticipate how the event or trend may influence the human experience.

Outcomes Framework

GCO 1 Inquiry and Research – Students will be expected to demonstrate the ability to apply inquiry and research skills to analyze, synthesize, and share information.

GCO 2 Civic Engagement – Students will be expected to demonstrate the ability to make informed and reasoned decisions for the public good as citizens of a diverse democratic society in an interdependent world.

Students will be expected to:

- 12.0 determine the possible significance a current economic event or emerging economic trend
 - 12.1 research the event or trend
 - 12.2 anticipate how the event or trend may influence the human experience
 - 12.3 communicate findings

GCO 5 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.

Students will be expected to:

- 10.0 explain developments in economics from the Paleolithic Era to the Early Modern Era
 - 10.1 explain economic innovation from the Paleolithic Era to the Ancient Era
 - 10.2 explain economic innovations from the Pre-Modern and Early Modern Eras
- 11.0 explain economic innovations and ideas that developed during the Late Modern Era
 - 11.1 explain factors that led to the rise of capitalism
 - 11.2 explain how industrialism changed the economy during the late Modern Era
 - 11.3 explain factors that led to the rise of socialism

Suggested Unit Plan

It is recommended that 27.5 hours, approximately 8 weeks, of instructional time be used to work with students to achieve SCOs 10.0, 11.0 and 12.0. The range of dates highlighted below are offered as a suggestion.

September	October	November	December	January	February	March	April	May	June						
	Unit 2 Innovation, Ideas, and Change				Unit 3 Political Change			Unit 4 Economic Change			Unit 5 Conflict, Cooperation, and Change				
	Unit 1 Integrated Concepts and Process Skills														

SCO Continuum

Social Studies 1202	Social Studies 2202	Social Studies 3202
<p>14.0 explain how economic decision-making helps maximize the use of scarce resources</p> <p>15.0 explain how economic decisions require trade-offs and have consequences</p> <p>16.0 explain how competition benefits consumers and producers</p> <p>17.0 explain how the market place determines price based on the interaction of demand and supply</p> <p>18.0 explain how change in demand and change in supply influence the market</p> <p>19.0 explain how elasticity affects demand and supply in the market</p> <p>20.0 explain why specialization leads to greater productivity and promotes trade</p> <p>21.0 explain the benefits and challenges of global trade</p>	<p>10.0 explain developments in economics from the Paleolithic Era to the Early Modern Era</p> <p>11.0 explain economic innovations and ideas that developed during the Late Modern Era</p> <p>12.0 determine the possible significance a current economic event or emerging economic trend</p>	<p>5.0 evaluate the relationship between globalization and quality of life</p> <p>7.0 explain political factors that influence quality of life</p> <p>8.0 explain economic factors that influence quality of life</p> <p>9.0 respond to issues of political and economic concern that influence quality of life</p>

Unit 4 – Economic Change

Outcomes

Students will be expected to

- 10.0 explain developments in economics from the Paleolithic Era to the Early Modern Era
- 10.1 explain economic innovation from the Paleolithic Era to the Ancient Era
- 10.2 explain economic innovations from the Pre-Modern and Early Modern Eras

Focus for Learning

In the previous two units students investigated how the human experience changed as a result of innovation and new ideas. In this outcome students deepen their understanding of change as they consider how people have attempted to find better ways to use resources to meet needs and wants.

While many economic innovations can be examined, all students should discuss the significance of the following economic innovations:

- trade;
- money, commerce and banking; and
- mercantilism.

The areas of innovation discussed in this section are notably different from the innovations discussed in Unit 2 in that they are more conceptual. Some students may find this degree of abstraction more challenging to understand. Teachers are encouraged to use concrete examples wherever possible.

By the end of this outcome students will understand that scarcity of resources to meet our needs and wants have been the driving force behind economic ideas, innovations and change.

Unit 4 – Economic Change

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Ask students what they need and what they want in their daily lives. Create a concept word web around economics, integrating the concepts and words identified by students.

Students may

- Identify economic trends that are affecting your life today, or possibly in the future. Which trends might have the most negative consequences? Which trends might have the most positive consequences? (E.g., online shopping)

Economic Trends		
_____		_____
_____		_____
Negative Trend:		Criteria for Judgment
Perspectives on Consequences		
Economic	Environmental	
Political	Social	
		Rank
Positive Trend:		Criteria for Judgment
Perspectives on Consequences		
Economic	Environmental	
Political	Social	
		Rank

Resources and Notes

Authorized

Change and the Human Experience, Abridged Edition
(Student Resource [SR])

- pp. 122-137

Change and the Human Experience, Abridged Edition
(Teacher Resource [TR])

- pp. S39-S43

Note

- Suggested instructional time is 11 hours

Unit 4 – Economic Change

Outcomes

Students will be expected to

10.0 explain developments in economics from the Paleolithic Era to the Early Modern Era

10.1 explain economic innovation from the Paleolithic Era to the Ancient Era

10.2 explain economic innovations from the Pre-Modern and Early Modern Eras

Focus for Learning**Sample Performance Indicator(s)**

- Identify and research one of the innovations below in detail (Students may choose another with the approval of the teacher).
 - currency
 - banking
 - mercantilism

Explain why the innovation/idea was needed and how the innovation/idea transformed economic practices. Be sure to examine both the pros and cons of the innovation/idea.

Unit 4 – Economic Change

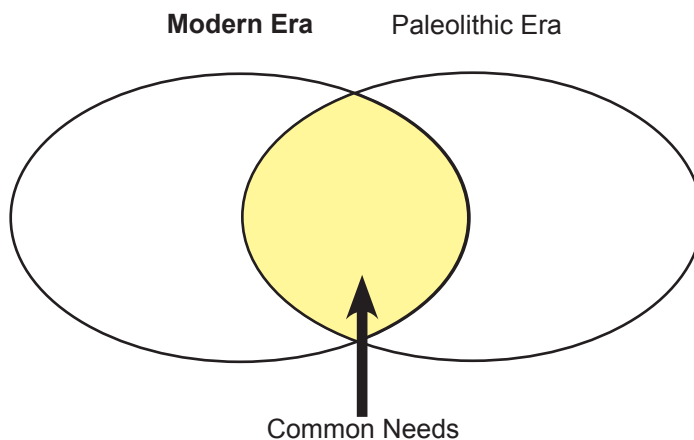
Sample Teaching and Assessment Strategies

Resources and Notes

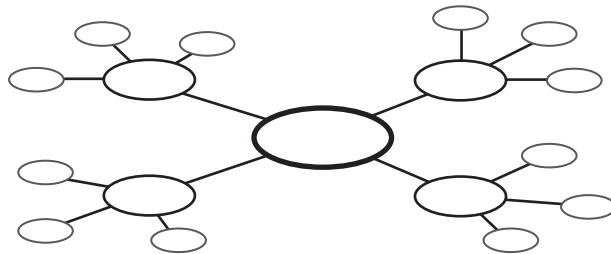
Consolidation

Teachers may

- Summarize high-level value statements with students, using graphic organizers as appropriate. For example:
 - The needs of hominids today are very similar to the Paleolithic Era.



- The concept of wealth means an abundance of resources, exceeding one's needs. It is not only a reference to money.



Students may

- Create an infographic that summarizes the ideas of money and banking.
- Identify arguments that support and refute the claim that "companies are soulless". What can be done to reduce or eliminate these issues? Explain.
- Explain why banks are important.
- Explain how trade influences your life, both positively and negatively.

Unit 4 – Economic Change

Outcomes	Focus for Learning
Students will be expected to	
10.0 <i>explain developments in economics from the Paleolithic Era to the Early Modern Era</i>	<p>In outcome 4.0, students discussed how innovations lead to changes in ways of living. In this delineation the focus will be on how economic innovation can result in greater efficiencies, which directly influences the lives of people.</p>
10.1 <i>explain economic innovation from the Paleolithic Era to the Ancient Era</i>	<p>Students should be able to describe how needs, wants and scarcity influenced economics during the Paleolithic Era.</p> <p>Economics is the study of how to maximize the use of resources to meet needs and wants. Students should already have been exposed to these concepts but they should be touched on again to act as the foundation for the concept of economics.</p> <p>Given that resources are finite, scarcity is a fundamental fact of life. Usually people can only meet some of their needs and wants. However, by seeking ways to maximize the use of resources, more needs and wants can be satisfied. It should be noted that many innovations relate to economics and that these innovations attempt to overcome scarcity.</p> <p>Needs are the basic requirements for survival and Paleolithic peoples focused a large percentage of their time making sure the needs of food, water and shelter were met. Innovations in the tools utilized by Paleolithic people made the acquisition of their needs more efficient and were seen to be of great value. The refinement of lithic tools from a simple hand held stone to include modifications such as adding a shaft to a point to create a spear or arrow were innovations that helped to make hunting easier, and thus meet the need for food more efficiently.</p> <p>Wants for early humans could be as simple as obtaining another stone tool with a sharper edge or the construction of a warmer shelter. Again, the wants of early human societies would simply enable the person to better deal with the scarcity of resources. Innovation would result from the slow process of experimentation in trying to better meet needs and wants.</p> <p>Students have already discussed economic innovations of early humans in Outcome 4, so the treatment here should be a brief overview to illustrate the concepts of scarcity, needs, and wants.</p>

Unit 4 – Economic Change

Sample Teaching and Assessment Strategies

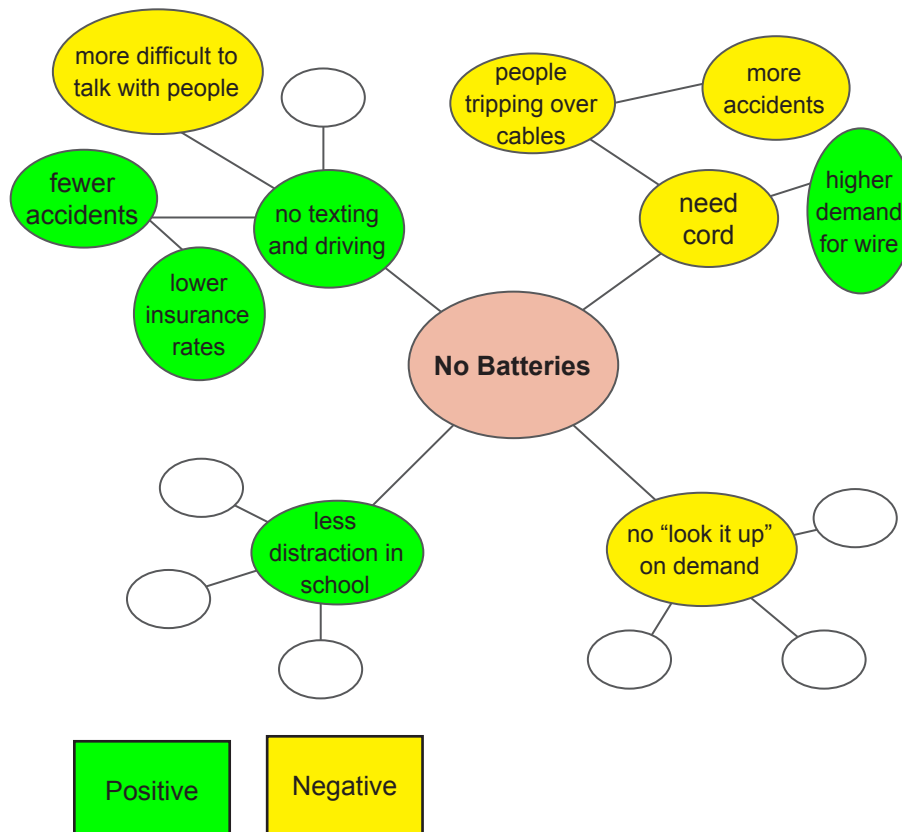
Resources and Notes

Activation

Students may

- Create a list of needs and a list of wants. Next to each need and want identify the infrastructure that is necessary to meet that demand. Identify one demand (need or want), identify possible short-term and long-term consequences if that infrastructure ceased to exist. Finally, classify the consequences as either positive or negative. Use appropriate graphic organizers to complete this activity.

NEEDS		WANTS	
Need	Required Infrastructure	Want	Required Infrastructure
Milk	Farm Cows Processing Equipment	Cell Phone	Electronics Towers Batteries



Unit 4 – Economic Change

Outcomes

Students will be expected to

10.0 *explain developments in economics from the Paleolithic Era to the Early Modern Era*

10.1 *explain economic innovation from the Paleolithic Era to the Ancient Era*

Focus for Learning

Students should be able to explain how economic innovations influenced life during the Neolithic Era.

With the development of agriculture in the Neolithic Era (10,000-12,000 BP), the nature of economics would change in two primary ways:

- Humans settled and adopted an agrarian lifestyle.
- Trade became an important part of economic life.

Groups that once lived a nomadic lifestyle began to settle in specific locations as a result of the First Agricultural Revolution. This altered the way they met their needs and wants. A direct result of the agricultural revolution was food security, as farming was a more reliable way of producing food than hunter-gathering. This led to the growth of settlements. With more food available the population expanded. Over time, domestication of animals developed, which also contributed to the increase in reliability of food production.

As the populations of towns increased, the quantity of goods required to meet the needs of the community also increased. Many of these needs, such as food and building materials, could be met from the local environment, but limits existed as to the variety of goods a single settlement could produce or obtain on its own. Improvements in transportation (e.g., improved boats and wagons) enabled groups to interact with other civilizations, thus reducing their isolation and providing access to more resources through trade.

As students saw in delineation 4.3, specialization of workers increased production of local goods, creating surpluses that could be traded with others in order to acquire new goods. As a result, trade emerged as a way to meet needs and wants that could not be fulfilled in isolation.

Students should be able to explain how economic innovations influenced life during the Ancient Era.

During the late Neolithic and early Ancient Eras, trade expanded throughout Mesopotamia and Asia. Historians believe the first long-distance trade occurred between Mesopotamia and the Indus Valley in Pakistan around 3000 BCE, focusing almost exclusively on luxury goods such as spices, textiles and precious metals. Therefore it may be said that early growth of trade was motivated by the desire to satisfy people's wants (i.e., desire for luxury goods). Over time the demand for goods to improve quality of life increased.

Unit 4 – Economic Change

Sample Teaching and Assessment Strategies**Resources and Notes**

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Unit 4 – Economic Change

Outcomes	Focus for Learning
<p>Students will be expected to</p> <p>10.0 <i>explain developments in economics from the Paleolithic Era to the Early Modern Era</i></p> <p>10.1 <i>explain economic innovation from the Paleolithic Era to the Ancient Era</i></p>	<p>As students saw in delineation 4.3, trade was a significant development in the rise of civilization. In the Ancient Era trade would become more complex, and also more efficient. Advanced trade was characterized by</p> <ul style="list-style-type: none"> • Trade goods – items produced at a surplus and of value to others; • Trade partners – regular groups that maintained trade and peaceful relations; • Modes of transport – caravans of animals for overland trade, boats for oceanic trade; • Middlemen – long-distance trade routes benefited from people who bought goods from one region and sold them to another; this way merchants did not have to travel the entire length of a route to acquire goods; and • Currency – easier to transport due its small size and would become a more or less universal medium of exchange. <p>While each of these components of trade should be assessed for its usefulness to humans, the last of these will be particularly important.</p> <p>Earlier in human history, trade would be conducted through bartering (exchanging) one good or service for another. This practice, while convenient, had limitations. For example, if the goods one possessed were unwanted by others one could not trade to acquire what was wanted or needed.</p> <p>The first forms of currency developed as a medium of exchange. People did not have to move actual goods or services, which made trade easier. This resulted in increased numbers of transactions. It should be noted that currency took a variety of forms, including</p> <ul style="list-style-type: none"> • cowry shells, • paper money, and • metal coins. <p>The development of coinage had two significant benefits:</p> <ul style="list-style-type: none"> • it made the physical act of trade more convenient and, perhaps more importantly, • it allowed traders to standardize how profits were measured. <p>This allowed for an analysis of the relative profitability of trading activities and, consequently, influenced economic decisions which aimed to make the best use of available wealth.</p> <p>In terms of influencing the human experience, trade in the Ancient Era did more than help meet needs and wants. Other consequences included</p> <ul style="list-style-type: none"> • the emergence and growth of cities along trade routes, which served not only as marketplaces / commercial centres, but also as cultural and artistic centers, which underscored the importance of peaceful relationships among diverse peoples;

Unit 4 – Economic Change

Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Teachers may

- Discuss with students the relationship between location, availability of resources, the meeting of needs and wants, the degree of scarcity, and the possible influence on creativity and innovation. Have students analyze several scenarios before making any inferences or drawing any conclusions. Use a variety of graphic organizers to assist with the organization and analysis of data (e.g., table, bar graph).

