

# BUILDING THE ROOM

## TEACHING AND ASSESSING WITH THE REVISED CURRICULUM

SD28 CURRICULUM  
IMPLEMENTATION DAY  
CORRELIEU FEB 15TH 2019



GLEN THIELMANN

PR. GEORGE DISTRICT TEACHERS' ASSOCIATION  
PACIFIC SLOPE EDUCATIONAL CONSORTIUM





PRINCE GEORGE  
LHEIDLI T'ENNEH TERRITORY



Who is this large bearded fellow?





# What to teach?

Lisa Gilbert

@gilbertlisak



WHAT DO WE MEAN BY  
"HISTORY"?  
IT'S COMPLICATED...

## academic history

"What happened?  
How do we know?  
Why did what  
happen, happen?"

## public history

"How do we make  
history more  
accessible to  
everyone?"

## popular history

"What do people  
tend to believe?  
What do people  
tend to enjoy?"

## HISTORICAL MEMORY

"Where do we think we come  
from? Who do we think we are?  
Whose stories get told, and why?"

THESE ARE  
QUESTIONS  
WITH A  
POLITICAL EDGE

THE PAST

- Things happen
- Some (not all) evidence is left behind

ARCHIVES PRESERVE CERTAIN FORMS OF EVIDENCE  
EVIDENCE IS ALSO PRESERVED VIA FAMILY & WHISPER NETWORKS

BOOKS  
CLASSES  
MUSEUMS  
HISTORIC SITES  
HOLIDAYS  
REENACTMENTS  
JOURNALISM  
MOVIES  
TV/YOUTUBE  
DOCUMENTARIES  
PODCASTS

HISTORICAL  
FICTION  
MUSICALS  
VIDEO GAMES  
AND MORE...

...SO WHEN WE SAY  
WE STUDY "HISTORY"  
IN SCHOOL, ALL OF  
THIS IS FAIR GAME

(C)2018 LISA GILBERT



# DEAD RECKONING

## CHARTING NEW WATERS IN EDUCATION

“a method of establishing one's position using the distance and direction travelled rather than astronomical observations”  
(Collins English Dictionary)

“the finding of a ship's position by an estimate based on data recorded in the log, as speed, and the time spent on a certain course, rather than by more precise means”  
(Webster Dictionary)





# DEAD RECKONING

## CHARTING NEW WATERS IN EDUCATION

Dead Reckoning is a process of determining one's present position by projecting course(s) and speed(s) from a known past position, and predicting a future position by projecting course(s) and speed(s) from a known present position. The dead reckoning position is only an approximate position because it does not allow for the effect of leeway, current, helmsman error, or compass error. (The American Practical Navigator, Bowditch, 1799)







# PREMIER'S TECHNOLOGY COUNCIL

A Vision for  
21<sup>st</sup> Century Education

December 2010

## Skills and Attributes for a 21<sup>st</sup> Century

- Functional Numeracy and Literacy
- Critical Thinking and Problem Solving
- Creativity and Innovation
- Technological Literacy
- Communications and Media Literacy
- Collaboration and Teamwork
- Personal Organisation
- Motivation, Self-Regulation and Adaptability
- Ethics, Civic Responsibility, Cross-Cultural Awareness

The purpose of this paper is to provide a vision for the K-12 education system in the 21<sup>st</sup> century. This paper does not address implementation issues but instead investigates what a system might look like should it be transformed. In the knowledge-based society of today the sheer volume of accessible information is greater than ever before and is increasing exponentially. There are also increasing expectations for more open government, education, and society. The Premier's Technology Council has long advocated that BC take steps to prepare for this global shift.



## *Shifting Roles*

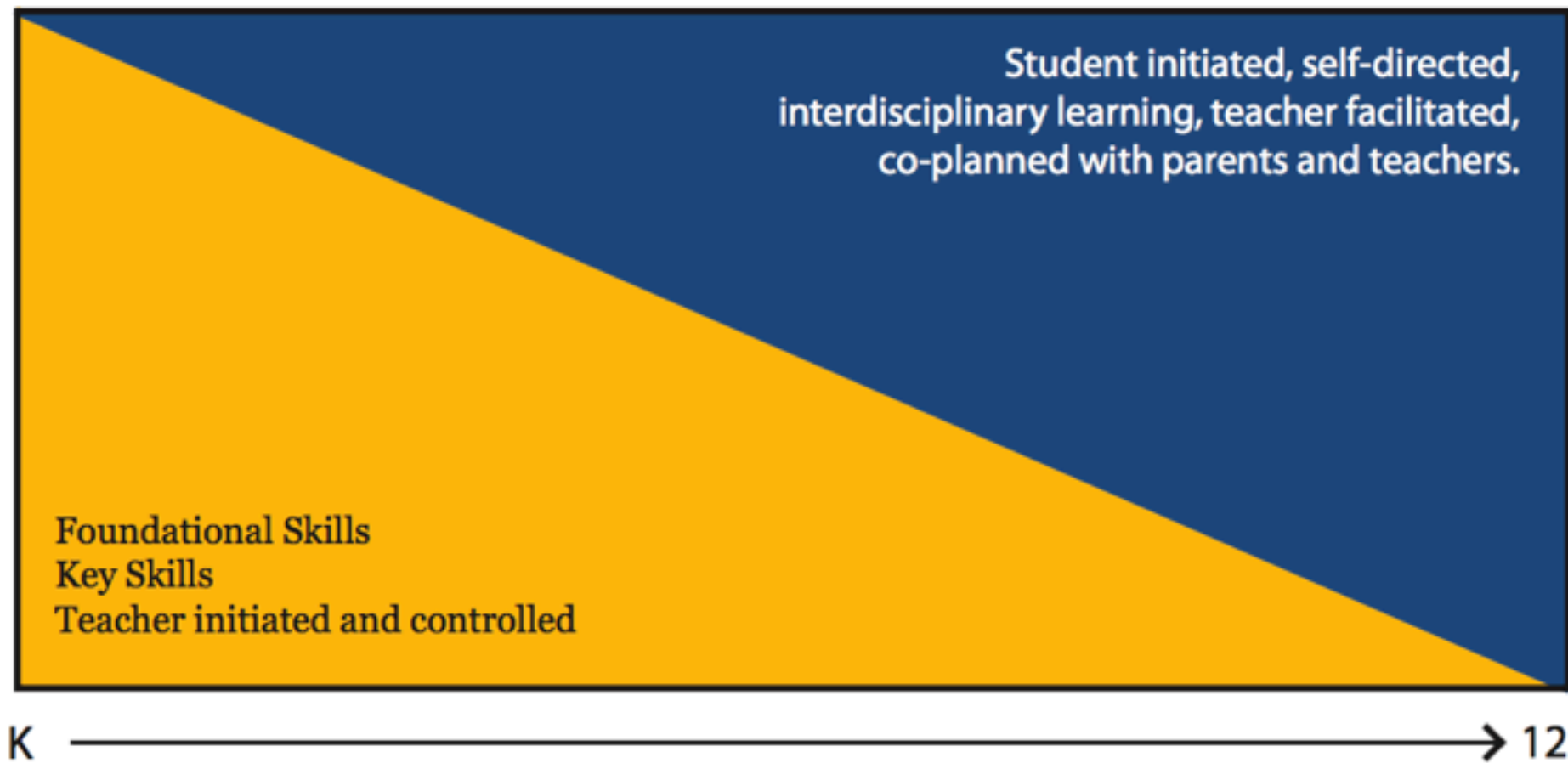
This new model will be more collaborative and inclusive, changing the roles of the student, the teacher, and the parent. Some of these shifts have already begun, as the relationship between teachers and students has slowly evolved. However, a more complete transformation of the education system and of the roles within it is required.

- **From Passive Student to Active Learner:** As a student progresses they will begin to take greater responsibility for charting their own path. It is the role of the student to accept and understand this responsibility. This would allow educators to take advantage of the innate learning ability of young people in a more open, exploratory learning environment where they learn by doing, not reading and listening.<sup>1</sup> Most students have known only the digital age, are fully conversant with technology and capable of using it as part of learning. They know that technology provides them with information access, a flexibility of lifestyle, and multiple career choices.
- **From Parent as Supporter to Parent as Participant:** With greater information availability, parents can be more involved with their children's education by guiding decisions, helping to overcome challenges, and supporting learning outcomes. Furthermore, parents have to recognise their educational role outside the classroom. A student's out of school learning is critical.
- **From Teacher as Lecturer to Teacher as Guide:** The role of the teacher switches to that of a learning coach or coordinator and it is no longer a requirement for them to know more information than the student on every topic. Many teachers have already recognised that their role is shifting. However, technology now provides teachers with better tools to guide their students which allows for more significant transformation.



## HOW WOULD THE SYSTEM FUNCTION?

**Figure A. Flexible Path to Education**



### **A BLENDED SYSTEM**

At its broadest, this education system would likely have a mixture of face-to-face classroom and online learning. It would also incorporate the immense range of learning opportunities outside the classroom. Virginia school districts have found value in utilizing this combination: “blended or hybrid learning, is proving to be effective because it plays to student’s strengths and weaknesses” as it provides flexibility in learning styles and time management.<sup>47</sup> Some students would likely prefer a heavier emphasis on classroom learning while others may prefer the options of online learning, especially if they find their scheduling difficult, and it would be beneficial to allow choices to best fit the individual.





## PREMIER'S TECHNOLOGY COUNCIL

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December 2010

# APPENDIX C. PTC MEMBERS & STAFF

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Premier  
Province of British Columbia

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McIntosh Properties Ltd.

**Barbara Berg (Alexander)**  
Director, Healthcare and Western Provincial Government  
Microsoft Canada

**Reg Bird**  
Board of Directors  
Vecima Networks

**Jonathan Rhone**  
CEO and President  
Nexterra

**Judi Hess**  
CEO  
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**Morgan Sturdy**  
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**Ralph Turfus**  
CEO  
Arbutus Place Investments Ltd.

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Former President and CEO  
Xantrex

**Janet Wood**  
Executive Vice President  
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### **PTC STAFF:**

**Eric Jordan**, President

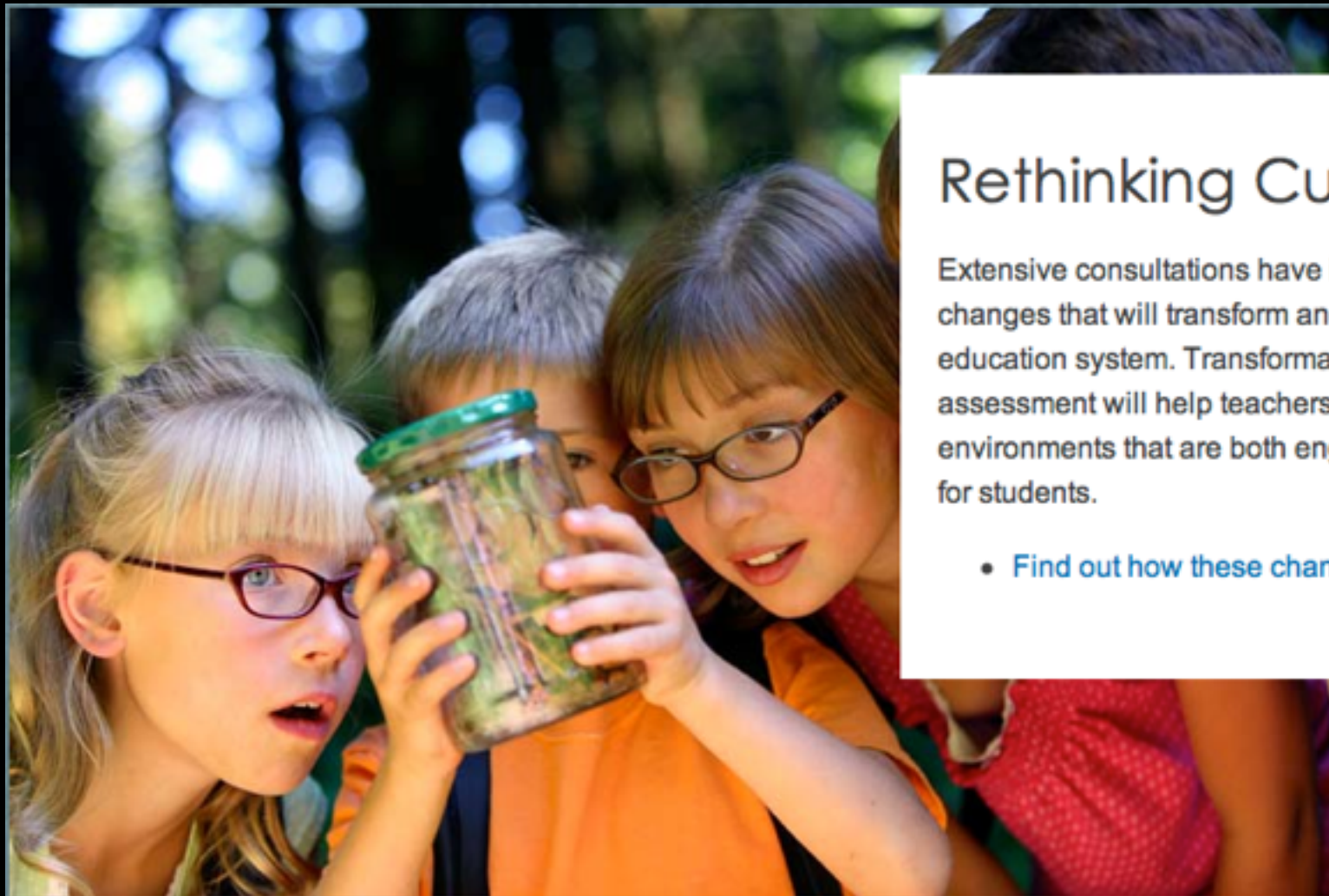
**Andrew Wynn-Williams**, Director of Operations

**Trevor Quan**, Analyst

**Serena Johnson**, Executive Assistant



# LET'S TRY SOME PBL ON BCED



## Rethinking Curriculum

Extensive consultations have identified some positive changes that will transform and modernize the B.C. education system. Transformation in curriculum and assessment will help teachers create learning environments that are both engaging and personalized for students.

- [Find out how these changes will support learning](#)





MY QUESTION IN 2015...

"HEY, WHAT'S GOING ON AT THE MINISTRY  
THESE DAYS, WILL OUR COURSES LOOK THE  
SAME OR SHOULD WE EXPECT A FREE-FOR-ALL  
WITH NO DIRECTION GIVEN?"

To:  Glen Thielmann

[View in Browser](#)

Attachments:  GradYrCurriculumDirections.pdf / Uploaded File (1.9M)

Hi Glen,

Yeah, they have curriculum "domains" similar to what we currently have, but traditional courses won't be required (though still possible). It looks as though they will be promoting a more interdisciplinary, inquiry approach. Though they are leaving flexibility to local districts and schools. I have attached what the Ministry has so far.

Unofficially, I don't think this is the final vision. I was told that a more significant shift has been discussed (I don't know details), but that is even farther away and may not even happen depending on how the more immediate changes go. I will know more in a month, but for the moment this is what I have.

