HERITAGE INQUIRY

AND OTHER
IDEAS FOR
TEACHING &
ASSESSING
SOCIAL
STUDIES



SD57 PROFESSIONAL DEVELOPMENT DAY PGSS JAN 28TH 2019

HERITAGE INQUIRY

AND OTHER IDEAS FOR TEACHING & ASSESSING SOCIAL STUDIES







GLEN THIELMANN

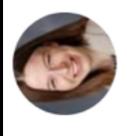
PR. GEORGE SOCIAL STUDIES TEACHERS' ASSOCIATION PACIFIC SLOPE EDUCATIONAL CONSORTIUM BC SOCIAL STUDIES TEACHERS' ASSOCIATION



Declaring my biases?



isa Gilbert @gilbertlisak



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

academic history

"What happened? How do we know? Why did what happen, happen?" 8004s CLASSES MUSEUMS HISTORIC SITES HOLIDAYS REENACTMENTS JOURNALISM MOVIES TYNOUTUBE DOCUMENTARIES

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

PODCASTS

HISTORICAL

THESE ARE QUESTIONS WITH A **POLITICAL EDGE**

public history

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

HISTORICAL FICTION MUSICALS VIDEO GAMES AND MORE.

popular history

EVIDENCE IS ALSO PRESERVED VIA FAMILY & MITISPER METWORKS

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

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

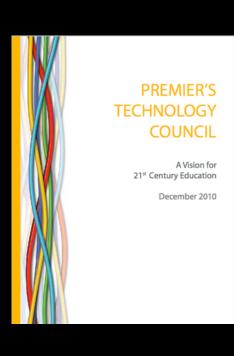
A Vision for 21st Century Education

December 2010

Skills and Attributes for a 21st 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

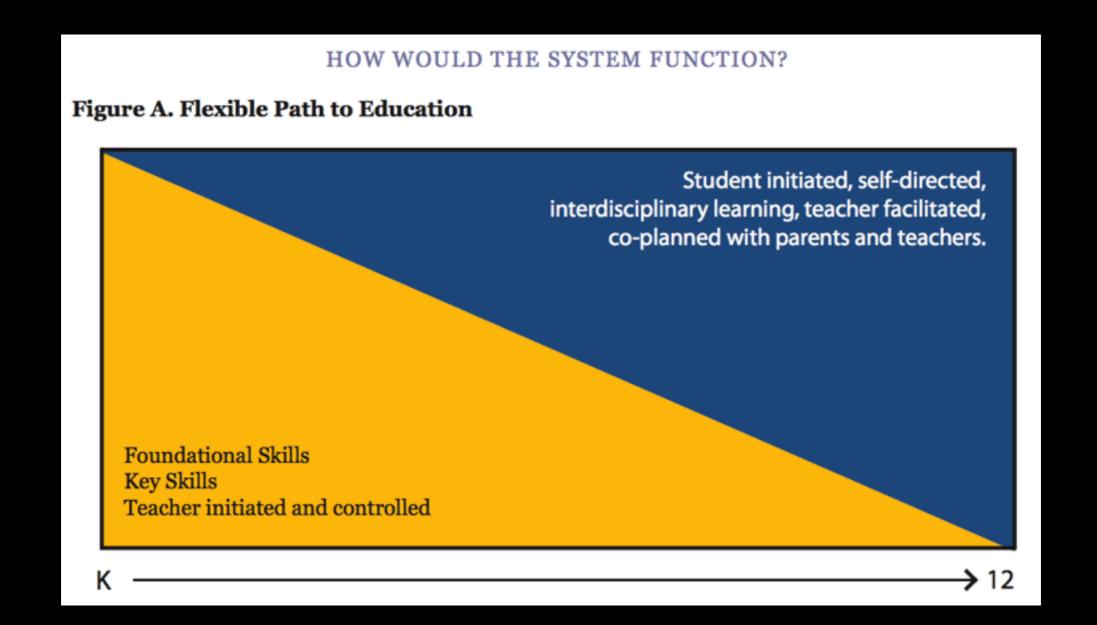
The purpose of this paper is to provide a vision for the K-12 education system in the 21st century. This paper does not address implementation issues but instead investigates what a system might look like should it be transformed. In the knowledge-based society of today the sheer volume of accessible 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. 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.



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.⁴⁷ 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

A Vision for 21st Century Education

December 2010

APPENDIX C. PTC MEMBERS & STAFF

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LET'S TRY SOME PBL ON BCED



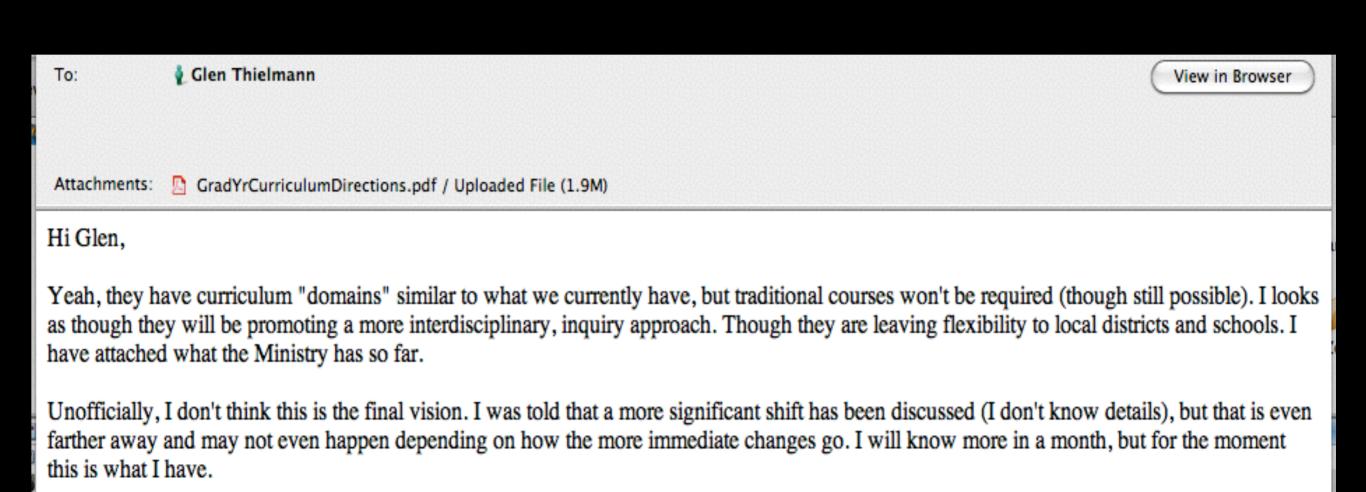


MY QUESTION IN 2015...

I hope this helps,

Good luck in Surrey:)

"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?"



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 -- 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
DEDCONIALITY DELVENI2



PEOPLES PRINCIPLES 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.



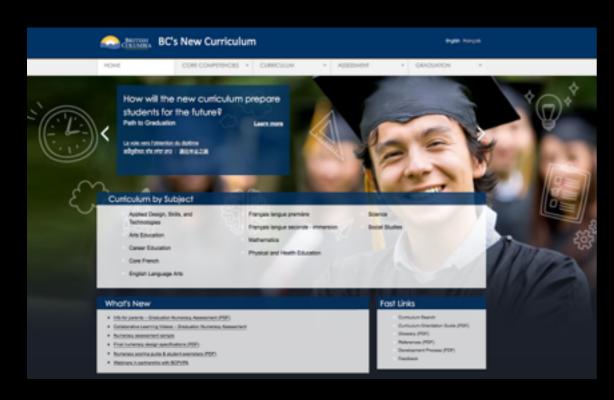
For First Peoples classroom resources visit: www.fnesc.ca

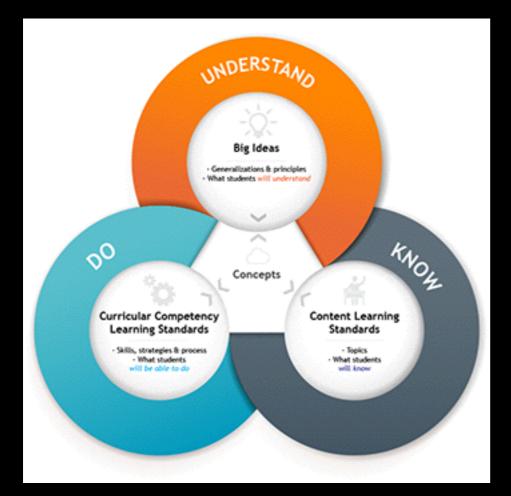


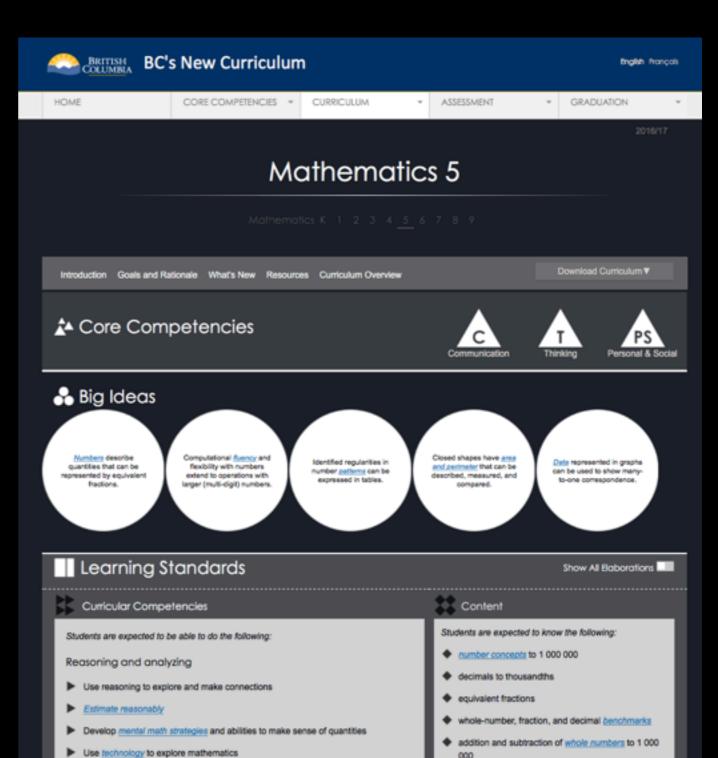


Aboriginal Worldviews and Perspectives in the Classroom









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

the SETS



More About...