AREA #1			
Resource	Description	Ranking	Analysis
Climate	cold & wet		<u>Challenges</u> <u>Opportunities</u>
Firewood	some		
Food	basic; no excess		
Fresh Water	plentiful		
Predators	many		
Relationship with other bands	none close by		

AREA #2			
Resource	Description	Ranking	Analysis
Climate	hot & wet		<u>Challenges</u> <u>Opportunities</u>
Firewood	none		
Food	plentiful		
Fresh Water	limited		
Predators	none		
Relationship with other bands	aggressive		

Ranking: 1 = Good 2 = Mixed 3 = Bad

Continued

Unit 4 – Economic Change

Outcomes

Students will be expected to

10.0 *explain developments in economics from the Paleolithic Era to the Early Modern Era*

10.1 *explain economic innovation from the Paleolithic Era to the Ancient Era*

Focus for Learning

- an increased understanding of the natural world (i.e., the “discovery” of new resources); and
- the diffusion of ideas (e.g., new or different ways of acting or thinking).

Expansion of overland and oceanic trades routes was a significant development. For the first time in history, widely different cultures were connected. In addition to goods and raw materials, ideas, inventions, religious beliefs, artistic styles, languages, and social customs, were transmitted by people moving from one place to another to conduct business.

It will be important for students to understand that the increased knowledge of the natural world and the diffusion of ideas brought on by trade led to more innovation. It should be highlighted with students that as one innovation builds on another it can stimulate further economic activity.

Teachers may provide contemporary as well as historic examples to illustrate this idea. For example, Roman roads allowed for faster, safer, and more direct means of travel for military and other state business, but also served as an efficient means of communicating new ideas and transferring goods around the empire. This created greater linkages between the cities and provinces in the Roman Empire and, therefore, increased trade. Likewise, today GPS for consumer products is derived from military purposes related to things such as guided missile systems.

Unit 4 – Economic Change

Sample Teaching and Assessment Strategies

- Create a timeline of innovations and discoveries that allowed for the Paleolithic peoples to better meet their needs and wants.
- Create a visual for the components of advanced trade.
- Set up a trade fair. Each student is given a list of items they have (currency) and what they are looking for. They must barter and trade with each other to meet their needs and wants. At the end of the activity discuss with students how successful they were in meeting their needs and wants.

Resources and Notes

Unit 4 – Economic Change

Outcomes

Students will be expected to

10.0 *explain developments in economics from the Paleolithic Era to the Early Modern Era*

10.1 *explain economic innovation from the Paleolithic Era to the Ancient Era*

Focus for Learning

Students should understand and correctly use relevant terminology:

- | | | |
|-------------|---------------|------------|
| • barter | • luxury good | • scarcity |
| • economics | • middlemen | • surplus |
| • export | • need | • trade |
| • import | • want | |

Teachers can integrate outcome 1.0 (democracy) by engaging students with the following concepts:

- *Human Experience*: Students should select an economic idea or innovation not directly explored in this course and investigate the cause or causes behind its introduction and the resulting consequences of its use.

Teachers can integrate outcome 2.0 (forms of analysis) by engaging students with the following concepts:

- *Comparison/Significance*: Compare three economic innovations and decide which was the most significant in improving the human experience.
- *Perspectives/Value Judgments*: The scarcity of certain resources and materials led to early trade patterns which were dominated by luxury goods which only the rich could afford. We have made great progress towards political equality over time but perhaps less so toward economic equality. Should more efforts be made towards obtaining economic equality in society? If so, how can we achieve this?

By the completion of this delineation students should understand that economic innovation has occurred throughout early human history for the purpose of satisfying human needs for survival and human wants to improve quality of life. Further economic developments would occur in the Pre-Modern Era that would increase accuracy and profitability of trade activities, which will be the focus of the following delineation.

Unit 4 – Economic Change

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Teachers may

- Organize students into small cooperative groups. Provide pairs of groups with the same list of innovations studied in this section (4 maximum). Ask each group to determine which were the two most significant innovations from the list provided.

Students may

- Create a visual presentation that illustrates how the elements listed below formed an economic system. Use lines with arrows to illustrate the connections among the elements, and the flow of resources through an economy.
 - Currency
 - Demand
 - Middlemen
 - Modes of transport
 - Needs
 - Profit
 - Supply
 - Surplus
 - Trade goods
 - Trade partners
 - Wants

Unit 4 – Economic Change

Outcomes

Students will be expected to

10.0 *explain developments in economics from the Paleolithic Era to the Early Modern Era*

10.2 *explain economic innovations from the Pre-Modern and Early Modern Eras*

Focus for Learning

The Neolithic Revolution saw trade and the number of interactions among societies increase. Innovations in economics, such as the use of currency, allowed for these interactions to grow during the ancient Era. However, trade connections between regions that were common during the Roman Era would decline during the early Middle Ages.

Students should be able to explain how economic innovations influenced life in Western Europe during the Pre-Modern Era.

Economic development is not always a forward moving phenomenon, as is illustrated by the fall of the Roman Empire. During the early Middle Ages there was little trade in Europe as communities were largely self-contained, primarily as a means for protection due to the lawlessness that existed on the continent, which was exacerbated by warring lords. This meant transportation routes were not as safe as they had been during the Roman Era, thus discouraging trade.

In response the economy evolved so that people and communities became self-sufficient. This resulted in what became known as the manor system: the lord's estate (manor) was large, containing enough resources to be self-sufficient and support 15-30 families. Local resources were used to satisfy needs and wants, which meant there was less variety in foods, etc. It will be useful to consider how the manor system influenced people's lives both economically and socially.

As students saw in Unit 2, over time monarchs would consolidate power over regions, which helped to restore stability as law and order. This trend allowed trade to once again increase as travel became safer. Just as it had in ancient times, the desire for luxury goods encouraged trade with other cities and kingdoms. Commerce began to grow as demand increased for specialty items that could not be produced on manors. Gradually, the need for self-sufficiency would decline and long-distance trade connections would be reestablished across Europe, resulting in an increase in large-scale commerce. This is known as the Commercial Revolution.

Time should be taken to examine the Commercial Revolution and economic developments that facilitated it. These include

- trade guilds,
- trade fairs,
- expansion of trade routes, and
- banking services.

During the late Middle Ages, members of trade guilds produced greater variety of goods of every increasing quality, while trade fairs and expansion of trade routes gave producers and merchants the opportunity to sell their goods locally and over long distances. It was in this context of increasing trade that modern banking developed. It will be important to discuss how the emergence of banking services helped to facilitate greater economic activity by:

Unit 4 – Economic Change

Sample Teaching and Assessment Strategies

Resources and Notes

Activation

Teachers may

- Complete a KWL chart or word wall where students note what they know about each of the topics noted below. Throughout this delineation have students add new learnings to the KWL chart or word wall. Topics include
 - banks,
 - international trade,
 - online shopping,
 - shopping centres, and
 - unions.

Note: online shopping and shopping centres can be combined, but students should be encouraged to note any trends / differences between the two forms of shopping.

Students may

- Think pair share the disadvantages of the manor system in relation to trade or economics.
- With a partner design a safe way to transport cash during the 15th century. Share your ideas as part of a bulletin board display.

Unit 4 – Economic Change

Outcomes

Students will be expected to

10.0 *explain developments in economics from the Paleolithic Era to the Early Modern Era*

10.2 *explain economic innovations from the Pre-Modern and Early Modern Eras*

Focus for Learning

- issuing “letters of credit” to make it easier/safer for merchants to trade,
- enabling entrepreneurs to borrow money in order to produce and to buy goods for trade, and
- standardizing exchange rates between different currencies.

These economic innovations first occurred within Europe. During the Early Modern Era, influenced by the Voyages of Discovery, the scope of trade would expand beyond Europe to a degree never before seen.

Students should be able to explain how joint-stock companies and the policy of mercantilism influenced life during the Early Modern Era.

One area of economic activity that saw great increases during the Early Modern Era was long-distance trade of very expensive goods such as tea and spices. The most efficient way to do this was by sea. However, due to the risks associated with overseas business ventures, entrepreneurs needed a way to lessen the risk of catastrophic loss. For example, the unpredictability of transatlantic trade meant that an entrepreneur could lose all of one’s investment if ships were lost in a storm (or captured by another country). This unpredictability led to the development of joint-stock companies (corporations), where risk could be shared among investors (e.g., Company of Merchant Adventurers to New Lands, East India Company).

Another important aspect of early modern economics was the economic policy of mercantilism. It was commonly assumed that wealth was finite. In order for a country to become wealthy and powerful, it should accumulate as much gold, silver, and other precious resources as possible. It was believed that the best way to do this was to ensure that a country was self-sufficient. This belief led to the Columbia Exchange.

As governments followed the policy of mercantilism, a number of significant economic consequences arose:

- Colonization – European countries acquired overseas territories (colonies) for the purposes of securing resources and creating markets for the sale of goods. Time should be taken to briefly consider examples of colonialism, noting the resource(s) exploited. The Newfoundland fishery should be included in this discussion.
- Economic exploitation – An important point to make during this discussion is that there was little or no accumulation of wealth in the colonies. Merchants reinvested profits in areas that would maximize their own benefit; typically merchants invested the “bare minimum” in colonial territories, usually to create the minimal level of infrastructure needed to exploit the resources they sought. This would ensure that the majority of wealth generated would benefit the colonizing country.

Unit 4 – Economic Change

Sample Teaching and Assessment Strategies

Resources and Notes

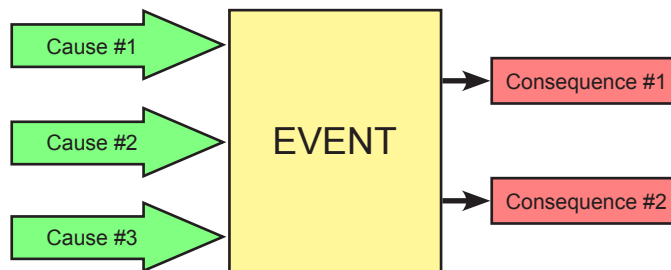
Connection

Teachers may

- Create a visual of the major economic developments that shaped the Commercial Revolution.
- Use Case studies or Map study on ancient trade routes such as the Columbian exchange.
- Show a video regarding trade and how it changed the human experience, such as
 - the African slave trade,
 - how the banana changed the world, and
 - how the cod changed the world.

Students may

- Ask family members about something that is economically important today that wasn't when they were children.
- Create a cause-and-consequence diagram that shows the effects of mercantilism.



Unit 4 – Economic Change

Outcomes

Students will be expected to

10.0 *explain developments in economics from the Paleolithic Era to the Early Modern Era*

10.2 *explain economic innovations from the Pre-Modern and Early Modern Eras*

Focus for Learning

Note: Since colonialism will be addressed in greater detail in Unit 5, teachers need not go beyond the scope of economic relationships here.

Students should understand and correctly use relevant terminology:

- banking
- colonization
- Commercial Revolution
- joint-stock company
- letters of credit
- mercantilism

Teachers can integrate outcome 1.0 (democracy) by engaging students with the following concepts:

- *Collaborate/Human Experience*: The advent of modern banking was revolutionary. It allowed people to pool and to protect their money which could then be loaned to those needing capital. However, everyone did not have access to loans (e.g., those who did not have collateral, groups such as women). Investigate and report on how modern micro-credit / micro-loans have helped those who could not access credit. Report out on a case study which illustrates the efficacy of this practice.

Teachers can integrate outcome 2.0 (forms of analysis) by engaging students with the following concepts:

- *Evidence/Causality*: The Columbian Exchange saw a tremendous number of new foodstuffs become available in Europe. Have students choose one of these foods (e.g., potato, corn, tomato) and investigate its impact on European society.
- *Comparison*: Have students compare medieval trade guilds with present day unions or joint-stock companies with present day corporations.
- *Perspectives/Value Judgments*: Mercantilism is based on the idea that wealth is finite. Early colonial practices were often justified by the need to obtain scarce or finite resources, yet this was done at the expense of the freedom and cultures of a variety of people across the global. Can the use of force ever be justified in obtaining scarce resources? If no, why? If yes, in what circumstances and why?

By the completion of this section, students should understand that the nature of economic innovation changed during the Middle Ages as a result of the reestablishment of social and political order, leading to growth in global trade through the increasing power of European nations in the Early Modern Era. In the following outcome students will investigate economic changes that have occurred in the Late Modern Era.

Unit 4 – Economic Change

Sample Teaching and Assessment Strategies**Resources and Notes****Consolidation**

Teachers may

- Explain how voyages of exploration increased trade and led to the introduction of joint stock companies.
- Timeline the invention of glass and how its economic use changed over time.

Students may

- Create a visual representation of the influence that joint-stock companies and mercantilism had in Western Europe.

Unit 4 – Economic Change

Outcomes

Students will be expected to

- 11.0 explain economic innovations and ideas that developed during the Late Modern Era
- 11.1 explain factors that led to the rise of capitalism
- 11.2 explain how industrialism changed the economy during the late Modern Era
- 11.3 explain factors that led to the rise of socialism

Focus for Learning

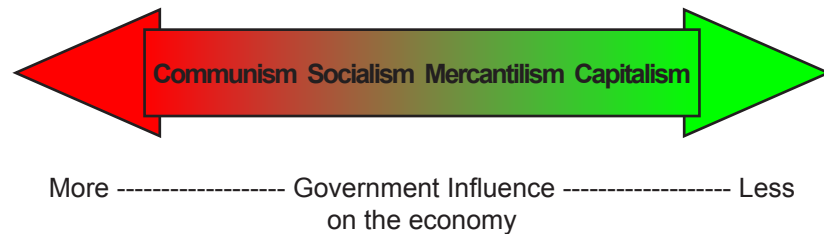
In the previous outcome, students investigated developments in economics up to the early Modern Era. In this outcome, students will consider how economic systems changed during the Late Modern Era. In particular they will investigate the significance of wealth generation and its influence on quality of life.

This outcome focuses on the shift from mercantilism to capitalism as the main economic philosophy in Europe during the Late Early Modern Era and how capitalism would contribute to the rise of industrialism. The Industrial Revolution would have dramatic economic, social, and political consequences. People struggled with the benefits and challenges it produced. Finally, an exploration of the rise of socialism and the role of government in economic and social affairs will give students opportunity to examine the moral and political implications of laissez-faire capitalism.

It should be noted that the main focus of this outcome is the degree to which government influences the economy and its reasons for doing so. Events in this section shift from one system to another:

- capitalism (little if any government control of the economy)
- mercantilism (some government influence on the economy)
- socialism (major government control of the economy)
- communism (total government control of the economy)

It may be useful to view this comparison on a continuum:



It will be useful for teachers and students to keep in mind these shifts in economic systems throughout the outcome.