I hope this helps,

K

Good luck in Surrey :)



## Q. How might the new curriculum be delivered?

---

The redesigned draft curricula are intended to support both disciplinary and interdisciplinary learning, and enable a variety of learning environments.

Because the curriculum is designed to be a flexible, enabling framework, teachers can use it to both respond to the needs and interests of students and capitalize on the local context. There are numerous ways to approach the curriculum. Classroom teachers might start by identifying a Big Idea and work down into the learning standards (i.e., the Content and Curricular Competencies) or they might start by identifying Curricular Competencies paired with Content that students can explore to lead them to a Big Idea.

Classroom teachers may also decide to combine Curricular Competencies, Content, and Big Ideas from several areas of learning to create interdisciplinary activities and approaches or explore the curriculum thematically, by looking at crosscutting concepts. The Know-Do-Understand model of the redesigned curriculum supports any approach the teacher deems most appropriate when designing learning experiences for the students in their classroom, including framing learning environments based on the Core Competencies.

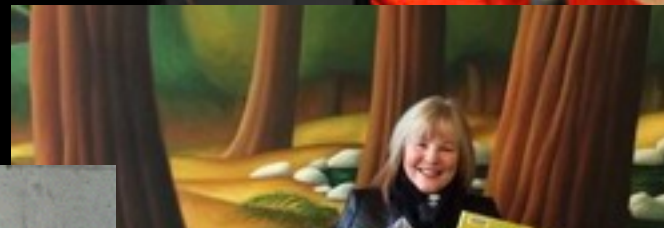


# Curriculum Change -- Example: SS

- SS Team tasked with compressing all “mandatory” content into K-10
- Convinced to use Seixas’ Historical Thinking concepts as the basis for Competencies
- Teachers involved with some important work but also sidelined for key decisions; also not unified - process reflects “personalities”
- Article review shows some of these themes and also dissenting opinions



# PERSONALITIES MAKE PERSONALIZED CURRICULUM PERSONALITY DRIVEN?





FIRST  
PEOPLES

# PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



For First Peoples  
classroom resources  
visit: [www.fnesc.ca](http://www.fnesc.ca)



## Aboriginal Worldviews and Perspectives in the Classroom

*Moving Forward*





BRITISH COLUMBIA BC's New Curriculum English / français

HOME CORE COMPETENCIES CURRICULUM ASSESSMENT GRADUATION

How will the new curriculum prepare students for the future?  
Path to Graduation  
Learn more

Curriculum by Subject

- Applied Design, Skills, and Technologies
- Art Education
- Career Education
- Core French
- English Language Arts
- French language - première
- French language - seconde - immersion
- Mathematics
- Physical and Health Education
- Science
- Social Studies

What's New

- Info for parents - Graduation Numeracy Assessment (PDF)
- Collaborative Learning Video - Graduation Numeracy Assessment
- Numeracy assessment scripts
- Final numeracy design specifications (PDF)
- Numeracy scripts audio & student exercises (PDF)
- Resources to accompany the BCPNPs

Fast Links

- Curriculum Search
- Curriculum Orientation Guide (PDF)
- Glossary (PDF)
- Reference (PDF)
- Development Process (PDF)
- Feedback

BRITISH COLUMBIA BC's New Curriculum English / français

HOME CORE COMPETENCIES CURRICULUM ASSESSMENT GRADUATION

2016/17

# Mathematics 5

Mathematics K 1 2 3 4 5 6 7 8 9

Introduction Goals and Rationale What's New Resources Curriculum Overview Download Curriculum ▼

## Core Competencies

Communication Thinking Personal & Social

## Big Ideas

- Numbers* describe quantities that can be represented by equivalent fractions.
- Computational *fluency* and flexibility with numbers extend to operations with larger (multi-digit) numbers.
- Identified regularities in number *patterns* can be expressed in tables.
- Closed shapes have *area* and *perimeter* that can be described, measured, and compared.
- Data* represented in graphs can be used to show many-to-one correspondence.

## Learning Standards

Show All Elaborations

### Curricular Competencies

Students are expected to be able to do the following:

Reasoning and analyzing

- Use reasoning to explore and make connections
- Estimate reasonably*
- Develop *mental math strategies* and abilities to make sense of quantities
- Use *technology* to explore mathematics

### Content

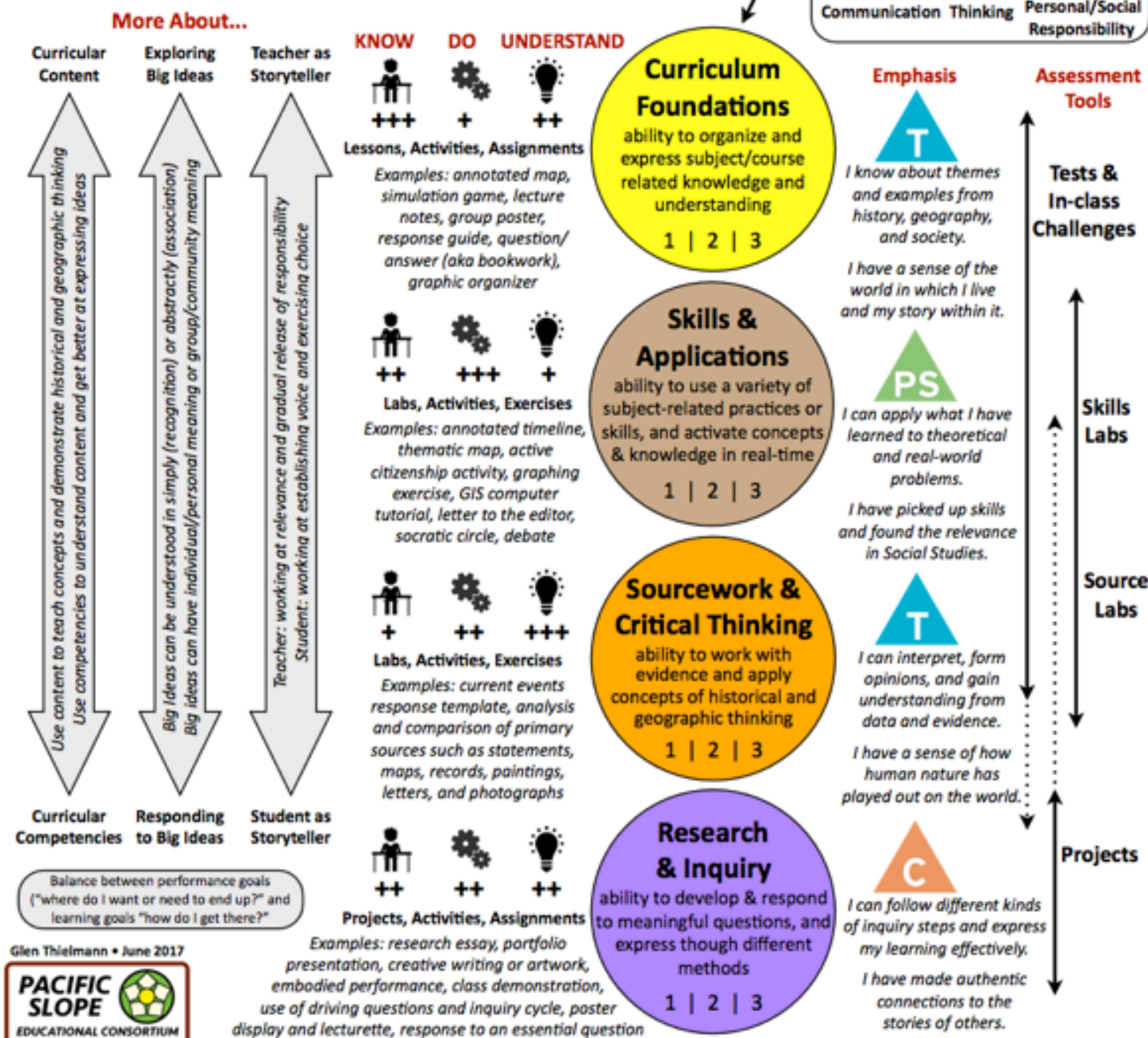
Students are expected to know the following:

- number concepts* to 1 000 000
- decimals to thousandths
- equivalent fractions
- whole-number, fraction, and decimal *benchmarks*
- addition and subtraction of *whole numbers* to 1 000 000



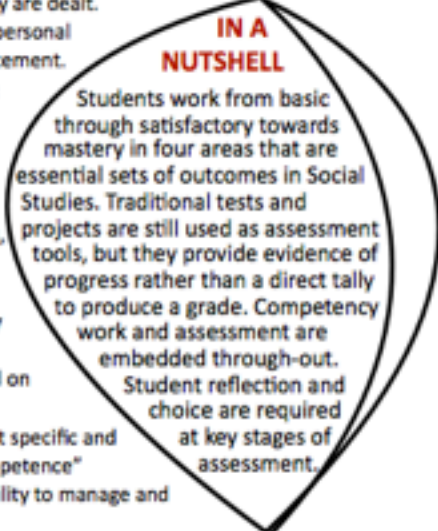


# A FRAMEWORK FOR ASSESSMENT IN RESPONSE TO THE REDESIGNED SOCIAL STUDIES 8-12 CURRICULUM



## Why do we need a new way to assess progress in Social Studies?

- Students (and teachers) often don't actually know what a grade means. Does a C+ signify an average job on some learning outcomes or failure at some and mastery of others? Do accumulated scores of 8/10, 10/10, 1/10, and 9/10 indicate a C+? Simply adding up scores does not always tell the story of what a student has learned or how they have progressed. Teachers are often confident that it should be straightforward for students to see the connection between what they do, how they are assessed, how they are graded, and what to do when they don't succeed. Many schemes allow or even encourage students to do the bare minimum in order to get to the next level -- setting 50% as a pass is often a poor indication of competency. Students should be meeting expectations in all areas that are key indicators of success -- if it is important, it is an expectation.
- The idea of separating work habits from assessment of learning has obscured the fact that habits & study skills, social conditions for learning, and personal achievement are hopelessly intertwined. Students need a way to move beyond the cards they are dealt. This requires an assessment practice that respects personal stories and allows students to "contract" for advancement. Assessment should be more like swimming lessons: areas of progress that students can track, with feedback that is useful for their next attempt. Assessment should focus on performance and aim for objectivity, but we can't be oblivious to the differentiated abilities and backgrounds of students, nor the need for elegance, nuance, and equity.
- It is not enough to simply assess content (whether factual recall or deeper understanding), nor is it any better to focus solely on the new (and partially developed) competencies. Similarly, schemes based on abstract or subjective standards make collection of meaningful data difficult. Something holistic and yet specific and clear is needed. We should be assessing both "competence" (ability to perform certain tasks) and "capacity" (ability to manage and complete many tasks).



### AN EXAMPLE OF HOW TO USE THE 1-2-3 SYSTEM

Teacher records assessment data and observations for each of the four Sets			
Students track their own progress by recording evidence for each of the four Sets			
Updates for students/parents include 1   2   3 status and feedback for getting to the next level			
1   2   3 Placements -- FORMATIVE			
Status	1	2	3
Progress re Expectations	Does not Meet or Not Yet Meeting	Minimally Meets/Meets	Fully Meets / Exceeds
Accomplishment - What it means	Basic or Developing; action needed* / not ready to advance	Satisfactory results; room to improve / ready to advance or refine**	Exemplary results; ready to advance / room for challenge or reflection
*may include an alternate assignment, challenge exercise, S-T conferences, school-based intervention			
** students wanting to progress from a 1 to 2 or 3 have opportunities to "contract" missed outcomes			
1   2   3 Placements -- SUMMATIVE			
three or four 1s	one or two 1s	two or three 2s, no 1s	three or four 3s
Failing Grade / Repeat Course or attempt by DL	Incomplete / Complete Modules or Summer School to receive a pass	Passing Grade / assessment scores & Final Exam required to finalize mark	Passing Grade / assessment scores used to finalize mark; no exam required

Glen Thielmann • June 2017





# What we learn, why we learn it, and how it will be assessed in Social Studies

## introducing the "CAPACITIES"

KNOW DO UNDERSTAND

I can...

EXAMPLES



*I know about themes and examples from history, geography, and society.*

*I have a sense of the world in which I live and my story within it.*

### Foundations

ability to comprehend and organize subject/course related knowledge and understandings

*categorization, annotated map, simulation game, lecture notes, lesson guides, group poster, response guide, question/answer (aka bookwork), graphic organizer, identifying arguments, reading for understanding, pose questions of the curriculum*

PS



*I apply what I have learned to theoretical and real-world problems.*

*I have picked up skills and found the relevance in Social Studies.*

### Skills

ability to apply hard & soft skills and successful habits or mindsets in Social Studies

*annotated timeline, thematic map, research outline, decoding activity, graphing exercise, GIS computer tutorial, bibliography, letter to the editor, socratic circle, debate, locating appropriate primary sources, deconstructing an argument or claim*

T



*I interpret, form opinions, and gain understanding from data and evidence.*

*I have a sense of how human nature has played out on the world.*

### Thinking

ability to use critical thinking concepts with source evidence in order to draw conclusions

*current events response template; analysis and comparison of primary sources such as statements, maps, records, paintings, letters, and photographs, evaluation of a claim; predicting geographic change, building an historical account*

C



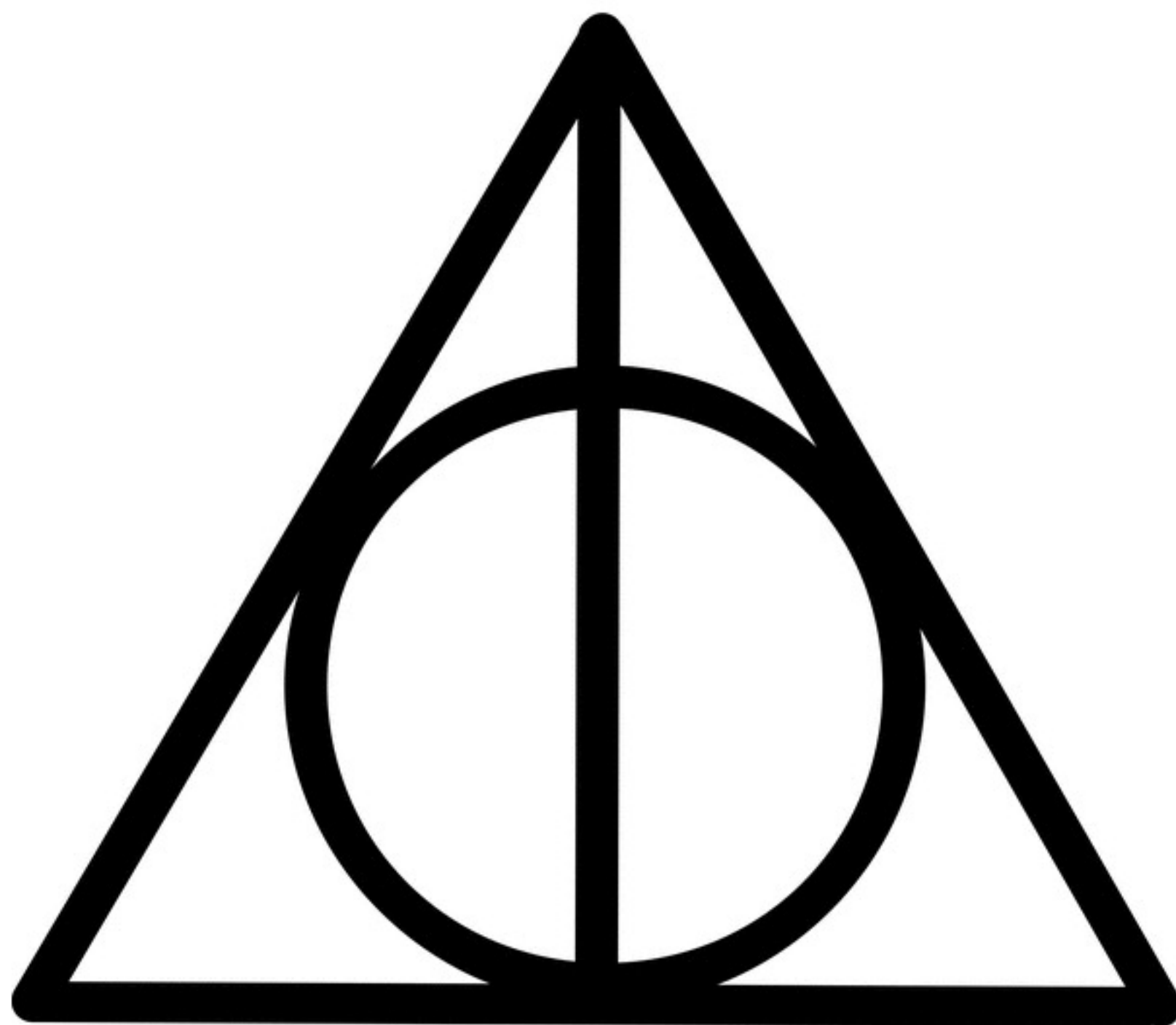
*I follow different kinds of inquiry steps and express my learning effectively.*

