

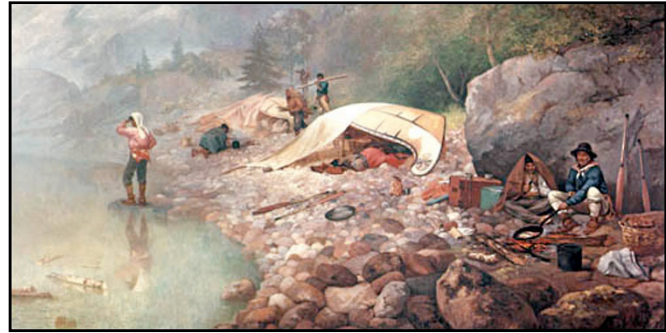


D.P. Todd Secondary
Spring Semester 2016



Social Studies 9

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<http://thielmann.ca>



Voyageurs at Dawn, 1871 by Frances Anne Hopkins

Intention: In Social Studies, it is our hope that students learn more about themselves, each other, and the world we inhabit. In this course, we hope that students develop critical thinking skills and come to know how Canada has been influenced by ideas, environment, power, and identity. Students will be successful in this course when they can demonstrate their capacity to interpret evidence, assess and defend positions, conduct inquiry related to our course topics. Students completing Social Studies 9 will be able to tell a fuller, more inclusive story about Canada and have a sense of their own place in Canada's past, present, and future.

BIG IDEAS	THEMES/FOCUS AREAS	COMPETENCIES - SKILLS AND PROCESSES
<p>New ideas profoundly influence societies and events.</p> <p>The environment influences political, social, and economic change.</p> <p>Differences in power alter the relationships between individuals and between societies.</p> <p>Collective identity is constructed and can change over time.</p>	<p>Innovation: the power of ideas, adaptation and change</p> <p>Resources: the human-environment dynamic</p> <p>Conflict: wars, rebellions, control, and colonization</p> <p>Migration: changing cultural identities, emerging issues</p>	<p>1. Conduct effective inquiry and research</p> <p>2. When faced with different kinds of geographic or social data, and evidence or perspectives about historical content or current events, be able to determine the following:</p> <ul style="list-style-type: none"> • what is significant, what has serious consequences • what are the turning points, and how is this known? • what makes a source credible and adequate? • where and why do sources agree or disagree? • what's the social context (influence of society)? • is there a right and wrong and so what?

The **Big Ideas** provide some focus areas and themes for our course, and help explain some of the reasons why Social Studies is important. At the heart of the course is the question "Why Canada?" and exploring how the Big Ideas relate to the early development of Canada. To do this, we will practice skills and processes called **Competencies** such as interpreting primary or secondary sources and using them to both generate and answer questions. We will also make as many modern connections as possible to historical events.

SCHOOL-WIDE GOALS
<p>THINKING: students should approach subjects with a mindset of inquiry -- asking powerful and open-ended questions about themselves, the topics, the evidence, and classroom process.</p> <p>COMMUNICATION: students should be clear about what they are expected to learn and express clearly what it is they have learned.</p> <p>PERSONAL AND SOCIAL: develop good work habits, time management, and practice responsibility both for your self and to the other students with whom you work.</p>

COURSE NOTES
<p>Assessment is usually divided between things that are more like tests or in-class challenges/assignments (60%) and things that are more like projects (40%). We use a grade system, for now, and an optional Final Exam for students that need it.</p> <p>Most projects have a two-week window after a due date before something else will be required to demonstrate learning. For in-class assessments, it's closer to a week.</p> <p>The finer details about this course, texts and resources, a course website, and contact information for your teacher can be found at http://thielmann.ca.</p>

COURSE EXPECTATIONS
<p>Your teacher does not have many rules... mostly it is expected that students will operate with a few codes in mind:</p> <ul style="list-style-type: none"> • mutual respect -- treat the students, teacher, and learning space with dignity, safety, calmness, and joy • self-reliance -- take responsibility for your actions, attendance, work habits, expected workload, deadlines, & progress • balance -- there is a season (and time in class) for everything: teacher, student, group, individual, talk, listen, laugh, reflect • curiosity -- ask thoughtful questions of your self, teacher, and classmates, and ask for help when you need it <p>TECH - a test of the four codes: Cell phones, tablets, etc. can be great learning tools for collaboration, research, and making. They can also draw students away from the classwork, teacher, and other students. There will be times when gadgets will be encouraged, and times when they must be put away. "When" will be something between what is obvious or necessary and what is negotiated as a class.</p> <p>In exchange for students heeding these expectations, your teacher will strive to make the class time as positive and productive as possible, minimize homework, and keep the focus on critical thinking, meaningful connections (including personal ones), and strong learning about our topics. You are invited to be active participants in how this course and classroom experience unfolds.</p>

