



D.P. Todd Secondary
Fall Semester 2016



Social Studies 8

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In Social Studies, it is our hope that students learn more about themselves, each other, and the world we inhabit. Social Studies 8 involves **Big Ideas** about power, ideas, and change. Students completing this course will be able to recognize how the ideas and stories of various societies left a mark on cultures and landscapes, and will be able to see how these same patterns are present and active in their own world.



Last Voyage of Henry Hudson, exhibited 1881, by John Collier

Students will be successful in this course when they can demonstrate their capacity to think critically, interpret evidence, assess and defend positions, conduct inquiry related to our course topics. To do this, we will practice skills and processes called **Competencies** such as decoding a variety of sources, some from the past, some from the present, to both generate and answer questions.

BIG IDEAS

Contacts and conflicts between peoples stimulated significant **cultural, social, political change**.

Human and environmental factors shape **changes in population and living standards**.

Exploration, expansion, and colonization had varying **consequences** for different groups.

Changing ideas about the world created **tension between people** wanting to adopt new ideas and those wanting to preserve established traditions.

THEMES/FOCUS AREAS

Power, Ideas and Change

Reasons for Change:

- contact/conflict
- human/environment dynamic
- exploration/colonization
- ideas/worldviews

Kinds of change:

- cultural
- social
- political
- geographic

Historical "bookends" for the course: 600s - 1760 A.D.
Unit Progression: The World -> Europe -> North America -> Canada

COMPETENCIES - SKILLS AND PROCESSES

1. Conduct effective inquiry and research
2. When faced with different kinds of geographic or social data, and evidence or perspectives about historical content or current events, be able to determine the following:
 - What is significant; what has serious consequences?
 - How can credibility and usefulness be established?
 - What does the evidence say about the time period; where are the turning points?
 - What's the social context (influence of society)?
 - Is there and a right or a wrong here and so what?

SCHOOL-WIDE GOALS

THINKING: students should approach subjects with a mindset of inquiry -- asking powerful and open-ended questions about themselves, the topics, the evidence, and classroom process.

COMMUNICATION: students should be clear about what they are expected to learn and express clearly what it is they have learned.

PERSONAL AND SOCIAL: develop good work habits, study skills, and practice responsibility both for your self and to the other students with whom you work.

You are valued, and you are part of a community.

COURSE NOTES

Assessment is usually divided between things that are more like tests or in-class challenges/assignments (50%) and things that are more like projects (50%). We use a grade system, for now, and an optional Final Exam for students that need it.

Most projects have a two-week window after a due date before something else will be required to demonstrate learning. For in-class assessments, it's closer to a week.

The finer details about this course, texts and resources, a course website, and contact information for your teacher can be found at <http://thielmann.ca>.

COURSE EXPECTATIONS

Your teacher does not have many rules... mostly it is expected that students will operate with a few codes in mind:

- **mutual respect** -- treat the students, teacher, and learning space with dignity, safety, calmness, and joy
- **self-reliance** -- take responsibility for your actions, attendance, work habits, expected workload, deadlines, & progress
- **balance** -- there is a season (and time in class) for everything: teacher, student, group, individual, talk, listen, laugh, reflect
- **curiosity** -- ask thoughtful questions of your self, teacher, and classmates, and ask for help when you need it

TECH - a test of the four codes: Cell phones, tablets, etc. can be great learning tools for collaboration, research, and making. They can also draw students away from the classwork, teacher, and other students. There will be times when gadgets will be encouraged, and times when they must be put away. "When" will be something between what is obvious or necessary and what is negotiated as a class.

In exchange for students heeding these expectations, your teacher will strive to make the class time as positive and productive as possible, minimize homework, and keep the focus on critical thinking, meaningful connections (including personal ones), and strong learning about our topics. You are invited to be active participants in how this course and classroom experience unfolds.