*I make authentic connections to the stories of others.*

### Connection

ability to express findings, respond to inquiry, synthesize and apply learning in real time

*research essay, portfolio presentation, creative writing or artwork, embodied performance, class demonstration, use of driving questions and inquiry cycle, poster display and lecturette, response to an essential question, community action*





**OPEN WATER...**





**MASTER AND COMMANDER OF WHAT?**

...WHAT'S OUR ROLE IN THIS EXPERIMENT?

...WHAT ARE WE GOOD AT?

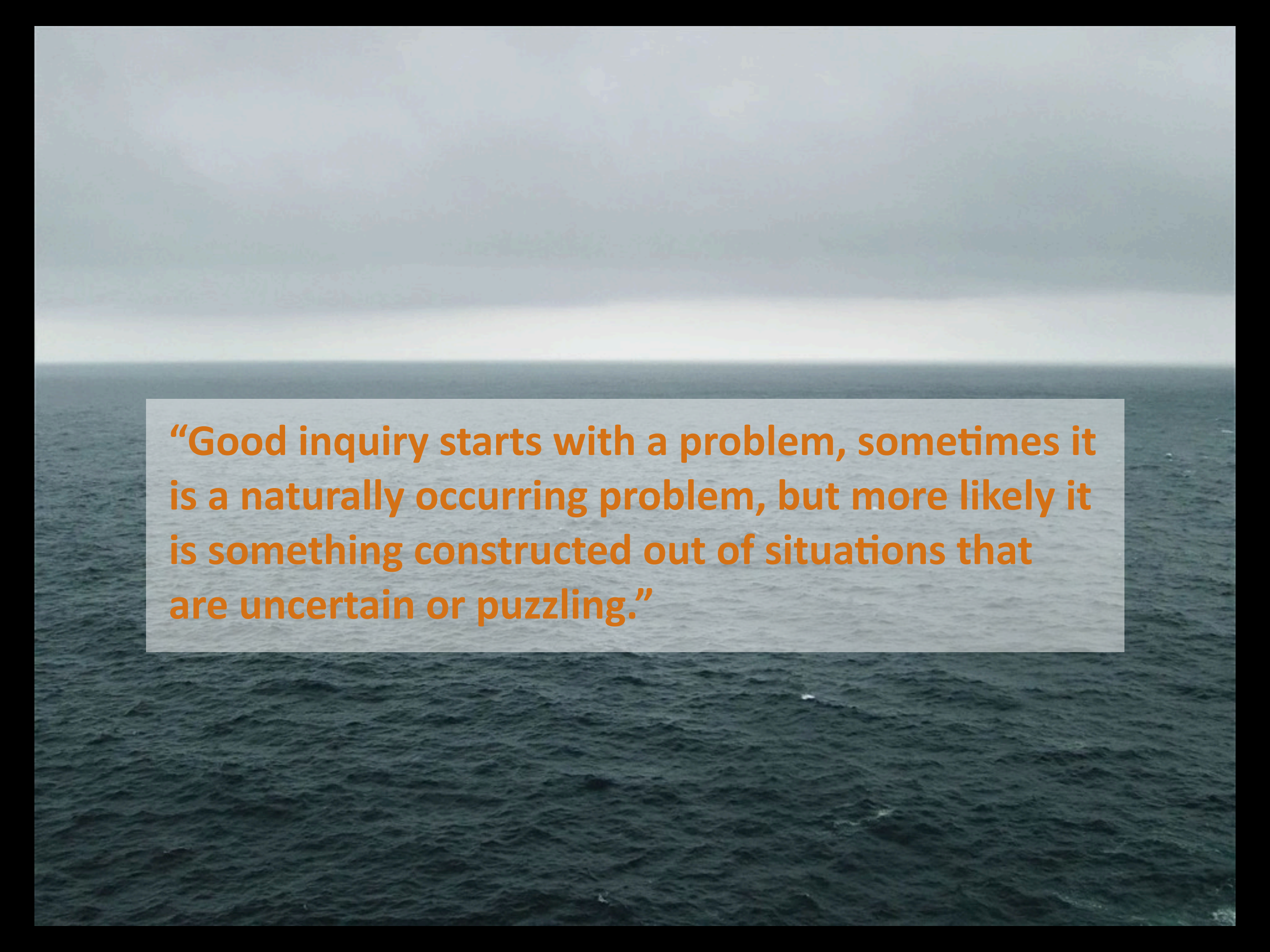




BBC TWO

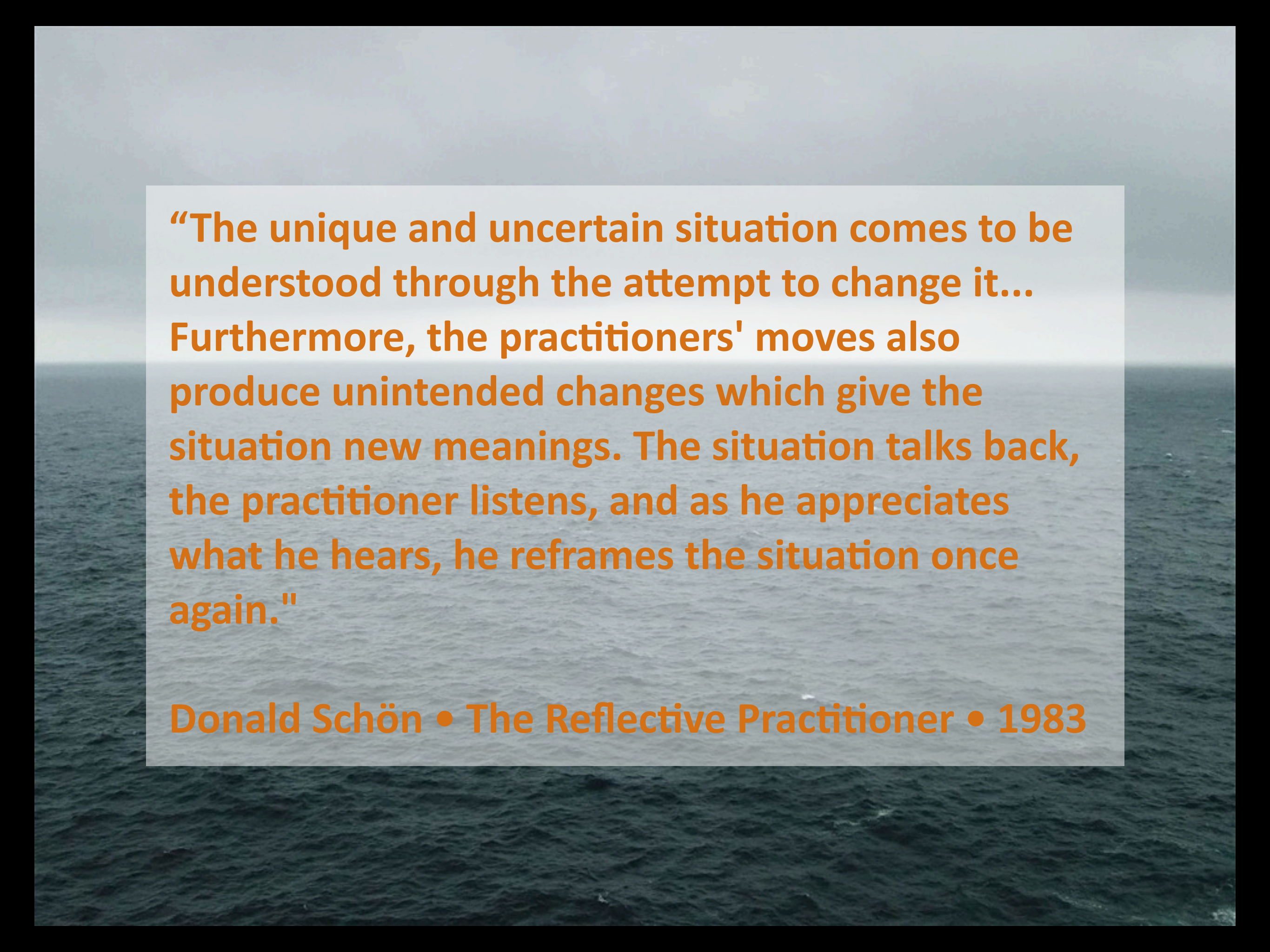






**“Good inquiry starts with a problem, sometimes it is a naturally occurring problem, but more likely it is something constructed out of situations that are uncertain or puzzling.”**





**“The unique and uncertain situation comes to be understood through the attempt to change it... Furthermore, the practitioners' moves also produce unintended changes which give the situation new meanings. The situation talks back, the practitioner listens, and as he appreciates what he hears, he reframes the situation once again.”**

**Donald Schön • The Reflective Practitioner • 1983**





Marshall Islands stick chart



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micronesian

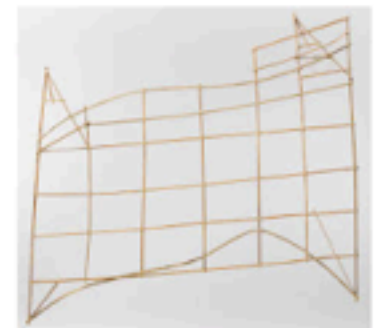
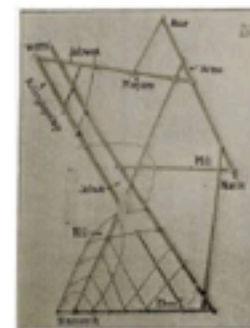
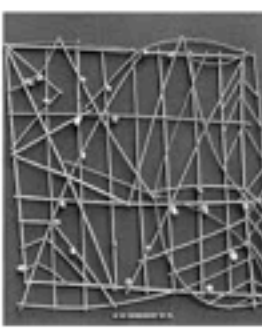
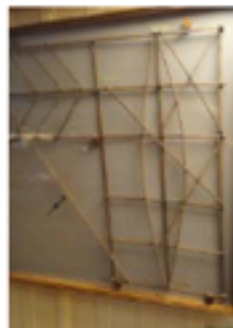
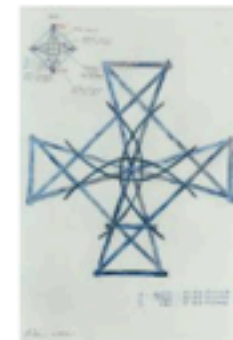
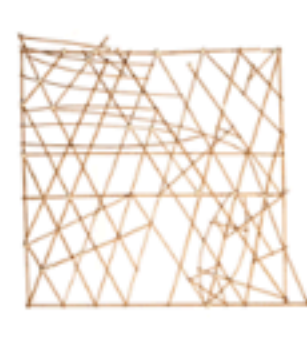
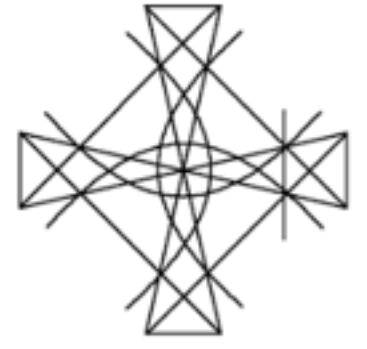
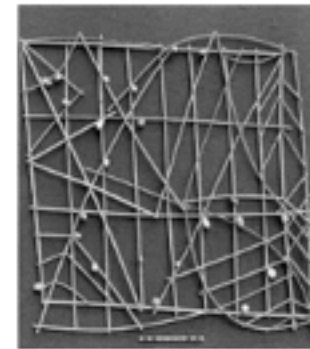
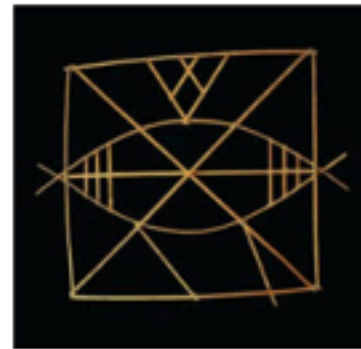
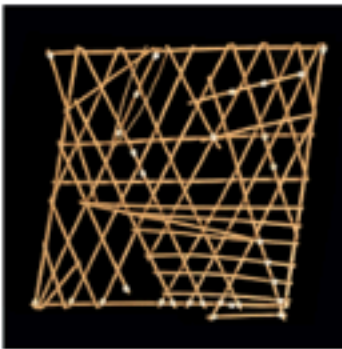
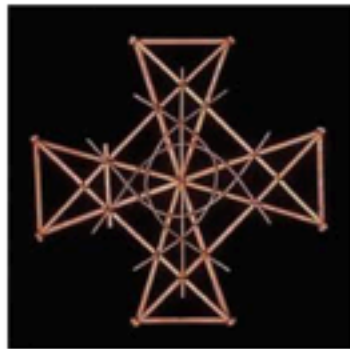
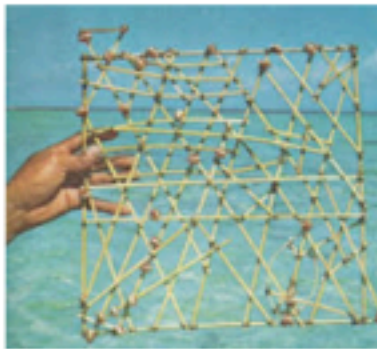
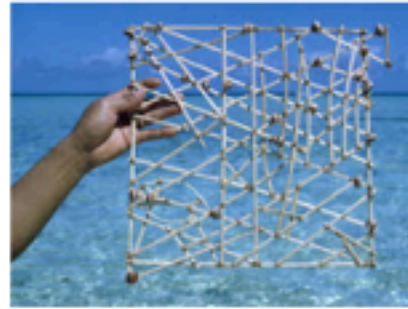
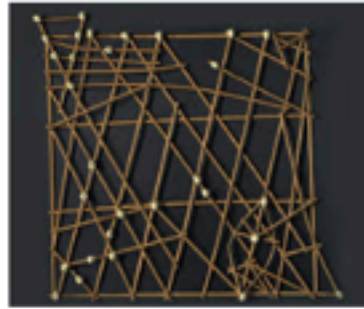
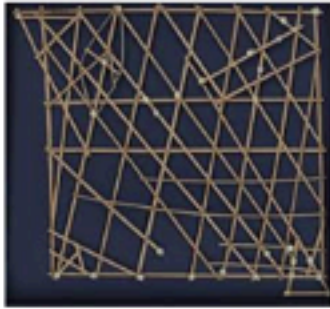
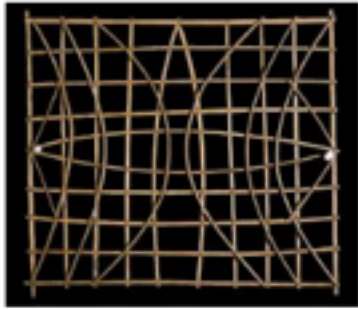
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# DESIGNERS OF...

