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| Subject: | Social Studies & English Language Arts – The Past Shapes Today | Grade: | 4 | Duration: | 12 Weeks |

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| Big Ideas: | Summative Assessment: |
| * Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada’s identity. (SS) * Texts can be understood from different perspectives. (LA) | Think of a past conflict that you were involved in. Create a I Used to Think… Now I Think comic that shows the different perspectives of those involved. Next, knowing what you know now, how could you have approached the same situation differently? Make sure your comic explains how your thinking has changed. |

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| Unit Understandings: | | | |  | Content: |
| * History is told from a variety of perspectives * There is a complex relationship between First Peoples and settlers * The process of colonization has changed the land * The choices we make can result in conflict or cooperation * Students will be aware of their own perspective and open-minded and respectful to others | | | |  | * Early contact, trade, cooperation, and conflict between First Peoples (SS) * European peoples the history of the local community and of local First Peoples communities (SS) * Oral language strategies (LA) Functions and genres of stories and other texts (LA) |
| Transfer: | | | |  | Essential Questions: |
| With the knowledge that our perspectives of past events shape our relationships, students will approach others with an open mind. | | | |  | How do we learn about the past?  Who decides which perspectives are told?  How do past events shape our communities today?  How do past events shape our identity?  How has the land changed?  How do the choices we make effect our relationships? |
|  | Concepts: |  |  | | Curricular Competencies: |
|  | Perspective  Responsibility  Identity |  |  | | * Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (SS) * Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)(SS) * Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence)(SS) * Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence) (SS) * Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgment) (SS) * Comprehend and connect (reading, listening, viewing) * Consider different purposes, audiences and perspectives in exploring texts. (LA) * Recognise the role of language in personal, social and cultural identity (LA) * Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts. (LA) * Create and communicate (writing, speaking, representing) * Exchange ideas and perspectives to build shared understanding (LA) * Use oral storytelling processes (LA) |
| First People’s Principles of Learning: | | | |  |
| * Learning is embedded in memory, history and story * Learning requires exploration of one’s identity * Learning involves generational roles & responsibilities | | | |  |
| Core Competencies: | | | | |
| * Critical Thinking * Communication * Personal & Social * Positive personal cultural identity | | | | |
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| Lesson Planning | | | | |  |
| Suggested Lessons: | | | | | Resources: |
| **Culture Games**  Students will be split into groups. Each group gets a greeting, a shout, a taboo, and a way of acting toward another group. Students have to figure out each group’s characteristics. After the game, discuss visible and invisible aspects of culture and how we form opinions (stereotypes) about other people. | | | | | **Equitas: Play It Fair Tool Kit**  <https://equitas.org/tools-for-education/play-it-fair-toolkit/>  **Culture Game** - Adapted from the “Free the Children” Educators Resource Guide, who adapted this activity from “The Kit: A Manual By Youth to Combat Racism Through Education,” The United Nations Association in Canada, March 2002.  <http://www.sd23.bc.ca/DistrictInfo/harmonyday/resources/activities/PublishingImages/Culture%20Game.pdf> |
| **Visible Thinking Routines:**  **I Used to Think… Now I Think**  As part of pre-assessment, have students fill out the “I used to think” portion at the beginning of the unit and keep them for handing back to fill out the “now I think” at the end of the unit.  **Tug of War or Tug for Truth**  These are very similar routines. Both can be used when students are exploring different sides of an issue help them understand the complex forces that “tug” at either side of a fairness dilemma.  **Colour Symbol Image**  This routine is great for getting to deeper level thinking. It is good for distilling the essence of ideas non-verbally. (Please note that it is important to pre-teach the difference between a symbol and an image prior to introducing this routine.) | | | | | **I Used to Think...Now I Think** <http://www.pz.harvard.edu/resources/i-used-to-think-now-i-think-vt>  **Tug of War**  <http://pz.harvard.edu/resources/tug-of-war>  **Tug for Truth**  <http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03f_TruthRoutines/TugForTruth/TugForTruth_Routine.html>  **Colour Symbol Image**  <http://www.pz.harvard.edu/resources/colour-symbol-image> |
| **First Contact Stories**  Work with the Indigenous Resource Teachers or First Nation Support Workers to tell stories of First Contact from both Squamish and Tseil-Waututh perspectives. | | | | | First Nation Support Workers or Indigenous Resource Teachers |
| **Personal Identity Stories**  Students think of a time in their past that helped shape their identity and create a story. Share their story orally with others.  Extension: Ask students to interview significant adults in their lives about events that shaped their identities. | | | | | Contact Teacher Librarian to source example stories. |
| **Before and After Art**  Have students draw/paint what North Vancouver looked like before and after settlers arrived. | | | | | Appropriate art materials |
| **Role Play First Contact Scenarios**  Divide students into two groups. Give each group either a settler or an Indigenous perspective of the same conflict between the groups. Have each group decide how they are going to handle the conflict. Then get the groups together and see how the conflict plays out. Have students reflect on the decision-making process and on whether conflict or cooperation happened. | | | | | Various textbooks & primary sources |
| **Explore the Local History of North Vancouver and Local First Nations** Options for this include a kit from NVMA, books, textbooks, First Nations Support Workers, trips to local historic sites, or guest speakers. | | | | | **North Vancouver Muesum and Archives**  <https://nvma.ca/wp-content/uploads/2018/08/NVMA-School-Programs-Poster_2018.19_FINAL_THICKER4_web.pdf> |
| Resources / Related Books | | | | | |
| People of the Land: Legends of the Four Host Nations by Li’wat, Musqueam, Squamish, Tseil-Waututh  Where Mountains Meet The Sea: An Illustrated History of The District of North Vancouver By Daniel Francis  North Vancouver Museum and Archives Education Kits and online resources  Indigenous Peoples Atlas of Canada – First Nations Volume – Traditional land use section & map of western Canada  Aboriginal Worldviews and Perspectives in the Classroom – Ministry of Education – Awareness of History and Power of Story sections  Inquiring Minds: First Peoples and European Contact by Pearson Education | | | | | |