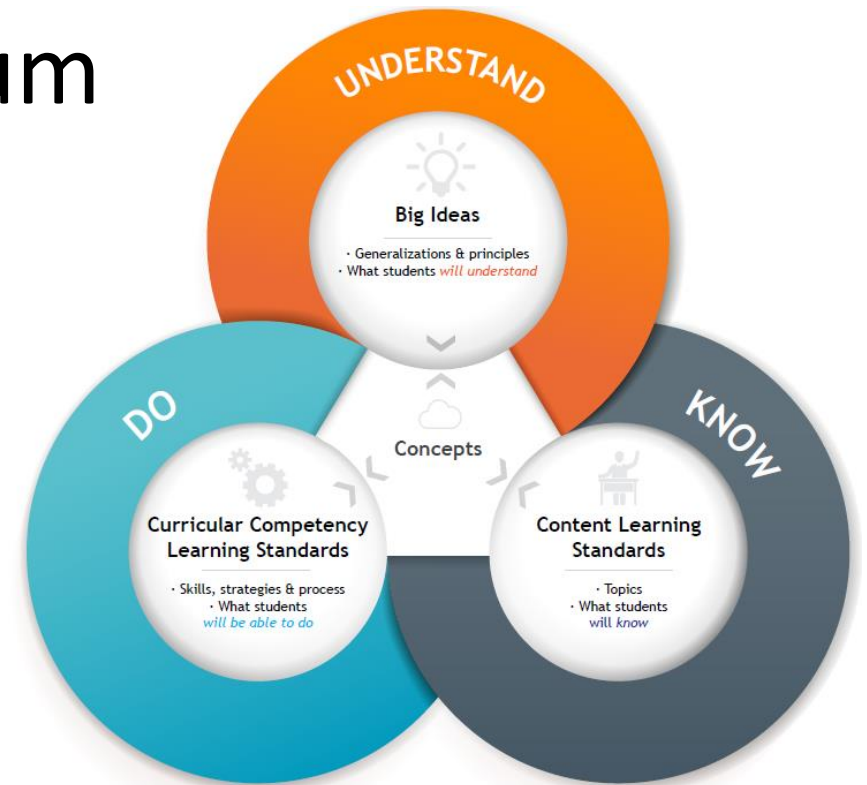


Deconstructing a Unit

Using New Curriculum



The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.

Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity.

Demographic changes in North America created shifts in economic and political power.

British Columbia followed a unique path in becoming a part of Canada.

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

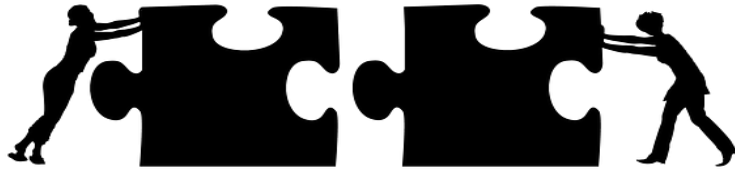
- ▶ Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- ▶ Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)
- ▶ Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence)
- ▶ Sequence objects, images, and events, and determine continuities and changes between different time periods and places (continuity and change)
- ▶ Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)
- ▶ Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places (perspective)
- ▶ Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place (ethical judgment)

Content

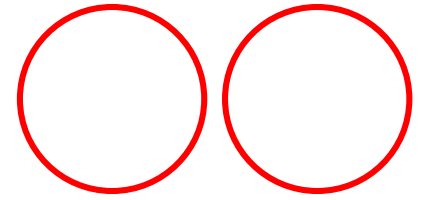
Students are expected to know the following:

- ◆ early contact, trade, cooperation, and conflict between First Peoples and European peoples
- ◆ the fur trade in pre-Confederation Canada and British Columbia
- ◆ demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities
- ◆ economic and political factors that influenced the colonization of British Columbia and its entry into Confederation
- ◆ the impact of colonization on First Peoples societies in British Columbia and Canada
- ◆ the history of the local community and of local First Peoples communities

Grade 4 – Social Studies



Big Ideas (**I Understand**)



Curriculum Competencies (DO)

I can ...



Content (KNOW)

I know ...



Evidence of Experience (Show ...) (Student driven; teacher guided)





Big Ideas (*I Understand*)

Interactions led to cooperation & conflict

Pursuit of natural resources played role

Curriculum Competencies (*I CAN DO...*)

- Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence) [*compare/contrast accounts between European & First Nations – research portion Library, FNESC.ca, DLRC resources, post-it note taking, groupwork]
- Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places (perspective) [*use throughlines thinking – What’s the story; what’s the other story; how do you know the story; why know/tell the story; where’s the power in the story. Use picture books to discuss in whole/small groups]
- Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place (ethical judgment) [*use picture books (eg. Shi Shi Etko) to discuss impact of colonization > possibly include Indian Act; residential schools; potlatch ban]

Content (*I KNOW....*)

- early contact, trade, cooperation, and conflict between First Peoples and European peoples
[What motivates people to move now? What do you think might have motivated explorers and settlers to come to Canada?]
- the impact of colonization on First Peoples societies in British Columbia and Canada

Evidence of Experience (Show ...) (Student driven; teacher guided)

Big Ideas (**I Understand**)

Interactions led to cooperation & conflict

Pursuit of natural resources played role

Curriculum Competencies (*I CAN DO...*)

- Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence)
- Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places (perspective)
- Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place (ethical judgment)

Content (*I KNOW....*)

Evidence of Experience (Show ...)

- Tell the story from a variety of perspectives using the questions above in Curricular Competencies as guidelines. Use a variety of resources to complete a project: eg > ChatterPix, Tellagami, Green Screen (PSA), Thinglink, PowerPoint video, Photostory
- Self assess how well individuals did (effort/result/challenges/strategies for future) – reflection (could be in blog post, eportfolio, journal)

A Brief History of Canada

(<https://www.youtube.com/watch?v=ksYSCWpFKBo>)

excerpt from

History Bites: Mother Britain
(2006 S&S productions)

animation & design **Bryce Hallett**
aka frog feet productions

script **Rick Green**

voice **Ron Pardo**

sound **Roberto Capretta**

www.frogfeet.ca

Session (post video)

- Starting the post-it notetaking session. Brief History of Canada – first blush > record what leapt out & captured memory
 - Replay & add details to extra slips of paper.
 - Glue/tape these to chart paper as starting thinking sheet
 - Add questions; more questions (using the 5 questions as guidepost throughlines of thinking)