- ▶ learning environments
- ▶ inquiry
- ▶ experiences
- ▶ assessment

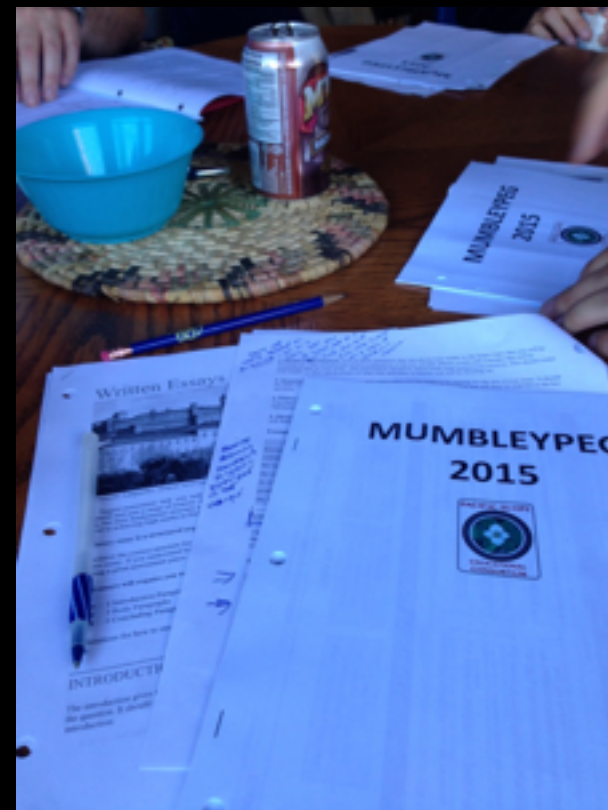
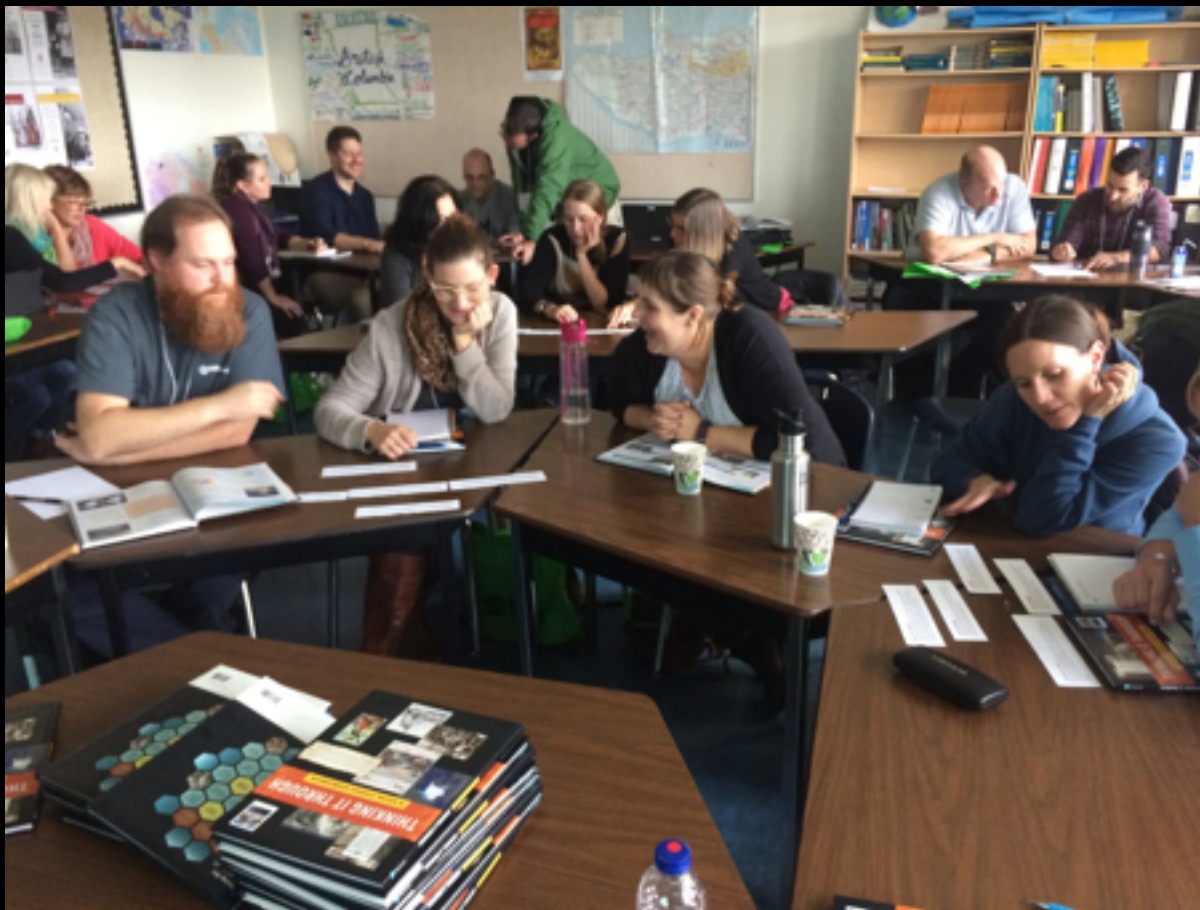
# WHERE I TOOK MY INQUIRY

## PART 1

- ▶ collaborative inquiry
- ▶ building the classroom in community
- ▶ support for projects
  - theory
  - practice
  - grants/release time











**Ms Pope**

@PopeSD36 Follows you

a Humanities and Social Studies teacher sharing her love of History, Reading and Critical Thinking. Sponsor teacher - Frank Hurt Global Issues and Debate Club



**Marc Andres**

@MarcTeacher

English/LST Teacher

📍 Kwantlen Park



**Craig Sutton**

@sutton\_c

K-12 Science Helping Teacher SD36

📍 Surrey, BC

🔗 [spongeofknowledge.blogspot.ca](http://spongeofknowledge.blogspot.ca)



**Nancy Kristoff**

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**Darren Yung**

@penphoe

ICT Teacher, Digital Senior Citizen, Programming, Open Source Software, Linux, DSLR Photography and person in real life!

📍 Somewhere in Google Plus

🔗 [plus.google.com/11118792768708...](https://plus.google.com/11118792768708...)



BFF



**Blair Miller**

@millerblair Follows you

Teacher-Math/Science/ICT/Bus., Athlete & Coach-racewalk/track, loving learning, teaching, the outdoors, technology, racewalking, music, and exploring potential.

📍 Metro Vancouver, BC, Canada

🔗 [thinktoaction.com](http://thinktoaction.com)



## WHAT VALUES DO WE PLACE IN FRONT OF OUR COURSES?

### Activity

- ▶two roles: subject host, subject consultant
- ▶hosts: math, science, english, socials
- ▶everyone else is a consultant for one of the above
- ▶think of a class that you like to teach, or would like to make some changes to
- ▶arrange the cards to show the value or emphasis you would place on them in designing your class
- ▶talk with others about what you did and why

## WHAT VALUES DO WE PLACE IN FRONT OF OUR COURSES?

Think about how your viewpoint(s) or value(s) relate to practice

- ▶ Course planning and unit design
- ▶ Lesson plans and activities/resources
- ▶ student projects and project criteria
- ▶ what you expect students to say and do
- ▶ assessment - especially the stuff from which report cards are made



# WHAT VALUES DO WE PLACE IN FRONT OF OUR COURSES?

## Designing inquiry around values

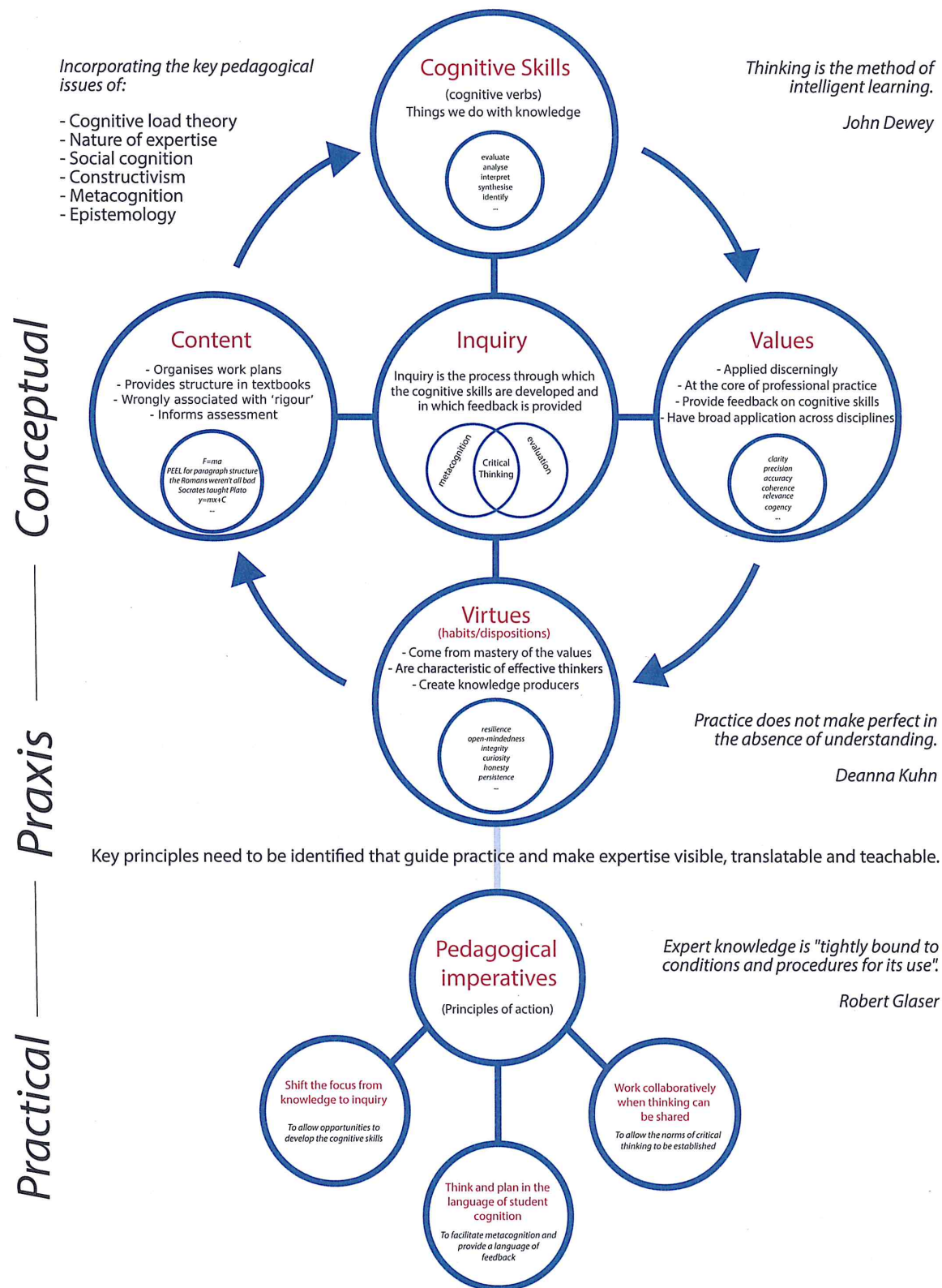
- ▶ maybe it's cognitive skills
- ▶ maybe it's specific values of inquiry
- ▶ maybe it's one applied to another
- ▶ maybe it's something else
- ▶ the point is to design with intention instead of letting the current take you

Examples from Peter Ellerton

# Teaching for thinking: a pedagogical schema

—the pedagogical content knowledge of inquiry—

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Peter Ellerton, University of Queensland



## Values of Inquiry—supporting questions

### Clarity

- Are your examples useful?
- Is your argument structure clear?
- Are your diagrams easy to understand?
- Is your paragraph structure well-developed?
- Are your words well-defined and unambiguous?

### Accuracy

- Is your argument sound?
- Are your claims justified?
- Is what you are saying true?
- Have you represented ideas faithfully?
- How could people check on your claim?

### Precision

- Is your attention to detail sufficient?
- Have you used technical terms appropriately?
- Have you quantified your information where appropriate?
- Are any bullet points categorically distinct from each other?
- Have you identified areas of vagueness or ambiguity in your topic?

### Relevance

- Have you focussed on the point at issue?
- Have you selected information supporting the topic?
- Have you minimised distracting or unhelpful information?
- Have you been able to identify why information is relevant?
- Have you justified why your selection of material is relevant?

### Significance

- Have you avoided superficial issues or arguments?
- Have you identified and developed your core ideas?
- Has your analysis identified the most significant areas?
- Have you identified the most meaningful aspects of your topic?
- Has your treatment of the topic focused on substantive aspects?

### Depth

- Are the complexities of the issue sufficiently described?
- Have you been thorough in your treatment of the issue?
- Are your analogies effective and your generalisations well-justified?
- Do your arguments consider premises that are themselves conclusions?
- Have the problematic aspects of the issue been identified and dealt with?

### Breadth

- Have you considered alternative perspectives?
- Have you represented a broad range of alternative views?
- Why have you preferred one perspective over another?
- Have you sought out others for the purpose of testing your ideas?
- Has your breadth of treatment allowed you to synthesise a new perspective?

### Coherence (Logic)

- Have you avoided using logical fallacies?
- Have you avoided contradicting statements?
- Are your ideas developed in a logical manner?
- Do all your premises support your conclusions?
- Have you used transition phrases to identify logical progressions?

Values of inquiry modified from Elder, L. and R. Paul (2001). "Critical Thinking: Thinking with Concepts." *Journal of Developmental Education* 24(3).