Curricular Exploring **Big Ideas** Storyteller Content l and geographic I er at expressing ic g abstractly ਨੂੰ

6

in simply

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can

B

Responding

Balance between performance goals

("where do I want or need to end up?" and

Teacher as

and gradual

t

Student as

Storyteller





Lessons, Activities, Assignments

Examples: annotated map, simulation game, lecture notes, group poster, response guide, question/ answer (aka bookwork), graphic organizer







Labs, Activities, Exercises

Examples: annotated timeline. thematic map, active citizenship activity, graphing exercise, GIS computer tutorial, letter to the editor, socratic circle, debate







Labs, Activities, Exercises

Examples: current events response template, analysis and comparison of primary sources such as statements, maps, records, paintings, letters, and photographs







Projects, Activities, Assignments

learning goals "how do I get there?" Examples: 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

ability to organize and express subject/course related knowledge and

> understanding 1 | 2 | 3

Skills & Applications

ability to use a variety of subject-related practices or skills, and activate concepts & knowledge in real-time,

1 | 2 | 3

Sourcework & Critical Thinking

ability to work with evidence and apply concepts of historical and geographic thinking

1 | 2 | 3

Research & Inquiry

ability to develop & respond to meaningful questions, and express though different methods

1 | 2 | 3

Emphasis Assessment Tools

I know about themes Tests & and examples from In-class history, geography, Challenges and society.

Skills

Labs

Source

Labs

Projects

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



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

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



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

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



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

I have made authentic connections to the stories of others.

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

- 1. 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. 2. 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. NUTSHELL Assessment should be more like swimming lessons: Students work from basic areas of progress that students can track, with through satisfactory towards 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
- nor the need for elegance, nuance, and equity. 3. 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).

differentiated abilities and backgrounds of students

mastery in four areas that are

essential sets of outcomes in Social Studies, Traditional tests and projects are still used as assessment tools, but they provide evidence of progress rather than a direct tally to produce a grade. Competency work and assessment are embedded through-out. Student reflection and choice are required at key stages of assessment,

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 /	Incomplete / Complete	Passing Grade / assessment	Passing Grade / assessment	
Repeat Course or	Modules or Summer	scores & Final Exam	scores used to finalize	
attempt by DL	School to receive a pass	required to finalize mark	mark; no exam required	



Competencies to Big Ideas

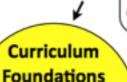
s to understand

teach c tencies

2







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

Foundations

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





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





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



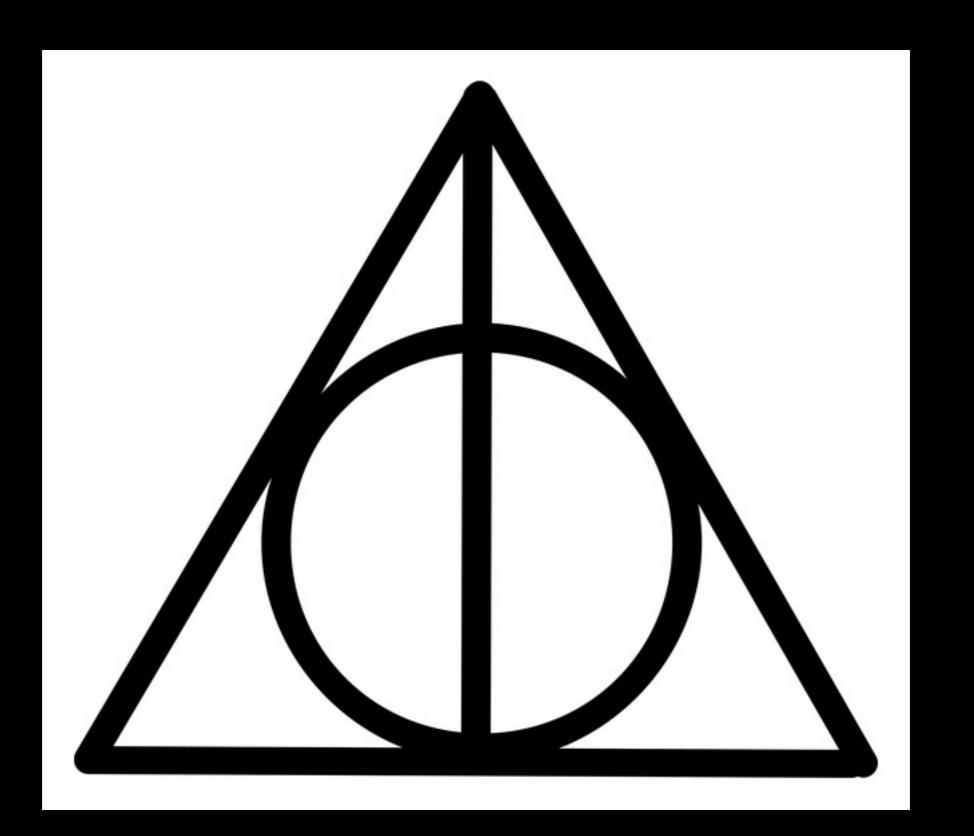


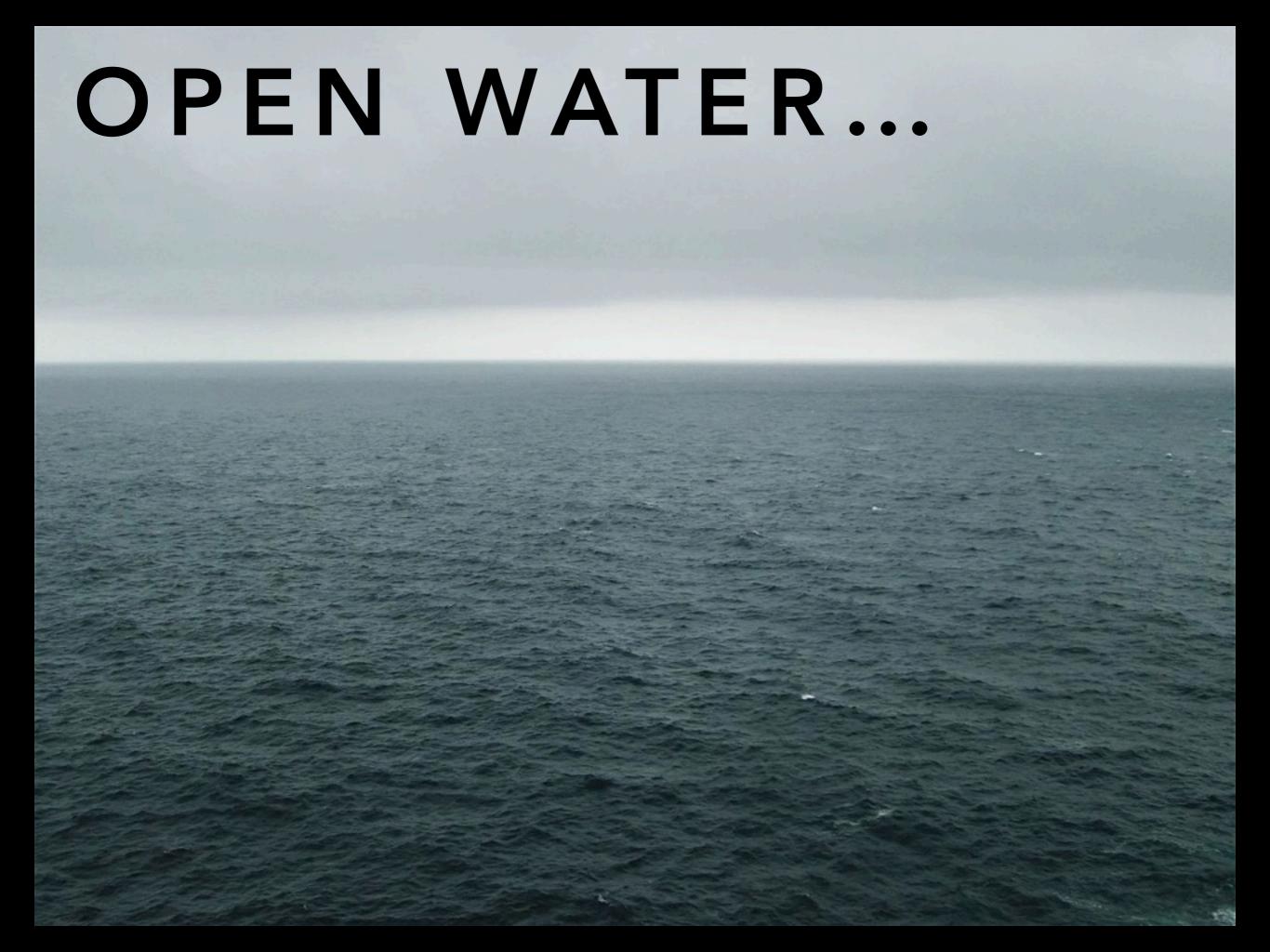
I follow different kinds of inquiry steps and express my learning effectively.