Sample Performance Indicator(s)

- Summarize arguments either for or against capitalism without government regulation. Use historical evidence to support your answer.

Unit 4 – Economic Change

Sample Teaching and Assessment Strategies

Activation

Teachers may

- View the following videos to engage students about this topic.
 - Coal, Steam, and The Industrial Revolution: Crash Course World History #32
 - Hans Rosling and the magic washing machine

Consolidation

Teachers may

- Ask students to think back to Unit 2, and to consider what they regard as one of the most amazing inventions in the world. What other inventions or innovations, besides the printing press, has this effect on the human experience? Do students agree with Hans Rosling's description of the washing machine?

Students may

- In a think pair share, choose an invention and show how mechanization and automation changed things in a positive manner. Similarly, how has it changed things in a negative way?
- Given our forms of analysis, is the washing machine a significant innovation? Does it meet the criteria for determining significance?

Resources and Notes

Authorized

Change and the Human Experience, Abridged Edition (SR)

- pp. 138-159

Change and the Human Experience, Abridged Edition (TR)

- pp. S43-S48

Note

- Suggested instructional time is 11 hours

Unit 4 – Economic Change

Outcomes

Students will be expected to

11.0 *explain economic innovations and ideas that developed during the Late Modern Era*

11.1 *explain factors that led to the rise of capitalism*

Focus for Learning

In the last delineation, students examined developments in economics in the Pre-Modern and Early Modern Eras, focusing on the developments that led to the growth of trade, the establishment of joint-stock companies, and the policy of mercantilism. In this delineation, students will investigate how new ideas influenced the economy during the Early Modern Era.

Mercantilism is based on the idea that wealth is finite and that the best way to gain wealth (and power) was to stockpile gold and silver, usually taken from new territories/colonies.

In the 1700s, economists began to question this view of the economy. They argued that a “laissez-faire” or “hands-off” approach, in which government did not intervene in the economy, would actually lead to the creation of more, or “new,” wealth. Economists also argued in favour of free trade – commerce without government interference. They believed it would provide greater economic benefit than the use of tariffs under mercantilism.

Scottish philosopher Adam Smith, a leader in the movement towards a laissez-faire approach to the economy, believed that three “natural” laws would maximize the use of resource and cause markets to thrive:

- the law of self-interest,
- the law of competition, and
- the law of supply and demand.

In Smith’s view, these principles would act as an “invisible hand,” guiding economic decisions much more effectively than governments ever could.

Over time laissez-faire theory would gain wide acceptance and lead to the emergence of market economics – a system highly influential today. This is also referred to as capitalism – an economic system where the factors of production (land, labour, capital) are owned by individuals (not the state), and money can be continually invested in business activities to produce greater profit.

Students should understand and correctly use relevant terminology:

- capitalism
- free trade
- laissez-faire
- Adam Smith

Unit 4 – Economic Change

Sample Teaching and Assessment Strategies**Resources and Notes****Activation**

Teachers may

- Think pair share about complete government control over the economy. What are the advantages? What are the disadvantages? What are your options if you are unhappy with the amount of control the government has?

Unit 4 – Economic Change

Outcomes

Students will be expected to

11.0 *explain economic innovations and ideas that developed during the Late Modern Era*

11.1 *explain factors that led to the rise of capitalism*

Focus for Learning

Teachers can integrate outcome 1.0 (democracy) by engaging students with the following concepts:

- *Human Experience*: Historically, ideas and innovations are meant to improve the human experience. That said the intended consequences of a new idea or innovation are always accompanied with unanticipated consequences. Whether or not the pros outweigh the cons is a matter of perspective. Have students examine the pros and cons of laissez-faire economics and explain whether it did more good than harm.

Teachers can integrate outcome 2.0 (forms of analysis) by engaging students with the following concepts:

- *Evidence/Comparison/Perspectives*: Have students research and compare the characteristics of a mercantilistic economic system to a laissez faire system. Have them choose which is superior and explain why.
- *Perspectives/Value Judgments*: Have students identify three arguments in favour of a laissez-faire economic system.

By the completion of this section, students should understand that capitalism would be put into practice by many countries and over time, coupled with technological innovation, they would significantly influence the rise of industrialism. This will be the focus of the following delineation.

Unit 4 – Economic Change

Sample Teaching and Assessment Strategies**Connection**

Teachers may

- Create a visual of Adam Smith's three natural laws.

Consolidation

Teachers may

- Provide a case study or source document that allows students to explain what the strengths and limitations are of an economy free from government control.

Resources and Notes

Unit 4 – Economic Change

Outcomes

Students will be expected to

11.0 *explain economic innovations and ideas that developed during the Late Modern Era*

11.2 *explain how industrialism changed the economy during the late Modern Era*

Focus for Learning

In the last delineation students were introduced to market economics, also called as capitalism. In this delineation students will deepen their understanding of capitalism as they explore the industrialization of Britain during the 18th and 19th centuries.

Students should be able to explain factors that influenced the rise of industrialism in Britain.

From the mid-1700s onward the introduction of new technology and machinery for the creation of goods is called the Industrial Revolution. During this time the production of goods shifted from simple hand tools to complex machinery. This created tremendous changes in society, albeit change was gradual.

Industrialism is an economic system built on large industry rather than agriculture. The process of industrialization transformed the economy from agrarian and rural with low output to one where factories produced large volumes of manufactured goods in an urban setting. By 1900, industrialism had spread from Britain throughout Europe and the United States transforming the west into the dominant economic region of the world.

After the First Agricultural Revolution, the Industrial Revolution is considered by many to be the most significant era of change in human history. Since neolithic times, a traditional economy, based on an agrarian lifestyle, was used throughout the world. Time should be taken to establish the context of a traditional economy with students by examining economic life prior to 1750. It should be noted that

- economic life was primarily subsistence based;
- goods were produced on a small scale, normally by hand, referred to as the *putting-out* or *cottage system*; and
- there was little machinery, almost all of which was human or animal powered with windmills and water wheels being the exception.

By the early 1700s innovations in the areas of agriculture and power generation led to significant economic change in Britain:

Innovation	Consequences
<i>Agricultural Revolution</i> (e.g., enclosure, crop rotation, seed drill, Columbian Exchange) <i>Note: This is sometimes referred to as the Second Agricultural Revolution, with the Neolithic Revolution being considered to First Agricultural Revolution</i>	<ul style="list-style-type: none"> • more food was produced, encouraging population growth • fewer workers were required on farms • these combined to create a large pool of unemployed workers
<i>new sources of power</i> (e.g., steam)	<ul style="list-style-type: none"> • required less human effort • increased speed of production

Unit 4 – Economic Change

Sample Teaching and Assessment Strategies**Resources and Notes****Activation**

Teachers may

- Create a T Chart showing the advantages and disadvantages of urbanization.
- Compare photos of pre industrial farms and post industrial farms. What might be the significance of the differences?

Unit 4 – Economic Change

Outcomes

Students will be expected to

11.0 *explain economic innovations and ideas that developed during the Late Modern Era*

11.2 *explain how industrialism changed the economy during the late Modern Era*

Focus for Learning

More efficient farming methods required less labour. Many newly unemployed farmers from Britain's rural areas began to migrate to larger centres to find employment – this trend is referred to as urbanization. Cities such as Manchester and Birmingham saw a surge in available labour, which encouraged industrialism.

At the same time viable steam engines were developed. This new source of power resulted in a shift in where goods were produced, moving from rural homes into city factories.

Steam engines also led to the development of new forms of transportation, such as locomotives and steam ships. This enabled a greater movement of people and the shipping of goods.

Together, technological developments in food production and power generation created the conditions necessary for the Industrial Revolution to occur.

Students should explain how the Industrial Revolution transformed the British economy.

At the same time that a labour surplus was created by the Second Agricultural Revolution, new technologies and ideas began to emerge related to the production of textiles:

- Inventions such as the cotton gin, power loom, and flying shuttle, allowed more fabric to be produced in a shorter period of time.
- New machines were powered by steam, allowing for long periods of uninterrupted production.
- The division of labour (dividing a process into smaller tasks) also increased production.

Over time, entrepreneurs applied these ideas and innovations to other economic activities. By the late 1700s many goods were no longer produced on a small scale by hand, but rather were mass produced in factories. The new machines produced great quantities of goods in factories which lowered costs, increased profits, and changed the way people lived.

An example of the changes can be seen in the example of a pin factory written about in Adam Smith's *The Wealth of Nations*. Before the principle of the division of labour was applied, ten workers performing every step themselves using the old production methods would only produce ten or 20 pins per day. However, if the same ten workers applied the principal of the division of labour an increase in productivity would occur where 48 000 pins would be produced in a single day. Smith went on to note that rather than 4 800 pin makers being put out of work new employment opportunities would be created – as pins became cheaper people bought more and people thought of new ways to use the cheaper pins. As new markets became available for these cheaper pins more demand was created for the product and, by extension, labour to produce it.

Unit 4 – Economic Change

Sample Teaching and Assessment Strategies**Resources and Notes****Connection**

Teachers may

- Create a visual timeline of important innovations that helped bring in the Industrial Revolution (e.g., agriculture, textiles, power).
- Chart how innovations in the areas of agriculture and power generation led to significant economic and social change in Britain.

Unit 4 – Economic Change

Outcomes

Students will be expected to

11.0 *explain economic innovations and ideas that developed during the Late Modern Era*

11.2 *explain how industrialism changed the economy during the late Modern Era*

Focus for Learning

The same techniques of manufacturing and mass production would be applied to many different products and factories which were set up throughout England. The use of steam power allowed these factories to be set up anywhere. There was an ample supply of coal and, with new transportation methods, the products of industry soon became widespread. Over time small factory towns grew into large cities, thus altering the population distribution of Britain.

Industrialism, combined with the principles of capitalism, led to the creation of new wealth at an accelerated rate. Entrepreneurs often reinvested their profits, creating even more economic activity.

Students should understand and correctly use relevant terminology:

- cottage industry
- crop rotation
- division of labour
- enclosure
- Industrial Revolution
- manufacturing
- urbanization

Unit 4 – Economic Change

Sample Teaching and Assessment Strategies**Resources and Notes****Consolidation**

Teachers may

- With the use of sources explain how the Industrial Revolution positively or negatively affected the quality of life in 18th and 19th century Britain.

Students may

- Search for photos of pre industrial factories and post industrial factories. What are the similarities and what are the differences?
- Look for statistics relating to family size before industrialism and after (especially in areas of agriculture). What has changed?

Unit 4 – Economic Change

Outcomes

Students will be expected to

11.0 *explain economic innovations and ideas that developed during the Late Modern Era*

11.2 *explain how industrialism changed the economy during the late Modern Era*

Focus for Learning

Teachers can integrate outcome 1.0 (democracy) by engaging students with the following concepts:

- *Human Experience*: Prior to the industrial revolution most people were farmers who never had to answer to a time clock. They worked when they needed to and typically this was driven by the season. Today we are driven by deadlines and we work at times when we have to, not when we want to. Examine the life of a farmer in Western Europe or North American prior to the Industrial Revolution and compare it to your own life or that of a close family member. Explain whose lifestyle you believe to be better and why.

Teachers can integrate outcome 2.0 (forms of analysis) by engaging students with the following concepts:

- *Evidence/Causality*: Have students examine the Second Agricultural Revolution in Britain more closely. What underlying factors led to the creation of a large surplus labour force who were forced to migrate to the cities in search of work. What were the consequences for the growth of industry in cities such as Manchester and Birmingham?
- *Perspectives/Value Judgments*: Some of the actions in rural areas of Britain during the Second Agricultural Revolution, such as the enclosure movement, were very undemocratic and were carried out by landowners who could vote, sit in Parliament and pass laws which pushed poor, unenfranchised farmers off their lands and forced them to migrate to the cities. Arguably, that type of heavy handed action could not happen in a democracy today but had it not occurred, the surplus labour need for the industrial transformation that was taking place in the early 19th century might not have happened. Are there times when democracy can get in the way of important decision-making and good policy? If so, how can sound decisions be made in a democracy if they are unpopular with the voting public and could result in electoral defeat for the ruling party?

By the completion of this section, students should understand that industrialism can bring significant change and benefit to a country's economy. While this is the case, the same process brings with it considerable challenges and these will be the focus of the next delineation.

Unit 4 – Economic Change

Sample Teaching and Assessment Strategies**Resources and Notes**

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Unit 4 – Economic Change

Outcomes

Students will be expected to

11.0 *explain economic innovations and ideas that developed during the Late Modern Era*

11.3 *explain factors that led to the rise of socialism*

Focus for Learning

In the previous delineation, students examined the nature of industrialization in Britain during the 18th and 19th centuries. In this delineation, students will investigate the challenges of this economic process and measures taken to address issues that arose from it.

Students should be able to explain how the Industrial Revolution influenced life during the Modern Era.

Industrialization had both positive and negative influences on society. Students should investigate some of the benefits and challenges, including:

Benefits	Challenges
<ul style="list-style-type: none"> • creation of wealth • improved standard of living • increased economic output • economic freedom 	<ul style="list-style-type: none"> • uneven distribution of wealth • working and living conditions • environmental degradation • class tension

Students should realize that while the benefits of industrialization in Britain were considerable, they were not distributed equally to all members of society. As some “captains of industry” grew wealthy, for example, many of their employees remained poor, though they worked long days and kept factories running. In this context students should consider the moral implications of industrialization.

Laissez-faire philosophers, such as Adam Smith, argued that the government should not intervene to address the challenges faced by workers because it would lead to economic inefficiencies. For example imposing regulations that would improve working conditions or adopting minimum wage laws would lower profits, thus reducing the ability of entrepreneurs to reinvest and create further economic activity.

Students should be able to explain the concept of utilitarianism.

During the period of industrialization, other philosophers began to argue that the government had a responsibility to improve the lives of citizens and not just allow wealth to accumulate.

They argued that government should adopt policies that would improve the lives of citizens, such as a more equal distribution of profits between business owners and workers, women’s suffrage, and education for children.

Students should be able to explain how socialism influenced government actions and quality of life in 19th century Britain.

In the 1800s, the ideas of utilitarianism would gain popularity as people wrestled with the issues of social injustice and the role and purpose of government. The result of this would be the development of the concept of socialism.

Unit 4 – Economic Change

Sample Teaching and Assessment Strategies**Resources and Notes****Activation**

Teachers may

- Show students a variety of images during the Industrial Revolution and have them discuss the following:
 - Did industrialization have an impact on the social classes?
 - What were the benefits and challenges for the stakeholders involved? (Business owner, factory workers, etc)
 - What was the impact of urbanization?
 - Was there an even distribution of wealth?
- Have students think pair share what types of programs our government has in place to help better our lives.

Unit 4 – Economic Change

Outcomes

Students will be expected to

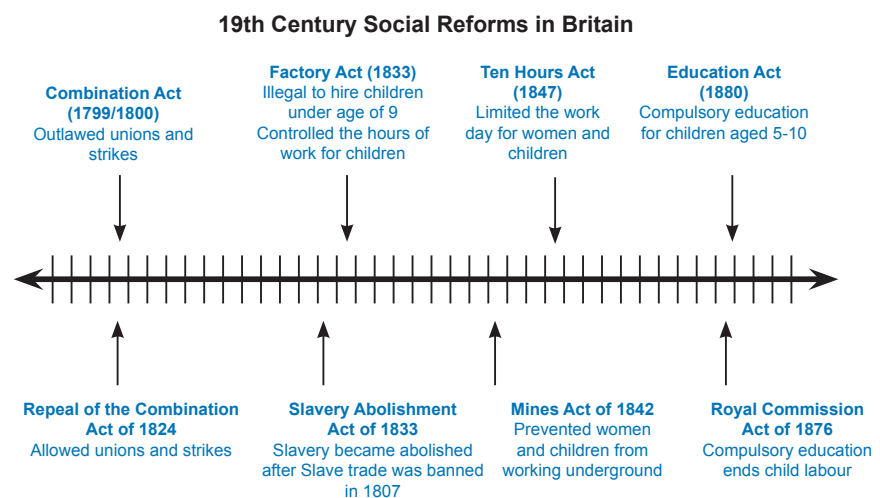
11.0 *explain economic innovations and ideas that developed during the Late Modern Era*

11.3 *explain factors that led to the rise of socialism*

Focus for Learning

Socialists argued that the factors of production (i.e., land, labour, capital) should be publicly owned for the benefit of all citizens, and that government should play an active role in directing the economy for the common good. Thus, socialism stood in opposition to capitalism.