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Peter Ellerton University of Queensland, Australia



# The Critical Thinking Matrix

A high-resolution reference source for mapping critical thinking skills

Peter Ellerton, University of Queensland, Australia

I think

Peter Ellerton, 2011-2016, Attribution-NonCommercial-ShareAlike 2.5 Australia (CC BY-NC-SA 2.5 AU)		Values of Inquiry					
Cognitive Skills		Clarity (intelligibility)	Accuracy	Precision	Depth (Complexity, relevance and significance)	Coherence	Breadth (Alternatives, perspectives, collaboration)
Interpretation	Categorising	The criteria for categorising are unambiguous and the common characteristics of elements within the category are explicitly stated.	Categorical distinctions are drawn from accurate representations or generalisations of characteristics. Hasty generalisations are avoided.	Categorical distinctions are based on quantifiable data, specific characteristics or clear logical definitions.	Categorisations are made using relevant and significant characteristics rather than superficial resemblances. Logical and causal relationships between categories are identified.	Logical distinctions between categories are appropriate and coherent. The logical relationships within and between categories is evident.	Alternative perspectives and criteria for categorising are explored. Preferring one framework over another is justified. Potential taxonomies are considered.
	Decoding	Terms are disambiguated and literal and intended meanings are distinguished when necessary. Implied meaning and social contexts are identified. Symbolic representations are identified and explained.	Intended or implied meaning is preserved in decoding. Literal and intended meanings are distinguished. Accurate use of symbols is evident.	Key terms are appropriately used to describe the information content. Correct procedures for working with quantitative or symbolic data are followed. Symbolic representations are used effectively.	Specific information is identified and foregrounded. Meaning is preserved by maintaining logical or causal relationships. Mastery of symbolic representation includes understanding the meaning of complex operations.	The logical content of propositions, phrases or terms is made clear and placed in context. The relationships between elements are understood.	Alternative meanings resulting from other cultural or cognitive perspectives are explored. Different interpretations of the situation are considered.
	Clarifying meaning	Key terms and technical terms are identified and explained. Literal and intended meanings are distinguished as necessary. Clarity is preserved as information moves between formats.	Statements are appropriately qualified. Limitations of understanding and representation are acknowledged. Intended or implied meaning is preserved. Paraphrasing and elucidation retain meaning.	Vagueness and ambiguity of terms and meaning identified. Key and technical terms identified and examined for appropriate use.	Nature and complexity of the problem understood and represented. Analogies or relevant similarities and illustrations used to elucidate and explain. Language examined for 'spin'.	Logical structures identified and logical coherency determined.	Language and visualisations reflect the need to cater for a diverse audience holding alternative views, approaches or perspectives.
Analysis	Examining ideas	Procedures of investigation are made explicit. Key concepts and structures are identified and named. Technical terms are used.	Faithful reproduction of information, inaccuracies or contradictory information identified. Inferential relationships identified.	Detail preserved and reported. Vagueness and ambiguity eliminated or addressed. Technical terms are used appropriately and effectively.	Relevant and significant information is identified and foregrounded. Areas of focus are established. Problematic aspects are identified. Information necessary to frame and address the problem is identified. Ideas are compared and contrasted.	Causal and logical relationships are identified. Evidence is presented and evidential and inferential relationships are tested. General logical structure is identified and examined. Ideas are tested against existing knowledge.	Ideas are analysed within a transdisciplinary or collaborative approach, and through a variety of perspectives, including social, political, cultural and disciplinary.
	Identifying arguments	Premises and conclusions are made explicit. Argument structure is identified and discussed. Inferential pathways are articulated.	Argument types and structures are identified and named. Ambiguity is identified and addressed.	Nature of evidential material made clear. Procedures and algorithmic processes articulated in detail. Propositional content of premises and conclusions is identified and articulated.	The point at issue is identified. Relevant and significant information pertinent to the formation of premises is identified. Hidden premises are identified and discussed.	Logical relationships examined to determine the nature and form of argument. Claims are extracted from text and evidential relationships identified. Argument is tested for validity.	Arguments framed in various ways are recognised as potentially representing different perspectives. Recognition that the acceptance of evidence may depend on personal context, experience and perspective.
	Argument deconstruction	Correct use of terms. Identification of key components of arguments. Supporting evidence made clear. Diagrams or mapping used to make argumentation clear.	Premises, conclusions and inferential relationships are accurately presented.	Correct use of terms, including 'valid' and 'sound'. Representations are explicit and accurate.	Problematic aspects of argument structure/complexity are explored. Relevant and significant information affecting the reasoning process is identified and its role explained.	Cogency of argument is noted. Evidential and inferential links are examined for logical consistency. Hidden premises and unstated assumptions identified. Cognitive biases identified or postulated Logical fallacies identified.	Relationships between unstated assumptions or elements, such as beliefs, are identified, and the effect this may have on the reasoning process is explored. Recognising limitations of a single discipline approach or of a single methodology.
Evaluation	Assessing claims	Evidence is presented in context. Direct links between evidence and claims are made explicit.	Claims are faithfully reproduced. Supporting evidence is accurately represented.	Detail of claims is preserved, including quantifiable aspects.	Direct links between evidence and claims are made explicit. Claims and conclusions are connected to the nature of the problem and of the evidence. Cognitive and social biases are explored. Assess the contextual relevance of questions, information, principles, rules or procedural directions.	Claims examined/assessed for logical coherence with each other and with evidence and methodology.	Recognising various levels of credibility that might be associated with varying perspectives about the claim. Understanding the nature of claims as a function of discipline or methodological approaches.
	Assessing arguments	Premises, conclusions and evidential relationships are articulated.	Strengths and weakness inherent in argument types, including inductive and deductive arguments, are identified in context.	Key terms are used correctly and amounts quantified where appropriate or necessary. The tools and processes of evaluation of inferences are explicitly stated.	Suitability of evidential relationships examined with regard to the nature of the problem. Proposed causal and logical relationships identified and examined for weaknesses and strengths.	Causal and logical connections tested. Inductive arguments are analysed for strength and weakness, including the use of analogies and generalisations. Deductive arguments are examined for validity and soundness. Logical fallacies identified and their effect on the argument assessed.	Additional information that may be necessary to strengthen the argument identified. Argument tested using alternative standards of various disciplines or methodological approaches.
	Synthesising claims	The synthesis is clearly derived from the constituent claims, with links made explicit.	Intended and implied meaning is preserved and generalisations and categorisations accurately represent the constituent claims.	Similarities and differences of positions are made clear, and quantified where appropriate or necessary, including how these affect the synthesis.	Relevant and significant information retained and highlighted in the synthesis. Inclusion and exclusion of material in synthesis explained. Common features identified from specific cases, both explicit and implicit.	Effective inductive generalisations made. Synthesis is coherent with the logical content of the constituent claims. Purpose and meaning are developed.	Awareness of the variety of beliefs and perspectives that may be compatible with a particular claim. Synthesis considered from various framings and axioms.
Inference	Querying evidence	Nature of evidence is clear and evidential relationships are articulated.	Evidence is faithfully reproduced and represented with honesty and charity.	Detail is sought and presented. Information is quantified where appropriate or necessary. Exact nature and role of evidence made clear.	Premises requiring evidential support are identified and strategies for seeking significant and relevant information that might inform or test hypotheses are determined.	Logical connections between matters of fact and the point at issue or problem to be solved are made clear. Implications of evidential material made clear.	Inquiry encompasses or takes into account various methodologies (e.g. transdisciplinary approach).
	Conjecturing alternatives	Possible inferential pathways (paths of reasoning) articulated based upon varying use of evidence and argumentation. Alternative hypothesis and potential conclusions are clearly expressed.	Inquiry and the exploration of alternative reasoning are sensitive to maintaining the integrity of evidence and information.	Alternatives supported by calculation or other algorithmic process.	Alternative hypotheses maintain the emphasis on significant and relevant information, as well as a focus on solving the problem. Complexity is managed and problematic causal and evidential relationships are addressed across possible outcomes.	Alternatives are logically coherent with the given information and their logical implications explored.	Alternative framing of problem explored. Collaborative or multidisciplinary reasoning employed.
	Concluding	Clear articulation of pathways from premises to conclusions, including use of evidence and argumentation.	Proper and correct use of algorithms or procedures to arrive at conclusions. Correctly identify evidential and inferential relationships and show how these lead to conclusions.	Conclusions contain specific and detailed information, quantified where appropriate or necessary.	Modes of reasoning used and conclusion reached appropriate to the nature of the problem.	Logical connections between premises and conclusions evident and explained. Inferences well-supported. Cogent approach taken (i.e. appeal to reason).	Conclusions reached using a variety of reasoning modes, such as mathematical, dialectic, scientific, inductive and deductive.
Explanation	Stating results	Correct use of terminology, unambiguous use of language and effective and clear categorical distinctions made. Explicit representation and explanation.	Statements, descriptions, diagrams and other representations maintain the integrity of information.	Detail preserved and presented. Information quantified. Correct use of terms. Vagueness and ambiguity eliminated or addressed.	Information that is significant and relevant is highlighted. Problematic aspects are outlined.	Logical connections made explicit, showing links to evidence and conclusions. Implications made clear.	Presentation of statements, descriptions, diagrams and other representations are sensitive to interpretations other than those of the author.
	Justifying procedures	Effective use of examples and illustrations. Inferential pathways made explicit. Standards of evaluation explained and presented.	Inquiry and investigations are presented faithfully and not modified to suit the nature of the conclusions.	Process and conceptual development recorded. Calculations used to provide quantified data.	Strategies explored and evaluated. Nature of inquiry appropriate to the problem.	Methodologies, algorithms and other procedures supported by logical analysis. Reasons given for choosing areas of focus and minimising other information. Standards of evaluation explained and presented.	Evidential, conceptual, methodological, criterionological and contextual considerations are made with reference to the nature of justification as a function of alternative perspectives, beliefs and suppositions.
	Presenting arguments	Argumentative prose, diagrams, charts, graphs and graphics convey a clear meaning, adhering to convention. Points at issue clearly defined and stated.	Evidence faithfully reproduced and counter-arguments and criticisms engaged with honesty and charity.	Quantitative data included. Unnecessary information is minimised.	Identify and address counter-arguments. Causal and logical relationships that relate to the situation or problem are identified and their role made explicit. Problematic aspects identified and solutions explained.	Logical structure and coherence evident. Well-supported inferences with implications explicitly represented.	Cogent presentation but with due consideration of various reasoning modes and how alternative perspectives may influence the acceptance or definition of evidence.
Self regulation	Metacognition	Reflective practice is evident and cognitive development across issues is clearly reported.	Authentic representation of students' own mental processes and cognitive development.	Reflection targeted to specific processes and outcomes.	Reflections show personal engagement with significant and relevant issues. Threshold (key) ideas and concepts are identified. Deficiencies in personal knowledge that may impact rational or objective analysis acknowledged and managed.	Logical analysis of own thoughts comparable in scope and rigour to analysis of others.	Recognition of bias, erroneous thinking or fallacious reasoning. Collaboration sought for the purpose of testing own thoughts.
	Self-correction	Recognition of bias, erroneous thinking or fallacious reasoning is recognised and reported.	Self-criticism and redirection is authentic and resembles the criticism that would be made of third persons.	Reflection leads to specific and detailed changed or specific courses of action are articulated.	Revisions geared to improve outcomes and examined for consequences to original position, findings, or opinions.	Recognition and acceptance of logical errors in preliminary thinking. Rational conclusions contrasted with personal preferences or bias.	Willingness to modify thinking through collaborative inquiry. Self-correction seen as progress.

Cognitive skills modified from Facione, P. A. (1990). Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction. Values of inquiry concept from Kuhn, T. S. (1970). The Structure of Scientific Revolutions. International Encyclopedia of Unified Science. Chicago, University of Chicago Press. 2. Values of inquiry modified from Elder, L. and R. Paul (2001). "Critical Thinking: Thinking with Concepts." Journal of Developmental Education 24(3).

WHAT VALUES DO WE PLACE IN FRONT OF OUR COURSES?

## Next, Stickies

- ▶ pick two or three themes from your assembled cards, let's say you will build your course around these values
- ▶ blue: class activities or projects that will help fulfill your design values
- ▶ yellow: field trips or unique learning resources that will support your design
- ▶ pink: assessment tool(s) that will help students demonstrate their learning to appropriate audiences



## WHAT VALUES DO WE PLACE IN FRONT OF OUR COURSES?

### Big Ideas and Curricular Competencies

- ▶ think about the Big Ideas and Curricular Competencies for the courses you usually (or would like to) teach
- ▶ is there anything there that seriously “disrupts” what you are doing now... do you want it to?
- ▶ main choice: adapt the new concepts to fit what you do, or adapt what you do to fit the new concepts
- ▶ other choice: do nothing and see what happens... maybe you're already doing it right

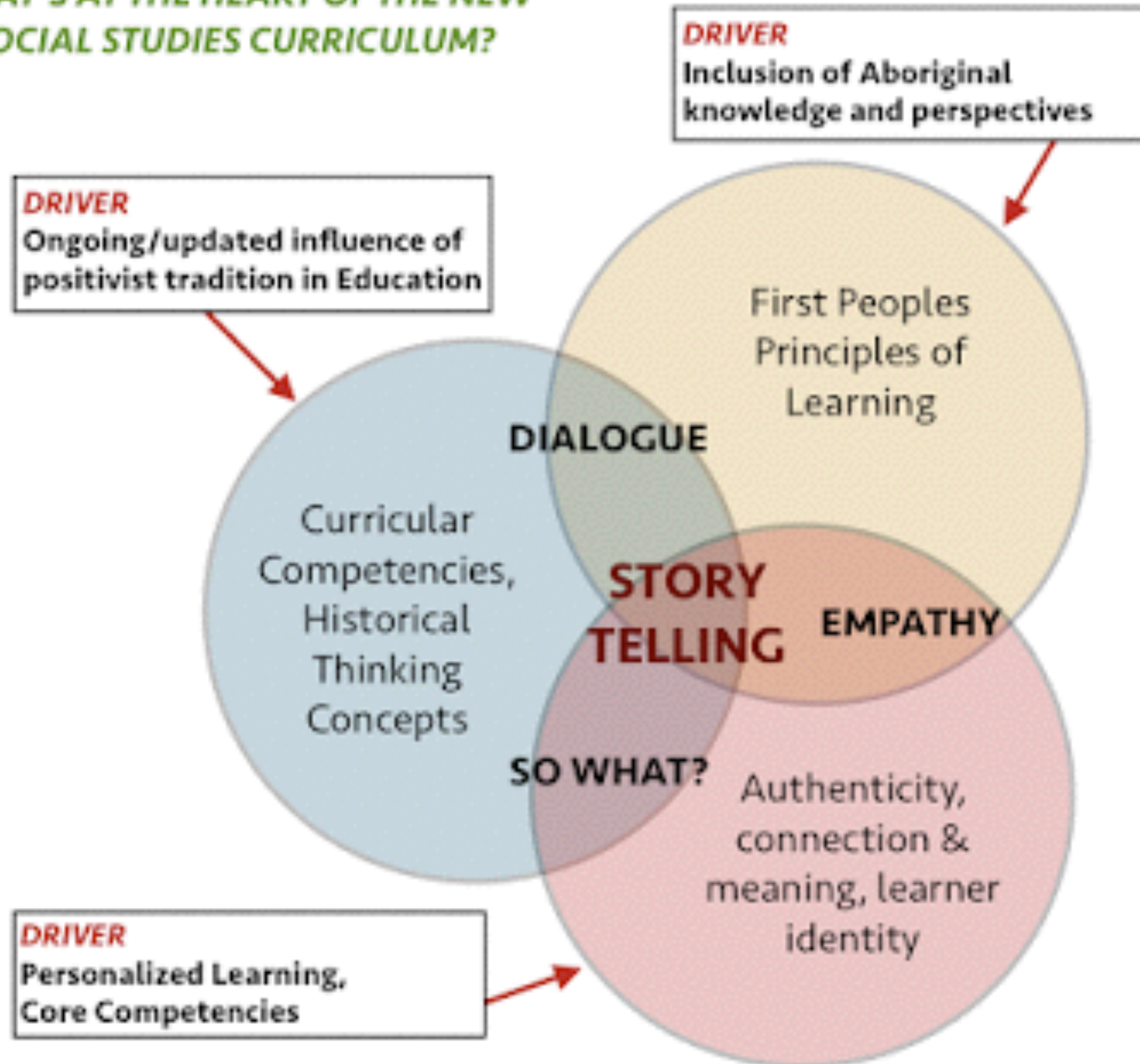
# WHERE I TOOK MY INQUIRY

## PART 2





## WHAT'S AT THE HEART OF THE NEW SOCIAL STUDIES CURRICULUM?





8 Oct

I really don't give a f★k about the Canadian shield. #f★kyou  
#socialstudies

Expand ↩ Reply ↻ Retweet ★ Favorite



Glen Thielmann @gthielmann

14 Oct

— Lol & OUCH... u do realize #socialteachers read  
#socialstudies hashtags? Let us know what would interest u more in  
#socials