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





MASTER AND COMMANDER OF WHAT?

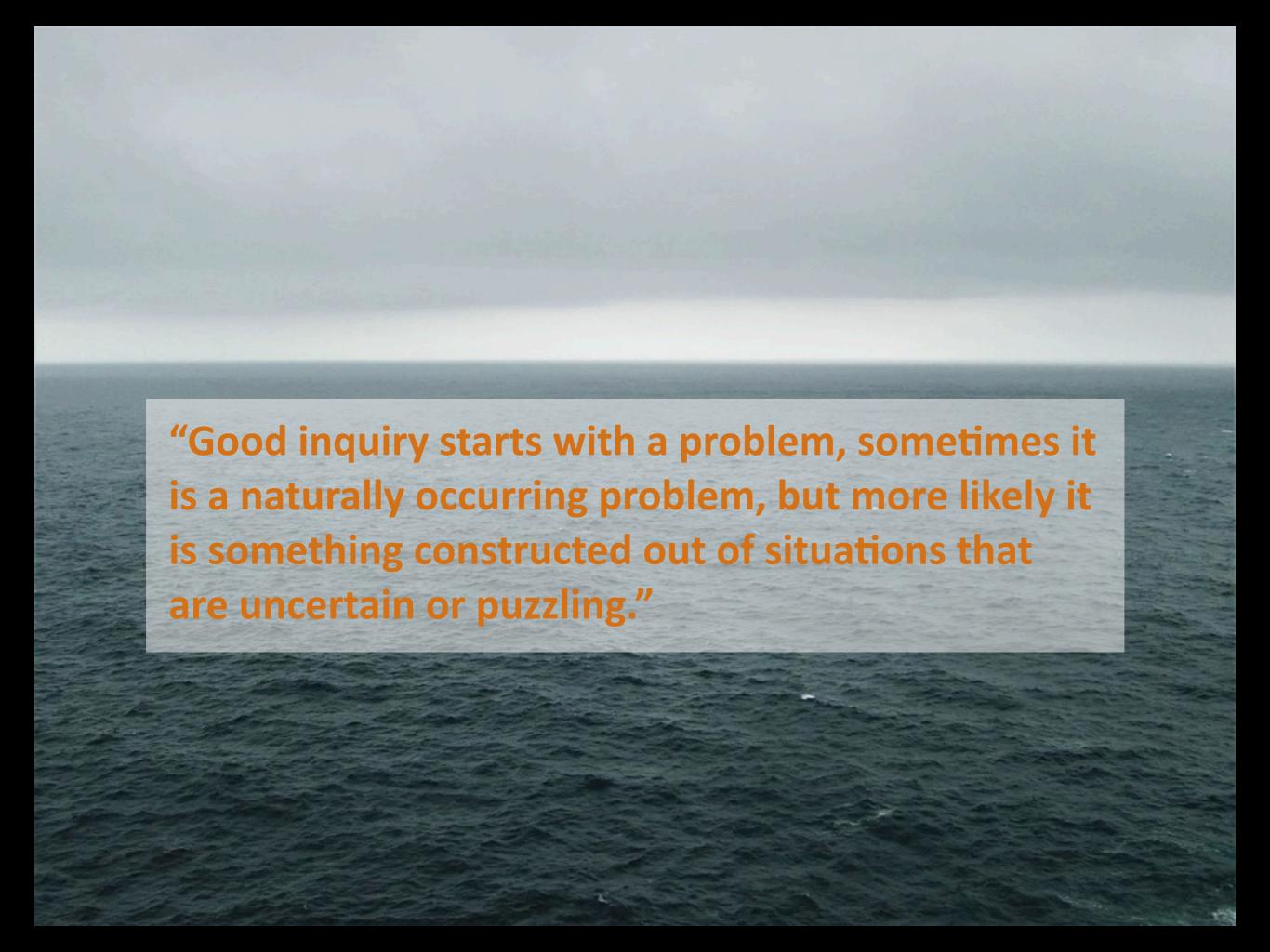
... WHAT'S OUR ROLE IN THIS EXPERIMENT? ... WHAT ARE WE GOOD AT?





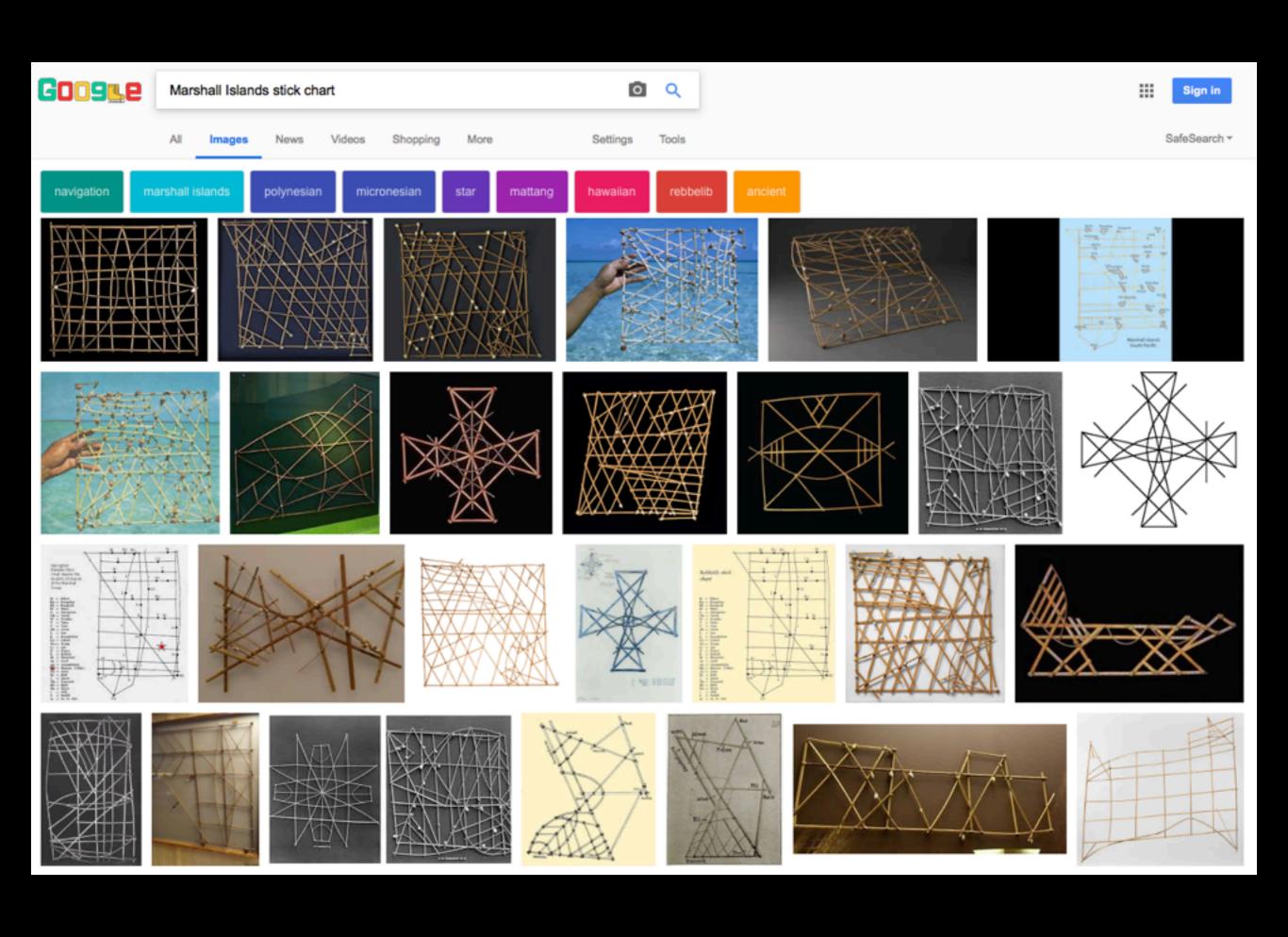
DESIGNERS OF...

- learning environments
- **inquiry**
- experiences
- assessment



"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



WHERE I TOOK MY INQUIRY PART 1

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

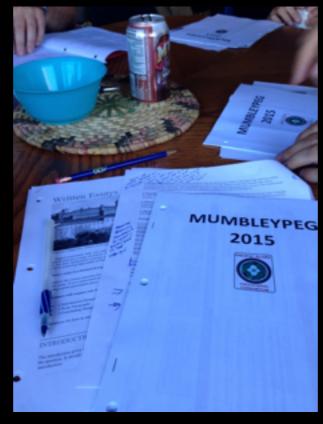
















Ms Pope
@PopeSD36 Follows you

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



Darren Yung

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

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BFF



Nancy Kristoff
@kristoff_nancy



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

Activity

- think of a Social Studies class that you like to teach, or would like to change
- ►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 IS THE PURPOSE OF SOCIAL STUDIES?



















WHAT IS THE PURPOSE OF SOCIAL STUDIES?