In Britain, government gradually adopted a variety of reforms based on utilitarianism and socialist ideas, within a democratic framework. Students should briefly examine reforms that influenced the quality of life in Britain:



To further understand how socialist ideas influence governments, it will be useful for students to consider programs or policies available in Canada today that have been shaped by socialism (e.g., Old Age Security, Canada Pension Plan, Employment Insurance, Medicare, formation of unions).

Students should be able to explain how communism influenced life in the Modern Era.

Gradual socialist reforms in Britain helped to improve the lives of many citizens. However, some socialists advocated for more radical action. These people argued that the true ideals of socialism would not be achieved within current governance structures.

Unit 4 – Economic Change

Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Teachers may

- Create a T Chart of benefits and challenges of industrialism. Students should focus on both economic and social factors.
- Create an infographic showing how the idea of utilitarianism led to a number of social reforms.
- Create a T Chart of pros and cons of communism.
- Identify some countries around the world that currently operate under communism OR were communist state but are not anymore.

Students may

- Make a solid argument for a country becoming a communist state.
- Pretend they have the ability to speak with a communist leader. What would they say to encourage that leader to abandon this ideology for another option?

Unit 4 – Economic Change

Outcomes

Students will be expected to

11.0 *explain economic innovations and ideas that developed during the Late Modern Era*

11.3 *explain factors that led to the rise of socialism*

Focus for Learning

Karl Marx and Friedrich Engels argued that market economies ultimately oppressed the majority working class (proletariat), while benefiting the minority business class (bourgeoisie). In *The Communist Manifesto* (1848), Marx and Engels predicted that the only resolution to this state of affairs would be the eventual revolt of the proletariat to overthrow the bourgeoisie, seize the factors of production, and share economic benefits equally. Marx and Engels stated this outcome would be inevitable because, “The proletarians have nothing to lose but their chains.” The idea that the inequality between classes within society must be addressed is referred to as Marxism.

Supporters of Marxism advocating a more radical form of socialism became known as communists. They promoted the idea of a society based on complete equality. To achieve this, the economy and political system would be centrally planned by government. A number of countries would adopt communism as a social and economic system in the 20th century. Those that have adopted communism frequently share the following features:

- collective ownership of property and the factors of production
- centrally planned economy
- only one political party

Though communism attempts to right the wrongs of industrialization, in reality its consequences have been mixed. Students should briefly examine the consequences of communism as an economic and governance system. These may include:

Benefits of Communism	Challenges of Communism
<ul style="list-style-type: none"> • increased equality for women • universal education • lower rates of poverty • universal access to healthcare 	<ul style="list-style-type: none"> • lower standard of living • limited human rights / rights violations • rule by a dictator • less innovation

In the short term communism would not significantly influence economics or politics during mid-1800s in Europe.

Students should understand and correctly use relevant terminology:

- | | |
|---------------|------------------|
| • bourgeoisie | • socialism |
| • communism | • social reforms |
| • Marxism | • utilitarianism |
| • proletariat | |

Unit 4 – Economic Change

Sample Teaching and Assessment Strategies**Resources and Notes****Consolidation**

Teachers may

- Have students debate:
 - While there were many problems brought about by the Industrial Revolution, overall its effects were more positive than negative.

Students may

- Choose a side -- are you pro socialism or anti socialism? How could you convince a classmate to join your side?
- Examine a country that was communist and look at the changes since. Are they positive? negative? neutral?
- Examine a communist country and identify the benefits and challenges of living there (e.g., Cuba, North Korea).

Unit 4 – Economic Change

Outcomes

Students will be expected to

11.0 *explain economic innovations and ideas that developed during the Late Modern Era*

11.3 *explain factors that led to the rise of socialism*

Focus for Learning

Teachers can integrate outcome 1.0 (democracy) by engaging students with the following concepts:

- **Democracy:** Karl Marx and Friedrich Engels argued that revolution in an industrial society was inevitable in that there was no other way to address the imbalance and injustice in society between the haves (bourgeoisie) and the have nots (proletariat).

Yet this did not happen in any industrial society during the 19th and 20th centuries. Investigate the role political enfranchisement played in economic and social reforms in Britain from 1850 to 1910.

Teachers can integrate outcome 2.0 (forms of analysis) by engaging students with the following concepts:

- **Perspectives/Value Judgments:** Since the Industrial Revolution various ideas have emerged which were meant to address economic, political and social injustice. Using historical evidence, which idea or combination of ideas are best suited to address inequality and injustice?

By the completion of this section students should understand that socialism emerged as an idea to counter the problems of capitalism.

Unit 4 – Economic Change

Sample Teaching and Assessment Strategies**Resources and Notes**

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Unit 4 – Economic Change

Outcomes	Focus for Learning
Students will be expected to	
12.0 determine the possible significance a current economic event or emerging economic trend	<p>This outcome requires students to apply their learning in Outcomes 10.0 and 11.0 to examine a current economic event and/or emerging economic trend.</p>
12.1 research the event or trend	<p>Students should select an economic philosophy, system or policy which continues to have a significant influence on the human experience today. They should</p>
12.2 anticipate how the event or trend may influence the human experience	<ul style="list-style-type: none"> • investigate its origins (e.g., early development, factors leading to its introduction, consequences of its use , its scope and impact; • examine how it has changed over time (e.g., new and related economic philosophies, systems or policies, growth or decline of its use today, influence on the decisions of people and governments today); and
12.3 communicate findings	<ul style="list-style-type: none"> • speculate on the role this economic trend may play in the future (e.g., are there any issues it would help resolve? How would it improve or degrades quality of life in the future?).
	<p>Students may need a list of different types of economic trends or economic events to complete this outcome. These include</p> <ul style="list-style-type: none"> • Capitalism • Colonialism • Communism • Free trade • Socialism • The Great Depression
	<p>It will be important for students to address each of the outcomes and delineation from Unit 1. Teachers may wish to create a checklist for students.</p>
	<p>Students may use a variety of ways to communicate their findings. Some suggestions include</p> <ul style="list-style-type: none"> • research poster, • informational video or rant, and • concept map.

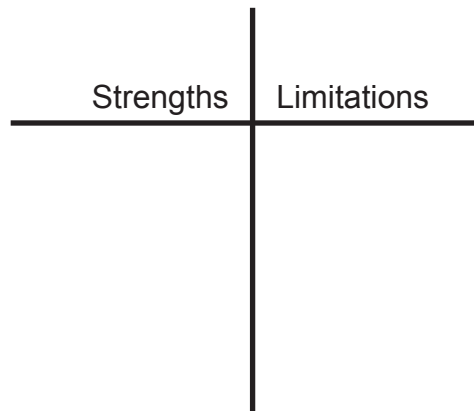
Unit 4 – Economic Change

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Ask students to brainstorm a topic related to economics or economic trends that they have an interest in, or ask students to compare two different ideologies. Provide a chart whereby students examine the strengths and weaknesses of the ideas.



Consolidation

Students may

- Present research findings in diagram form.

Strengths Topic A • • •	Limitations Topic A • • •
Strengths Topic B • • •	Limitations Topic B • • •

Resources and Notes

Authorized

Change and the Human Experience, Abridged Edition (SR)

- pp. 160-167

Change and the Human Experience, Abridged Edition (TR)

- pp. S48-S50

Note

- Suggested instructional time is 5.5 hours

Section Three: Specific Curriculum Outcomes

Unit 5: Conflict, Cooperation, and Change

Focus

In this unit students are invited to explore, examine and investigate how humans have sought to achieve their goals over time.

Given that humans do not live in isolation from one another, we are forced to interact with other people to create or to achieve our goals individually or collectively. Students will learn that humans either work through cooperative methods or use conflict driven methods to achieve their goals. They will also learn that our choice of goals are influenced by a variety of factors as is our choice of how to accomplish them; through conflict or cooperation.

Students are then introduced to three periods in human history where both conflict and/or cooperation were used to meet an objective. Students will determine that our paleolithic ancestors were interested in the goal of survival and for the most part this was achieved by working with kin groups and through trade, but rarely through conflict. Then they will examine the rise and fall of the Roman Empire as well as that of Western imperialism in the late 19th and early 20th centuries. The goals of these modern societies were far more complex having political and social objectives as well as economic, hence the methods used to create and to dismantle these empires resulted in both conflict and cooperation.

Students are exposed to political and economic ideologies that have dominated the 20th and 21st centuries. The goals of individuals and groups in various societies today are diverse and varied. Students are introduced to the political spectrum and the definitions of left and right wing, as well as to centrist or moderate ideologies. They are exposed to the idea that within a democratic framework, competing philosophies do not necessarily have to lead to open conflict but simply to a respectful political discourse. Extremist ideological views tend to lead to conflict and not to cooperation and students will look at a historical example of this.

Students will then investigate how successful the the United Nations has been in its mandate to address world issues and concerns through cooperation and compromise as opposed to conflict.

Finally, students should select a current international dispute or emerging dispute which continues to have or potentially will have a significant influence on the human experience.

Outcomes Framework

GCO 1 Inquiry and Research – Students will be expected to demonstrate the ability to apply inquiry and research skills to analyze, synthesize, and share information.

GCO 2 Civic Engagement – Students will be expected to demonstrate the ability to make informed and reasoned decisions for the public good as citizens of a diverse democratic society in an interdependent world.

Students will be expected to:

- 15.0 determine the possible significance of a current or emerging geopolitical dispute
 - 15.1 research the dispute
 - 15.2 anticipate how the dispute may influence the human experience
 - 15.3 communicate findings

GCO 6 Interdependence – Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.

GCO 7 People, Place, and Environment – Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

Students will be expected to:

- 13.0 explain how conflict and cooperation influenced the human experience from the Paleolithic Era to the early-Modern Period
 - 13.1 explain the rationale for conflict and cooperation
 - 13.2 explain how conflict and cooperation were used from the Paleolithic Era to the early-Modern Period
- 14.0 explain how ideology has influenced the human experience in the Modern Era
 - 14.1 explain the ideology of imperialism and the influence it had on the human experience
 - 14.2 explain how modern ideological thinking has influenced the use of conflict and cooperation to achieve political and economic goals
 - 14.3 explain the role of supranational agencies in addressing global issues

SCO Continuum

Social Studies 1202	Social Studies 2202	Social Studies 3202
<p>4.0 explain how power and privilege influence people's lives</p> <p>9.0 explain how ideology influences politics in a democracy</p> <p>20.0 explain how government actions can promote economic growth and stability</p>	<p>13.0 explain how conflict and cooperation influenced the human experience from the Paleolithic Era to the early-Modern Period</p> <p>14.0 explain how ideology has influenced the human experience in the Modern Era</p> <p>15.0 determine the possible significance of a current or emerging geopolitical dispute</p>	<p>5.0 evaluate the relationship between globalization and quality of life</p> <p>7.0 explain political factors that influence quality of life</p> <p>8.0 explain economic factors that influence quality of life</p> <p>10.0 explain how population change influences quality of life</p> <p>14.0 Evaluate human-environmental interactions</p>

Suggested Unit Plan

It is recommended that 27.5 hours, approximately 8 weeks, of instructional time be used to work with students to achieve SCOs 13.0, 14.0 and 15.0. The range of dates highlighted below are offered as a suggestion.

September		October		November		December		January		February		March		April		May		June	
		Unit 2 Innovation, Ideas, and Change				Unit 3 Political Change				Unit 4 Economic Change				Unit 5 Conflict, Cooperation, and Change					
		Unit 1 Integrated Concepts and Process Skills																	

Unit 5 – Conflict, Cooperation, and Change

Outcomes

Students will be expected to

- 13.0 explain how conflict and cooperation influenced the human experience from the Paleolithic Era to the early-Modern Period
- 13.1 explain the rationale for conflict and cooperation
- 13.2 explain how conflict and cooperation were used from the Paleolithic Era to the early-Modern Period

Focus for Learning

In the previous unit, students explored how economic innovations and systems have influenced the human experience and that while these can have great benefits, they can also create significant challenges. As a result, various ideas or innovations have developed over time to help address these challenges.

In this outcome students will focus on two key elements of human social interaction – conflict or cooperation. Students will note that regardless of the type of social interaction, individuals and groups always have a purpose for their actions.

Two historical examples of conflict and cooperation are examined. The first involves examining the actions of our Paleolithic ancestors whose primary goal was survival. The second involves examining expansion and contraction of territories and the reasons for these changes. Common to both examples is that both conflict and cooperation were exercised.

Unit 5 – Conflict, Cooperation, and Change

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Present students with a series of scenarios. Elaborate on how each might unfold using conflict and cooperation. Possible scenarios include the following:
 - A neighbour has their music up loud late at night and it is keeping your family awake.
 - You and a friend are driving in your car at lunchtime. Your friend wants pizza for lunch, but you want fish and chips.
 - Someone hits you.
 - You come across a bully picking on a young child.

Students may

- Reflect on a time you faced a disagreement with a friend. How did you handle it? Was there cooperation or conflict?

Consolidation

Teachers may

- Have students create a word wall on the theme of “conflict, cooperation, and change.” Place positive words in blue or green and negative words in red or orange.



Students may

- Debate the following propositions:
 - War is inevitable.
 - World peace is possible.
- Respond to the following journal prompt, “Change in the human experience is possible. I think that peace ...”

Resources and Notes

Authorized

Change and the Human Experience, Abridged Edition
(Student Resource [SR])

- pp. 168-201

Change and the Human Experience, Abridged Edition
(Teacher Resource [TR])

- pp. S51-S60

Note

- Suggested instructional time is 11 hours

Unit 5 – Conflict, Cooperation, and Change

Outcomes

Students will be expected to

- 13.0 explain how conflict and cooperation influenced the human experience from the Paleolithic Era to the early-Modern Period
- 13.1 explain the rationale for conflict and cooperation
- 13.2 explain how conflict and cooperation were used from the Paleolithic Era to the early-Modern Period

Focus for Learning**Sample Performance Indicator(s)**

- Research political parties in Canada and determine where they stand on a variety of political, economic and social issues. Explain which party you believe best represents your concerns and why. Be sure to identify any policy that you find troubling from your chosen political party and explain why you'd like to see it altered.

Unit 5 – Conflict, Cooperation, and Change

Sample Teaching and Assessment Strategies**Resources and Notes**

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Unit 5 – Conflict, Cooperation, and Change

Outcomes

Students will be expected to

13.0 *explain how conflict and cooperation influenced the human experience from the Paleolithic Era to the early-Modern Period*

13.1 *explain the rationale for conflict and cooperation*

Focus for Learning

Students should explain how humans use conflict and cooperation to achieve individual or collective goals.

Humans are social animals. It is difficult for us to live in isolation. We live in groups and interact with one another in predictable ways.

The social interactions can be placed within one of two categories: conflict or cooperation

These social processes are universal and timeless, and so they are informative for historians to study and understand past events, as well as examine and evaluate the actions of present day actors.