💬 [View conversation](#) ↩ Reply 🗑 Delete ★ Favorite

14 Oct

@gthielmann #life #over

Expand ↩ Reply ↻ Retweet ★ Favorite



Glen Thielmann @gthielmann

14 Oct

— haha lots of fun still 2 come, Heritage Skills project abt  
2 start: u get 2 decide what it looks like & what ?s r worth asking

Expand

14 Oct

@gthielmann ok, sorry about my french!

Expand



# STUDENT ENGAGEMENT



**Glen Thielmann** @gthielmann

7 Nov

Ss connecting to Heritage Skills #socialstudies #bclearns #sschat  
grandpa's wood art and hand tools... #intarsia

[pic.twitter.com/TQZnNGX0](https://pic.twitter.com/TQZnNGX0)

View photo



**Glen Thielmann** @gthielmann

7 Nov

Ss connecting to heritage skills #socialstudies #bclearns #sschat  
grandma's recipe: Portuguese Passion for Bread

[pic.twitter.com/bPT2EBA8](https://pic.twitter.com/bPT2EBA8)

View photo



**Glen Thielmann** @gthielmann

7 Nov

Ss making personal connex to Heritage Skills #socialstudies  
#bclearns interview w/ grandma abt riding horse & buggy

[pic.twitter.com/bU3KG7pW](https://pic.twitter.com/bU3KG7pW)

View photo



**Glen Thielmann** @gthielmann

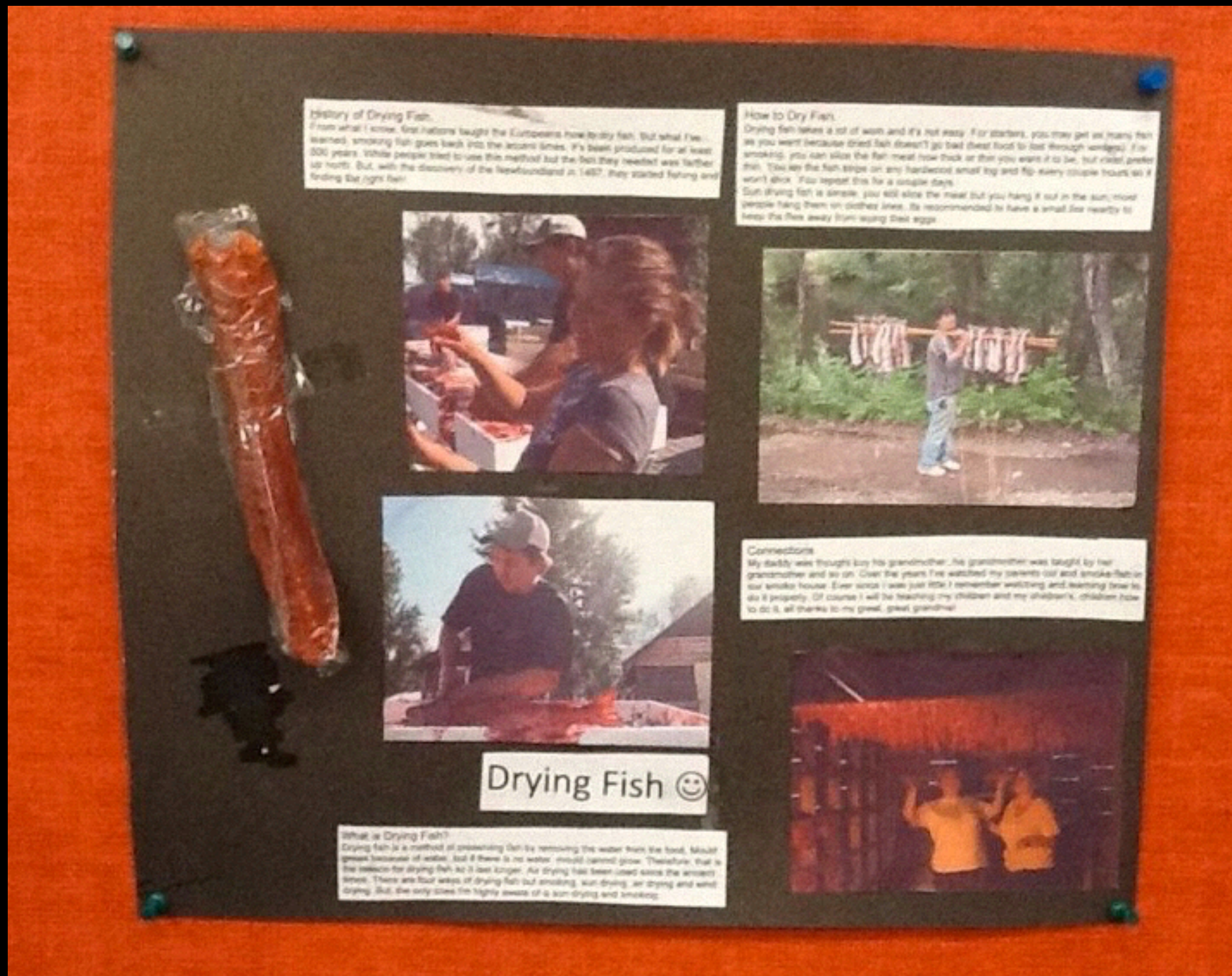
7 Nov

Ss making solid personal connections to Heritage Skills  
#socialstudies #bclearns #sschat drying salmon

[pic.twitter.com/4u4SIffR](https://pic.twitter.com/4u4SIffR)

View photo

# STUDENT ENGAGEMENT





# Engagement follows identity



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## CLASS PROJECTS

Search for projects or people



2016



Project Theme



Province



### Canadian Currency Challenge

**Laura Cole**

Middleton, Nova Scotia

Students employ Historical Thinking, research, and technology to investigate the Essential Question: Did the 20th Century Belong to Canada?



### Did the 20th Century Belong to Canada?

**Janet Ruest**

Chemainus, British Columbia

Students investigate the Essential Question (Did the 20th Century Belong to Canada?) and then prepare a digital report.



### Educating the Public on Aboriginal History

**Peter Katsionis**

Burnaby, British Columbia

Students will analyze and reflect on Aboriginal law in Canada through a variety of media and methods.



### Final Project: The Battle of Monte Cassino

**Patrick Hrycak**

Owen Sound, Ontario

Let's apply historical thinking to the Battle of Monte Cassino.



### From Headlines to Picket Lines

**Luis Filipe**

Toronto, Ontario

Assessing the validity of historical sources as evidence of past events to help us build a richer understanding of the past.



### From the Famine to the Fenians

**Dan Conner**

Vancouver, British Columbia

This project investigates the relationship between the French and Irish Catholic communities of Montreal.



[SUBMIT YOUR PROJECT](#)[WINNING PROJECTS](#)[2016 THEMES](#)[ABOUT THE AWARDS](#)[RULES AND REGULATIONS](#)

## CLASS PROJECTS

**2016****Project Theme****Province**

### Imperialism and Aboriginal Identity

**Jillian Cornock, Ryan Holly,  
Dayna Hart**  
Kelowna, British Columbia

Students examine the impact of imperialism on Aboriginal identity through a series of station activities and reflections.



### Introduction to Canadian Residential Schools

**Jarrod Fuhr**  
Calgary, Alberta

Challenging students to reconcile contradictory historical narratives through research.



### Reconciliation Project

**Suzanne Williamson**  
Lacombe, Alberta

Students explore Aboriginal history and Indian Residential Schools.



### Spirit of '56: Evaluating Canada's Peacekeeping

**Carrie Ann Taylor, Ted  
Meldrum, Adrian French**  
Victoria, British Columbia

Spirit of '56 enables students to explore Canada's role as a global intermediary in the 20th century and assess our 'success' in this role.



### Surviving Residential School

**Lindsay Fichter**  
Edmonton, Alberta

Students explore and understand how residential schools were a negative consequence of Canadian imperialism and ethnocentrism.



### Writing a Better Textbook

**Stefan Stipp**  
Surrey, British Columbia

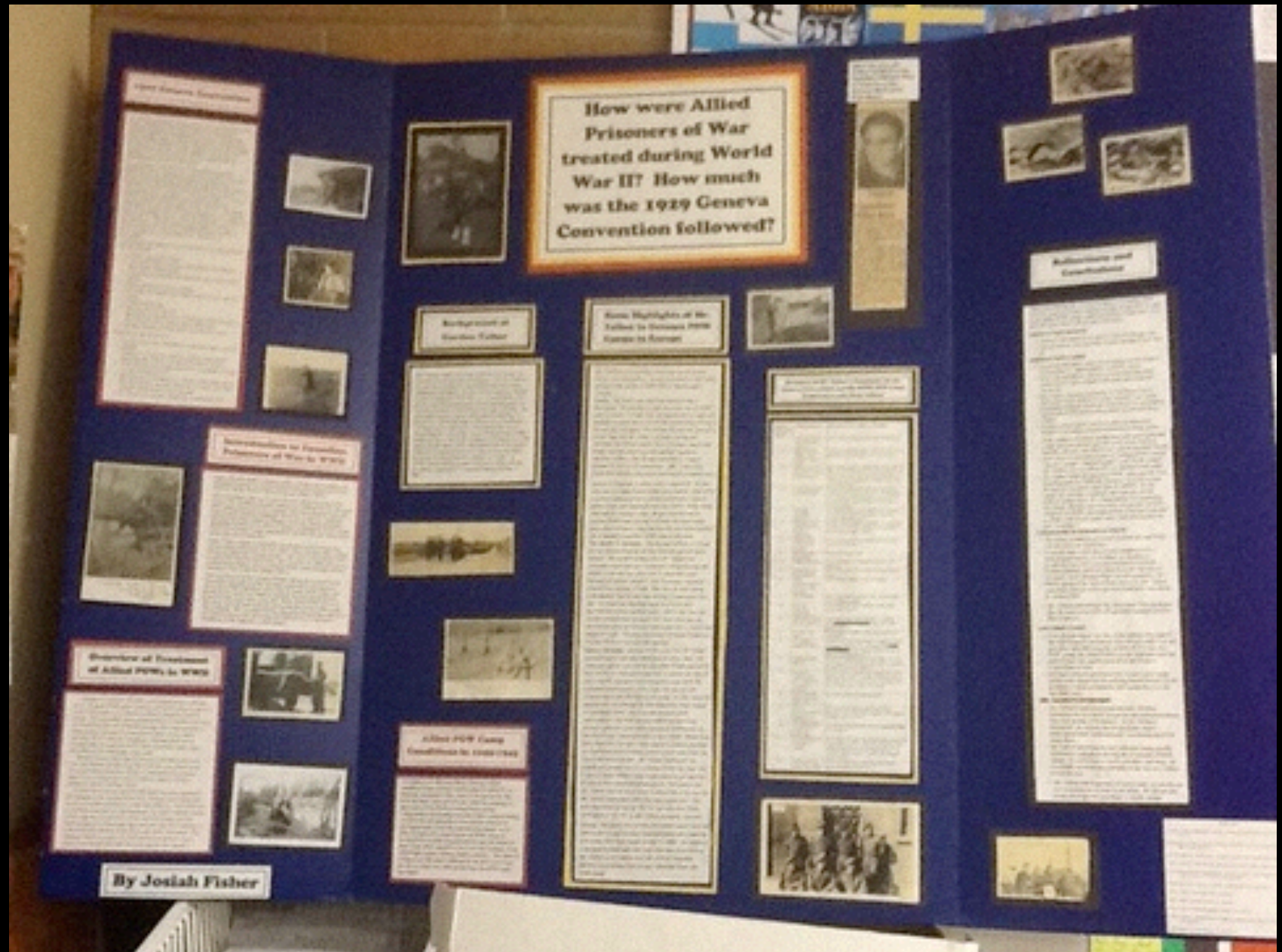
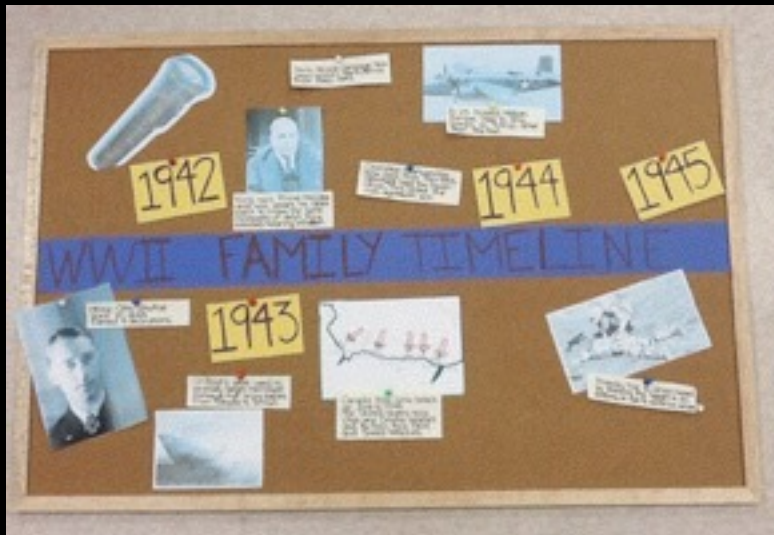
Applying a variety of skills students re-write a section of their textbook about Aboriginal Peoples.