Values identified in activity

HISTORICAL LITERACY

MAKE / DO / INQUIRE

PLACE-BASED

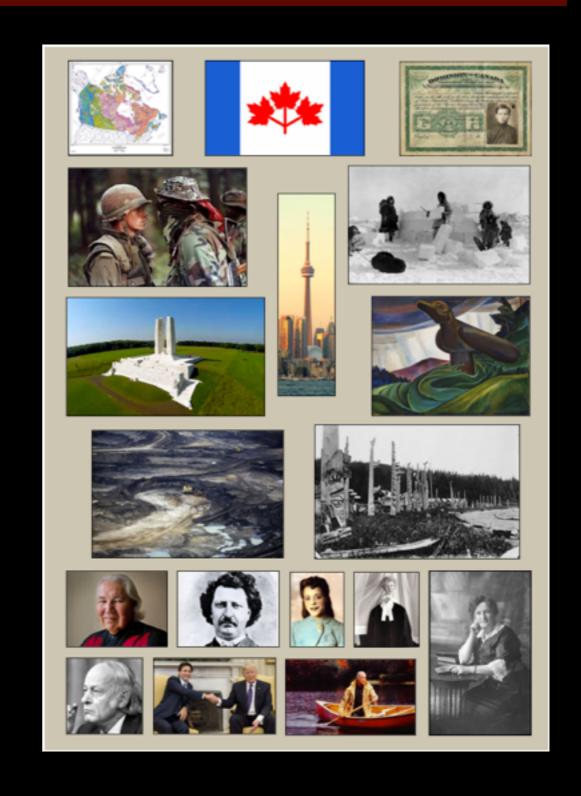
ACTIVE CITIZENSHIP

CRITICAL THINKING

IDENTITY WORK

RECONCILIATION

CULTURAL MOSAIC



WHAT IS THE PURPOSE OF SOCIAL STUDIES?

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 IS THE PURPOSE OF SOCIAL STUDIES?

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— ©UQCTP The University of QueenIsand Critical Thinking Project Peter Ellerton, University of Queensland Incorporating the key pedagogical Cognitive Skills Thinking is the method of issues of: intelligent learning. (cognitive verbs) Things we do with knowledge - Cognitive load theory John Dewey - Nature of expertise - Social cognition - Constructivism - Metacognition - Epistemology Conceptual Inquiry Content Values - Organises work plans - Applied discerningly Inquiry is the process through which Provides structure in textbooks - At the core of professional practice Wrongly associated with 'rigour Provide feedback on cognitive skills in which feedback is provided lave broad application across discipling Virtues Come from mastery of the values Are characteristic of effective thinker - Create knowledge producers Practice does not make perfect in the absence of understanding. Deanna Kuhn Key principles need to be identified that guide practice and make expertise visible, translatable and teachable. Expert knowledge is "tightly bound to **Pedagogical** conditions and procedures for its use". imperatives Robert Glaser (Principles of action) Shift the focus from Vork collaborative when thinking can hink and plan in th anguage of student

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?

- · 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?

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

2011-2016, Attribution-NonCommercial-ShareAlike 2.5 Australia (CC BY-NC-SA 2.5 AU) 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



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.	Afternative perspectives and criteria for categorising are explored. Preferencing one framework over another is justified. Potential taxonimies 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 outlural 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 dicussed.	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 failacies 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 evidentiary 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.	Afternative 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, criteriological 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.	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 metal 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, enoneous 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.

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 IS THE PURPOSE OF SOCIAL STUDIES?

Big Ideas and Curricular Competencies

- think about the Big Ideas and Curricular Competencies for the courses you usually (or would like to) teach
- is their 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?

DRIVER

Inclusion of Aboriginal knowledge and perspectives

DRIVER

Ongoing/updated influence of positivist tradition in Education

First Peoples Principles of Learning

DIALOGUE

Curricular Competencies, Historical Thinking Concepts

STORY

EMPATHY

SO WHAT?

Authenticity, connection & meaning, learner identity

DRIVER

Personalized Learning, Core Competencies









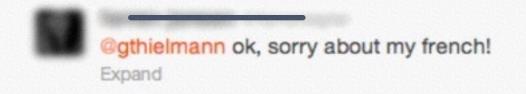




Glen Thielmann @gthielmann

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

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

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

View photo

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

Glen Thielmann @gthielmann

7 Nov

Ss making solid personal connections to Heritage Skills #socialstudies #bclearns #sschat drying salmon pic.twitter.com/4u4SIffR

View photo

STUDENT ENGAGEMENT



Engagement follows identity



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2016 THEMES

ABOUT THE AWARDS

RULES AND REGULATIONS

CLASS PROJECTS

Search for projects or people



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.

2016

▼

Project Theme

▼

Province



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.

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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.