DRAFT DESIGN • New Social Studies 8 • Units, Topics, Lessons, Assignments, Assessments		hours
COURSE INTRODUCTION - intention, expectations, competencies, assessment. Quick survey to assess some know/do		1
UNIT 1 The Rise, Fall, and Rise Again of Global Civilizations		22
1A Japan (focus on “medieval” period) use as case study to define the Big Ideas, “do some geography,” introduce & practice competencies, and introduce the relationships that affect the development of civilizations (cultural, social, political, technological, economic, geographical, ideological). Finish with short in-class assessment (match themes to evidence).		(4)
1B China (7th century onwards)	Some direct instruction for each civilization and critical thinking prompts related to the relationships that affect their development, followed by project work (PBL). The lessons are more about pattern recognition and themes, the project is more about students demonstrating how they acquire and demonstrate understanding. Introduce idea of a driving question, and difference between looking stuff up and inquiry.	(2)
1C India “		(2)
1D Islamic World “		(2)
1E Africa “		(2)
1F Central and South America “		(2)
Time for current events, project work, extra lab time, review, assessment (based on project presentation), and feedback Project: integrated project-based learning around a driving question and a chosen civilization.		(8)
UNIT 2 Darkness & Light in Europe: Middle Ages to the Enlightenment		31
2A Mapping the Early Middle Ages: European Empires and Viking Expansion (use of a notes-map to record ideas and stories)		(2)
2B Knights, Castles, and Serfs: Development of Feudalism		(3)
2C Fear and Faith: The Church in Medieval Europe, Crusades		(3)
2D Life in a Medieval Village Before and After the Black Death: a Role-Play/Simulation Game		(3)
2E Renaissance: Italian, Northern - survey of ideas, politics, art, culture, trade. literature, individuals		(4)
2F Reformation and Counter-Reformation: Changing roles for Church, Impact of the Printing Press (includes key additions to the notes-map). conditions for the emergence of the nation-state		(3)
2G The Scientific Revolution: advances in celestial understanding, physics, anatomy, etc., The Age of Reason		(2)
2H Changes to Late Medieval Agriculture and Economy: farming practices, end of guilds, early Enclosure, Cottage Industries		(2)
2I Philosophic Change: Magna Carta, Divine Right of Kings, English Civil War, Bill of Rights), Enlightenment Philosophes		(3)
Time for current events, project work, extra lab time, review, assessment (test of sorts), feedback. Project -- one or more of: historical fiction, castle defense, decoding and responding to a work of renaissance art, 3D printed printing press, dramatization of a historical scenario (e.g. guild skit, feudal hieracrchy). Assignment submission: Big Annotated Map of Europe		(6)
UNIT 3 The “Grand” Exchange: Old World / New World		26
3A The Age of Exploration: reasons, technology, and methods for travel, life on a ship		(3)
3B Global trade and expansion: redrawing maps, colonization, exchange		(2)
3C Case Study: Spanish Conquest of Aztec and Inca Cultures		(2)
3D Aboriginal Peoples of North America: origins, distribution, characteristics, ethnology, adaptations (shelter, food, culture), ways of knowing, human-environment dynamic, legacy & continuity, appreciation of differences,		(4)
3E Case Study: Inuit - People of the Seal		(3)
3F Early European coastal exploration and contact in North America (including Viking visits, Cabot, Cartier, Raleigh), comparison of worldviews, early indicators of the impact of contact		(3)
3G Frozen Seas - efforts to find the Northwest Passage (Frobisher, Davis, Hudson, Bering), Hudson case study: failure to listen		(2)
3H Examining the impact of contact in the Americas: using qualitative and quantitative data		(2)
Time for current events, project work, extra lab time, review, assessment (test of sorts). Project -- one or more of: explorer’s map and journal, building “contact” exhibits from both sides, First Nations chart, dramatization of a historical scenario (e.g. life on a ship, contact), TEK inquiry (hands-on or field trip or local expert & demo re traditional ecological knowledge). Similar to Unit 2, use of a big annotated map (now of North America) to record notes on Lessons 3D-3G plus 4A-4E)		(5)
UNIT 4 The Roots of Canada, or is that <i>Les Racines</i>?		19
4A Fish, Furs, Forts - various attempts at settlement and colonization		(2)
4B Acadia: making a mark on the land - marshland farming, continuation of culture through regime change		(2)
4C Case Studies: 1. Mission of Sainte-Marie Among the Huron - mechanisms of colonization, or 2. Women in Canadian history -- assessing available information (Kateri Tekawitha, Thandelthur, and Marie-Madeleine Jarret de Verchères):		(2)
4D Early Fur Trade in North America - Champlain, coureur-des-bois, inland explorers, founding of the HBC, role of Aboriginal partners and the ally system between British, French, and First Nations		(3)
4E Royal Colony of New France: roles, issues, impacts on the landscape and indigenous peoples of Quebec		(3)
4F Life in New France: -- a Role-Play/Simulation Game		(2)
Time for current events, project work, extra lab time, review, assessment (test of sorts), feedback. Project: Cultural Landscapes - (profile of a places of historical and geographic significance). Submit or assess 2nd annotated map from Unit 3/4 (N. America)		(5)
COURSE WRAP-UP AND REVIEW		1