# Students as Expert Storytellers















HENRY EDNA ALLENBERGSON  
B. SEPTEMBER 11, 1901

FRANK JACOB RAYBOLD  
B. MARCH 10, 1910



WILLIAM JAMES ALLENBERGSON  
B. 1905  
D. 1940

WILLIAM JAMES ALLENBERGSON  
B. MARCH 11, 1905  
D. APRIL 23, 1940

EDNA MARY TOWELL  
B. APRIL 1, 1900  
D. 1981

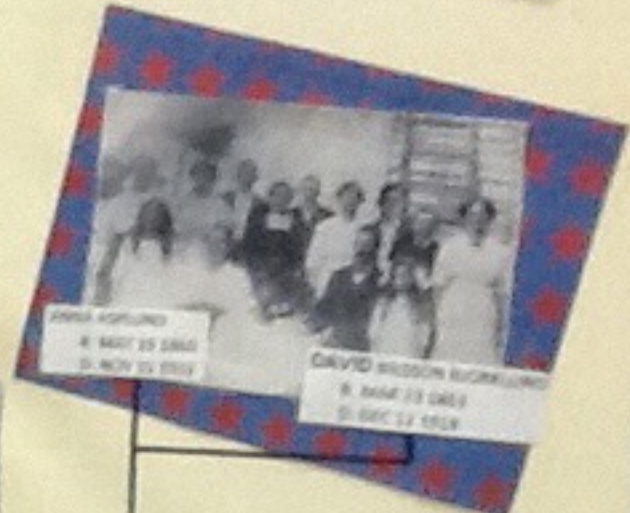
MARGARET EDNA ALLENBERGSON  
B. MARCH 11, 1900



MARGARET EDNA ALLENBERGSON  
B. 1900



MARGARET EDNA ALLENBERGSON  
B. APRIL 11, 1900  
D. 1981



ANNA ROYLAND  
B. MARCH 25, 1910  
D. NOV 11, 1911

DAVID RUSSELL RICHMOND  
B. MARCH 11, 1911  
D. DEC 11, 1911

WANTED

THOMAS JEFFERSON

OLIVE EMMETT BARNES

WASHINGTON B. EGGLE

SARAH E. EGGLE

MARGARET EDNA ALLENBERGSON  
B. 1901  
D. 1981

SARAH FRANCES JEFFERSON



ALBERT EDNA ALLENBERGSON  
B. JUNE 1911  
D. 1981

ALBERT EDNA ALLENBERGSON  
B. JUNE 1911  
D. 1981



ANNE EDNA ALLENBERGSON  
B. MAY 24, 1911

MARGARET EDNA ALLENBERGSON  
B. MARCH 21, 1911  
D. DEC 11, 1911



MARGARET EDNA ALLENBERGSON  
B. APRIL 27, 1911  
D. 1981



ROBERT RUSSELL RICHMOND  
B. NOV 11, 1911  
D. 1981



EDNA MARY TOWELL  
B. NOVEMBER 11, 1901



ALBERT EDNA ALLENBERGSON  
B. 1911  
D. 1981



EDNA MARY TOWELL  
B. 1901  
D. 1981

ALBERT EDNA ALLENBERGSON  
B. 1911  
D. 1981



SYDNEY SIGRID PEARSON  
B. SEPT 23, 1917  
CANADA



ALBERT EDNA ALLENBERGSON  
B. 1911  
D. 1981

MARGARET EDNA ALLENBERGSON  
B. 1911  
D. 1981



MARGARET EDNA ALLENBERGSON  
B. 1911  
D. 1981



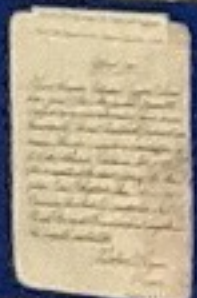
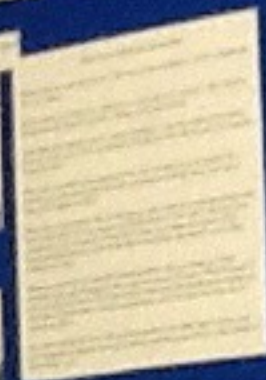








## My Heritage Project





# MY HERITAGE CONNECTIONS

## Great-Grandfather

I would like to make my family out to be more than what it was, but the truth is not too much had happen in my family. Everyone that could have had gone to school, and did something with their life, mostly doctors. But it's my great-grandfather that had done most with his life I think. My father was named after him, Roderick Spencer Hutton Ward-Cox. He had done a lot with his life, even with being born in a tent in a concentration camp, in Ladybrand, South Africa. Like most other man in that time he had gone to World War 2. He was a warrant officer 1<sup>st</sup> class. He was also part of the police, and spent some time being a big game hunter. In South Africa, I imagine that would have been very cool. He also was a game ranger at the time too. Roderick also spent his time being a land surveyor. My great-grandfather had done a lot with his life and filled it to the fullest in his 74 years. He was with my great-grandmother most of this time, she didn't do anything or work, she just followed, my great-grandpa around where ever he went.

## PROJECT

## How we got our last name

We had originally thought that we got the name Ward-Cox because the Ward's had married the Cox's but as it turns out according to the time line I have, it was my great-great-grandfather Thomas's middle name was Ward and from then on for some odd reason it was written into our last name becoming Ward-Cox around (1905-1970) the time he had lived.

## Items

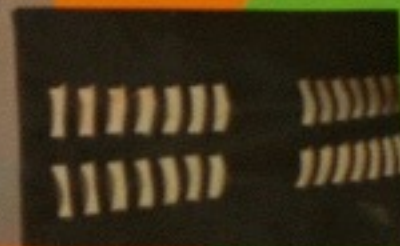
Our African shield, was given to my great-grandfather for his kindness and bravery from a Zulu man. We do not know when or exactly what act of kindness or bravery it was but we do know it was one of the two.

The shield is a short assegai.

Because of the short spear it is a close combat weapon.

It also contains a knobkorie, used to smash in an someone or something's skull.

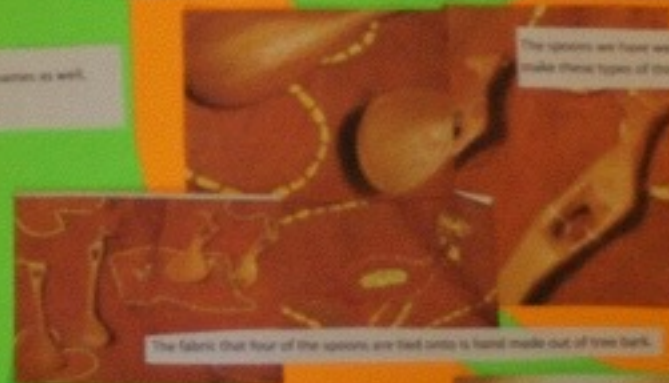
This type of shield and weapons were originally designed by a Zulu king by the name of Shaka (Zulu).



The name of this music player is an Mbira. It has many different names as well, including, thumb piano. It was an instrument used by the Zulu's.



The spoons we have were hand carved by a Zulu woman. Zulu women usually make these types of things to sell or trade with for money of food.



The fabric that four of the spoons are tied onto is hand made out of tree bark.



## Interview

Interview with my father, Roderick Ward-Cox

1. Where were you born? And what was your house like?

I had lived in Mermale, South Africa. My house was a ranch style house, right on the

Umgeni Valley. We had a very nice place to live, with a 3 car garage, work shop, and study.

2 acres of land, and only 30-40 kilometres from a wild life reserve. We also had a swimming

pool and a fish pond, a bird aviary, chicken run, and many fruit trees. I was born in Pretoria, South Africa.

2. Did you have TV? Radio?

I didn't have a TV but I had a radio, my favorite channel, I remember, was jungle jet.

3. What did you do for fun?

I would go down into valley to hunt guinea fowl and rabbits. I would also go to the hills, and

play with the Zulu's, in the valley. Our family was not racist.

4. Where did your parents work?

My mother, was the head chef, kitchen manager, at the 5 star Hilton hotel. And my father was a teacher at the all blacks college for medical science.

5. How did you dress for school?

Underwear, collar and tie, white shirt. Schoolboys were very strict, your hair had to be short, and could not touch your ears.

6. How did you get off car did your brother ever cheat?

My brother, Roderick, is a very good driver.

7. Was there anything, and event or something even, that just stood out for you and you can still remember clearly?

1970, all New Zealand blacks vs. South Africa, Spring Boks rugby teams. And cricket games, South

Africa vs. England.

8. Is the anything passed down in the family?

My grandfather's world war 2 memorabilia.

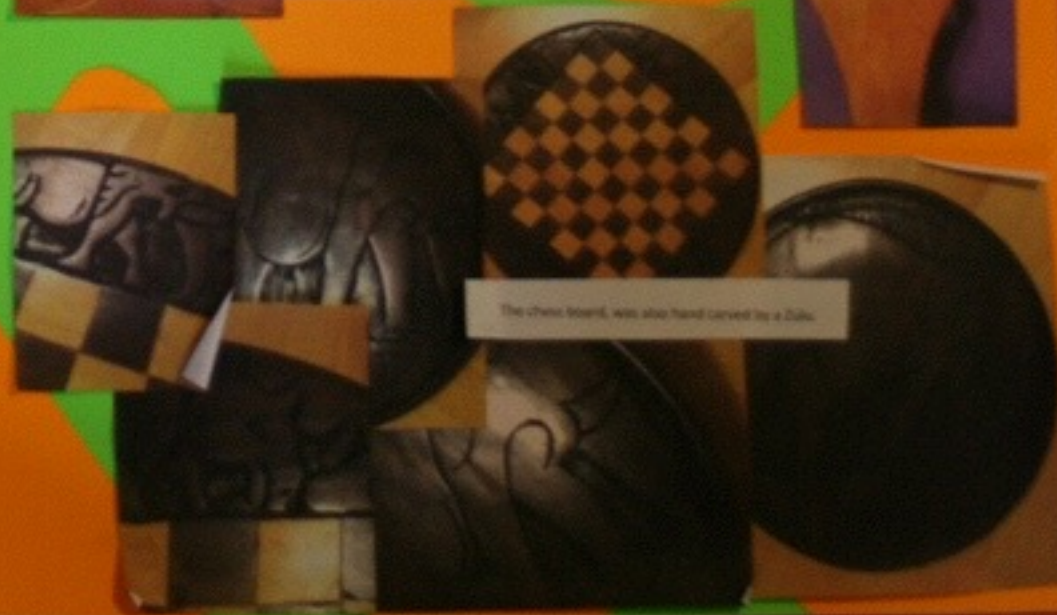
9. Why did you, and your parents and brother and sister, come to Canada?

We came to Canada because of racial and political reasons, that I do not want to discuss.

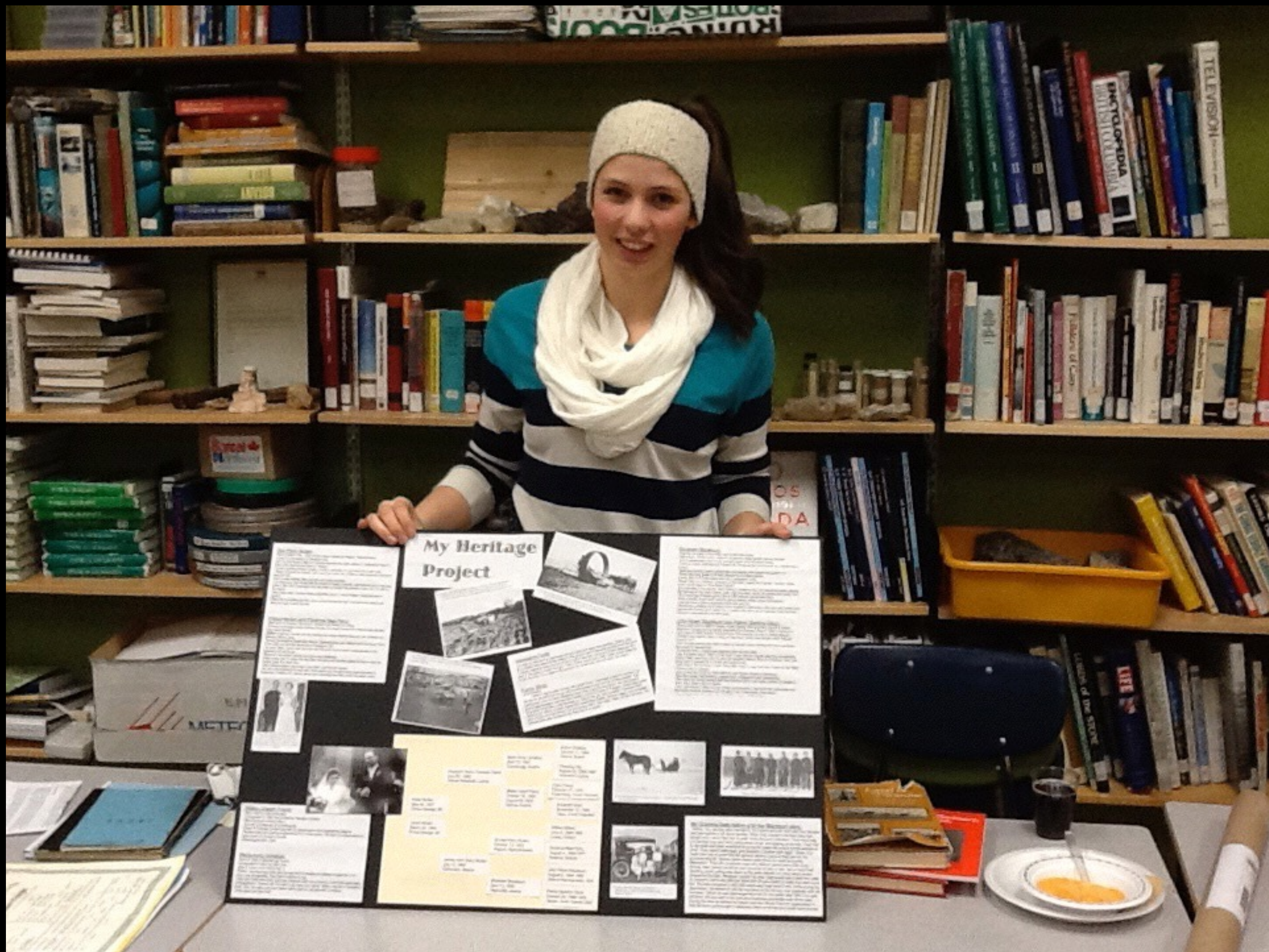
Because it was a very sad even in my life, leaving my friends and family. We also had to

Leave all our things.

The chess board, was also hand carved by a Zulu.









### Ron Perry Mullen:

Born October 19th, 1908 at Grey Nurse hospital in Regina, Saskatchewan.  
Lived in a bungalow on Deedney Ave.  
No TV, but Hockey Night in Canada was the only radio station he listened to when he was a kid. Mom would listen to "scaps."  
Loved anything athletic: skating, hockey, baseball and golf were the main ones.  
When 12 joined air cadets. Also would go out to the coulee to shoot gophers and get 5 cent per tail.  
Has a sister Shirley Mae and she is 8 years younger.  
To make sure Ron could fulfil his dream of being a dentist, dad sold his car to help pay tuition. After Ron graduated and was able he bought his parents a new car. It is still in the family.  
Most boys wear running shoes and either jeans or nice trousers. Suits and ties to church.  
Most kids had bikes but Ron got to drive around the town maintenance men's truck when he was 13 with his dad.