•

Project Theme

•

Province



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

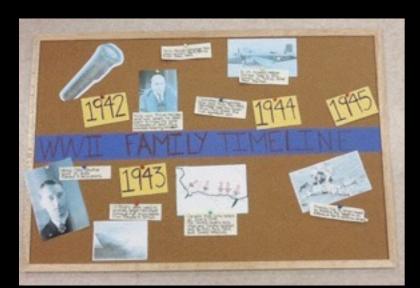


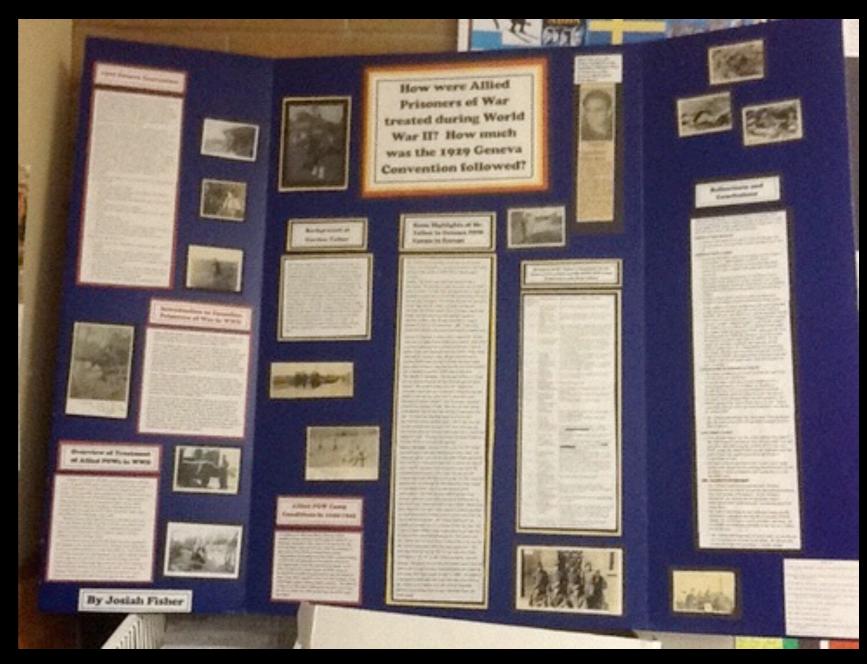




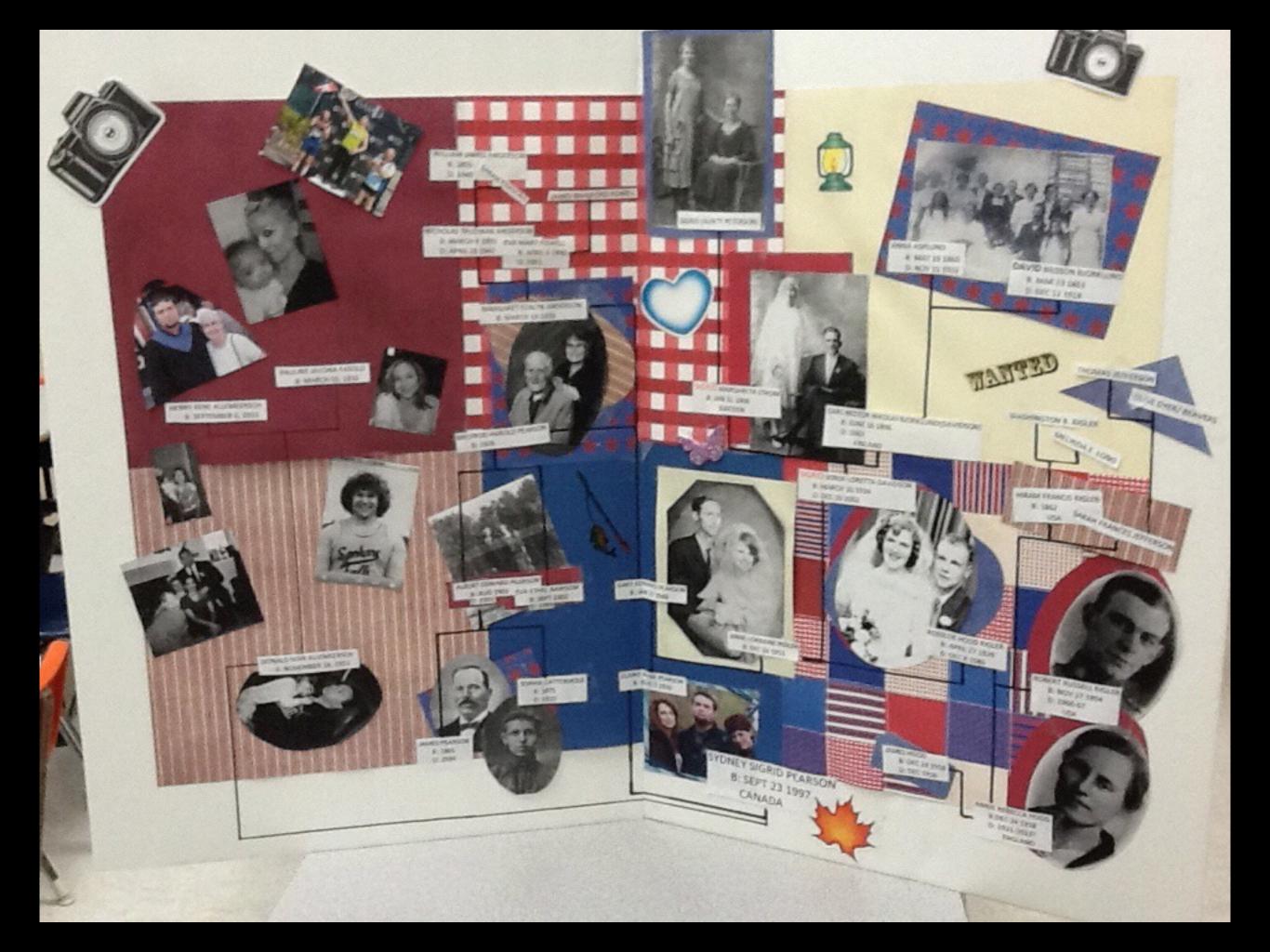














no stand her Solution to the Fater is before ands on price, price purples thanked Automotives building their littles. One day my pleas, group pricelips will be great by lighted gramming with wastly lifty that belong a budy writing propriat shouldest, proprie criticals." The long-wise was personal as no was not place provides. We provided visite about the him





offer made where passed and what for Mountain We had to quit if miles to solve) and I miles math, magraw felir with part feet. They point have steen at summer Secure thay country offered to this New stone, many time show piller creat got less establ. They extly got less those right before school school. When my great granders was growing on, she had no electricity and they enter had one restor and is was sustain. They counted by force and ried. Wy great, gives grandpa (Karotal Assem) put varioused days, no tai was awaren sly have borne by hid seminatorial always going formed by senters when he was transiting with the because for south pill attacked but they assess followed him. When all great provides a family would requesting that to take the size. The shall had a hope income and that is four than stand warm.

Cranitya Cordon "Cardy" McYesiny

Goody was born at forms to transplace, Sankstohewen.

Here are ansorted express of his life.

its and the Indians, see shooted 29 conty a gallon. He took them to the sing. Cape Balancia to Clien Mannesottch, I'm was Euglidanist maybe, they all lived along the mart. We all called of "left" traces count there werk as many of shorts. He was a first pass, that goe Lat the drive the ship and time I days become netting, the pair said. "You done till the compact points the way" almost progress us I did. Drove, then I day is buy soft face, slight's bloom have in case; just put it in reverse and writed gr have the sould not acquisited from chromosol, second trave field in an the bottom of the boat from the was a good gap. They were

to one to dispos tall a group of when they first sent in the Process, all that was there was a ring out. Dad and formers a feet, see if based graded good regen and see years inverted over the dup out with one window. More toward out the window and there was a men facking in the window. Sim disk's po political, the just surred back around. She hall this sons borns, many like a magnetic it was not being sell it will be the drawn is frost of her. She just reached it can and out it. beside her un the counter. When the lunked op spate the man was come. Seven west and inspect out the mindow and the could see here and the restricted utall the could see him Opening over the horizon. Then a Mountie came by on a herse and prived for if she had seen anyone and she sold fore yes, the had seen it than out the policed out the direction he were. Dad and Reveald came home and then later, the same Mounte comes back with the man with a rope tool around his rack, it was loss and there was nothing to 64 the piponer in. so the Moures and field him up the foundty pole outside. He came in and had dinner, and stad had be closed toke norm food out the prooner. The stopping said he, he don't est her tion out stars all copie. In the working, they work the Missacin breakfest, just provide Ther is all they had. Dust said he should give the prisoner at least one food to they have her some psendor. Over the man didn't went to per up Just but there and selvered to stend. The selective sociality tools. drag betied then, started to drag kim. Wasn't long biddle for scarced watering. They don't dray for long before they start working. News the first out what it was to did

Aphanoise Desilosier and John Michigary

"Crantico and granding Declarers, they exist to the Dahoras (U.Sr. plur that intelligit thing tious for 185% with Kell But Line remember I had loss of jobs, printly much did many glob. show. Warned to find wore alload it that renair disk I given: assemed por there is, when I remember working on the fatto. Gernal Dumoirs, he was real bushy, south's read, it was a trig secret. Grandesi she had some enfouling, she had to mall stuff between them.

Tiganolism - Did they own the land when they work hould to Schlickewist, why did they so back?

Not really sure, probably raise it was safe again. Plants fireful again's safe to be bidge. When they come hou's to Seckalcheson, granding upt to say sile was born in Trops viter Quebro. Or that she was straight horn frames. The senerspoke any English till she was a terrologi, but she wann't from Quebes. She spoke French." (Stary rold by Condon McRoby).

to there sto now, Chiero, they that it Want that principal fields. Capital profit from Mary Laboration of a feed from Market from Security Sci. State Security S KING Please on Shell to later pales and wall it recount and I know that to be that well, elected it dust and put are given man, then too section it. Beginned that same are given man, then as some Total to get the same to limit and get the first out of the Total to get the same to limit as far in the street case get them. Like the law rearrange

we working on a farm made \$30 a mount. Good had there & tived in the basement. Was a good about. They after than Story White, he said I house highly was home. If we want to have now taken, its Essent below, leaguing storics his botslife bases. "This ment awall first for a graph market. The basis for each a war as for a finite a just for one transcribe. Took that to pur down and not the exect. And are from time time to assumed the bission band the next slight like it they were not the signi langet. Note tild his nitting size. I walked slown and pointd my light to the grow and he total we confirm also, i agricult green and policed by freed in the direct and he note has born long, a secon and there and note the rate it exit is good along new and I have see I of Bloom Studies. The lipse came not used he had. "Studare you strong transpose only care one." This was a gratel care, good famil. Made \$100 mg fact day success other, have a I wan receiving in a orbital expects that the other grains I got \$1 o lean. Software to the other than the Post was passed receiving I with the lattice gue there, but I've always been a good works Closed word feather stops Meets, then an arrival to Little food sever proper fee and Electures the Purceus a

NAME AND CASE OF MICH. SUPPLEMENT & SUPPLEME form of the end opening opening executive decision reserves the place of the goal one high a charge experien-

nell the Buyer Carabbal Name West Malanted Bottor of Reginal Sachabilmour in 1918, this region is not the post of the Septim B.E.M.F Rockword as one of the Sec. 1950 mon is port the project, the Commercial do the furt Contribution Colonia, July estated world was as a staff peoplast given pair (1900), stationed Printie Raport, Tempos and Victoria, Litaria new equi-enters plot of the solution would war. Fix one Sciola Syven Zay they at action is Heatured World 25th 1965. Wa print you Down Section to be a metal page in the figure of the trace as softend from halternances for months after his head many.

to New Profesion was been in Edwardon Middlewe, England or The tile distance the chemica of the Hudgow's Barrison party in 79) in an application last he worked for the trail factors the way in charge of the Cattlest neural to \$601 he was a clean trade: Its was it command of foreign house to \$507 - 26 feet sen accorded in comment Carton figure. He was promoted to crosed fundacion (1876) and profession (1837). Albeid for Command for found or than Band Score Sentiments and Servery Soc a Score at X. mention of the council of Assembles. He was married back. his first wife is unknown. But his second with son Mos Ann decreasing, a teacher in the Red Steer dealers, he shall so the print of they little the was \$5 percent that we want trained in it later t Cameral charcings common Minnings Municipal the based record back was seprent by the Ber, June Milleon (III). Rettor of St police. USSG 1874, who was face to between the first learning in Senkarcheway

Sover Lafornaine (Someth)

Made it research to the Matrix.

We marker told we than being Mittle magns to Trave a little bland in end". The cost, "It makes was proud that the ascendure had the cores or that Alba equities in expensed typ based on the sentence who cost ground tespir's berkulpe, in mala semething were. Bit acquisitated. Bit tried to take the best of both world; and make a new low" (post McKelly). We Cranditation sever happy the word their come when his her hape was Discipled. It bring I paper's indian, plot I brene I agent's white. He was could see self Embe White 2010; for squal long this in not feel lake a bland of two ruleures, had storead, it excorregions an made ability to slew the stocks office from an indigeneous perspective, o Estipope des. Attempting to find common ground between these be-Offeren auctional, and to integrals indigenous annichments European Species, to a constant strength.

When I should plotted the Media numbers and headquart, I those advocable. Countries of funds, respect for all the the importance of borrests, and the commence in States Cartil and the Congoli. When I reminden about we childrened I stook plant the brand, the blocker and the booker. It is my halled that there are inflates teachers normanifully an each play and that there is a constant stream of becausings for one to select it must me feather leding me to bear it for teach in many places, keep what rings true for see, and lost to sweet of the rest.