Students should explain how socio-economic status and life experience help to develop ideologies (beliefs) which shape goals.

Much of human behaviour is governed by goals. The attainment of these goals can be achieved through methods of conflict or cooperation. This then raises an important questions:

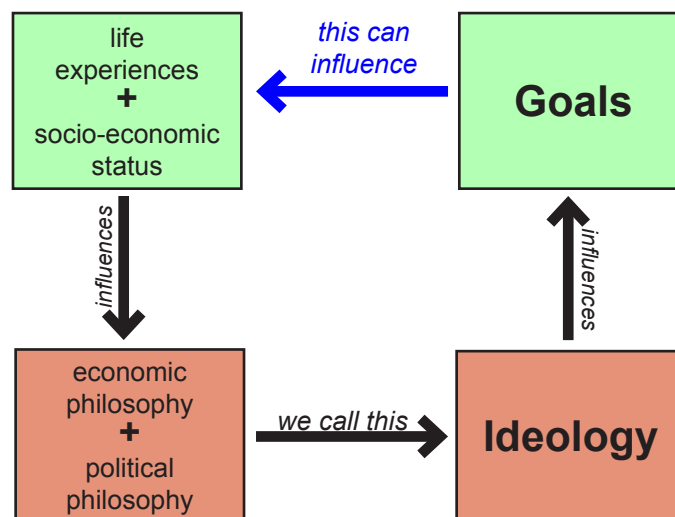
Why choose cooperation or conflict in order to achieve a desired goal?

In answering this question one must understand the person's, or group's, perspective. Many factors influence perspective:

- *Socio-economic status* – e.g., level of education and income
- *Life experiences* – e.g., past interactions where factors such as ethnic background, age, or gender played a role

These factors influence our perspectives and beliefs – or ideologies – on economic and political issues. In turn, our ideologies have a direct influence on the goals we choose and on the method of social interaction we use to achieve these goals (i.e., conflict or cooperation).

It may be useful to summarize these relationships in the form of a diagram. For example:



Unit 5 – Conflict, Cooperation, and Change

Sample Teaching and Assessment Strategies

Resources and Notes

Activation

Teachers may

- Organize students using the think-pair-share cooperative learning strategy. Individually have students complete the organizer below. Then have pairs of students compare their responses. Finally ask the pairs to develop working definitions for the terms.

Term	Sample	Example (x 2)	Definition
accommodation	compromising on a paint colour for a room		
competition	playing a game of hockey in order to win		
conflict	asking a neighbour to turn down music at a party and having them refuse		
cooperation	working with a friend to build a fence		

Continued

Unit 5 – Conflict, Cooperation, and Change

Outcomes

Students will be expected to

13.0 *explain how conflict and cooperation influenced the human experience from the Paleolithic Era to the early-Modern Period*

13.1 *explain the rationale for conflict and cooperation*

Focus for Learning

Later in this unit students will examine the role ideology in shaping social decision-making, and its relationship to conflict and cooperation.

It is important to note that people may, and often do, interpret the same facts or events differently. Within a liberal democratic society it is important to understand and respect the perspectives of others even though we may not agree with them. Only through careful consideration of individual and group perspectives can we hope to develop appropriate or effective responses to issues locally, nationally, and globally.

Students should understand and correctly use relevant terminology:

- conflict
- life experience
- cooperation
- socio-economic
- ideology

Teachers can integrate outcome 1.0 (democracy) by engaging students with the following concepts:

- *Collaborate/Human Experience*: While humans have always used conflict and cooperation to achieve their goals, until the 20th century we have typically defaulted to conflict and a preferred method. Have students brainstorm why this might be so. Record their responses and upon completion of the unit review their original responses and ask students what, if any, alterations they would like to make to their original list. Have them explain the reasoning behind their change of mind.

Teachers can integrate outcome 2.0 (forms of analysis) by engaging students with the following concepts:

- *Comparison/Causality*: Think of a time when you have been driven to conflict and another where you have used cooperation to achieve a goal. What were the causes for your choices? As you were moving towards the resolution of your goals and at the conclusion of your experiences, what were the consequences of your choices. Based on your experiences, do you believe one method was preferable to the other. Why?
- *Perspectives/Value Judgments*: Think about your own experiences in life as well as your personality. When you are interacting with other people in order to achieve a goal, do you practice conflict or cooperative methodologies or perhaps a combination of the two? What reasons do you think have influenced your preferred approach? What do you do if your preferred approach is different from another person you have to interact with to achieve your goal?

By the completion of this section, students should understand that human social interaction is influenced by a variety of factors and that interaction can take the form of cooperation or conflict. In the next delineation, students will examine the nature of conflict and cooperation from the Paleolithic to the Pre-Modern Era.

Unit 5 – Conflict, Cooperation, and Change

Sample Teaching and Assessment Strategies

Students may

- With a partner discuss the ideas of conflict and cooperation. Use the outline below to guide the discussion. Then, complete the statements and provide the strongest rationale (reason) that supports it.
 - Define the term conflict.
 - Provide an example of conflict.
 - Define the term cooperation.
 - Provide an example of cooperation.
 - What are the advantages and disadvantages of using conflict to solve a dispute.
 - What are the advantages and disadvantages of using cooperation to solve a dispute.
 - Complete the sentence “When faced with a choice between conflict or cooperation it is always best to choose _____ because _____ (rationale).”

Connection

Teachers may

- Guide a class discussion to recount the major events of the past 20 years. Use a graphic organizer to guide the discussion. At the end of the discussion ask students how these life experiences might influence a person's beliefs about politics, economics, or society.

Event	Influence on Beliefs
9/11	
school / public mass shooting	
acts of terrorism	
war in _____	
economic decline 2008	
environmental accidents	

Consolidation

Students may

- Create three scenarios for each of the following terms:
 - cooperation
 - conflict
- Discuss the following proposition:

While conflict is sometimes unavoidable, cooperation should always be our first choice.

Resources and Notes

Unit 5 – Conflict, Cooperation, and Change

Outcomes

Students will be expected to

13.0 *explain how conflict and cooperation influenced the human experience from the Paleolithic Era to the early-Modern Period*

13.2 *explain how conflict and cooperation were used from the Paleolithic Era to the early-Modern Period*

Focus for Learning

In the last delineation, students learned that human interaction can occur as either cooperation or conflict. In this delineation students investigate cooperation and conflict as means by which groups achieve their goals.

Students should be able to explain how paleolithic and neolithic groups used conflict and cooperation to achieve economic and cultural goals.

Students will be quite familiar with some of the inventions and innovations used by paleolithic groups. These allowed groups to adapt to new and varied geographical locations. The movements of paleolithic peoples may be seen as the earliest form of territorial expansion.

In paleolithic society people lived in small groups of approximately 25-70 people. These groups were not sedentary, but nomadic, travelling to access and acquire the resources they needed in order to survive and prosper. A variety of factors influenced their movement including

- availability of resources (e.g., water, minerals);
- migration of animals;
- seasonal growth of vegetation; and
- weather patterns.

These factors can be considered mostly as pull factors, although some may be considered push factors (e.g., cold weather).

It is important to emphasize to students that the movement of peoples during this period was not aimless or random. Over generations paleolithic societies developed a deep knowledge of their geographic location, and were effective in exploiting the resources they could access. In this way it is best to refer to the movement of people as migratory, implying that movements were intentional, focused on travel to a particular location or to secure a specific resource(s), often referred to as a seasonal round.

These small bands of humans had to work collectively and cooperatively in order to obtain the resources required to meet their basic economic needs during their seasonal rounds. Without all band members contributing to the group's wellbeing and survival, the band might fail.

It would be incorrect, however, to suggest that paleolithic people spent all their time and effort focused on survival. Archaeological evidence shows paleolithic people had a system of religious beliefs and performed rituals such as funerals, practiced cave painting and used music and dance. There is also evidence to suggest that paleolithic peoples had more free time to exercise the aforementioned cultural rituals and pastimes than their neolithic counterparts.

Paleolithic societies did have social interactions with other groups for a variety of reasons. For example, the map which follows illustrates that prior to the arrival of Europeans, Indigenous societies in North America traded for resources they desired. In this way there was cooperation.

Unit 5 – Conflict, Cooperation, and Change

Sample Teaching and Assessment Strategies

Resources and Notes

Activation

Teachers may

- Ask students to provide examples/explanations of the following push/pull factors that influenced the movements of paleolithic peoples:
 - availability of resources (e.g., water, minerals);
 - migration of animals;
 - seasonal growth of vegetation; and
 - weather patterns.

Students may:

- Rank the following factors in order of greatest to least influence on migration.
 - availability of resources (e.g., water, minerals);
 - migration of animals;
 - seasonal growth of vegetation; and
 - weather patterns.
- Compare your ranking with two other students. Together establish a ranking that all can agree with.

Unit 5 – Conflict, Cooperation, and Change

Outcomes

Students will be expected to

13.0 explain how conflict and cooperation influenced the human experience from the Paleolithic Era to the early-Modern Period

13.2 explain how conflict and cooperation were used from the Paleolithic Era to the early-Modern Period

Focus for Learning



Base map from Creative Commons; data from *Historical Atlas of Canada* (1987).

Furthermore, bands of humans sometimes joined together into larger “macrobands” for activities such as acquiring mates and celebrations or where resources were abundant. This interaction and the exchange of band members helped to create positive and enduring relationships.

The movements of paleolithic societies from Africa into other areas was a major event in the history of human migration. This was in part caused by competition for limited resources. The resulting conflict between bands resulted in more successful groups obtaining the resources needed for survival, and less successful groups relocating.

While resource use was key to the success and movement of these peoples, it is important to note that they likely had no concept of land ownership as we do today. As nomadic groups, they migrated from one place to another. Therefore the temporary habitation of an area did not imply land possession in the modern sense. However, groups were willing to fight for and to protect territory from “invading” groups, which coveted the same resources and hence put their survival at risk.

On a final note, hunter-gatherer bands consisted mainly of kin groups. They shared food and otherwise worked together for common ends. Even if they had different responsibilities and specific divisions of labour (men did the hunting and women did the gathering), hunter-gatherer bands generally enjoyed equal status in the group.

Unit 5 – Conflict, Cooperation, and Change

Sample Teaching and Assessment Strategies**Resources and Notes**

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Unit 5 – Conflict, Cooperation, and Change

Outcomes

Students will be expected to

13.0 *explain how conflict and cooperation influenced the human experience from the Paleolithic Era to the early-Modern Period*

13.2 *explain how conflict and cooperation were used from the Paleolithic Era to the early-Modern Period*

Focus for Learning

Students will know from their study of Unit 3 that paleolithic peoples, as stateless societies, had no real government in the modern sense – no one person had political power, yet they did have leaders. These were probably elders, who had the experience and personality necessary to gain the respect of the group. As a result paleolithic bands did not operate under the forms of governance which we identified previously in this course. The actions of paleolithic bands, therefore, were not dictated by “ideology,” but rather by economic interests and social factors.

The Agricultural Revolution (see Unit 2) would have significant consequences for human interactions. With the discovery of farming techniques and the domestication of animals, bands would settle down and inhabit one location more or less permanently. Thus, the first towns were constructed to provide constant shelter from the elements, protection for the population, and influence over local resources (e.g., Jericho, Catal Huyuk). Many of these towns were self-sufficient, providing for their own basic needs. However, as survival became easier (i.e., increased safety and increased food supplies) populations grew.

Growing cities required more resources to meet people’s needs. Some of these cities had thousands of inhabitants. In political terms, these cities were independent units, their populations self-identifying based on city of habitation and, as such, the city-states functioned as a sovereign country does today with their own rulers and unique forms of government.

The lands around the city helped support the population through the cultivation of farmland and exploitation of forest, mineral, and water resources. Over time, as these city-states would experience growth and even larger populations. The larger the city-states became, the less self-sufficient they were as more and more resources were required to support it.

In Unit 4, students learned that trade networks among some city-states was a cooperative way in which people attempted to meet their needs. However, other city-states used territorial expansion – acquiring control over other geographical areas – to meet their needs and wants. This typically led to conflict and the subjugation of one group of people by another. Students should be able to explain how cooperation and conflict can contribute to territorial expansion.

Territorial expansion eventually resulted in the formation of empires. An empire is a political unit that involves a number of previously independent peoples or groups being ruled by some form of governance, typically authoritarian. In the Ancient Era, this often involved the ruler of one city-state conquering and dominating a number of other city-states (e.g., the Old Assyrian Empire (c. 2025-1750 BCE).

Unit 5 – Conflict, Cooperation, and Change

Sample Teaching and Assessment Strategies**Resources and Notes****Connection**

Teachers may

- Organize students into small, cooperative groups. Have each group rank-order (or give examples of) the reasons for territorial expansion noted below, from most to least important. Ask students what conclusions can be drawn from this analysis.
 - economic – need for resources, labour supply (e.g., slavery)
 - political – desire for power and prestige
 - social – feeling of cultural superiority

Continued

Unit 5 – Conflict, Cooperation, and Change

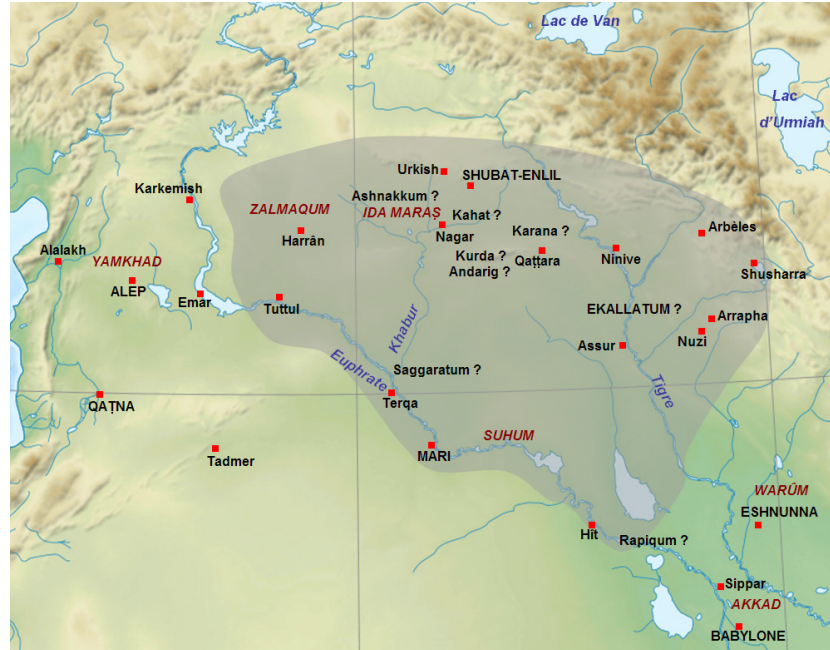
Outcomes

Students will be expected to

13.0 *explain how conflict and cooperation influenced the human experience from the Paleolithic Era to the early-Modern Period*

13.2 *explain how conflict and cooperation were used from the Paleolithic Era to the early-Modern Period*

Focus for Learning



Map showing the approximate extent of the Old Assyrian Empire at the death of Shamshi-Adad I c. 1721 BCE.

source: Creative Commons, attribution Share Alike 3.0

Generally speaking, the factors influencing territorial expansion include

- *economic* – need for resources, labour supply (e.g., slavery);
- *political* – desire for power and prestige; and
- *social* – feeling of cultural superiority.

While there are many examples that could be explored, all students should examine the rise of Rome, first as a republic and later as an empire. While it is not necessary for students to memorize details of Roman expansion in relation to particular territories, they should have a general understanding of the rationale and methods used for the creation and expansion of the Roman Republic and Empire:

- *soft power* – e.g., diplomacy
- *hard power* – e.g., military force

Soft power refers to any means of achieving goals that are peaceful or cooperative in nature (e.g., co-option, public diplomacy, government diplomacy), while hard power involves conflict through the use of force or coercion (e.g., bribes, sanctions, military force).