### Wilbert Mullen and Florence Mae Perry:

Both born in Ontario, Florence in Norland and Wilbert in Linsey.  
Florence had taken a few nursing courses but stayed home like most women did after they were married.  
Wilbert originally farmed with his brothers but when farming was poor he worked in a General Motors plant.  
Moved the family to small town Brock, Saskatchewan and Wilbert took the job as Town Clerk, later he took the same job in Rosetown, SK.  
As town Clerk, salary was very low and Florence had to teach kindergarten in the basement of the house.  
Florence was a hard worker and up to any challenge.  
Wilbert was only 13 when his dad died and since he was the oldest he had to help his mother raise the other five.  
After Wilbert's father came back from WW I he met his mother.  
As town administrator he was also chief police and brought many improvements to Rosetown. (Getting the streets paved and ensuring that milk would be pasteurized.)



Young (left) Wilbert Mullen and his mother, Mrs. Josephine Mullen. Wilbert was 13 years old when his father died. This is a photo of the family taken in 1917.



### Walter Joseph Franci:

Born 1902 in Vienna, Austria.  
Immigrated in 1902 from Austria to Hamilton Ontario.  
Was involved in World War I.  
Gunner in a side car of a motorcycle.  
Came to Canada on the boat with 20 dollars and a civil engineering degree.  
Worked hard and built an engineering firm in Edmonton. Worked on infrastructure in many towns in northern Alberta.  
Died August 26th, 2002.

### Maria Anna Uchatus:

Born in 1902 in Astenburg, Austria.  
Immigrated in 1902 but after Opa.  
Was a nurse in the World War I.  
Walter was their first child and he was born in Austria and Maria brought him over when she immigrated. They had 4 children in all.  
After the 3 kids were born and was pregnant with one more (my mom) she went back to Astenburg, Austria with the kids to get help from family. Walter stayed in Canada to work. After the baby was born Maria came back to Canada with 4 children.  
-is 90 years old right now.

Evian Mullen

## My Heritage Project



11. Elder with the right hand holding a stick looking through with which he kept a record of 100 years in the village in the summer of 1904. This was the first time that the right hand was used to keep a record.



12. An early picture showing the village of the right hand. The village was built in 1904. This was the first time that the right hand was used to keep a record.

### Interesting Facts

-Ice well: on the farm to help keep our food cool and keep from spoiling. Betty's Dad dug a deep hole (about 6 feet deep) in the ground and in the early spring he would go to a nearby lake and chop out lots of ice to put in the hole and cover it with seaweed. He built a trap door to cover the hole. Then Mother would keep milk, butter, some meat etc. in the ice well. For a treat in the summer he would chop ice and make ice cream.

### Funny Story:

Gram's story  
When I was 5, after having had scarlet fever, I was kept in bed for a month, so the doctor wouldn't let me up until my temperature was normal. As the weather was getting bad, and my folks wanted to move into Lacey for the winter, my Dad heated some large trousers and put them under a cot in the back of a wagon, which was pulled by a team of horses. I was bundled up, laid on the cot, and covered in blankets from head to toe. When a horse scared the horses they bolted, and the wagon box complete with cot and me was thrown into the snowy ditch. That night, when we got into town, my temperature was normal for the first time in a month!

Maria Anna Uchatus  
April 13, 1922  
Astenburg, Austria

Elisabeth Maria Theresia Franci  
July 5th, 1903  
Wiener Neustadt, Austria

Walter Josef Franci  
October 18, 1902-  
August 26, 2002  
Vienna, Austria

Evian Mullen  
May 26, 1907  
Prince George, BC

Jacob Mullen  
March 22, 1904  
Prince George, BC

Ronald Perry Mullen  
October 19, 1908  
Regina, Saskatchewan

James John Perry Mullen  
July 19, 1903  
Edmonton, Alberta

Elisabeth Blackburn  
April 10, 1900  
Vegreville, Alberta

Anton Uchatus  
January 11, 1904  
Vienna, Austria

Theresa Figl  
August 22, 1898-1967  
Astenburg, Austria

Franz Franci  
February 27, 1878  
Kutteneberg, Czech Republic

Elisabeth Kotrc  
November 19, 1885  
Tabor, Czech Republic

Wilbert Mullen  
June 3, 1894-1965  
Linsey, Ontario

Florence Mae Perry  
August 4, 1899-1978  
Norland, Ontario

John Hiram Blackburn  
August 5, 1895-1965  
Oxford Pennsylvania, USA

Palma Gertine Olson  
October 29, 1898-1965  
Vegreville, North Dakota USA



13. When Grandpa was in the wagon, he would keep a record of 100 years in the village in the summer of 1904. This was the first time that the right hand was used to keep a record.



14. Photo of Grandpa and his family taken in 1917.



15. Photo of Grandpa and his family taken in 1917.

### My Gramma Betty telling a bit the Blackburn story:


Before my parents were married in 1917 they had both lived with their families and had learned a lot about farming. When they moved to the farm they had brought near Lacey they had to clear more land and cultivate it. They hired help and worked long and hard cutting down brush and digging up stumps. They had to dig wells and used a windmill to pump the water into a tank for the animals to drink. They raised cattle, pigs, and chickens. (mother took eggs, cream and butter she had churned into the general store in Lacey to help pay for the groceries that Mr. Bricker (store owner) gave them on credit during the depression. Their life as farmers was very difficult-some years their crops (wheat, oats, barley) would be poor because of lack of rain, hail or early frost. Anything worth selling was taken to the grain elevator in Lacey where it was shipped out by train. Whatever couldn't be sold, Dad would use to feed the cattle he hoped to sell to the USA but when the US put a tariff on cattle that didn't work out. His debt increased to \$25,000 which was huge back in the 1930s during the depression. He started to sell life insurance to the farmers and gradually built his business. When he was discharged from the Air Force after WW2 he sold the farm, did very well in his insurance business and finally paid off the debt. During the time he farmed he helped start the Wheat Pool (an organization to help farmers) and brought in telephone lines so the farmers could have phones.



## My Gramma Betty telling a bit the Blackburn story:

Before my parents were married in 1917 they had both lived with their families and had learned a lot about farming. When they moved to the farm they had bought near Lavoy they had to clear more land and cultivate it. They hired help and worked long and hard cutting down brush and digging up stumps. They had to dig wells and used a windmill to pump the water into a tank for the animals to drink. They raised cattle pigs, and chickens. (mother took eggs, cream and butter she had churned into the general store in Lavoy to help pay for the groceries that Mr. Bricker (store owner) gave them on credit during the depression. Their life as farmers was very difficult--some years their crops (wheat, oats, barley) would be poor because of lack of rain, hail or early frost. Anything worth selling was taken to the grain elevator in Lavoy where it was shipped on by train. Whatever couldn't be sold Dad would use to feed the cattle he hoped to sell to the USA but when the US put a tariff on cattle that didn't work out. His debt increased to \$26,000 which was huge back in the 1930s during the depression. He started to sell life insurance to the farmers and gradually built his business. When he was discharged from the Air Force<sup>945</sup> after WW 2 he sold the farm, did very well in his insurance business and finally paid off the debt. During the time he farmed he helped start the Wheat Pool (an organization to help farmers) and brought in telephone lines so the farmers could have phones.





## Interesting Facts

-Ice well: on the farm to help keep our food cool and keep from spoiling. Betty's Dad dug a deep hole (about 8 feet deep) in the ground and in the early spring he would go to a nearby lake and chop out lots of ice to put in the hole and cover it with sawdust. He built a trap door to cover the hole. Then Mother could keep milk, butter, some meat etc. in the Ice Well. For a treat in the summer he would chip ice and make ice cream.

## Funny Story:

-Gram's story:

When I was 5, after having had scarlet fever, I was kept in bed for a month, as the doctor wouldn't let me up until my temperature was normal. As the weather was getting bad, and my folks wanted to move into Lavoy for the winter, my Dad heated some large boulders and put them under a cot in the back of a wagon, which was pulled by a team of horses. I was bundled up, laid on the cot, and covered in blankets from head to toe. When a noise scared the horses they bolted, and the wagon box complete with cot and me was thrown into the snowy ditch. That night, when we got into town, my temperature was normal for the first time in a month!





Social Studies 10 Economy Groups





Bulldog  
aka. Seltzer  
Award Champion



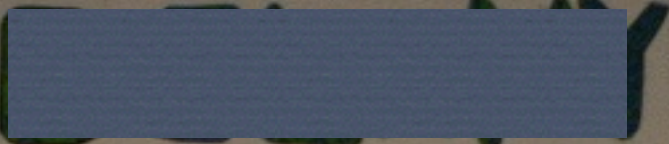
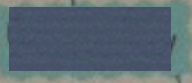
Tova Delany  
The Bower



Thomas Joseph Delany  
In Uniform



The Delany  
Family



HMS Empress of Britain  
(1956)



Boddington Brewery  
Co-founded by Henry Boddington



Clark Delany  
In Scarlet's





















# BEATTY BOX









# World War II



Text in a blue-bordered box on the left side of the display.

Text in a pink-bordered box on the left side of the display.

Text in a pink-bordered box in the center of the display.

Text in a blue-bordered box on the right side of the display.

Germany vs Canada

Text in a pink-bordered box on the bottom left of the display.

Text in a pink-bordered box on the bottom center of the display.

Text in a blue-bordered box on the right side of the display.



Text on a yellow piece of paper on the table in front of the display.

Text on a white piece of paper on the table in front of the display.







At the beginning of the year when we were being told that we'd have a chance learn and connect with our families i was so hyped because i knew exactly what 2 family members i wanted to talk about. First off, my Grandma Nancy who is my dads mum, she is one of the kindest women i've had in my life. My grandma was never too quick too judge and was accepting of everyone no matter who they were, she taught me how to see the best in everything and everyone and thats one thing she's contributed to me that I'll always have.

The second woman out of the 2 i've focused on is my Great Aunt Mary Adams, she's super cool and I've learned a lot about her and i wish i was lucky enough to have met her. Mary was a lot like my grandma because from what i've learned she was so fun and seemed to always have a smile on her face, although i never met her i feel like she contributed to my character a lot. Mary was also super cool because she was a part of intercepting German enigma code for Bletchley Park during WW2, and basically stopped air attacks and bombings. But that aside she had a beautiful family who had no idea what she was apart of until 30 years after she had left Bletchley when she finally realized it was safe to let them know because it was a life or death organization.

Mary and my Grandma sadly both suffered from Alzheimer's disease but one thing that will always stick with me is that my younger brother never got to know our Grandma before she had Alzheimers, but i did get to know her and i am not hesitant to say i am so lucky, because she's someone some people don't get to even interact with in a life time, and that is the best gift i've received while i did this project.















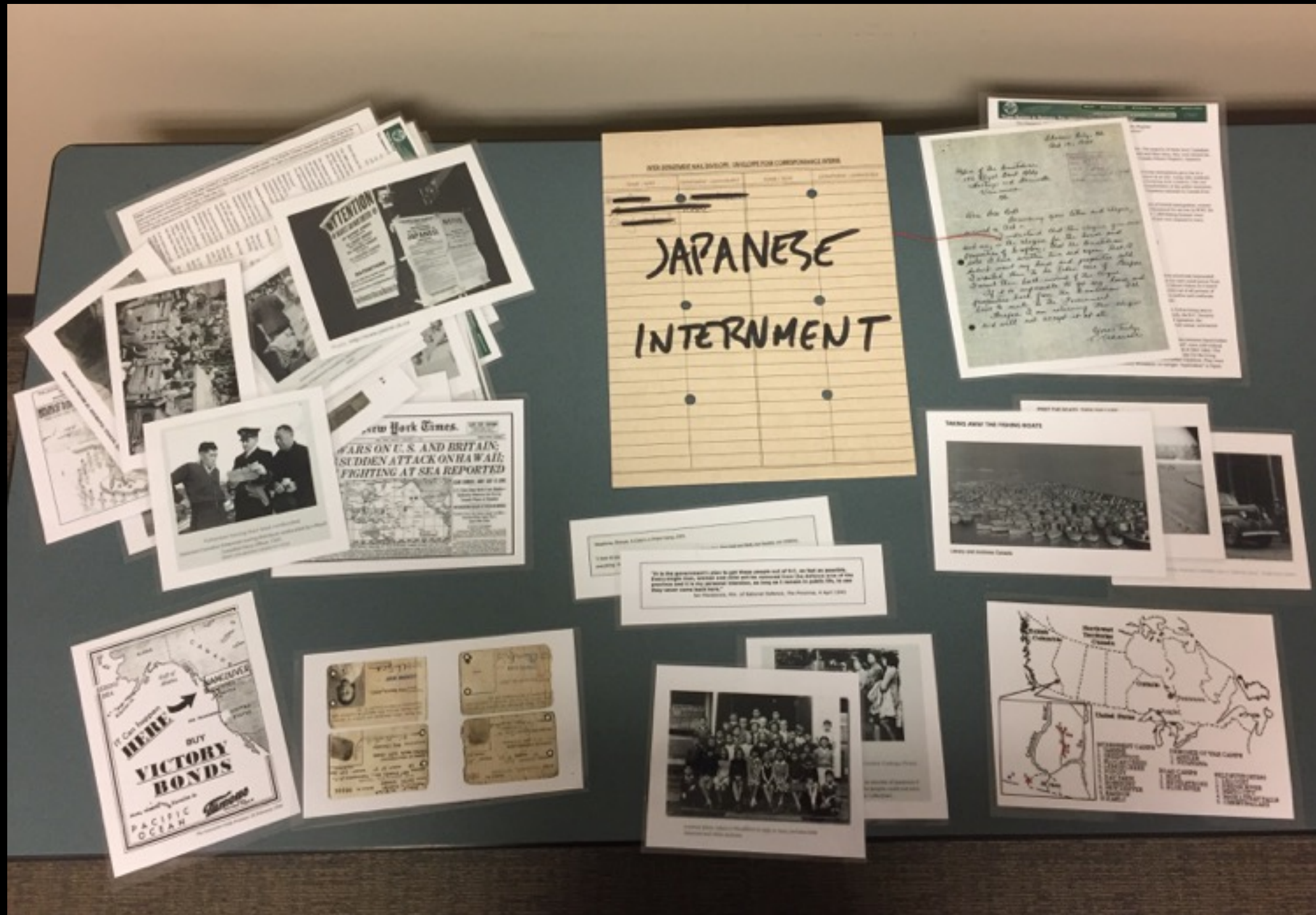






# WHERE I TOOK MY VALUES

## PART 3





# CDN JAPANESE INTERNMENT MANIPULATIVES ACTIVITY



►brainstorm uses



# BUILDING THE ROOM

## TEACHING & ASSESSING

## WITH THE NEW CURRICULUM

WORKSHOP RESOURCES and LINKS

<https://thielmann.ca/presentation-notes.html>

<http://thielmann.ca> • <http://pacificslope.ca>