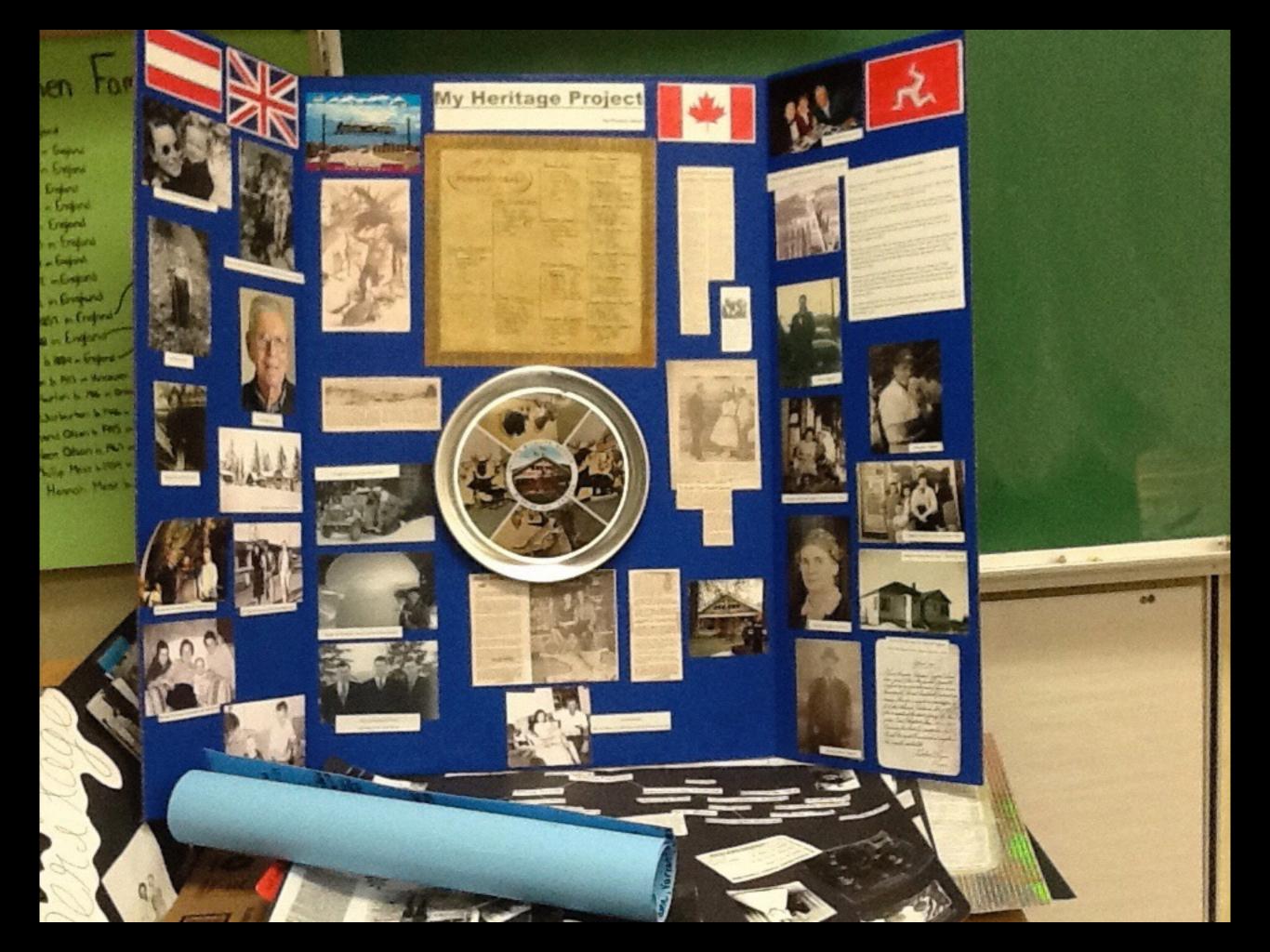


The Métis Flag

for Langton, got 50 cercs a disc. Raif to be about 7, because 6 was already in school. I remember me and Alexis Citricis, he took me stown the golf course. There was a beamp there, and a little bog. If you task your shoes off, you could feel he built with your nors. As long as they weren't cut or to badly bear so, they would pur you for them. Good money that, sometiment I provid make \$2.50 a day. Morn (600) (file in though, wouldn't let ma go. Thought it was like steeling of something. But it would, show rich gust slight work to get

their few yes, I did all sevis of this expelly faveling should.





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.

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 Word-Cox. No

had done a lot with his life, even with being born in a tent in a

man in that time he had gone to World War 2. He was a

worrant officer 1" class. He was also part of the police, and

spent some time being a big game honter. 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 greatgrandmother most of this time, she didn't do anything or work she just followed, my great-grandpa around where ever he

concentration camp, in Ladybrand. South Africa. Like most other

Everyone that could have had gone to school, and did

MY HERITAGE CONNECTIONS

How we got our last

name

We had originally thought that we got the name Word-Cor. 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 armen into our last name becoming Ward-Cox around (1903-1978) the time he had fixed.

Items

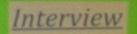
Due allinear straight, was given to my great grandfulliant for his bridgest and property from a Sulf-ream. We do not know when or exactly what act of studies or browny it was but we do know it was you of the two. the shoot is a short except. Security of the short speed it is a close combat weapon

PROJECT

is also contains a knobburrie, used to smach in an companie or conveniency's skull

This tigge of charify and wrongers were originally designed by a Zula long by the

he name of the Marin player is an Milora it has many different names as well. cluding, thereb pears, it was an instrument used by the Dale's.



established with my father, Roberts Word Cox

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

had leed in Marrisole, South Africa. My house was a ranch style house, right on

Limpers Valley. We had a very rice place to live, with a 3 car garage, work shop

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

pool and a fish pond, a bird every, chicken run, and many fruit trees. I was born in

2. Did you have TV7 Radio

(dign't have a TV but I had a radio, my favorite channel, I remember, was longle

"I. What did you do for fun?

would go slown into valley to have guines four and rabbits. I would also go to the

play with the Zuki's, in the valley, the family was not racus.

A. Where did your parants work?

My medien, was the Need chaf. Elizhen manager, at the 3 star follow hotel, And

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

1979, all New Zealand blacks vs. South Africa, Spring Rocks rugby teams. And

Africa vs. England.

8. Is the enything passed down in the family?

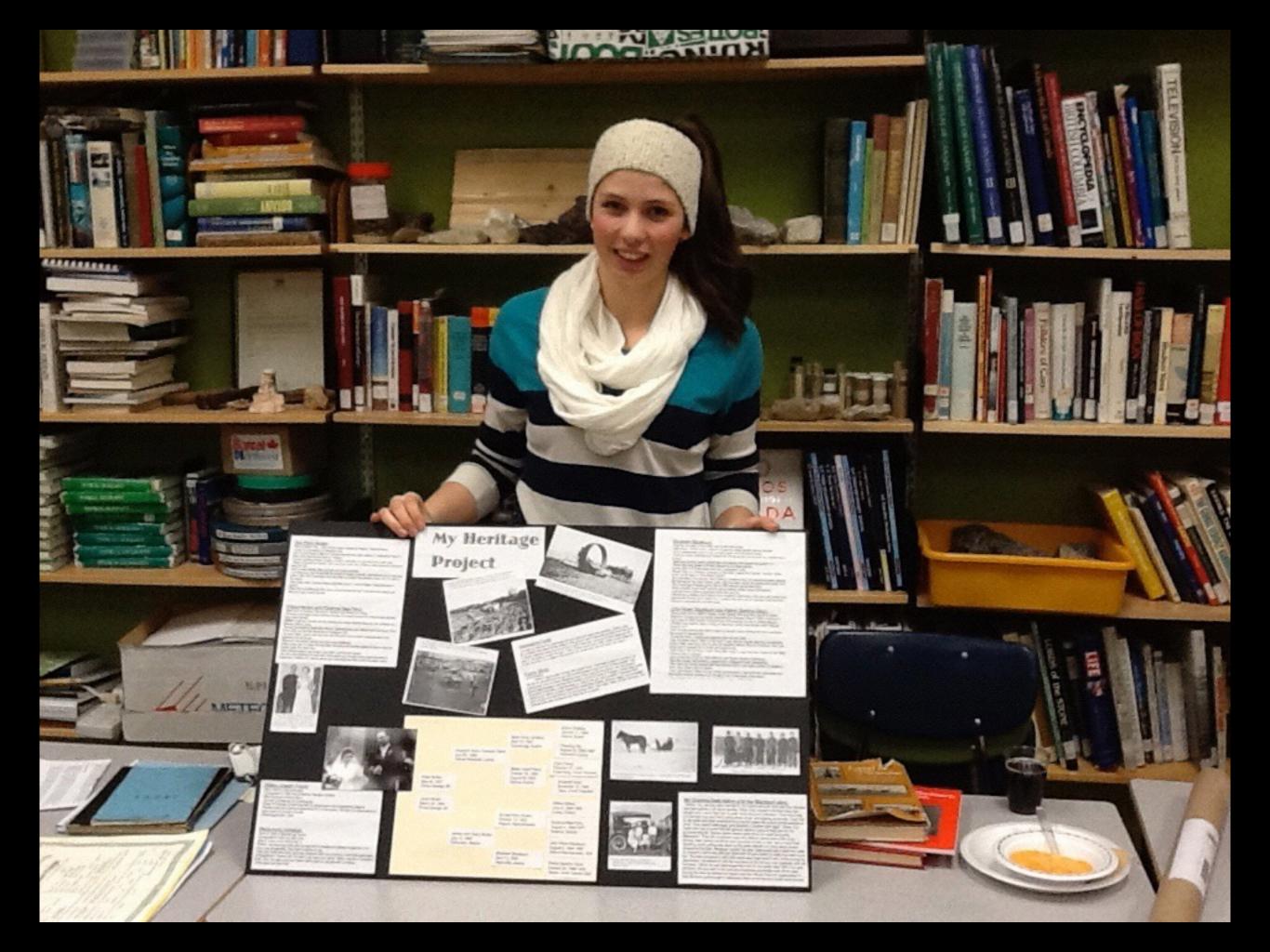
My grandfather's world war 2 memorabilies.