Students should briefly examine one example of soft power and one of hard power used by the ancient Romans.

- For example, the Romans commonly used military campaigns (i.e., hard power) to expand their territory, as can be seen through the conquest of Gaul by Julius Caesar.

Unit 5 – Conflict, Cooperation, and Change

Sample Teaching and Assessment Strategies

Students may

- Create a mind map showing examples of conflict and cooperation in the paleolithic era.
- Create a foldable on the economic, political and social reasons for the decline of the Roman Empire (i.e., territorial contraction).
- Respond to the following scenario:
 - Imagine that you are living in a city-state in ancient Mesopotamia. Your community is enjoying both the benefits of civilization, but also some of its challenges. A nearby city-state lays your community under siege, surrounding your city and threatening to destroy your crops and livestock that is outside of the city walls, unless you surrender and become subject to their rule. How do you respond? Use the graphic organizer below to guide your discussion.

Response	Factors to Consider	Possible Consequences
refusal to surrender		
negotiate terms of surrender		

- Create a graphic organizer to compare hoe Paleolithic and Neolithic peoples used conflict and cooperation to achieve their goals.

Resources and Notes

Unit 5 – Conflict, Cooperation, and Change

Outcomes

Students will be expected to

13.0 *explain how conflict and cooperation influenced the human experience from the Paleolithic Era to the early-Modern Period*

13.2 *explain how conflict and cooperation were used from the Paleolithic Era to the early-Modern Period*

Focus for Learning

- Alternatively, the Romans routinely extended citizenship to populations in newly acquired lands (i.e., soft power) as a way of creating good will and reducing the likelihood of rebellion. For example, the Socii were an autonomous tribe to whom the early Roman Republic granted limited citizenship as a means of creating an alliance against common enemies on the Italian peninsula.

Students should be able to explain how cooperation and conflict can contribute to territorial contraction.

Territorial expansion often continues until factors limit this process. Then, just as a group's territory and influence can expand, so too can they contract. Many of the empires that have existed throughout history have gone through a period of gradual or sudden decline. Reasons for this are wide ranging and case dependent, but generally speaking the decline of a territory has multiple contributing factors, which may include

- economic* – resource depletion/competition for resources, unemployment, disruption of trade;
- political* – weak leadership, technological inferiority resulting in invasion, civil war, changing priorities; and
- social* – disease, starvation, breakdown of social order.

While there are many examples that may be studied, students should explore the fall of the Roman empire. Though memorizing details of the loss of specific territories is not necessary, students should have a good understanding of the various factors that led to territorial contraction of the Roman Empire:

- Arrival of the Huns and the migration of barbarian tribes
- Christianity and the loss of traditional values
- Economic troubles and over-reliance on slave labour
- Government corruption and political instability
- Invasions by barbarian tribes
- Over-expansion and military overspending
- Rise of the Eastern Empire
- Weakening of the Roman legions

Note: It will be useful to view maps of territorial expansion and contraction to help students gain a greater understanding of the complexities of territorial changes during early times. For example, a map comparing the Roman Empire at its height (c.180 CE) with a map showing political changes as a result of the barbarian invasions may raise questions about why particular changes in territory occurred. Also, the themes covered previously in this course (innovation, political change, and economic change) can be applied jointly in this unit.

Unit 5 – Conflict, Cooperation, and Change

Sample Teaching and Assessment Strategies**Resources and Notes**

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Unit 5 – Conflict, Cooperation, and Change

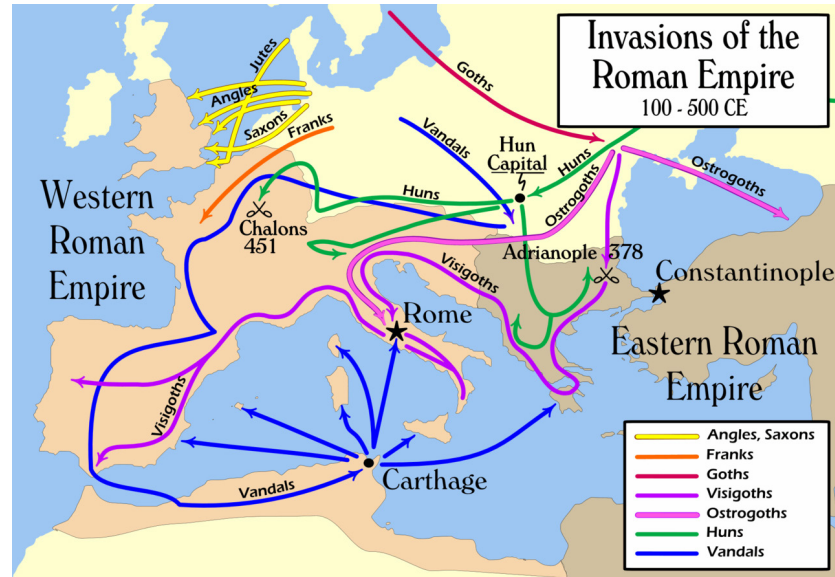
Outcomes

Students will be expected to

13.0 explain how conflict and cooperation influenced the human experience from the Paleolithic Era to the early-Modern Period

13.2 explain how conflict and cooperation were used from the Paleolithic Era to the early-Modern Period

Focus for Learning



source: Creative Commons, attribution Share Alike 2.5

Students should understand and correctly use relevant terminology:

- barbarian
- empire
- hard power
- kin-groups
- macro-band
- seasonal round
- soft power
- territorial contraction
- territorial expansion

Teachers can integrate outcome 1.0 (democracy) by engaging students with the following concepts:

- *Democracy/Human Experience*: If you found yourself in a situation where meeting your needs and wants became a challenge, what freedoms and liberties would you be willing to sacrifice in exchange for reliably meeting your needs?

Teachers can integrate outcome 2.0 (forms of analysis) by engaging students with the following concepts:

- *Evidence/Perspectives*: Democracies typically resolve issues peacefully. Why might modern democracies choose cooperation as a method to achieve goals as opposed to conflict.
- *Significance*: Which three factors you believe we most important in Rome's decline.

By the completion of this section, students should understand that territorial expansion and contraction are influenced by a variety of factors involving cooperation and conflict. In the next outcome students will examine how ideology has influenced global interactions in the Modern Era.

Unit 5 – Conflict, Cooperation, and Change

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Teachers may

- Invite students to rank order the relative damage inflicted on the Roman Empire by the factors noted below. Then ask students to speculate if Rome could have survived if the three most damaging factors had not occurred.
 - Economic troubles
 - Government corruption
 - Invasions by barbarian tribes
 - Over-expansion
 - Spread of Christianity
 - Weakening of the Roman legions

Students may

- Discuss the following proposition:

The quality of life of pre-Neolithic societies was better than life in early city-states.
- Create a mind map that explores the following prompt:

Given the choice of living in pre-Neolithic times, during the rise of early city-states, or during the height of the Roman Empire I would choose because

Unit 5 – Conflict, Cooperation, and Change

Outcomes

Students will be expected to

- 14.0 explain how ideology has influenced the human experience in the Modern Era
- 14.1 explain the ideology of imperialism and the influence it had on the human experience
- 14.2 explain how modern ideological thinking has influenced the use of conflict and cooperation to achieve political and economic goals
- 14.3 explain the role of supranational agencies such as the United Nations in addressing global issues

Focus for Learning

In the previous outcome, students examined the concepts of cooperation and conflict. In this outcome, students will be introduced to the concept of ideology and its influence on the modern world.

As a result of the political, scientific and economic ideas which emerged in the 17th and 18th centuries, new beliefs – or ideologies – concerning how people and nations should address issues of concern were formulated and adopted. Students will first examine one of the most influential and controversial ideologies from the past 200 years – imperialism. They will examine imperialism's rationale, the forms it took, as well as the consequences for stakeholders both in the past and present.

Next, students will be introduced to the ideologies which have come to dominate 20th and 21st century politics. While some ideologies can thrive in a pluralistic society such as a democracy, others are so extreme that their followers will exclude any other way of thinking. Students will compare two countries with differing ideologies.

Finally, while conflict has been a hallmark of human interaction throughout history, cooperation to reach consensus on contentious international issues has had growing support, in particular through the creation of the United Nations, designed as a mechanism to resolve conflict. The United Nations has had varying degrees of success since its formation in 1945. Students will examine examples of success and failure by the UN in addressing global issues.

Sample Performance Indicator(s)

- A liberal democracy is the best form of government. Do you agree or disagree with this claim? Provide three arguments to support your position.
- An ideology is a set of beliefs that influence economic-political-social policy and the goals of government. Choose two ideologies, and summarize each (50-75 words for each). Of the two, which would be better to live under? Why?
- Create a web diagram on the strengths and weaknesses of the United Nations.

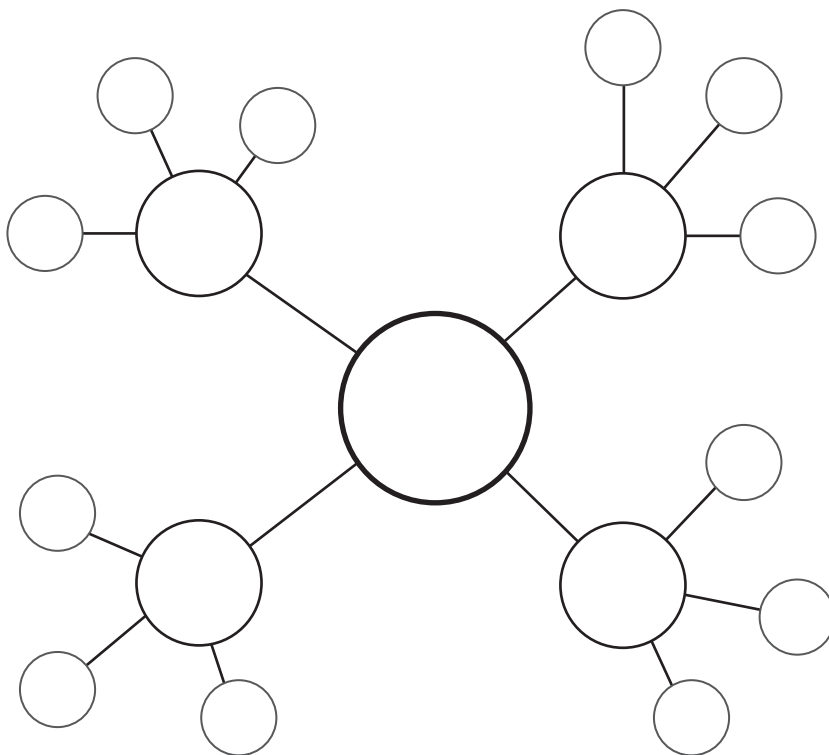
Unit 5 – Conflict, Cooperation, and Change

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Ask students to brainstorm and identify what they believe to be the most influential world events, ideas, and innovations since 1900. From the list created highlight those points that are related to conflict - directly and indirectly. (e.g., The hydrogen bomb is directly related to conflict; the development of aircraft is indirectly related as it can be used for either peaceful or non-peaceful purposes (e.g., fighter jet).) What observations can be made from this analysis?



Consolidation

Students may

- Debate the following proposition:
Peaceful coexistence along all nations is possible.
 Use historical examples and logical arguments to support your position (affirmative / negative).

Resources and Notes

Authorized

Change and the Human Experience, Abridged Edition (SR)

- pp. 202-221

Change and the Human Experience, Abridged Edition (TR)

- pp. S60-S66

Note

- Suggested instructional time is 11 hours

Unit 5 – Conflict, Cooperation, and Change

Outcomes

Students will be expected to

14.0 *explain how ideology has influenced the human experience in the Modern Era*

14.1 *explain the ideology of imperialism and the influence it had on the human experience*

Focus for Learning

In the last outcome, students were introduced to the idea that humans use economic, political and cultural reasons to justify expansionist goals, that they used various methods of conflict or cooperation to achieve these goals, and that a variety of factors help to explain why empires contract. In this outcome, students will examine the influence of the ideology of imperialism and its impact on the modern world.

Students should be able to explain the ideology of imperialism in the Modern Era.

An ideology is a set of ideas/ideals that are expressed in a group's

- economic beliefs,
- political beliefs, and
- goals.

Under the ideology of imperialism in the modern era most white Europeans believed that non-white peoples were

- culturally different and backwards,
- less progressive politically, and
- economically inferior.

This not only increased the sense of superiority and importance of the West, but it also formed the basis of aggressive expansionist goals. Over time the Western world control and dominate the economic, political and cultural life of nearly the entire world for over a century.

By 1800 Europe had adopted significant innovations in science and transportation which Europeans used to explore vast areas of the Earth's surface, of which they had little to no previous knowledge. As they explored foreign lands, they learned of resources available in those places.

Europe continued to industrialize during the 1800s. The result was unprecedented wealth generation. However, if European nations were to continue to grow economically, new sources of raw materials were required. One solution was to expand their territories to exploit the newly discovered resources in foreign lands.

Unit 5 – Conflict, Cooperation, and Change

Sample Teaching and Assessment Strategies

Resources and Notes

Activation

Students may

- With a partner discuss the following: When you are asked to do something – or decide for yourself to do something – how important is each of the following factors?

Financial / Material Reward

low ----- *high*

Personal Satisfaction

low ----- *high*

Popularity / Recognition

low ----- *high*

Rank order these factors (motives) in order of importance.

Unit 5 – Conflict, Cooperation, and Change

Outcomes

Students will be expected to

14.0 *explain how ideology has influenced the human experience in the Modern Era*

14.1 *explain the ideology of imperialism and the influence it had on the human experience*

Focus for Learning

Students should be able to explain the motivation for imperialism in the Modern Era.

There were three main factors that encouraged imperialism around the globe:

- **Economic** (“Gold”) – The continuing process of industrialization required more raw materials. The colonies had been beneficial in this effort, but more territory and resources would be required to continue the process; old colonies would be expanded, and new colonies founded to provide raw materials, labour, and markets for manufactured goods.
- **Cultural** (“God”) – Although the power of the Church had begun to decline throughout western Europe, a strong belief in Christianity remained. Some Europeans believed they were doing God’s work and being good Christians by bringing civilization and “progress” to peoples they thought were backward and ignorant. This sense of responsibility felt by Europeans to educate what they thought were inferior non-white groups is sometimes referred to as the “white man’s burden.”
- **Political** (“Glory”) – Many European countries were in competition with each other not only economically, but also politically. The acquisition of new territories brought with it prestige. As well, the economic growth provided by new territories increased a country’s ability to fund larger militaries, and thus the potential for greater influence, security, and dominance in Europe.

In pursuit of “Gold, God, and Glory”, European nations, especially Britain, as well as Japan and the United States claimed territorial rights throughout Africa, Asia, and the Americas during the 1800s and early 1900s.

Imperialism continued until the mid-1900s. European and American political and commercial interests exploited these resource-rich lands and their peoples. This resulted in the ability of the West to prosper and improve its quality of life, albeit at the expense of the colonized.

Unit 5 – Conflict, Cooperation, and Change

Sample Teaching and Assessment Strategies**Resources and Notes**

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Unit 5 – Conflict, Cooperation, and Change

Outcomes

Students will be expected to

14.0 *explain how ideology has influenced the human experience in the Modern Era*

14.1 *explain the ideology of imperialism and the influence it had on the human experience*

Focus for Learning






Students should be able to explain the consequences of Western imperialism.

Most Western European nations focused their imperialistic intentions on Africa and Asia. The use of maps to illustrate the extent of territorial expansion into these regions will help students understand the scope of imperialism.