DRAFT DESIGN • New Social Studies 9 • Units, Topics, Lessons, Assignments, Assessments		hours
COURSE INTRODUCTION - intention, expectations, competencies, assessment. Quick survey to assess some know/do		1
UNIT 1 Age of Invention and the Industrial Revolution		14
Module Topic - The Industrial Revolution	Focus Question: What conditions allowed new ideas and inventions to flourish, and what impact did they have in the 18th & 19th centuries?	
1A Social and geographical factors that led to the Industrial Revolution		(2)
1B Changes in textiles, steam, coal, iron, transportation		(2)
1C Impacts of the Industrial Revolution (mini-unit with UNBC Student teacher, includes assessment)		(7)
100 second speeches - each student prepares one slide and a very short talk to go with it (library blocks/presentation)		(3)
UNIT 2 Cultures, Conflict, and Colonization in BNA		18
Module Topic - The Fall of New France	Focus Question: How did the Seven Years War affect the cultural, political, and geographic realities in North America?	
2A Intro the Big Annotated Map of Canada, Physiography, features of Eastern Canada, continental glaciation		(2)
2B Lead-up to Seven Years War, Building Halifax, Foreign Protestants, Role of the Micmac, Expulsion of the Acadians		(1)
2C Battle strategies, Forts, Assault on Louisbourg, Battle of Quebec (includes topography exercise), Aftermath of the Seven Years War		(3)
Battle Plan for Quebec - group activity (prep, presentation & also review for assessment)		(3)
Formal Module Assessment: skills, content, and critical thinking from each of the lessons		(1)
Module Topic - Trade Wars	Focus Question: What resulted from the interplay between land, people, and resources in Western Canada 1763-1849?	
2D Inland Fur Trade 1763-1849 - complex dealings between rival companies, Metis, European Settlers, and First Nations.		(2)
2E Impact of Geography: physiography of Canada, continental and alpine glaciation, prairie ecosystems, volcanism and quakes		(1)
2F The West Coast 1774-1849 exploration and geography, contact, trade, colonization w/ First Nations, Russians, Spanish, British, Americans, etc.		(3)
Add Details to Great Map Assignment. Review for Assessment.		(1)
Formal Module Assessment: skills, content, and critical thinking from each of the lessons		(1)
UNIT 3 Building a Nation		18
Module Topic - The BNA Colonies Evolve	Focus question: What was the impact of global events from 1763-1850 on the British Colonies in North America?	
3A American influence 1774-1815: Quebec Act, Revolution, Loyalists, War of 1812, impact of/on First Nations		(2)
3B New Home: Immigration in the 1800s, Coffin Ships, Difficulty of Access, Pioneer Life, Displacement of Indigenous Peoples		(2)
New Home Role-Play Simulation and Journal/Response		(5)
Module Topic - Becoming a Country	Focus Question: How and why did Canada develop into a nation?	
3C Reform Era and the Rebellions of Upper and Lower Canada 1820s-1849: towards Responsible Government		(2)
3D Drive for Confederation 1850-1867 - Great Coalition, Three Conferences, Internal and External Factors, BNA Act		(3)
Introduction to the Heritage Connections Project, Review for Unit Assessment		(2)
Formal Unit Assessment: skills, content, and critical thinking from each of the lessons		(2)
UNIT 4 The Many Wests		22
Module Topic - Whose West	Focus Question: What were the competing visions for the development of the West (The Northwest, The Prairies) and how did they play out from 1850-1896?	
4A Metis Uprisings 1850-1880 - Red River, The 1869 Rebellion and aftermath, Bison Hunt, Whiskey Trade		(2)
4B The Northwest Rebellion 1885 and Riel's controversial pro/con legacy		(2)
4C The National Dream 1872-1896 - CPR, aftermath of NW Rebellion, Treaties, Indian Act, Macdonald's controversial pro/con legacy		(2)
Time for Heritage Connections Inquiry, Review, and Formal Module Assessment on skills, critical thinking, and items from each of the lessons		(2)
Module Topic - On the Pacific	Focus Question: What resulted from the interplay between land, people, and resources in British Columbia from 1850-1914?	
4D British Columbia 1858-1866 Gold Rush(es), conflicts involving First Nations (e.g. Canyon War)		(3)
4E British Columbia 1866-1914 colonial changes, Confederation, early economy		(2)
4F Prince George / Lheidl T'enneh early history: shifting relationships from contact to 1919		(2)
Time for Heritage Connections Inquiry, Review, and Formal Module Assessment on skills, critical thinking, and items from each of the lessons		(2)
Module Topic - The Last Best West	Focus Question: How did the Boom Years at the Turn of the 20th Century transform Canada, and who were left out of the boom?	
4G The Laurier Era 1896-1914 - immigration, Klondike, economic boom, political compromises, nationalism vs imperialism		(2)
4H Acts of Intolerance and Assimilation (e.g. Head Tax, Asian Exclusion, 1907 Race Riots, Residential Schools, Komagata Maru)		(2)
Immigration Poster activity - historical or modern - why come to Canada, and what to expect about rights/responsibilities and/or Field Trip		(1)
Time for Heritage Connections Inquiry, Review, and Formal Module Assessment on skills, critical thinking, and items from each of the lessons		(2)
HERITAGE CONNECTIONS PROJECT - Presentation Cycle and Feast		9
UNIT 5 Canada and The Great War		16
Module Topic - The War to End War	Focus Question: What was the mutual impact (on Canada and the War) of Canada's Involvement in World War One?	
5A Background to WWI - Causes, Imperialism/Colonization/Nationalism, Canada at the start of WWI, Trench Warfare and War Technology		(3)
5B Canada and WWI - Canada's commitment, the war in Europe, Key Battles		(4)
5C Canada and WWI - the Home Front, profiteering, internments, conscription, propaganda, women's suffrage		(2)
5D Aftermath of WWI - Russian Revolution, Armistice, Paris Peace Conference, Spanish Influenza		(2)
Letter from the Front (assignment). Time for Review		(3)
Formal Unit Assessment: skills, content, and critical thinking from each of the lessons		(2)
COURSE WRAP-UP AND REVIEW		1