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

We came to Canada because of racial and political resears, that I do not want

because it was a very sad even in my life, isoving my friends and family. We





Bon Perry Multen:

Born October 19th: 1908 at Grey Nune hospital in Regina, Spekatchewen

No TV, but Hookey Night in Canada was the only radio station he listened to when he was a kid. More would listen to "soaps:"

Coved anything effects (Auting, hookey, beautief and golf were the main ones. When 12 joined air cadets. Also would go out to the coulee to shoot gophers and got 5.

Has a sister Stratey Mee and one is 8 years younger.

To make sure from could fulfit his diesem of being a dentise, dad sout his car to help pay tudior. After from greatwated and was able he bought his perents a new car. It is soit in

Most toyo wear running shoes and either searc or nice trousers. Suits and tee to

Most kits had bles but flor got to drive around the town maintenance mens truck when he was 13 with his dad.

Wilbert Mullen and Florence Mae Perry.

Both Som in Ortano. Florence in Nortand and Wilburt in Lineay. Florence had taken a few runsing courses but played home like most women did after

-Witterl originally farmed with his brothers but when farming was poor he worked in a General Motors plant.

Allowed the family to arnell form Brook, Saskatchewan and Willbert took the job as Town Clark, later he took the same job in Rosestown, SX. As town Clerk, salary was very low and Florence had to teach kindengarden in the

Provence was a hard worker and up to any challenge.
When was only 13 when his died died and since he was the oldest he had to help his

As then administrator he was also chief police and brought many improvements to fosethers, (Cetting the sheets paved and ensuring that milk would be peakeurized.)





Elizabeth Blackburn:

Lake(y) introduced to school with one leader who buyer from grade 1-6. Some lode from grade 5-12 look classes by correspondence

-Lavy was 4-1.0, misse away and had a population of 50.

*Model false to children's program on the radio, called The Farmer'. Surelay regress family would false in "Circ Mans, Family."

-Fun activities in the country were making a purple setting from seleptone prises, paying fish fact would get directed board, only, from any seeks, carries, get guides and junior (note and committee) and directed and country would seek calculate and seeks carries for calculations on the standard so for church with circuses, gloves and finally.

-Cartin represely would were coloride, permy believe, senter Social processions, -Lawred from to drive a classified when the way to final to.

Cataninal how to drive a claridad when one was 16.
Worked as a dietition for 8 years in the hospital in Edimenton. After Aim and Lymna were married the worked as a reador for 14 years. Also did a lot of industries work and has received many awards over the years.

John Hiram Blackburn and Palma Gjertine Olson.

JOHN WORLD WOUND THE COOK TO seed or familial crops. The fixed his care magnitude.

Ourng the WW 1 Paths was program with her first child. Had 4 children but in 1939 Jan Sh their 4 year old onli Rende ded from encephable.

John was in the air force in both World Way I and I. Later won the Toppty by the 'Sest John Johned Riv RCAF in 1945 (WW S), and Palma record in Edwards

One was oving, hardworking, a great cook, collapserson and seamstress. One made the family dotters until they became teem and made copies for people in

John sold the form offer the war (1945) and became a neuronce the underwriter and



Walter Joseph Franci:

-Born 1902 in Vienne Austria. Immigrated in 1952 from Austria to Hamilton Ontario. Was moived in World Way 2.

Gunner in a side can of a motortypie.

Carrier to Carriete on the Sout with 20 dollars and a coul engineering degree.

**Motorial hand sold an engineering firm in Edmonton, Worked on infrastructure in many towns in northern Aberta.

Maria Anna Uchatius:

Matter was there first child and he was born in Austria and Marie brought non over

where selections from the critical and the selection in commission delices prought not over when the consequent. They had 4 children in al.

After the 2 kdb where boots and was programs with one more tray more; she went back to Sewetterin. Auditio with the skip to get help from family. Wafter stayed in Canada so work. After the badly was born black tome back to Canada with 4 children.

Elisabeth Maria Theresia Franci July 5th, 1963 Wiener Neustadt, Austria

Evian Mullen May 26, 1997 Prince George, BC

Jacob M. Sen March 22, 1994 Prince George, BC Maria Anna Uchadius April 13, 1922 Atzenbrugg, Austria

Walter Josef Franci October 18, 1922-August 26, 2002 Vienna, Austria

Ronald Perry Mullen October 19, 1928 Regina, Saskatchewan

James John Perry Mullen July 19, 1963 Editionton Alberta

> Except Blackburn April 10, 1930 Vegreville, Alberta

Anton Uchabus January 11, 1904 Vienna Austria

August 22, 1896-1967 Abersdorf, Austria

February 27, 1876. Kuttenberg, Czech Republic

> Elisabeth Kotro November 19, 1665 Tabor, Czech Republic

Wilbert Mullers June 3, 1894-1965 Linsay, Ontario

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

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

October 29, 1866-1965 Vetren, North Dakota USA







My Gramma Betty felling a bit the Blackburn story. debine my parents were married in 1917 they had both food with their familiand had learned a lot about farming, rithen they recent to the familiary had and had named a sit about activity, come took countries, the principle of the popular bought near Lavoy they had to clear more and and cultivities it. They have and worked long and hard custing down toward and sigging as stamps. They had to dig settle and used a worked to pump the water into a trait to the amount of dies. They remed satile pigs, and chickers, it mother tow riggs, tream and satine she had churred ento the general store in Lavoy to help pigs, for the grounder she had churred ento the general store in Lavoy to help pigs, for the grounders that the forcher later or working gave them on credit during the depression. Their die as farmers was very difficult—some years their cross teleprose. Their die as farmers was very difficult—some years their cross teleprose. One, barriery would be prior because of tack of rath, had or some free cross teleprose dos by train. Affective because of tack of rath, had or some it was disposed on by train. Affective couldn't be soill. Out when the LIS put is sent on soill to call don't work and the property and the debt increase of the factors and gradually built for depression, life started to sell did insurance to the factors and gradually built for because on. When the soil started to the factors and finally past of the date. Clusting the time to take the factors and properties. If the started he teleprod start the Kithwall Front jain organization to help temperal and finally past of the date.

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 Force945 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.



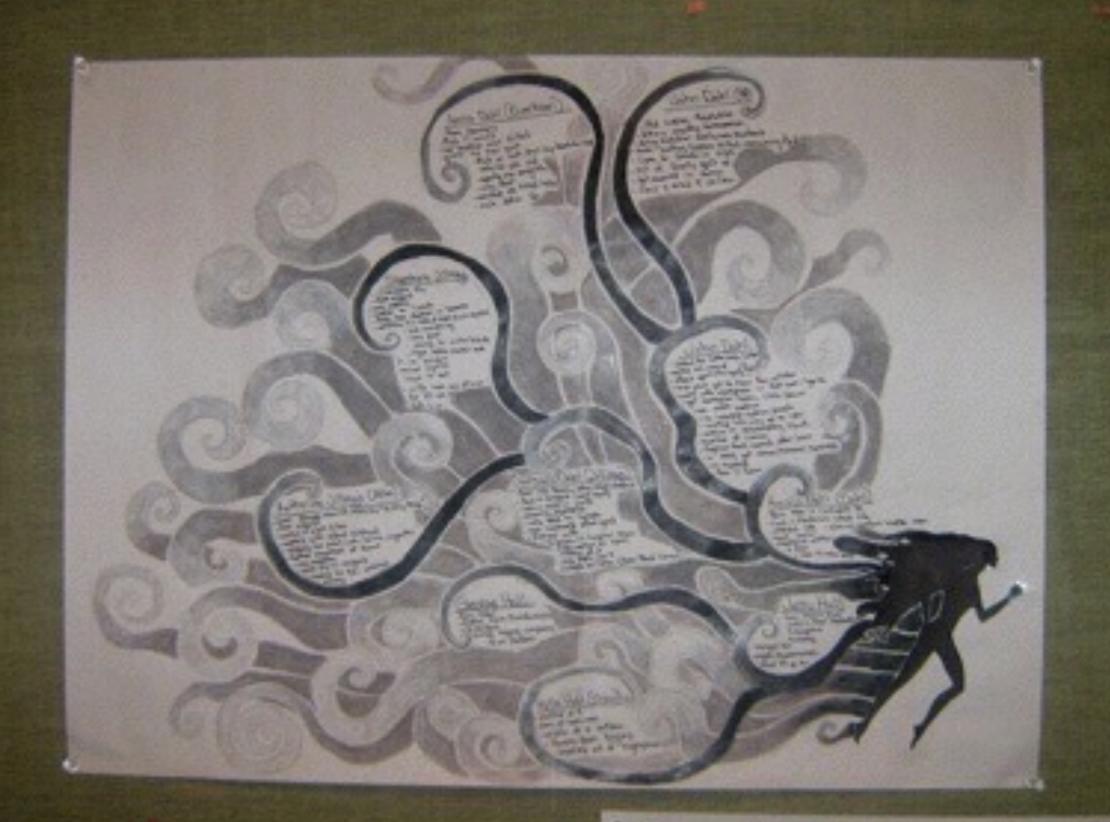
Interesting Facts

-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!