Note: for the purposes of this course, the focus of this discussion will be on the effects of imperialist expansion in Africa.



Areas of Africa controlled by European colonial powers in 1913, shown along with current national boundaries.

 Belgian Empire	 Italian Empire
 British Empire	 Portuguese Empire
 French Empire	 Spanish Empire
 German Empire	 Independent

Unit 5 – Conflict, Cooperation, and Change

Sample Teaching and Assessment Strategies**Resources and Notes****Connection**

Teachers may

- Organize students into small groups and have them discuss the following two considerations:
 - Of the three reasons for imperialism – Gold, God and Glory – which might most attract the interest of Europeans? Might social class influence this analysis?

What conclusions / inferences might be drawn from this discussion?

Continued

Unit 5 – Conflict, Cooperation, and Change

Outcomes

Students will be expected to

14.0 *explain how ideology has influenced the human experience in the Modern Era*

14.1 *explain the ideology of imperialism and the influence it had on the human experience*

Focus for Learning

In the mid-1800s, the peoples of Africa consisted of hundreds of distinct ethnic groups, each with their own language, religious beliefs, and culture. The size of these groups varied greatly from single villages to empires that organized many ethnic groups under one larger government.

Since the 1400s these peoples had remained independent and resisted most European attempts at contact, while remaining more or less economically self-sufficient.

However, by the late 1800s, Europeans had developed three technologies that enabled imperialism.

- Advances in *transportation* (e.g., steam-powered ships, riverboats, and railroads) allowed them easier access to the continent's interior.
- Improvements in *weaponry* (e.g., the Maxim machine gun), would give them the ability to dominate large groups of people.
- The creation of the drug *quinine* provided greater protection against malaria than had existed before, which had significantly restricted European excursions further inland.

Eventually, Europeans would invade nearly every part of Africa, with nearly every Western European country seeking to establish colonies there.

In 1884-1885 a meeting known as The Berlin Conference was attended by representatives from many European countries. The purpose of the meeting was to decide how they would divide the continent and take possession of it. This is sometimes termed as “the Scramble for Africa.” By 1913, Ethiopia was the only African nation that had not been colonized.

Unit 5 – Conflict, Cooperation, and Change

Sample Teaching and Assessment Strategies

Students may

- Rank order the improvements in transportation, weaponry, and medicine that enabled colonial expansion into the interior of Africa.
- Discuss the following propositions:
 - Colonial expansion in the 1800s could have occurred with innovation in any two of the following areas:
 - medicine
 - transportation
 - weaponry
 - Advanced weaponry was necessary for colonial expansion.
- Create a chart examining the influence of innovations on colonization.

Innovation	Influence on Colonization
transportation	
weapons	
quinine	

Resources and Notes

Unit 5 – Conflict, Cooperation, and Change

Outcomes

Students will be expected to

14.0 *explain how ideology has influenced the human experience in the Modern Era*

14.1 *explain the ideology of imperialism and the influence it had on the human experience*

Focus for Learning

Students should be able to explain the consequences of Western imperial contraction.

Imperialism declined in the mid-1900s as a result of three factors:

- First, there were growing independence and nationalist movements among local inhabitants in the colonies.
- Second, in the wake of the Second World War, Europeans began to see enormous costs associated with the management of colonies, making them less profitable than had previously been the case.
- Finally, many people also began to question imperialism on moral grounds, as the desire for liberation and freedom grew.

These factors would lead the drive towards decolonization and self-determination.

The decline of imperialism provided significant challenges for a number of groups. In territories where the West staffed government positions with local inhabitants (i.e., indirect control), and allowed the preservation of local culture, the transition to independence was easier. However, in territories where the West staffed government positions with non-locals (i.e., direct control), and suppressed the preservation of local culture, the transition to independence was much more difficult.

Not only was achieving independence a struggle for many peoples, but governance in newly formed countries was hindered by various factors, such as

- cultural differences among Indigenous groups,
- lack of economic activity/growth (e.g., high unemployment), and
- weakened governance structures.

Some countries that have gained independence still face such issues today. The result has been a lower quality of life for many people who live there.

To understand how the process of territorial contraction influenced the lives of groups around the world, students should choose a former colony and investigate how it has been influenced by the expansion and contraction of imperialist nations. This examination should include a brief background of imperialism in the country, the process of gaining independence, and the influence on people's lives before and after imperialism.

Unit 5 – Conflict, Cooperation, and Change

Sample Teaching and Assessment Strategies

Consolidation

Teachers may

- Identify the positive and negative consequences of each form of imperialism for a country that would gain independence.

Form of Imperialism	Consequences
Direct Control	Positive
	Negative
Indirect Control	Positive
	Negative

Resources and Notes

Continued

Unit 5 – Conflict, Cooperation, and Change

Outcomes

Students will be expected to

14.0 *explain how ideology has influenced the human experience in the Modern Era*

14.1 *explain the ideology of imperialism and the influence it had on the human experience*

Focus for Learning

Students should understand and correctly use relevant terminology:

- Berlin Conference
- colony
- decolonization
- direct control
- ideology
- Imperialism
- independence
- indirect control

Teachers can integrate outcome 1.0 (democracy) by engaging students with the following concepts:

- *Democracy/Human Experience*: The domination of one group of people by another through the creation of empire and through the policies of colonialism and imperialism has largely been discredited. Assess whether or not the ideas of the Enlightenment played a role in ending these practices. Identify some enlightenment ideas that supported ending colonialism.

Teachers can integrate outcome 2.0 (forms of analysis) by engaging students with the following concepts:

- *Value Judgments*: Very few colonial nations in Africa have made a successful transition to independence. Is imperialism morally wrong?

By the completion of this section, students should understand that ideology can have a significant influence on the actions of governments and considerable consequences for stakeholders. In the next delineation, students will investigate modern political ideology used to achieve societal goals.

Unit 5 – Conflict, Cooperation, and Change

Sample Teaching and Assessment Strategies

Students may

- Create a simple sketch of the Berlin Conference and write a caption that summarizes European attitudes towards Africa and its peoples.
- Debate the following proposition: Imperialism is morally wrong.

Arguments that Support	Evidence
Arguments that Refute	Evidence

- Create a poster of the reasons why imperialism declined.

Resources and Notes

Unit 5 – Conflict, Cooperation, and Change

Outcomes

Students will be expected to

14.0 *explain how ideology has influenced the human experience in the Modern Era*

14.2 *explain how modern ideological thinking has influenced the use of conflict and cooperation to achieve political and economic goals*

Focus for Learning

In the previous delineation students examined the ideology of imperialism. Several reasons for the demise of imperialism were explored.

As imperialism declined other ideologies emerged and would come to dominate the 19th, 20th and 21st centuries. This is the focus of this delineation.

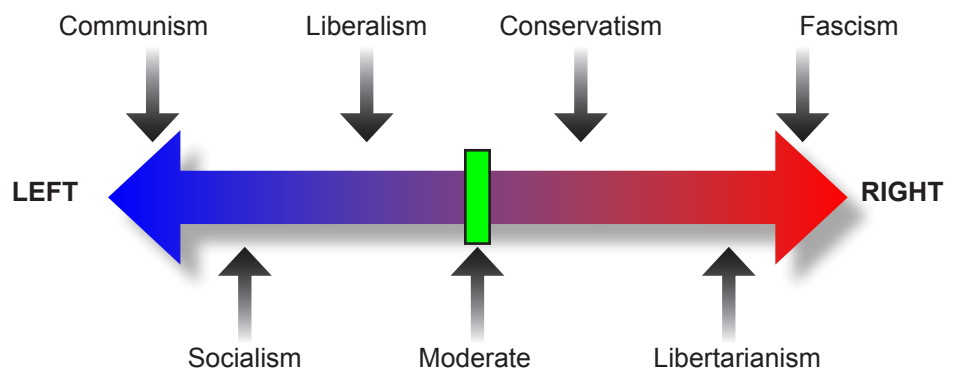
While some of these ideologies promoted various forms of cooperation, others were by their very nature more conflict driven.

Students should be able to explain the ideology of left, centre, and right.

When speaking of ideology the terms left, central, or right are often used. These terms can be traced back to 18th century France. The terms "left" and "right" appeared during the French Revolution of 1789 when members of the National Assembly were divided into (a) supporters of the king, who were seated to the president's right and (b) supporters of the revolution to his left.

In general the left has been called "the party of movement" and the right "the party of order". The intermediate stance is called centrism and a person with such a position is referred to as a moderate or centrist.

The phrases "the party of movement" and "the party of order" are very instructive in that left-wing ideological thought is more progressive, radical, extreme and in opposition to the status quo; hence the party of movement. Conversely, right-wing ideology is associated with conservative thought, maintaining the status quo, or of taking a very traditional approach to issues; hence the party of order.



Unit 5 – Conflict, Cooperation, and Change

Sample Teaching and Assessment Strategies**Resources and Notes**

Activation

Teachers may

- Ask students to explain the adage “if you give someone an inch they will take a mile.” Relate this idea to the expansion and expectation of rights and freedoms.
- Briefly explain the living conditions for Russian peasants in 1916-1917. Ask students why these people were willing to embrace a new ideology (communism).

Unit 5 – Conflict, Cooperation, and Change

Outcomes

Students will be expected to

14.0 *explain how ideology has influenced the human experience in the Modern Era*

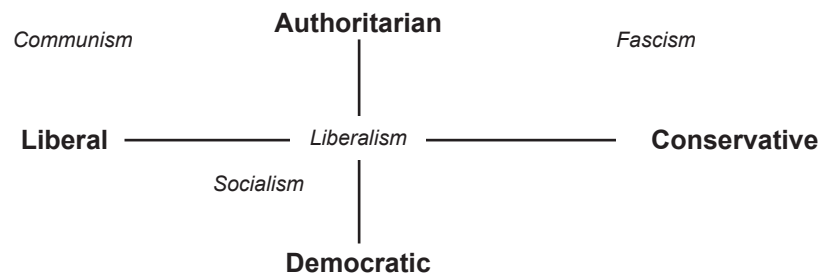
14.2 *explain how modern ideological thinking has influenced the use of conflict and cooperation to achieve political and economic goals*

Focus for Learning

Additionally students should discuss that as government became more and more involved in the lives of citizens over the past two centuries, there have emerged two views on the degree to which government should become involved in the lives of its citizens:

- those who believe that government is essential in addressing the economic and social concerns and needs of citizens (authoritarians); and
- those who believe in individual freedoms, liberty of decision-making and limited governmental interference in their lives (libertarians).

It should be noted that these perspectives are best represented on a continuum, as people hold these beliefs to differing degrees. For example, one can be a right-wing authoritarian, who believes government should play a limited role in the economy but have a left-wing belief where government should play a significant role in the social lives of citizens.



Social and economic perspectives are the basis for one's ideology, which influences one's opinion about political decisions.

Students should explain how ideology influences government policy and decision-making.

As was illustrated in the previous delineation, how we respond to complex issues reflects one's ideology. In most countries individuals who hold similar beliefs will join political organizations which most closely mirror their own ideologies.

For instance, in Canada there are three mainstream political parties that represent left-wing (NDP), centrist (Liberal) or right-wing (Conservative) ideologies. It is important to note to students that all of these parties and their followers believe in democracy and cooperation when attempting to achieve goals.

In many countries, however, adherents of more extreme or radical ideologies believe that the needs of citizens and of their countries are best met through governmental systems which are authoritarian in nature. Followers of extreme left-wing ideology (communism) or extreme right-wing ideology (fascism) typically use aggressive and violent tactics to achieve their goals and if successful, they stifle any dissent from their respective ideological beliefs. Extreme ideologies such as these are conflict driven by their very nature. Coercion and terror are some of the tools used by extreme ideological and authoritarian movements.

Unit 5 – Conflict, Cooperation, and Change

Sample Teaching and Assessment Strategies

Resources and Notes

Connection

Students may

- Rank order ideologies from most to least preferable. Define what is meant by “preferable.”

Least Preferable

Most Preferable



- Evaluate arguments for and against the propositions that Canada should elect an extreme political party (e.g., left or right).

Proposition	
Arguments For	Arguments Against

Unit 5 – Conflict, Cooperation, and Change

Outcomes

Students will be expected to

14.0 *explain how ideology has influenced the human experience in the Modern Era*

14.2 *explain how modern ideological thinking has influenced the use of conflict and cooperation to achieve political and economic goals*

Focus for Learning

Students should examine two countries that are ideologically different. For comparison purposes it would be best to choose a democracy and an authoritarian state. Historical examples from the 20th century or present-day examples would serve this purpose. Areas of comparison may include

- accountability of government;
- freedoms of citizens;
- relations with other nations; and
- treatment of minorities.

Students should understand and correctly use relevant terminology:

- | | |
|-----------------|----------------------|
| • Authoritarian | • Political spectrum |
| • Conservatism | • Radical |
| • Fascism | • Right-wing |
| • Left-wing | |

Teachers can integrate outcome 1.0 (democracy) by:

- *Democracy*: Healthy democracies are those that respond to the needs of their citizens. When citizens come to believe that the needs of "the people" are taking a back seat to "elites" and "special interest groups", it breeds cynicism and undermines the democratic process. Ask students to work in groups to explore the question of why citizens in many democracies are feeling more disconnected than ever to the decision-making process. Then have them brainstorm ways in which our system can be improved to restore the confidence of the people in democracy.

Teachers can integrate outcome 2.0 (forms of analysis) by:

- *Evidence/Causality*: It used to be that a fact was a fact. Now it seems that facts are open to interpretation. Any information is open to the label of "fake news". What are some of the consequences of this phenomena? What can we do as individuals to determine fact from fiction?
- *Perspectives/Value Judgments*: Extreme ideologies such as Fascism and Communism are incompatible with a democratic framework. They are so extreme in their beliefs, they cannot tolerate differing perspectives, hence they are conflict driven. In contrast, people hold differing points of view on political, economic and social issues is the hallmark a democratic system. Which is more important? Why?

By the completion of this delineation, students should understand that an individual's or group's ideology influences its goals and decision-making. In the next delineation, students will investigate means of addressing contemporary global issues.

Unit 5 – Conflict, Cooperation, and Change

Sample Teaching and Assessment Strategies

Resources and Notes

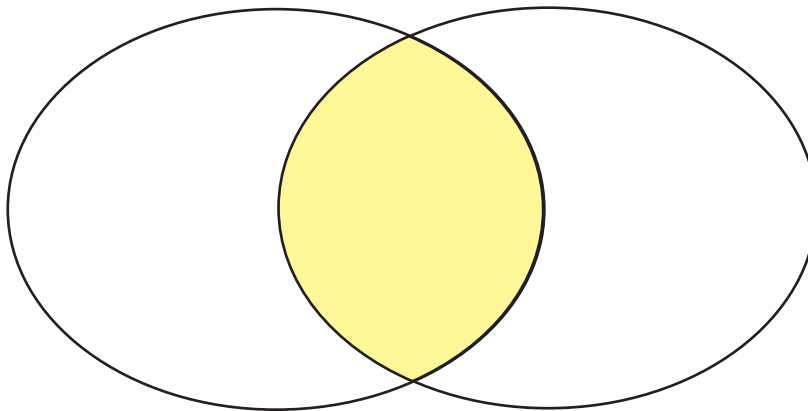
Consolidation

Students may

- Compare the following pairs of ideologies. What inferences/conclusions can be made from each comparison? When combined?

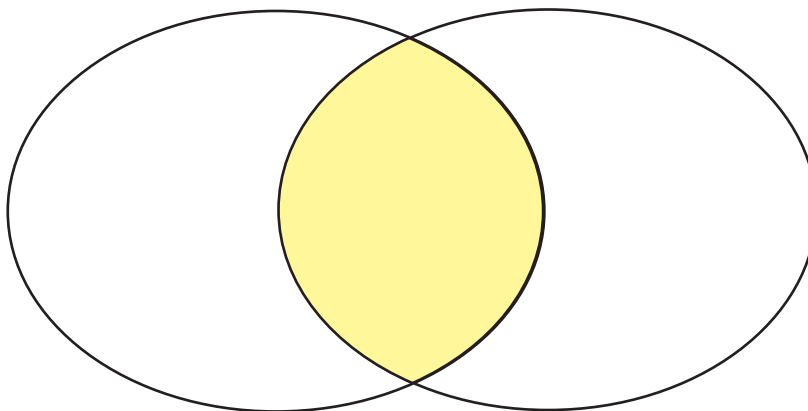
Communism

Fascism



Liberalism

Conservatism



- With a partner or small group compose a RAP that explains the basic concepts of the following ideologies:
 - Left
 - Communism
 - Liberal
 - Conservative
 - Fascism
 - Right

Unit 5 – Conflict, Cooperation, and Change

Outcomes

Students will be expected to

14.0 *explain how ideology has influenced the human experience in the Modern Era*

14.3 *explain the role of supranational agencies such as the United Nations in addressing global issues*

Focus for Learning

In the previous delineation, students examined the role of ideology in national politics. In this delineation, students will consider the challenges of international cooperation in the modern world.

Students should be able to explain the challenges of achieving international cooperation.

Generally speaking, differing ideologies can result in conflict both within and between countries, while similar ideologies can result in cooperation.

When countries have differing views on an issue of national or international importance, there are usually three possible outcomes:

- A solution acceptable to all sides.
- Citizens within countries, and countries themselves, learn to live peacefully even though they disagree on the issue.
- Armed conflict can result where force is used to achieve a country's aims.

Internally, the ideological position of a country's ruling party – or its constitution – can promote cooperation or increase the risk of conflict. Canada allows for disagreement and dissent, for example, but not intolerance or harmful conflict amongst its citizens.

Cooperation can be used by countries who share similar ideologies to address important issues facing the world, usually through diplomacy. However, cooperation is often difficult to achieve due to countries having differing agendas/priorities.

The first half of the 20th century provided examples of how nations with differing ideologies can create destructive conflicts. The technological advances of the industrial revolution allowed for the development of more destructive weapons and in numbers never before seen. It was this deadly combination that led to the First and Second World Wars, culminating in the development and use of atomic weapons; the significance of which was that we now had the ability to destroy the human race and all life on this planet.

For the first time in history the need to find cooperative resolution mechanisms to resolve international issues and concerns became vital. This, coupled with the growth of democratic institutions and the spread of human and political rights created the ideal opportunity for the creation and emergence of an organization such as the United Nations (UN).

The UN was established as an international organization with the goal of countries working together to improve the world.

Founded at the end of the Second World War, the UN's primary purpose is to maintain peace and security, while facilitating development in all nations.

Unit 5 – Conflict, Cooperation, and Change

Sample Teaching and Assessment Strategies**Resources and Notes**

Activation

Teacher may

- Show headlines of new stories that intrinsically appeal to a humanitarian response. Have students brainstorm ways that actions could be taken to help improve a situation. Challenge students to identify scenarios where outside help might be counter productive.

Unit 5 – Conflict, Cooperation, and Change

Outcomes

Students will be expected to

14.0 *explain how ideology has influenced the human experience in the Modern Era*

14.3 *explain the role of supranational agencies such as the United Nations in addressing global issues*

Focus for Learning

The UN has two bodies which address issues related to peace and security:

- The *Security Council* is the part of the organization that has the greatest involvement with peace initiatives and has the ability to sanctions countries who threaten world security.
- The *General Assembly* includes representatives from all 193 member states and debates significant issues of global concern.

Other agencies of the UN such as the World Health Organization, UNICEF, The International Court of Justice, have focused on addressing global economic and social concerns. Arguably these organizations have been more productive and successful than the political branches of the UN - the Security Council and the General Assembly.

To understand the complexities of international cooperation, time should be taken to investigate examples of successes and failures experienced by the UN. Students should examine one success and one failure of the UN in achieving its goals.

Successes of the United Nations may include

- *Universal Declaration of Human Rights*: UN Acted as a vanguard for the protection of human rights of the people of the world
- *World Health Organization*: has played a key role in treating infectious diseases around the world since 1948. (e.g., eradication of Smallpox)
- *Protecting the environment*: In 1987, the UN Environment Program sponsored 24 nations to pledge to take action against the deterioration of the ozone layer. After five years of talks the group produced the Montreal Protocol — a treaty to reduce the emissions of chlorofluorocarbons, or CFCs.
- *Peacekeeping*: UN peacekeeping has also made a real difference in places such as Sierra Leone, Burundi, Côte d'Ivoire, Timor-Leste, Liberia, Haiti and Kosovo. By providing basic security guarantees and responding to crises, UN operations have supported political transitions of new state institutions. They have helped countries end conflict and progress along a path of development, even if major peace-building challenges remain.

Failures of the United Nations may include

- *Peacekeeping*: In other instances, however, UN peacekeeping – and the response by the international community as a whole – have been challenged and found wanting (e.g., Somalia, and preventing genocides in Rwanda and the former Yugoslavia).
- *Veto Power*: The United Nations Security Council consists of fifteen nations, five of which are permanent: France, Russia, China, the United States, and the United Kingdom. The other ten nations are elected to serve two-year terms. The five permanent members enjoy the luxury of veto power; when a permanent member vetoes a vote, the Council resolution cannot be adopted,

Unit 5 – Conflict, Cooperation, and Change

Sample Teaching and Assessment Strategies**Resources and Notes**

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Unit 5 – Conflict, Cooperation, and Change

Outcomes

Students will be expected to

14.0 *explain how ideology has influenced the human experience in the Modern Era*

14.3 *explain the role of supranational agencies such as the United Nations in addressing global issues*

Focus for Learning

regardless of international support. Even if the other fourteen nations vote yes, a single veto will beat this overwhelming show of support. Perhaps there has been no greater obstacle to the UN in trying to resolve international disputes.

- **Nuclear Proliferation:** At the creation of the UN in 1945, the United States was the only nation in the world to own and test nuclear weapons. In 1970, the nuclear non-proliferation treaty was signed by 190 nations, including five nations that admitted to owning nuclear weapons: France, England, Russia, China, and the US. Despite this treaty, nuclear stockpiles remain high, and numerous nations continue to develop these devastating weapons, including North Korea, Israel, Pakistan, and India. The failure of the non-proliferation treaty details the ineffectiveness of the UN, and their inability to enforce crucial rules and regulations on offending nations.
- **Failure to intervene in internal conflicts:** While not specifically their mandate, the UN has intervened in a variety of international disputes within nations, but not always. For example the civil wars within Sudan (Darfur) and Sri Lanka or the brutal actions of the communist regime (Khmer Rouge) in Cambodia were ignored by the UN, leading to the brutalization and death of thousands of civilians.

Students should understand and correctly use relevant terminology:

- General Assembly (UN)
- Security Council (UN)
- United Nations (UN)
- Universal Declaration of Human Rights

Unit 5 – Conflict, Cooperation, and Change

Sample Teaching and Assessment Strategies**Resources and Notes****Connection**

Students may

- Propose a way to allow the UN to assist in an international or internal issue, even if a permanent member of the Security Council have expressed their right to veto.

Unit 5 – Conflict, Cooperation, and Change

Outcomes

Students will be expected to

14.0 *explain how ideology has influenced the human experience in the Modern Era*

14.3 *explain the role of supranational agencies such as the United Nations in addressing global issues*

Focus for Learning

Teachers can integrate outcome 1.0 (democracy) by engaging students with the following concepts:

- **Collaborate/Human Experience:** The UN has been most successful in addressing social and economic concerns since its formation in 1945. Ask students to examine a UN agency such as the World Health Organization (WHO), UNESCO UNICEF, etc. and have them report to their class on the history, mandates and successes and failures of these organizations. Finally they should assess the significance of these agencies in improving the human experience.

Teachers can integrate outcome 2.0 (forms of analysis) by engaging students with the following concepts:

- **Comparison/Causality:** Despite the formation of the UN and the impetus towards cooperation, there has been much conflict, both internally and between nations since 1945. Choose at least three conflicts and make a list of commonalities and trends. Is there any conclusive evidence to suggest a link between the origins of these conflicts (economic, social, political factors)? What, if any, conclusions can we draw to help us understand how conflicts can be avoided in future?
- **Perspectives/Value Judgments:** Evaluate the role that mass production and mass destruction (e.g., First World War; Second World Wars and the use of atomic weaponry) has had on the creation of the UN and the use of cooperation as a preferred methodology to achieve goals and resolve disputes. Can students think of any other factors in the trend towards cooperation and peaceful resolution of issues?

By the completion of the delineation students should understand that the emergence of the UN as an international organization with the goal of countries working together to improve the world was a result of modern warfare and its destructive nature as well as the growth of democratic ideals. The UN has had many successes, particularly in the areas of economics, health and justice, but its efforts related to the resolution of conflict, both within and between nations, has been mixed.

Unit 5 – Conflict, Cooperation, and Change

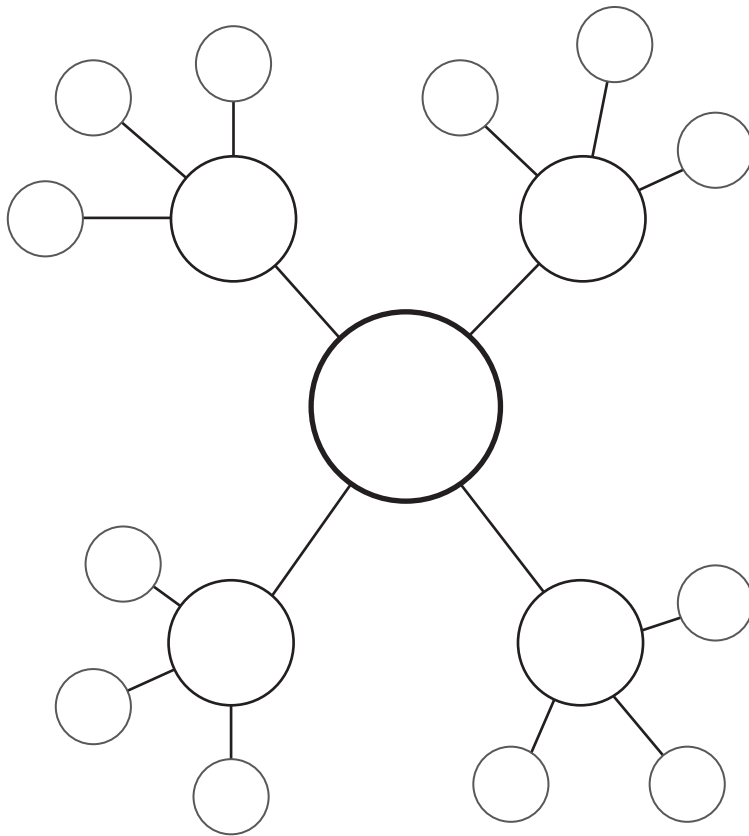
Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Students may

- Create a web diagram to explain why conflict is not a preferred response to an internal or international dispute.



- Consider the following question: Would there ever be a situation where the use of atomic weapons would be justified? Explain.

Unit 5 – Conflict, Cooperation, and Change

Outcomes

Students will be expected to

15.0 determine the possible significance a current or emerging geopolitical dispute

15.1 research the dispute

15.2 anticipate how the dispute may influence the human experience

15.3 communicate findings

Focus for Learning

This outcome requires that students apply their learnings from outcomes 13.0, and 14.0 as they examine a current or emerging international dispute.

Students should select a past (e.g., cold war), current, or emerging international dispute which continues to have or potentially will have a significant influence on the human experience. They should

- investigate its origins (e.g., Who are the parties in the dispute? What are the underlying factors leading to the dispute? What consequences have arisen as a result of this dispute? What methods have been used to try to resolve the dispute? What are the consequences of its introduction (conflict or cooperation driven)?);
- examine the current situation as it related to this dispute (e.g., Is it drawing to a conclusion? Is it in a state of flux? Are tensions rising to a boiling point? What internal or external factors are at play? What impacts are being felt by the parties in dispute?); and
- speculate how a current international dispute or emerging dispute may be resolved (either by conflict or cooperation) and what the consequences might be depending on the nature of the dispute resolution methods used.

Examples may include

- civil war in Syria,
- Israeli-Palestinian conflict,
- proliferation of nuclear weapons in North Korea,
- Russian meddling in the Ukraine,
- Spratly Island dispute, and
- tariff disputes between the USA and the global community.

Students could create a mind map for an invention/innovation of their choice and complete research to answer different criteria (e.g., scope, duration, magnitude, consequences (both intended and unintended),

It will be important for students to address each of the outcomes and delineation from Unit 1. Teachers may wish to create a checklist for students.

Finally, students should communicate their research in the form of a research paper of between 1000-1200 words, using three to five sources.

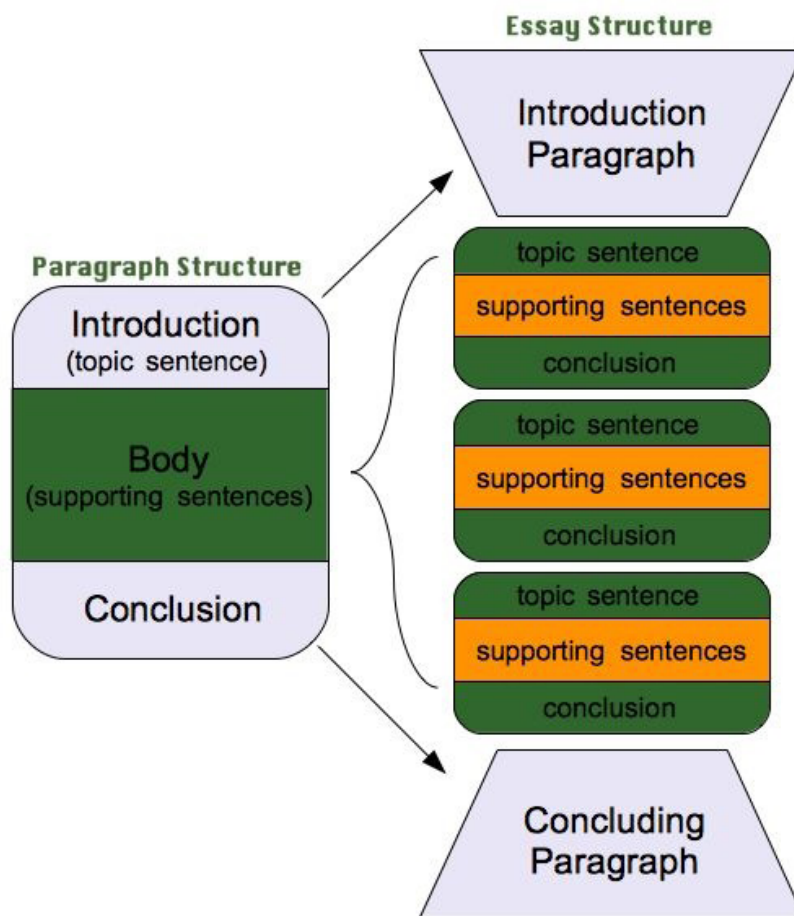
Unit 5 – Conflict, Cooperation, and Change

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Display a graphic that summarizes the structure of an essay/research paper. Reference the image as students work through each section of the project.



Resources and Notes

Authorized

Change and the Human Experience, Abridged Edition (SR)

- pp. 222-229

Change and the Human Experience, Abridged Edition (TR)

- pp. S66-S69

Note

- Suggested instructional time is 5.5 hours

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