The Delany Family















Hens Empress OF British



Bodding on Bress



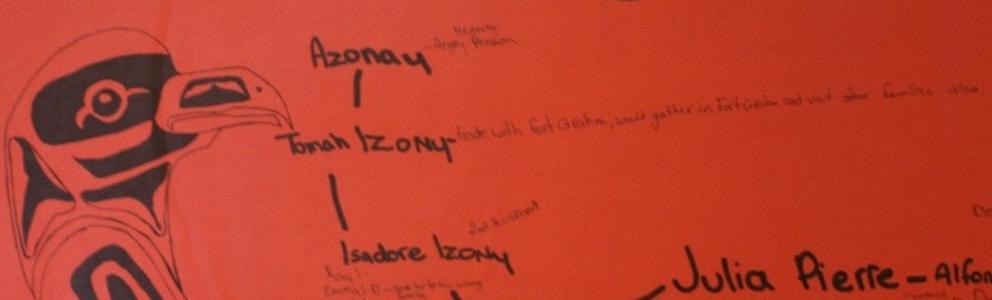
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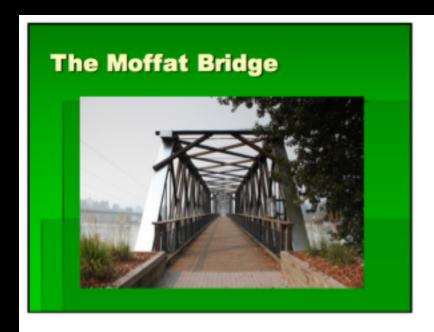
Tsay Keh Dene-Reople of the Martin.



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Julia Pierre - Alfonce Hunter

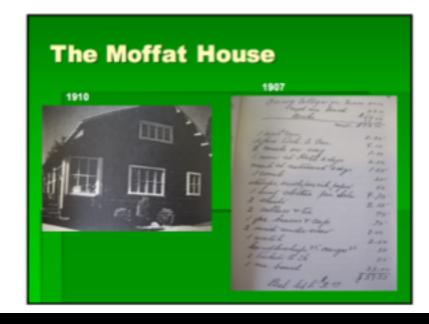
























BEATTY BOX







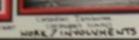
INTER

TECHNOLOGY

CLOTHING

HOUSING





EDUCATION

TRANSPORTATION

GANES/









Life After World War II





FOOD

INTRO

TRANSPORTATION

~ LIVING PURING THE WARM

EDUCATION

TECHNOLOGY





GANES/PASSTIMES

World War II Germany in Canada







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.

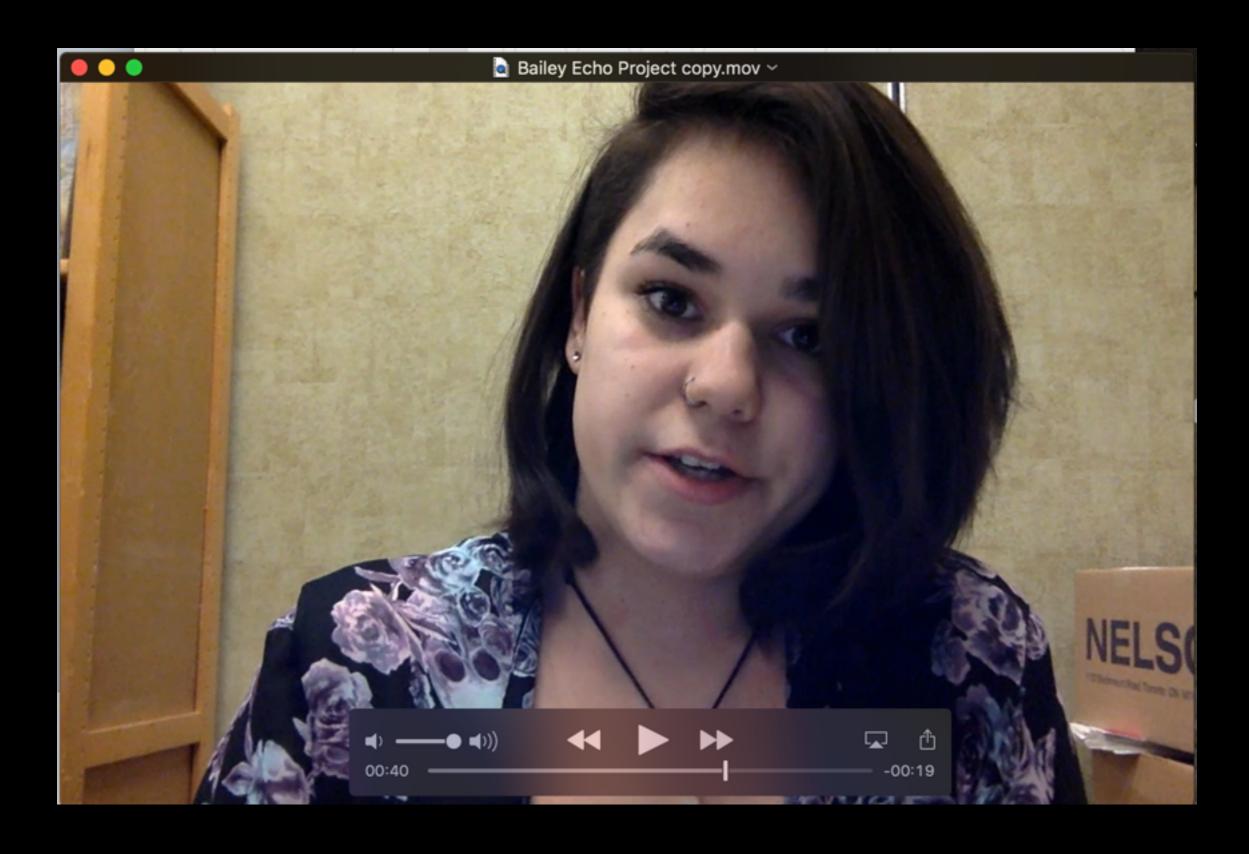
The second woman out of the 2 i've focused on is my Great Aunt Mary Adams, she's super cool and I've learned a lot about her and i wish i was lucky enough to have met her. Mary was a lot like my grandma because from what i've learned she was so fun and seemed to always have a smile on her face, although 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.



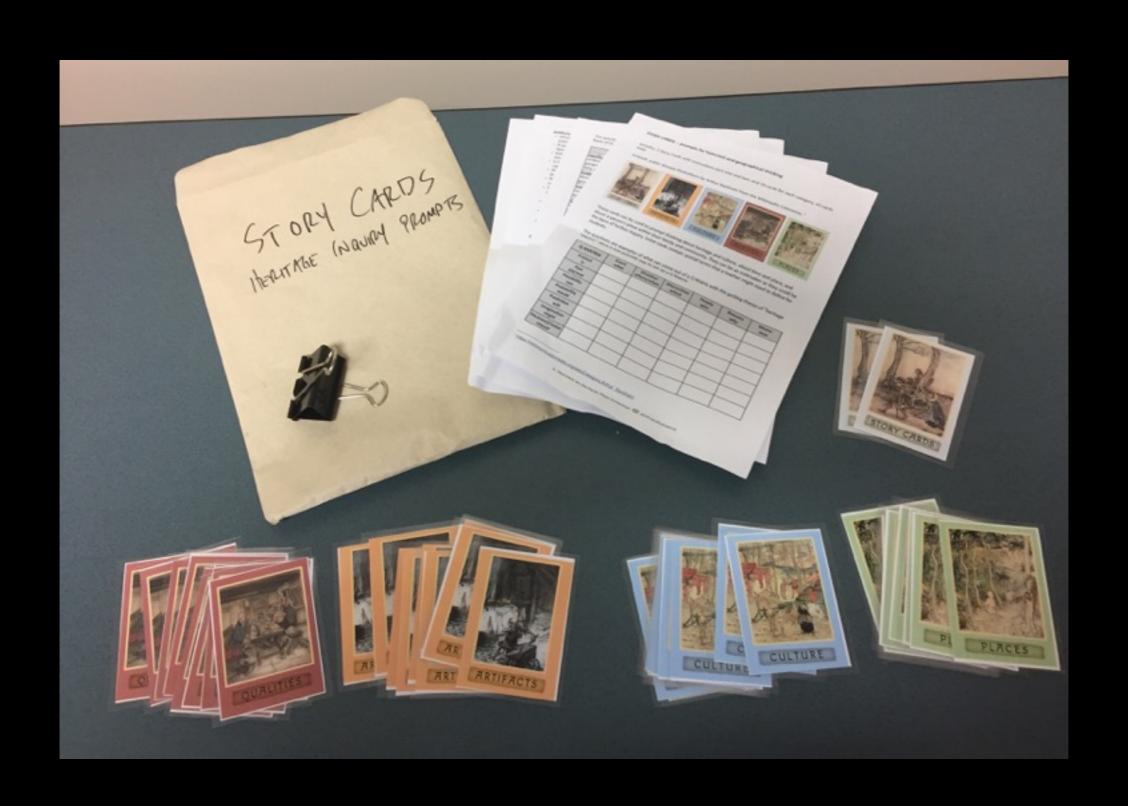


BAILEY'S INQUIRY AND WHY IT MATTERED.



Activity

K-12. SURFACING OUR STUDENTS' NATURAL STORYTELLING ABILITIES











TEACHER & STUDENT - CONNECTED INQUIRY



HERITAGEINQUIRY

AND OTHER IDEAS FOR TEACHING & ASSESSING SOCIAL STUDIES

WORKSHOP RESOURCES and LINKS

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

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

